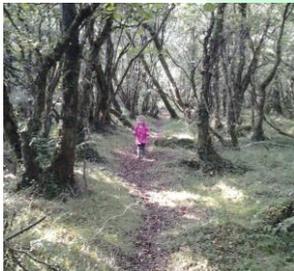
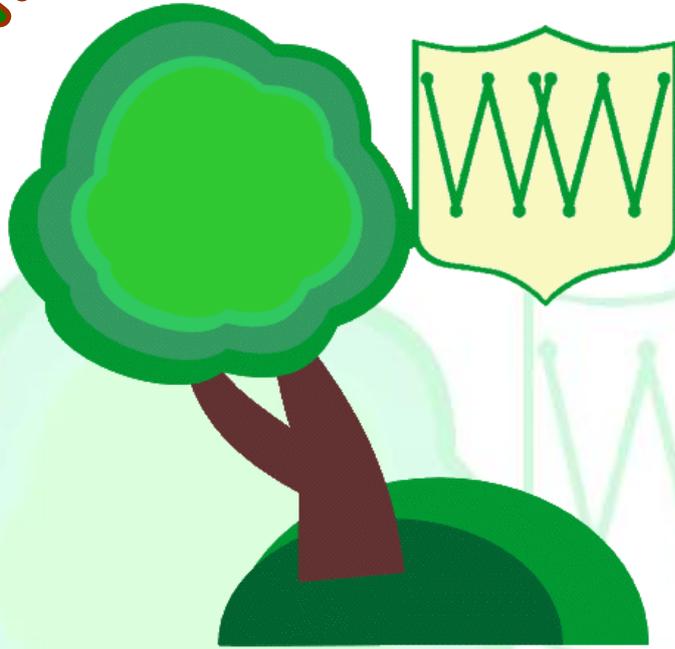


# Woolsery Primary Forest School



## OFFICIAL HANDBOOK



## 2019-20



Woolsery Primary Forest School  
Woolsery  
Bideford  
Devon EX39 5QS  
01237431307  
[forestschoo@woolsery.devon.sch.uk](mailto:forestschoo@woolsery.devon.sch.uk)



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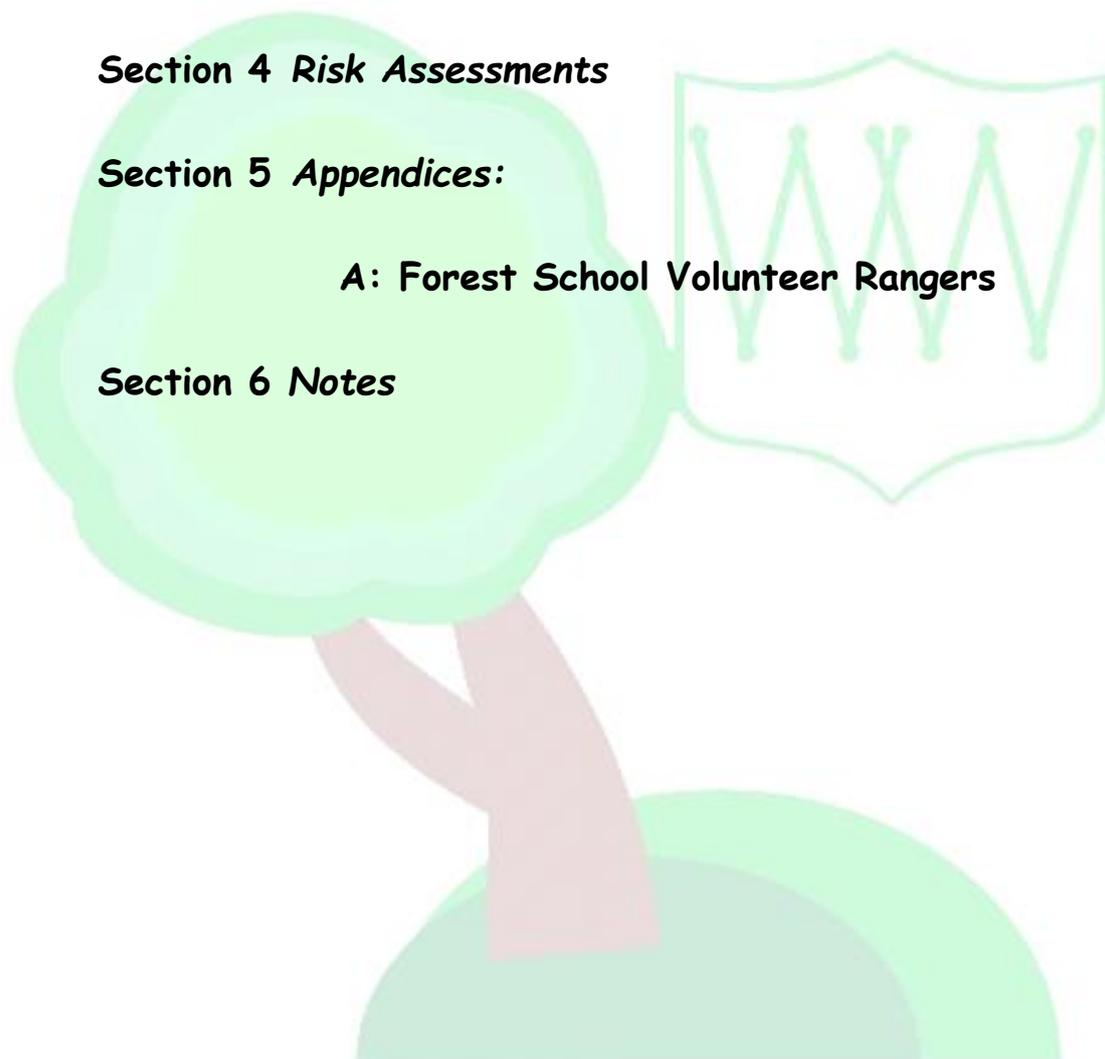
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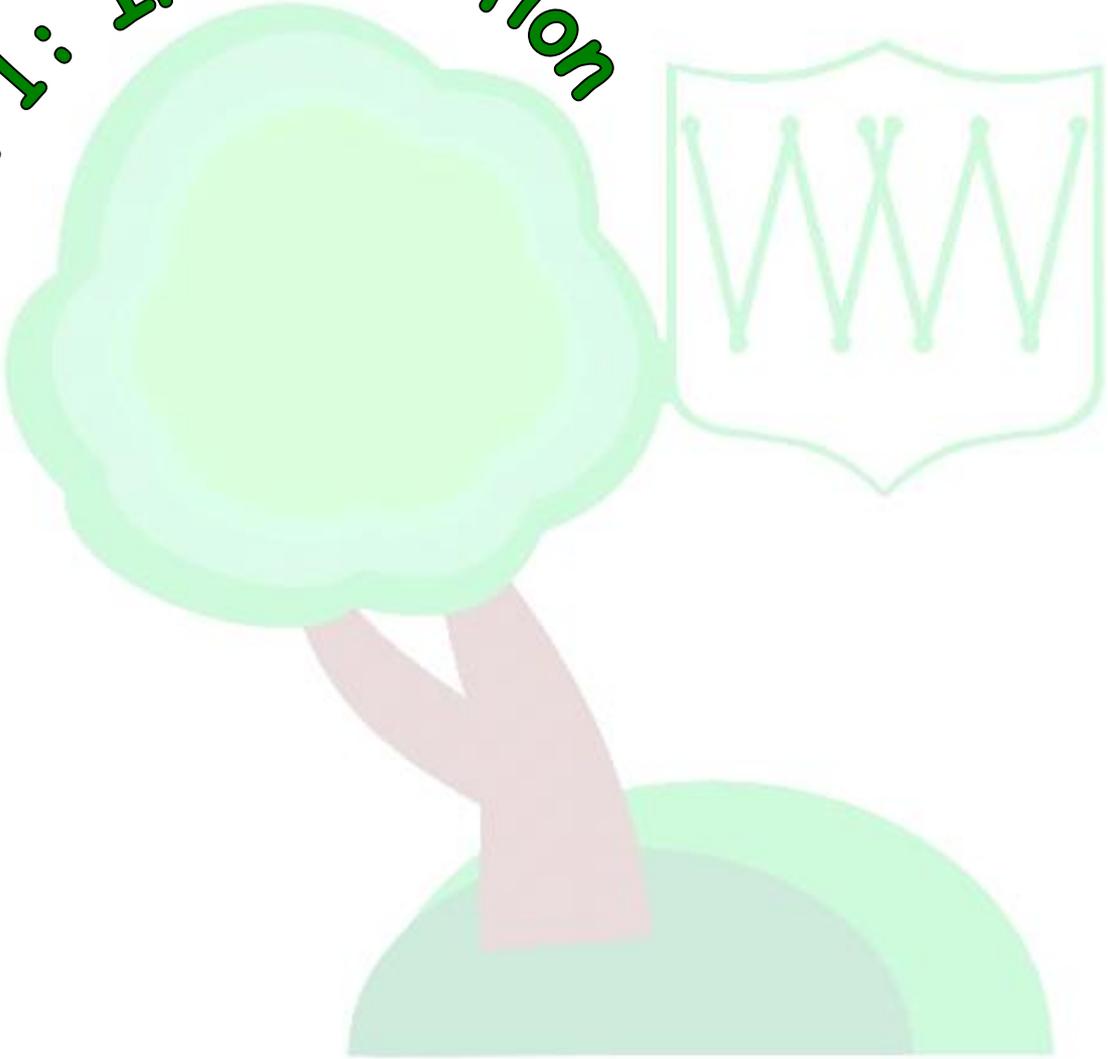
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*Woolsery Primary Forest School acknowledges the inspirational support received from both Bridgwater College Forest School and the late Jim Cobbett of Great Torrington Forest School in the development of its own ethos, procedures and policies.*

# Section 1: Introduction



## Section 1

### *An introduction to Woolsery Primary Forest School*

Woolsery Primary Forest School (WPFS) was established in Spring, 2008 and began its work in September of the same year.

The Forest School idea grew from staff's desire to provide a curriculum at Woolsery Primary School which reflected the naturally stunning area in which the school is situated but which, up to that point, barely featured in the curriculum. Through Forest School and other environmentally-based initiatives, children attending Woolsery Primary School are able to develop a life long love and understanding of the natural environment, whilst developing the core purposes of the Forest School ethos, namely, development of self esteem, confidence and social skills. Through carefully planned activities, children from all year groups at the school take part in three blocks of Forest School work per year which enable children to excel in all areas of their personal, academic and spiritual development.

The philosophy which underpins the Forest School movement is to encourage and inspire individuals of any age from 3 years upwards, and any groups, through mastery of small, achievable tasks in a woodland environment, to grow in confidence and independence so that they are able to develop a sense of self-worth. Children will acquire new skills as they are ready for them so that activities can maintain a degree of challenge and excitement, whilst remaining safe and controlled.

At WPFS, we operate our Forest School on two sites. The main focus for regular activities is the Base Camp within the school's own grounds. This was cleared and restored by Y5 and Y6 children from a previous environmental area which has lain derelict for more than ten years. Our satellite Base Camp is in Burford Woods, around 3.5km from the village, within Clovelly Estates land. This site is used for at least one *Forest School Day Out* each term by each class. The freedom of the 'forest' allows the children the opportunity to experience remoteness and a realistic experience in which they are able to practise their skills and further develop their understanding of a woodland environment.

Experience in other settings has shown Forest School to be inspirational, opinion changing and challenging. It raises expectations and develops insights into individual learning styles and schemas. It is personally and socially uplifting so laying the foundations for other learning. Unlike other forms of outdoor education which generally concentrate on team-building, challenging activities or competitiveness, the Forest School embraces an entirely different approach through the nurturing, support and development of the self-esteem of participants.

## Forest School Staffing

**Carolyn Butler**

***Forest School Leader***

Forest School BTEC Level 3 Advanced Award in Forest School Leadership  
First Aid in the Outdoors (2 Day)

**Matt Cole**

***Forest School Leader***

Forest School BTEC Level 3 Advanced Award in Forest School Leadership  
First Aid in the Outdoors (2 Day)

**Sue Kersey**

***Forest School Leader***

Forest School BTEC Level 3 Advanced Award in Forest School Leadership  
Beach School BTEC Level 3 Advanced Award in Beach School Leadership  
First Aid in the Outdoors (2 Day)

**Carl Davies**

***Forest School Leader***

Forest School BTEC Level 3 Advanced Award in Forest School Leadership  
First Aid in the Outdoors (2 Day)

**Gitta Todd**

***Forest School Leader***

Forest School BTEC Level 3 Advanced Award in Forest School Leadership (pending)  
First Aid in the Outdoors (2 Day)

### **Volunteer Rangers**

Forest School would not be able to operate successfully without a dedicated group of volunteers from the community who give up their time on a regular basis in order to help supervise children within the Forest School setting.

A list of current registered Volunteer Rangers is included in Appendix A at the back of this Handbook.

## Environmental Impact

Every activity carried out in the outdoors will have an impact on the immediate environment. We plan to keep this impact to a minimum. With at least two classes participating in Forest School each week throughout the year, this issue will have to be managed rigorously.

### Activities on-site

The WPFS Base Camp is a small area of immature woodland in which most of the Forest School activities take place. The impact on this area has been significant already and without careful management, the camp will deteriorate over time. To overcome this, the following safeguards and processes have been put in place:

- 🌿 Woodchip paths have been laid throughout the camp to reduce the impact of erosion. Children are shown how to lay and maintain these paths and are responsible for their upkeep, being shown why this is important.
- 🌿 Children are encouraged to walk on the footpaths whenever possible.
- 🌿 Activities which require a low level of supervision from adults will take place in the wider school field area whenever possible: only more hazardous activities, (fire-based work, cutting, whittling and sawing, etc) together with group meetings, discussions and evaluations will take place within the base camp.

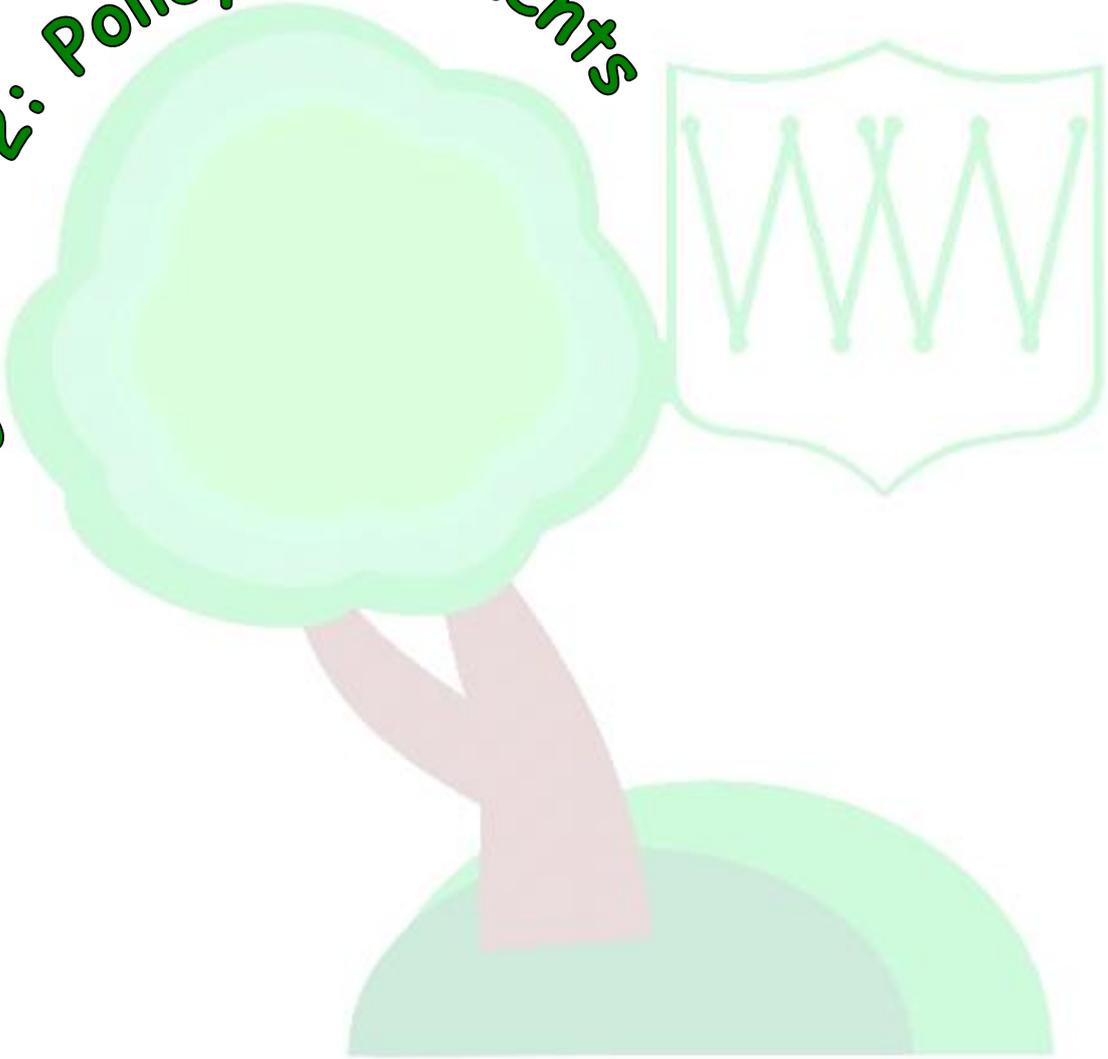
### Activities Off Site (Burford Woods)

Where activities take place in Burford Woods, WPFS will only use the Clovelly Estates "Agreed Area" for activities and will only use agreed access routes to the site.

Where necessary, the FSL will maintain and repair sites within our Agreed Area with or without the assistance of the group.

Maintenance of pathways and access routes to the Agreed Area will remain the responsibility of the Clovelly Estates Company Ltd.

# Section 2: Policy Documents

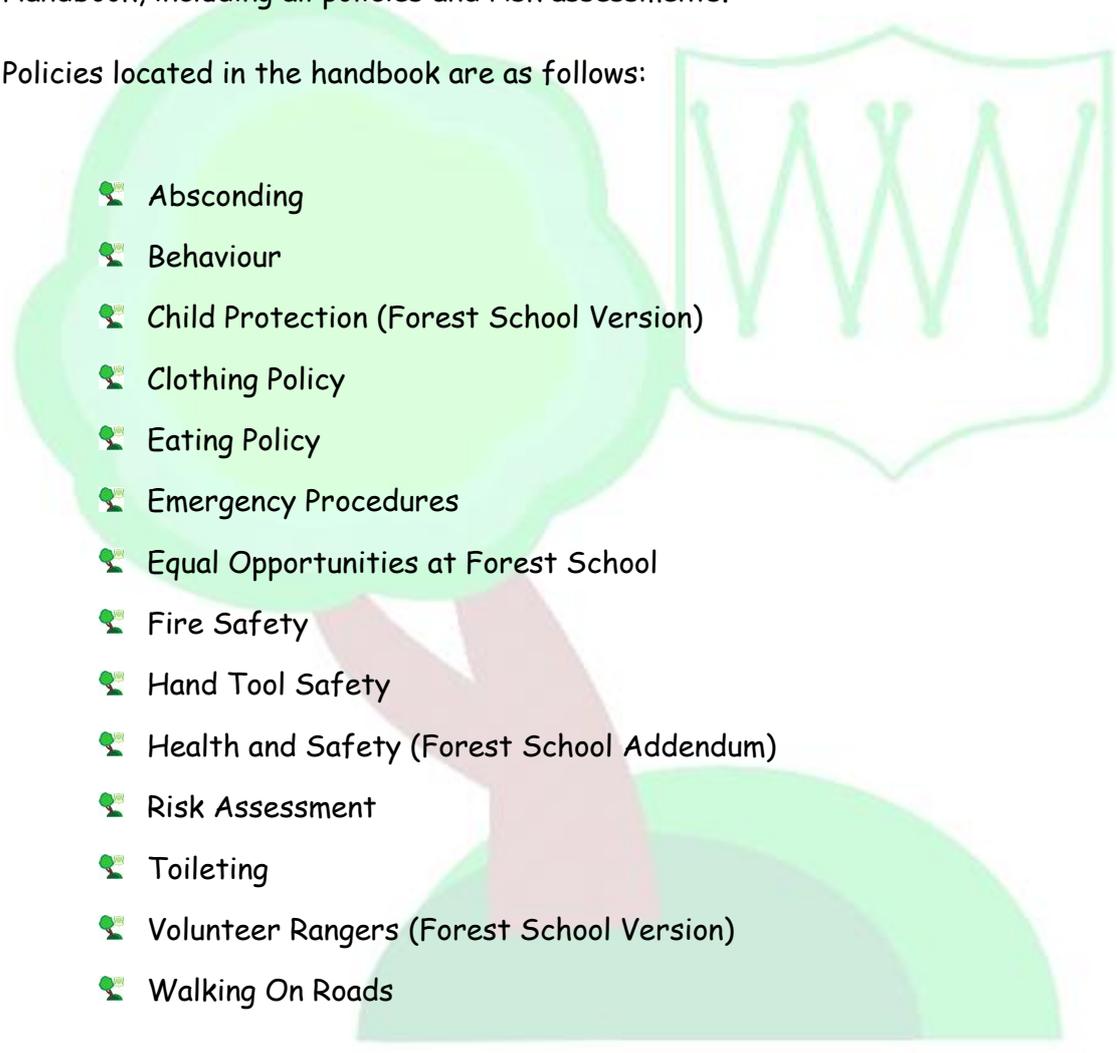


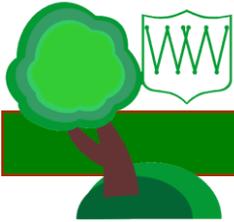
## Policies

The following policies are the minimum requirements for the safe running of Forest School activities. They are in addition to the main school policies and do not replace them.

All members of staff and volunteer helpers have a duty to follow these policies and should be familiar with their contents. A sheet is provided in Appendix A of the Master Handbook where volunteers must sign to state they have read the Handbook, including all policies and risk assessments.

Policies located in the handbook are as follows:

- 
- 📄 Absconding
  - 📄 Behaviour
  - 📄 Child Protection (Forest School Version)
  - 📄 Clothing Policy
  - 📄 Eating Policy
  - 📄 Emergency Procedures
  - 📄 Equal Opportunities at Forest School
  - 📄 Fire Safety
  - 📄 Hand Tool Safety
  - 📄 Health and Safety (Forest School Addendum)
  - 📄 Risk Assessment
  - 📄 Toileting
  - 📄 Volunteer Rangers (Forest School Version)
  - 📄 Walking On Roads



## Woolsery Primary Forest School Absconding Policy

Woolsery Primary Forest School's overarching priority in everything it sets out to achieve is to keep all children safe. This Policy shall be applied whether the group are working in the on-site Forest School Base Camp or at our satellite location at Burford Woods.

If it is discovered that a child is missing from the group, the situation will be taken very seriously *from the outset* and the following emergency procedure will be implemented:

1. The Forest School Leader shall be informed immediately.
2. Activity for the rest of the group shall be suspended in order that up to two members of staff, including the Forest School Leader if appropriate, may be released to conduct a search which shall last no more than five minutes.
3. The remaining children will be given a low risk activity to complete, within the Camp area by the remaining adults, being mindful not to increase anxiety of the group.
4. If, after the five minute search, the child has not been located, the Forest School Leader will phone 999 and alert the police.
5. Woolsery Primary School will be informed so that they can contact the child's parents and inform them of the situation.
6. Staff should corroborate details of the situation, including last known position of the missing child and any timings. These will be recorded on the Emergency Procedures Record Sheet (Appendix B)

*Versions:*

*Draft May 2008*

*Renewed 2010, 2012, 2014, 2016, 2018*

*Renewal:*

*2020*



## Woolsery Primary Forest School Clothing Policy

During Forest School Activities, all members of the group must abide by the following Clothing Policy:

- 🌿 Appropriate footwear to be worn at all times. Ideally, these will be Wellington boots or walking boots. These will be the property of the wearer unless the school is able to provide a spare pair of boots for odd sessions from its stores.
- 🌿 Long trousers will always be worn at Forest School. This is to protect the person from scratches from brambles, thorns and holly, nettle stings, insect bites, insect stings and from burning by the sun.
- 🌿 Long sleeves will always be worn at Forest School. This is to protect the person from scratches from brambles, thorns and holly, nettle stings, insect bites, insect stings and from burning by the sun.
- 🌿 Appropriate waterproofs will be supplied for children by the school at all Forest School sessions. Kit will include a waterproof jacket and waterproof trousers.
- 🌿 Parents may order their children their own set of waterproofs if desired but these should be suitable for the woodland environment.
- 🌿 In colder weather, children are to be responsible for wearing warm clothing underneath their waterproofs.
- 🌿 In cold weather, children should wear hats and gloves, although gloves will need to be removed for some tool work.
- 🌿 When operating away from the school site, a spare set of clothing, including hat and gloves, is available in the dry-bag kept solely for that purpose.

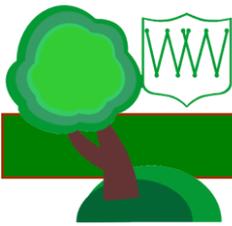
### *Versions:*

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### *Renewal:*

*2020*



## Woolsery Primary Forest School Behaviour Policy

Woolsery Primary Forest School aims to:

- Build self-esteem, independence, motivation to learn whilst always maintaining a safe environment
- Promote awareness, respect and care for other individuals and for the natural environment
- Reinforce collaborative behaviour
- Develop continuity of expectations and of approach to behaviour management both inside and outside Woolsery Primary School
- Develop awareness of acceptable behaviour and responsible behaviour in an outdoor environment
- Develop in both children and adults a pride in their achievements.

In order that these aims are achieved, certain standards of behaviour must be sustained and reinforced as a continuum of expectations within conventional school time.

### **The Role of the Forest School Leader**

*The Forest School Leader will:*

- *Create a positive environment which encourages and reinforces caring, nurturing and acceptable behaviour towards one another, the environment and equipment*
- *Promote effective relationships in which all are accepted, valued and treated equally*
- *Be mindful of the need to maintain safety at all times*
- *Establish clearly defined standards of behaviour*
- *Provide a positive role model for all children and volunteers*
- *Involve school staff, parents, children and outside agencies in the establishment of acceptable standards of behaviour*
- *Place the needs of the children, including needs linked to their preferred learning styles, social and behavioural needs at the centre of the Forest School curriculum to maximise individual success and raise self-esteem.*
- *Give verbal praise to children demonstrating good work, good behaviour, cooperation and good group work.*

### **The Role of the Children**

*The children, to the best of their abilities and with or without support will:*

- Listen carefully and respond to instructions and requests, especially those concerning safety
- Develop and maintain an acceptable attitude towards one another, the environment and all equipment

### *Rewards*

Rewards given at Forest School will feed into the conventional school's rewards system. As such, stickers or other rewards will equate to one school merit.

Forest School Leaders may issue Forest Merits for:

- Good work,
- Good behaviour
- Effective cooperation
- Working effectively as part of a group

### *Sanctions*

Where sanctions need to be given, the Forest School Leader will ensure the following steps are adhered to:

1. The Forest School Leader or Volunteer will try to re-engage the child in the first instance
2. A verbal warning will be given by the Forest School Leader or Volunteer by taking the child to one side and reminding them of the importance of acceptable behaviour.
3. The children will be given time out from the activity. They will be moved away from the activity to a designated area (if within the WPFS, to the margin of the Base Camp; if in Burford Woods, to the base of a tree by the Camp) for two minutes (FS/KS1) or five minutes (KS2)
4. If three time-outs are given in one session, the child will miss the next Forest School session and a letter will be sent home to the child's parents/carers.

However, if the child's actions are placing the group or an individual at risk, the child will be dealt with in the following manner:

- If the session is at WPFS, the child will be escorted back into school to work in another classroom.
- If the session is at Burford Woods, the school will be telephoned for someone to drive out and collect the child. If this is not possible, the Forest School Leader will make the

decision whether to send the child back to school escorted by an adult or, if supervision levels would therefore be compromised or if there is a danger of the child absconding, the whole group will be taken back to school.

- In such cases a letter will be sent home to parents explaining the situation.
- Where the behaviour is deemed to have been very unsafe, the child will be excluded from the next Forest School session and sent to another classroom with work to get on with.
- If behaviour is deemed to have been less severe, the child will follow the school's behaviour policy and miss play time the next school day.
- In all of the above cases, an incident report will be completed by the Forest School Leader.

### **The Role of Junior Rangers**

Junior Rangers will set a good example both in school and outdoors, at all times.

If any staff member reports any misbehaviour on the part of the Junior Ranger, the Forest School Leader will discuss this with the appropriate Junior Ranger and if necessary they will be suspended from their duties for a period of two weeks. Any further breach of the school's behaviour policies will result in their appointment being terminated.

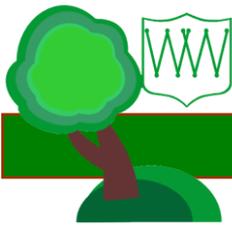
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## Woolsery Primary Forest School Eating Policy

Woolsery Primary Forest School recognises that raising awareness of the woodland environment increases children's interest in edible berries and fruits which may be found outside.

However, there is no safe way of ensuring that children will always eat correct berries and/or fruit, or that appropriate berries and/or fruit will be clean.

There is also the possibility that by promoting the correct ingestion of berries and/or fruit in Forest School sessions may lead to incorrect identification by children when out of school.

Woolsery Primary School is a nut free school and this policy must also be followed in Forest School. Particular attention should be given to hazel when sap is high and when hazel is in fruit as both can be hazardous to allergic children.

With these considerations in mind, Woolsery Primary Forest School adopts the following Policy on the eating of food during Forest School sessions:

1. Forest School sessions on-site (i.e. those lasting a maximum of 1  $\frac{1}{2}$  hours) will adopt a nil-by-mouth policy with the following exceptions:
  - a. Hot drinks made in storm kettles for the group, from commercially available products such as hot chocolate
  - b. Drinks and foods which link directly to the topic, such as elder cordial or dampers, which will only be sourced from commercially available products

In such cases, the Forest School Leader will be responsible for checking that no member of the group has any listed allergy to any of the products; if they have, the Forest School Leader will use their discretion as to whether a substitute product or different activity will be most appropriate.

2. Forest School sessions off-site (i.e. those held at Burford Woods) will adopt a nil-by-mouth policy with the following additional exception:

- a. Breaktime snacks and packed lunches brought by the children may be consumed by the children whilst on Forest School activities, provided careful monitoring by all staff ensures no berries and/or fruit from the forest is consumed
3. Children will be taught, at an age appropriate time, reasons why berries and/or fruit from the woodland may not be eaten during Forest School sessions. They will be reassured that fruit from the woodland can be safe to eat, but can equally be dangerous and that adult (i.e. parent) supervision is very important in ensuring only the correct berries are eaten.

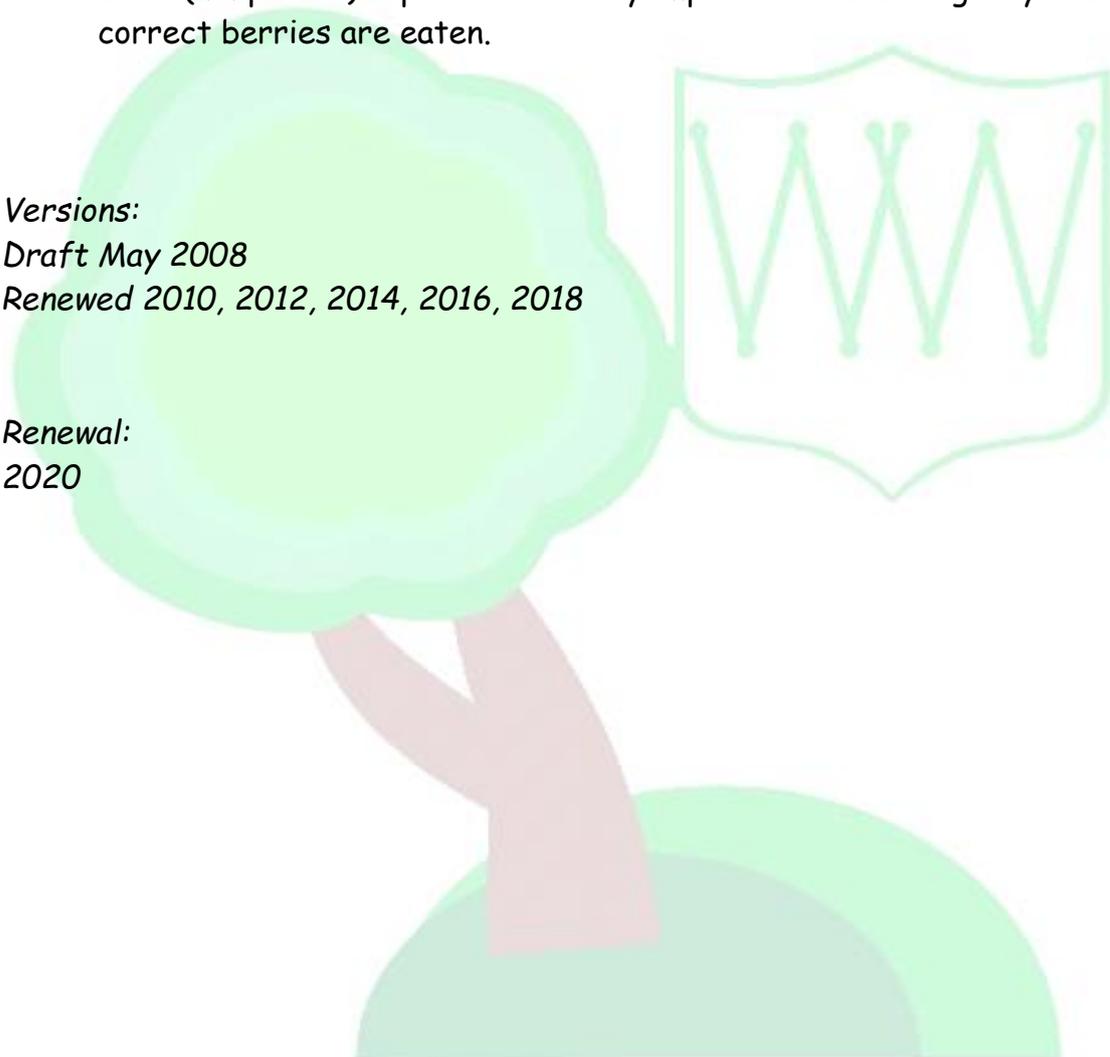
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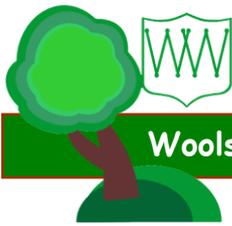
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*Renewal:*

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## Woolsery Primary Forest School Emergency Procedures Policy

All participants will be briefed in what to do in case of emergency. A whistle will be blown as a signal to stop what you are doing, gather with a member of staff, be silent and wait for instructions. 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 the casualty, giving first aid if necessary. An incident report will be completed later.

### **In case of injury**

If anyone sustains an injury or illness which cannot be treated by first aid on site and requires medical assistance:

- In serious cases, 999 should be dialled using a mobile phone carried by the Forest School Leader and then the school will be notified. The school will be responsible for notifying the parent.
- The rest of the group will be supervised away from the incident and if in danger, will be moved to safety.
- One member of the staff will meet the ambulance at the site entrance and direct the crew to the incident site.
- If the injured child is taken to hospital, one member of staff will go with them and the child's parent will be updated about the situation by the staff remaining at school.
- In minor cases, the Forest School Leader will arrange to contact the parent of the injured child so they can be collected and taken to the hospital, doctor or home.

### **Emergency Contact Numbers**

Ambulance:	999
Bideford Medical Centre	01237 476363
North Devon Dist. Hospital A&E	01271 322 480
Woolsery Primary School	01237 431307
Matt Cole mobile	0777 394 0063
Carolyn Butler mobile	077 396 07919

## Requesting attendance by Emergency Services

Dial 999 and ask for the emergency service. Be ready with the following information:

1. Telephone number (mobile number if call is made on a mobile - see above)
2. Details of your location

### Site 1: School Grounds

Woolsery Primary School, Woolsery, Bideford, EX39 5QS

Vehicular access off Old Market Drive EX39 5QF

Tel. 01237 431307

### Site 2: Burford Woods - 1km SW of Clovelly Cross

Burford Woods,

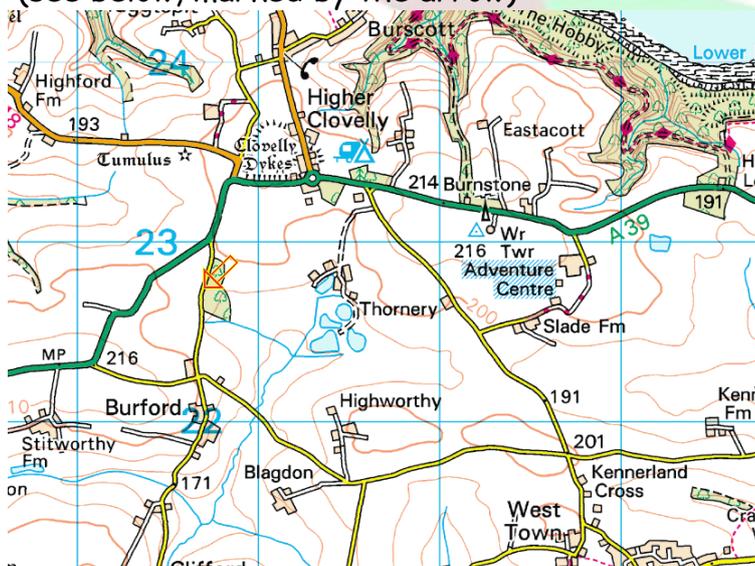
Burford Cross, Nr Woolsery, Bideford EX39 5SN

OS ref for vehicular pick up SS 307228.

This refers to the end of the track between the two woodlands at Burford.

*Directions from Woolsery:* Leave Woolsery heading towards Clovelly. At Kennerland Cross, turn left and follow the road for 2km to Burford Cross. Turn right at Burford Cross. Proceed 0.5km north, towards the A39 to the first farm gate on the right. The woodland used is on the northern (or left-hand) side of the track. This is the pick-up location.

(see below, marked by the arrow)



3. A brief description of the problem (for example, if you are requesting an ambulance, you will need to describe the symptoms of the person who is injured/ill)

4. State that the crew will be met by \_\_\_\_\_ at the entrance to the location to the site.

Speak clearly and slowly and be ready to repeat the information if asked.

Nearest landing site for air ambulance:

- at School - School Field Grid Ref. SS330209
- at Burford Woods - Field to the east of the woods- Grid Ref. SS 309228. Woodland entrance on east side of the road, travelling from the A39 Woolserly junction after Hartland Cross.

*Please remember, Ordnance Survey still list "Woolserly" as "Woolfardisworthy or Woolserly" - this may create confusion and you should be ready to explain the dual names of the location.*

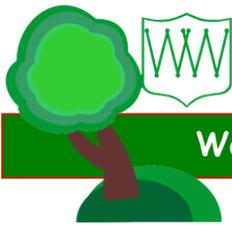
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## Woolsery Primary Forest School Equal Opportunities Policy

*This Policy is an extract from the school's Equal Opportunities Policy.*

There are two strands to the Equal Opportunities Policy: one concerns children and the other concerns staffing and recruitment issues.

This school adopts the Devon County Council guidelines for recruitment and selection and for Equal opportunities for staff

### 1. Statements of Principle

- Discrimination on the basis of colour, culture, origin, disability or sexual orientation is unacceptable in this school.
- Every child and teacher will endeavour to further this objective by personally contributing towards a happy and caring environment and by showing respect for, and appreciation of; each other as individuals.
- All staff will practice an equal opportunities philosophy.
- The school acknowledges the complexity of British society and recognises that it would be failing the children if it did not prepare them for their integral part in society.
- The school is committed to emphasising the common elements and values of our multiple cultures rather than highlighting conflicting areas.
- This school will encourage involvement of the wider community in developing equal opportunities education.

The primary objective of this school will therefore be to educate, develop and prepare all our children, whatever their sex, religion, colour, culture, origin or ability, for life in Britain.

### 2. Aims of the Policy

We see our first task as equipping children with awareness of an increasingly diverse society and of presenting the world as it is and as we would like it to be. On these foundations children will develop their own attitudes to a pluralistic society. In addition we aim to:

- contribute towards raising self esteem.
- allow equal access for all children to all aspects of the curriculum
- challenge negative stereotypes
- promote positive attitudes to gender equality

### 3. Practice

Our school aims and ethos support the idea of equality of opportunity for all; all staff are aware of the main issues. Equal opportunities practice in the school affects children, staff, governors and parents.

Everyone will be influenced by:

- The day to day organisation of school life
- The values and expectations that staff and children bring with them.
- The ways in which our school encourages children, staff and parents to relate to each other.
- The content and delivery of the whole curriculum.
- The way in which teachers and children learn.
- The way in which the Behaviour Policy is applied with fairness and consistency to all children.

- 3.1 Differentiation** We recognise that the need to maximise the abilities of all children including the more able as well as children who are catered for under the special needs policy. Staff will consider the particular needs of any such children in their management of a differentiated curriculum.
- 3.2 Extra curricular** All children are offered the opportunity to participate in a wide variety of extra curricular activities, although there are more opportunities available to KS2 children. Able children will be able to develop their particular talents.
- 3.3 Awareness** As few children from ethnic minorities attend our school it is important to develop understanding and tolerance of people from different races and cultures.
- 3.4 Admission** The school follows the County Council's Admissions Policy, which does not permit sex, race, religion, colour or ability to be used as criteria for admission.
- 3.5 Registration** Children's names should be accurately recorded and correctly pronounced. Names will be recorded on registers in order of year group and not separated by gender.
- 3.6 Discrimination** All forms of discrimination by any person within the school are to be treated seriously. A note must be kept of such incidents wherever they take place on the school site. It should always be made clear to any offenders that such behaviour is unacceptable. If there are repeated incidents of discrimination then the head teacher should be informed and informing parents should be considered.
- Racist symbols, badges and insignias on the body, jewellery, clothing and bags are forbidden in school.
- 3.7 Staff** In all staff appointments the best candidate will be appointed based on strict professional criteria. All staff should be aware of possible cultural assumptions and bias within their own attitudes.
- 3.8 The Curriculum** All children must have access to the school's curriculum. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each child. The curriculum must be balanced, objective and sensitive.

### 3.9 Language

- The school views linguistic diversity positively and staff should be aware of the language and dialect spoken by children and their families.
- We will actively discourage racist, sexist or derogatory language or actions amongst all members of the school community, including governors, staff, children and parents.
- Children and staff must feel that their language or dialect is valued. They should therefore be allowed to use their home language in school, but never to exclude others.
- The school welcomes the support of the county's English as an Additional Language (EAL) team both in raising general awareness and in supporting individuals whose first language is not English.
- The school's aim is to provide for all children according to their needs, irrespective of sex, ability or ethnic origins.
- Whenever possible, staff must ensure that the resources used in all curriculum areas are multicultural and non-sexist, containing positive images of all groups.
- Variety should be evident in the morals, stories and information offered to children. Children should have access to accurate information about similarities and differences between cultural groups.

#### **Monitoring and Evaluation**

The head teacher will monitor practice and together with the other staff will endeavour to ensure that resources support our policy. We will monitor how well we are meeting current legal requirements.

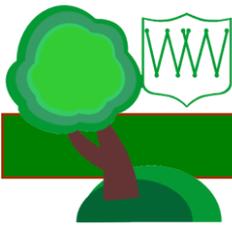
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#### *Renewal:*

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## Woolsery Primary Forest School Fire Safety Policy

Campfires and the use of storm kettles are an important part of Forest School and are used in many sessions. Woolsery Primary School aims to ensure that all children and adults participating in Forest School sessions with fires and/or storm kettles will do so safely and with as little risk to their health as possible.

### Location

- Only previously agreed areas will be used for campfires. At Woolsery Primary School, this is strictly limited to the Forest School Area and in Burford Woods to the Base Camp in the centre of the log circle. Camp Fires are NOT permitted in any other location within Burford, due to the fire creep risk.
- Campfire areas are enclosed by logs or large stones to prevent the spread of fire.
- Storm kettles are only used on flat ground and any woodchip or leaf litter must be brushed away before use.

### Positioning of Children and Adults

- Fire areas are surrounded by seating logs at least 1 metre from the fire pit.
- When the campfire is in use, children are not permitted to access the area without permission.
- When allowed to access the campfire, children must walk around the outside of the seating logs and wait for permission to step over. Once permission has been given, they must sit, ensuring legs are drawn into the log and not outstretched.
- Once seated around the campfire, the children must remain seated until directed by an adult to move.
- Children will be taught how to change seats by standing, stepping over the log and then walking around the outside of the seating area. *They must never cross the inner area.*
- Long sleeves and trousers must always be worn.
- Children are not permitted to throw anything onto the fire.
- Advice on the appropriate way for dealing with smoke will be given to the children: they are advised to turn their head to one side, placing their hand across the face, to close their eyes and count to 30 (or ask an adult/peer to count for them)

- If there is a clear wind direction, seating in the line of smoke is to be avoided.
- If wind direction is variable, the leader should rearrange the seating if at all possible.

### **Type of Fire**

Training is provided for leaders regarding the best fire lay to use for a session:

- **Criss-cross** fires are used to provide a large amount of heat and light and are fast burning.
- **Long Log** fires are good for cooking as they are slow burning and require little fuel.
- **Indian** fires are good for boiling as they are very slow and use very little fuel.

### **Safety and Responsibility**

- Only adults are permitted to light fires unless a single child is selected under direct, physical supervision, to use the strike-stick. However, this will usually be done by the Forest School Leader.
- Fires are lit using fire lighting blocks, newspaper, cotton wool and petroleum jelly, and matches or a strike stick.
- No flammable liquids are to be used to light or accelerate fires.
- No plastics are to be burnt.
- If sessions involve children adding fuel to the fire, this must be done with one to one adult supervision.
- Sticks/wood must be placed, not thrown, from the side of the fire. The hand should never go over the fire.

### **Extinguishing**

- All fires must be extinguished at the end of a session.
- Water should always be to hand during campfire sessions.
- Whenever possible, all fuels should be burnt off to ash.
- Forest School Leaders should ensure that any large remains of wood, especially when using a long log fire, are separated from one another.
- At the end of the session, the fire must be doused down with water and stirred until all smoke and steam has ceased.
- Large build ups of potash, from several fires, need to be dispersed. This must only be done when it has totally cooled, preferably the following day. It should be finely scattered throughout the woodland to enable natural decomposition.

## **Storm (Kelly) kettle**

- Children should not normally light fires for storm kettles as there is additional risk from hot metals. (see *Safety and Responsibility* section) However, the Forest School Leader's discretion may be used when working with Year 5 and 6, depending on the maturity of the group and the child-adult ratios on the day.
- The storm kettle must be placed on flat, clear ground.
- Children must be seated at least 1 metre away from the storm kettle.
- Children can feed the fire with one to one supervision but they must have been shown how to do so safely. (stick held at the end and dropped in from the side; hand should never be placed over the top of the kettle)
- If additional draft is required, this should be achieved with a fanning motion (with a tool mat or similar) with warnings about sparks. The vent hole should not be blown into due to the risk of sparks being thrown out and landing on the person's back or head
- Fuel should burn itself out, but if it doesn't it must be extinguished with water (see above)
- Storm kettles should never be boiled with the cork in.
- If older children (in Year 5 and 6 only) are to pour liquid from the storm kettle, they must be shown how to do this safely whilst the kettle is still cold, so that they have a chance to practise without the danger from steam and scalding. The cork chain must always be used to tilt the kettle.

*Versions:*

*Draft May 2008*

*Renewed 2010, 2012, 2014, 2016, 2018*

*Renewal:*

*2020*



## Woolsery Primary Forest School Hand Tool Safety Policy

Using small hand tools is an important part of Forest School as it enables children to develop new, practical skills that help them develop self confidence. Hand tools are to be maintained in good order by the Forest School Leader(s) and will be inspected before each session to ensure safety. Children and adults will be taught how to handle tools properly and to treat them with respect. Whilst using hand tools the staff to child ratio is increased. This will be achieved by following these guidelines:

- Staff to child ratio 1:2
- Tools will be kept in the Forest School tool area and only removed by the Forest School staff or volunteers.
- Penknives must be opened and closed by Forest School staff, TAs or volunteers
- Running with tools is prohibited
- Pointing with tools is prohibited
- Children will lose permission to use tools if the guidelines are not followed
- Bill hooks should not be swung or used with gloved hands
- Bow saws must have a blade guard on them when not in use. Children will be taught how to safely remove and fit blade guards.
- Wood being sawn must be supported on a saw horse or a natural sawing break - hands must be kept away from the blade.
- When using penknives to whittle, this must be done at the side of, and downwards of the body
- All tools must be counted back into the tool box at the end of the session
- Volunteer helpers must receive basic training on the use of individual hand tools before being allowed to use them with children.

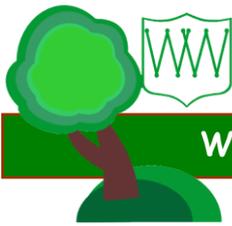
*Versions:*

*Draft May 2008*

*Renewed 2010, 2012, 2014, 2016, 2018*

*Renewal:*

*2020*



## Woolsery Primary Forest School Health and Safety Policy

*The Forest School Health and Safety Policy is an addendum to the School's Health and Safety Policy and does not change the school's position on health and safety matters set out in the original document.*

In order that Forest School sessions may be run safely, the Forest School Leader will:

- 🌿 Have regard to the Local Authority Publication *Outdoor Education, Visits and Off-site Activities*
- 🌿 Ensure that at least one appropriately qualified first aider is on-site
- 🌿 Establish and maintain a safe and healthy environment by:
  - Establishing, maintaining and evaluating appropriate procedures, policies and risk assessments, as set out in the Handbook
  - Ensure the provision of sufficient information and instruction for all adults so that they can contribute to their own health and safety and that of the children they are working with
  - Establish and be utterly familiar with, all emergency procedures including the reporting and recording of procedures
  - Ensure that risk assessments and pre-site visits take place before children are permitted on to the site. Risk assessments will be held in the master Forest School file, located in the Head teacher's office.
  - Ensure alternative plans are in place should a planned activity be compromised by health and safety concerns
  - Ensure that Forest School Volunteer Rangers are aware of their responsibilities towards the children
  - Investigate any accidents and use information gathered to inform future risk assessment and policy making
  - Teach all members of the party to maintain their own and others health and safety by involving them in the risk assessment process at appropriate opportunities
  - Maintain the legal adult-child ratio
  - Ensure that safety equipment is in good working order and is used appropriately
- 🌿 Forest School Leaders assume responsibility for the maintenance of the First Aid Kit, Kit Bag(s) and any tools brought into the Forest School camp

## ***Roles and Responsibilities***

### ***Responsibilities of the Forest School Leader***

-  To plan and lead all Forest School activities
-  To ensure that planned activities are within the capabilities of the children taking part, amending plans to provide an inclusive curriculum in its broadest sense.
-  To take responsibility for discipline during Forest School sessions (see Behaviour Policy)
-  To have an up to date First Aid qualification
-  To ensure that all participants follow the Clothing Policy
-  To carry out daily risk assessments as described in the Risk Assessment Policy
-  To assist with the toileting of children if they request help
-  To ensure all Forest School policies are regularly reviewed and that review is informed by observations and developing knowledge of the Forest School setting

### ***Responsibilities of Accompanying Staff and Forest School Volunteer Rangers***

-  To take an active role in Forest School activities and assist with any discipline issues within the group (see Behaviour Policy)
-  To assist with the walking of children on roads to off-site locations (see Walking On Roads Policy)
-  To assist with the Forest School Leader in ensuring equipment meets safety standards and to report any concerns about the state of equipment immediately
-  To assist the Forest School Leader in teaching children to maintain their own and others' health and safety
-  To report accidents or hazards to the Forest School Leader immediately
-  To take responsibility for making themselves aware of safety issues, such as the whereabouts of the first aid kit
-  To provide their own suitable outdoor clothing and footwear

### ***Responsibilities of the Children***

-  To take personal responsibility for their own safety as well as the safety of others
-  To listen to and follow safety information given to them
-  To ensure that inhalers and epipens are carried in a bum-bag during off-site forest school sessions
-  To bring appropriate clothing and footwear to Forest School sessions

### ***Versions:***

*Draft May 2008*

*Renewed 2010, 2012, 2014, 2016, 2018*

### ***Renewal:***

*2020*





## Woolsery Primary Forest School Risk Assessment Policy

Woolsery Primary Forest School aims to develop children's self esteem, independence and motivation to learn in a safe environment.

In order that these aims can be met, the Forest School Leader will:

- Consistently apply the five-step approach to risk assessment for all Forest School sites and activities:
  1. Look for hazards
  2. Decide who may be harmed and how
  3. Evaluate the risks and decide whether existing controls are adequate or whether more should be done. Forest School activities may only proceed if the remaining risk is deemed to be **low**
  4. Record findings, including daily amendments to standing risk assessments based on site visits or observations
  5. Review assessments on a regular basis (or if circumstances change which may affect the rigour of the assessment) and revise if necessary
- Carry out full risk assessments on each site where Forest School activities will take place. These will be filed in the Master Forest School Handbook located in the Headteacher's office. Daily pre-visit checks will be carried out by the Forest School Leader on sites to be used prior to a day's activity, as near to the start of the activity as is reasonably practical.
- Move activities indoors if, in the opinion of the Forest School Leader, weather conditions such as high winds or the threat/occurrence of electrical storms make work outdoors unsafe.
- Note risks related to a specific activity
- Inform staff, volunteers and children of potential hazards and methods of working in order to minimise their risk further.
- Involve staff, volunteers and children in risk assessment, as appropriate, 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 either 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.
- Ensure children and adults will have access to drinking water during sessions
- Ensure a nil-by-mouth policy is adopted in all Forest School sessions, except for whole-day sessions when only packed lunches and snacks brought by the children and adults may be eaten, or when the Forest School activity is about cooking (see eating policy for more details and exceptions)

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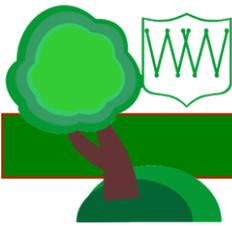
*Draft May 2008*

*Renewed 2010, 2012, 2014, 2016, 2018*

*Renewal:*

*2020*





## Woolsery Primary Forest School Toileting Policy

Before a Forest School session, children will be given the opportunity to go to the toilet.

Whilst working at the WPFS, children will be allowed back into school if the toilet is needed.

Children with special needs, including behavioural needs, who have an attached teaching assistant, will be escorted to and from the toilet.

When working at the Burford Woods site, children will be allowed to use a secluded area for toileting. If the child asks for help with this, they are only allowed to be accompanied by a member of staff from Woolsery Primary School or their own parent.

The designated toilet area at Burford should contain: Composting toilet, anti-bacterial hand wash, toilet roll, refuse bag. Children should be briefed on the use of the "engaged" signal to prevent someone using the toilet being interrupted.

In other circumstances, natural toileting will be required:

All children will be shown how to dig a toilet hole correctly. Young children may require the hole to be dug for them but should be left alone to use the toilet:

- Take a trowel from the tool bag and toilet paper from the safety sack and find a secluded area on the site, outside the camp or boundary for activities.
- Dig a hole around 30cm deep.
- Deposit in the hole, including toilet paper, and cover with a handful of leaf litter.
- Refill the hole with the removed soil.
- Wash hands when back in the activity area.

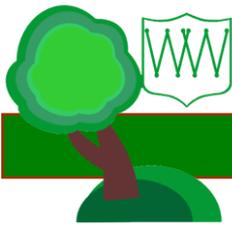
*Versions:*

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*Renewal:*

*2020*



## Woolsery Primary Forest School Volunteers Policy

*The following is an extract from the school's Parental Helpers Policy. The sections which make specific reference to Forest Schools were added in May 2008. Where the term Classroom is used in this policy, this is in its widest possible sense and includes all learning environments, including the outdoor classroom.*

### **Rationale**

We welcome parents and helpers into school and value their input into the education and experiences of our children. Parents and other helpers have a wealth of strengths that they can bring to the classroom. We want to make them feel welcome in our school and valued in whatever they can offer. All doors are open to parents. (in this Policy, the term *Parents* encompasses grandparents, relatives and other helpers from the community)

### **Purpose**

1. To welcome parents into school and give them the opportunity to contribute to the lives of the children
2. To ensure that parents are not put in positions of responsibility or supervision that are unsuitable for them
3. To ensure the safety of the children when working with different adults
4. To allow parents to assist staff in their day to day running of the classroom
5. To ensure that appropriate supervision of parents in school takes place
6. To promote the schools open door policy to parents and the larger community

### **Guidelines**

All parents should be treated the same in whatever classroom they are working in and staff should feel that parents are benefiting the children's education. This policy clarifies the different roles parents can undertake and the safety measures that should be adhered to ensure the well being of all the children in the school.

## **Conclusion**

The role of parents is very important in our school. It is positive that our school is open to parents and that parents feel they can offer something to the children. Organising parents in the classroom and being clear about their role and work will benefit the children and give all adults a clear sense of purpose of direction. The more support the children have while they are in school can only give them great benefits.

## **Forest School Volunteers**

Whilst the role of a Forest School Volunteer Ranger (FSVR) and their use to support learning shares all of the points covered above, the school recognises that responsibilities placed on FSVRs in the outdoor environment are often more rigorous than might be found at other times. It is important that FSVRs understand that they cannot be passive adults, effectively further children in the group, but that they have a responsibility under the guidance and direction of the Forest School Leader to ensure guidelines, policies, risk assessments and procedures are followed consistently all the time. They should be reassured that ultimate responsibility rests with the Forest School Leader but that by becoming a FSVR, there will be an expectation for them to contribute actively in the wellbeing and safety of the group.



# **Parent Participation Policy Guidelines (School)**

## ***Policy***

When parents offer to help in school, staff may wish to consult this policy document for guidance.

## ***Discussion***

Experienced staff will arrange to meet with the parent at a mutually convenient time to discuss what they may like to do in the classroom. Most parents take part in the following activities;

- Hearing individual children read
- Working with a group of children
- Taking part in supporting art activities
- Mounting work or sticking work in books

Some parents approach the Headteacher with a request to help in classrooms. In this case, the Headteacher will meet with the parents and discuss where the parent may be best placed. The Headteacher will then discuss this with the appropriate class teachers.

## ***Review and dialogue***

It is important that the parent is comfortable in what they are doing, so they are encouraged to state what their strengths are and what they would most like to do.

Teachers should talk to their parent helpers and ask if they are content in their undertaken role. Adjustments can then be made if the teacher thinks it is necessary.

## ***Police Checking (DBS)***

All parent helpers must be DBS checked before helping in school.

A full register of those who have been DBS checked is held in the Office and maintained by the School Business Manager.

DBS clearance of all helpers in school is good practice and one which we at Woolsery Primary School embrace. However, DBS checking DOES NOT mean that a parent or any other adult poses no threat to the well being of our children.

Even parents who have had DBS clearance should be supervised appropriately.

When supporting in school, all parents should wear Visitor Badges and also ensure that the class they are working in is clearly visible on the name badge too - so that children and staff know who they are and where they are based.

### ***Supervision of parents***

Parents should be supervised wherever possible within the classroom setting. Parents **should not** be sent to work with children in spare rooms or spaces other than the Library where the open nature of the area allows for supervision.

### ***General guidelines for parents***

All parents should sign in at the office upon arrival before going into class. They must get a Visitor Badge and state which class they will be working in also. Parents will be taken to the class by the Business Manager or other member of staff.

Parents must be told by the class teacher never to allow themselves to be in a one to one situation with a child.

Parents should be told to avoid touching children in any way - this will be supported further by avoiding helping the children to get changed for PE.

Parents should be told that disciplining the children is the responsibility of the teacher. If children behave poorly, they should be told to seek the teacher's intervention immediately.

Parents should be told that confidentiality is an essential part of their working in the classroom - it is not an opportunity to find out what is going on within a classroom to support a specific agenda, or to feedback on events which have occurred within the classroom to another parent. Such concerns should follow a different route, guidance can be sought from the class teacher, Headteacher or Governing Body representatives.

Parents should be told not to enter the children's toilets at any time. If they feel there is a problem with a child in a toilet, they must seek a teacher to deal with the situation.

Parents should be told not to administer any medication to children including creams. This is the role of the first aid staff.

As parents help in school, they may decide to extend their role and even take on some form of formal training.

### ***Residential visits***

For our residential visits, parents can accompany us although this is not normally requested. In these cases, full DBS checks will be carried out well before the visit takes place. However, all the points raised above are still relevant to these parents.

### ***Staffroom***

Parents are welcome to join staff in the staffroom at lunchtimes and playtimes.

When parents are in the staffroom, staff need to be aware of this. Discussion of specific children should be avoided and the conversation should be professional as laid out in teacher's guidelines on conduct.

### ***Health and Safety***

Parents should sign in the visitors book each time they arrive in school alongside wearing a Visitors Badge and class based label. This book is situated in the office. On departure, parents also should sign out.

Staff should explain the fire drill procedure to any parent helpers in their class.

Parents should be visible to a member of staff at all times, whatever work they are undertaking with the children.

## **Forest School Volunteer Ranger Guidelines**

### ***Policy***

When parents offer to help in forest school, forest school staff may wish to consult this policy document for guidance.

### ***Discussion***

The Forest School Leader will arrange to meet with the parent at a mutually convenient time to discuss what they may be expected to do in the Forest School. Generally, duties will include the following activities;

- Becoming familiar with the Forest School Handbook and all procedures contained within it
- Take part in pre-session briefings from the Forest School Leader
- Assisting groups with tasks such as using saws, knives or bill hooks
- Promoting the ethos of forest school to raise self-esteem and confidence as an overarching aim
- Assist in monitoring children when walking to and from Forest School activities
- Assisting children with their kit, including waterproofs.

Parents will only be considered Forest School Volunteer Rangers (FSVRs) when they have read and signed that they agree to policies and procedures contained within the Forest School Handbook.

### ***Review and dialogue***

It is important that the FSVR is comfortable in what they are doing, so they are encouraged to seek further advice or assistance from the Forest School Leader whenever instructions are unclear to them.

### ***Police Checking (DBS)***

All Forest School Volunteer Rangers must be DBS checked before helping in Forest School.

A full register of those who have been DBS checked is held in the Master handbook and maintained by the Forest School Leader.

DBS clearance of all helpers in school is good practice and one which we at Woolsery Primary School embrace. However, DBS checking DOES NOT mean that a FSVR poses no threat to the well being of our children.

Even FSVR who have had DBS clearance should be supervised appropriately.

When supporting in Forest School, all FSVRs must wear appropriate identification. The Forest School Leader will introduce them to the group at the start of session briefing.

### ***General guidelines for Forest School Volunteer Rangers***

All FSVRs should sign in at the office upon arrival before going into class. They must get a Forest School ID tag and wear it visibly over outdoor clothing.

FSVRs must be told by the Forest School Leader never to allow themselves to be in a one to one situation with a child.

FSVRs should be told that disciplining the children must take place within the ethos of Forest School. This will be discussed at the initial briefing session. If children behave poorly, they should seek the Forest School Leader's intervention immediately.

FSVRs should be told not to enter the children's toilets or assist with in-forest toileting at any time (other than to assist with digging - see Toileting Policy). If they feel there is a problem with a child when using the toilet, they must seek a member of staff to deal with the situation.

FSVRs should be told not to administer any medication to children including creams. This is the role of the first aid staff.

As FSVRs help in forest school, they may decide to extend their role and even take on some form of formal training. This will be supported by the school as much as possible.

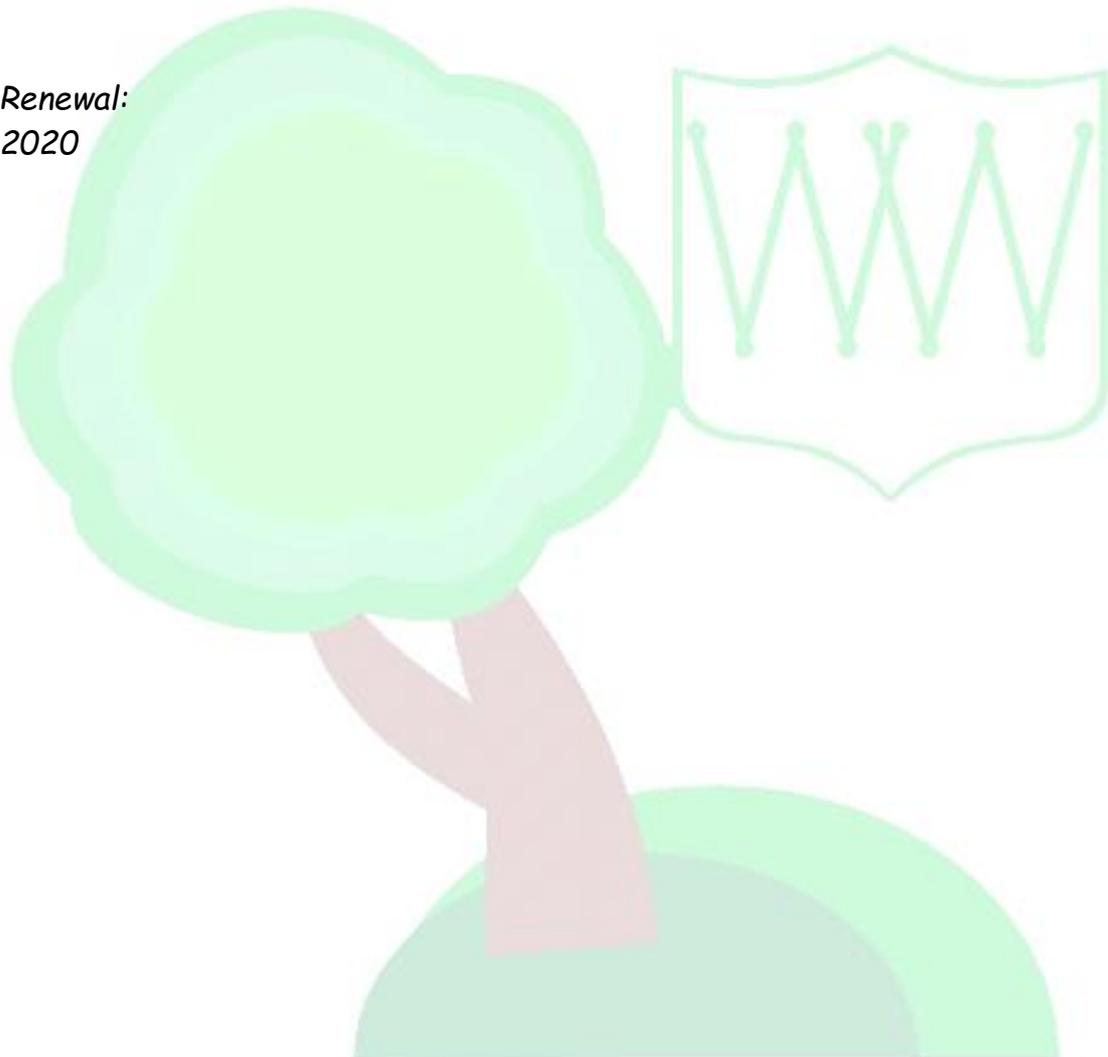
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*Versions:*

*Draft May 2008*

*Renewed 2010, 2012, 2014, 2016, 2018*

*Renewal:  
2020*





## Woolsery Primary Forest School Walking On Roads Policy

Woolsery Primary School aims to keep all children safe. When it is necessary to take the children off-site, the following procedures will be followed:

- The group will be given a safety reminder before leaving the school site (outward) and before leaving the destination (return)
- A minimum of 1:7 adult to child ratio will apply
- The Forest School Leader will assume a position at the rear of the line
- The adult leading the line will be someone that the Leader is confident can apply all safety procedures, and know the agreed route (*see below*)
- All children will wear fluorescent tabards when walking on roads. These are held in the school

### Walking on pavements

We recognise that the vast majority of walking journeys in and around Woolsery will not involve pavements. However, where they exist, they will be used.

- The group will walk in single file on the inner side of the pavement
- The adult at the front of the line will ensure other pedestrians are kept safe, stopping the line if necessary to allow others to pass safely.
- The group will stay together so that the Forest School Leader at the rear can see the adult at the front of the line. If the Leader senses the group is getting too spread out, (s)he will stop the group by two sharp whistles or call "STOP". The Leader will then give instructions on how the group should close the gaps in the line. When the Leader is satisfied that the group is back together again, (s)he will give the instruction to move on.

### Crossing the road from pavement to pavement

- On approaching the place to cross the road, the adult at the front of the line will stop the children and ensure they are all paying attention and are ready to cross.
- When it is safe to cross, the adult at the front of the line will move to the other side of the road. A second adult will move to the

middle of the road in order to stop any traffic and signal for the children to cross.

- The Leader at the rear of the line will ensure the children cross quickly but without running.

### **Walking on roads without pavements**

Most of the road walking undertaken in Forest School work will be on single track roads without pavements. These guidelines will be followed:

- The line will walk in single file on the clearest side of the road or lane. There will be no running.
- The group will stay together so that the Leader at the rear can always see the adult at the front of the line unless the physical nature of the road make this impossible. If the Leader senses the group is getting too spread out, (s)he will stop the group by two sharp whistles or call "STOP". The group will then stop and step back as far off the road as is possible so that they are all in a position to look both left and right. (to the front and back of the line) The Leader will then give instructions on how the group should close the gaps in the line. When the Leader is satisfied that the group is back together again, (s)he will give the instruction to move on.
- On hearing the sound of, or seeing, an approaching vehicle the leading or trailing adult will communicate the danger to the group by one sharp blow on a whistle or the call "CAR". The group will stop and step back as far off the road as is possible so that they are all in a position to look both left and right. (to the front and back of the line). They will remain in this position until the all-clear is given by the Leader.
- When faced with an obstacle such as a parked car or tractor, the adult at the front of the line will stop the group and will supervise, with the help of a second adult, the safe negotiation of the hazard - one child at a time if necessary - in a way that the group can line up safely in a single file back on the clearest side of the road as quickly as possible,

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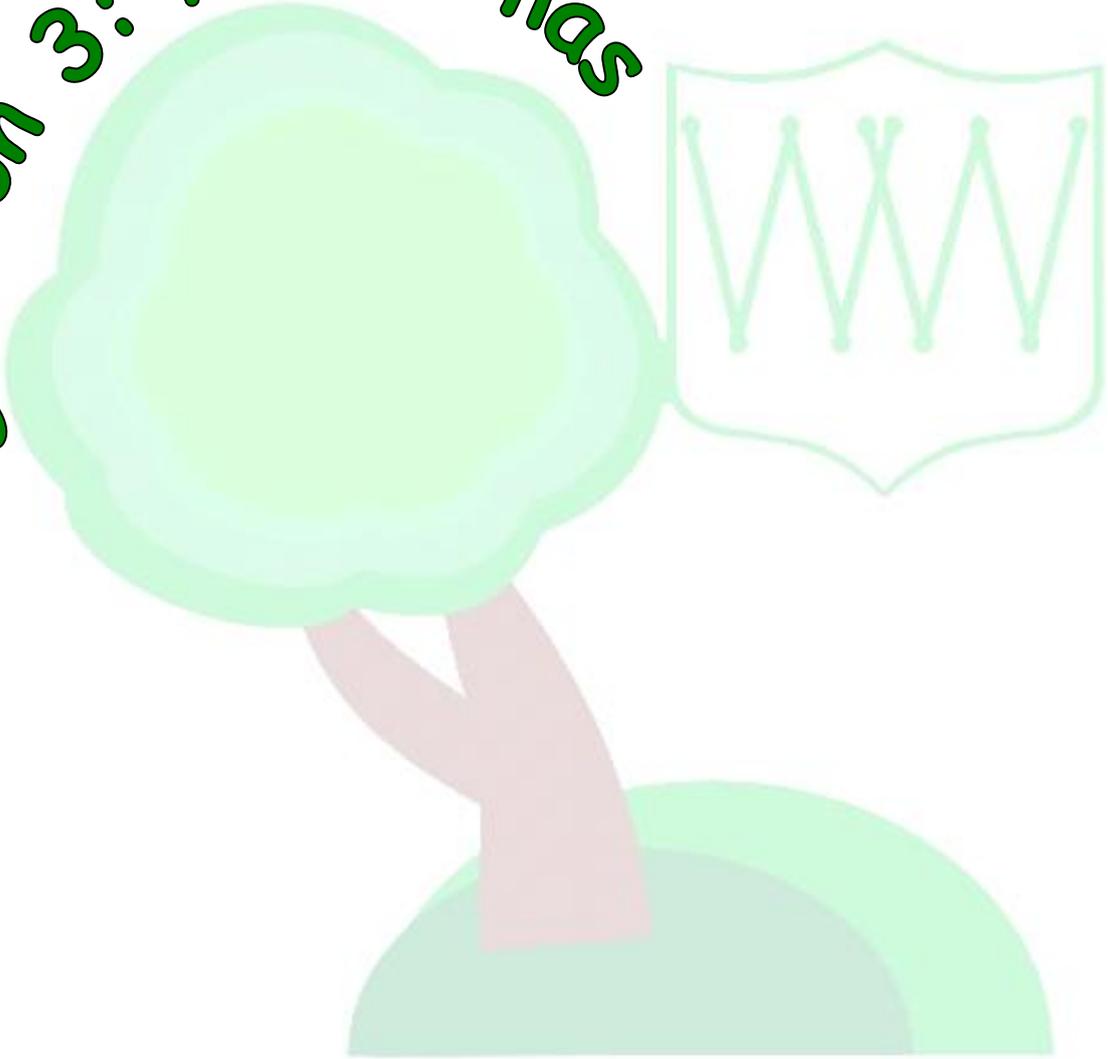
*Draft May 2008*

*Renewed 2010, 2012, 2014, 2016, 2018*

*Renewal:*

*2020*

# Section 3: Proformas





### **First Aid and Kit Bag Checklist**

- 2x instant ice packs
- 10x antiseptic wipes
- 2x eye irrigation solution sachets
- 5x jumbo plasters
- 10x medium plasters
- 15x small plasters
- 2x triangular bandages
- 2x large self adhesive wound dressings
- 2x small self adhesive wound dressings
- 2x crepe bandages
- 2x pairs of protective gloves
- 2x eye pads
- 2x roll micropore tape
- 1x Sam Splint - finger
- 1x Sam Splint - arms, legs and ankles

### **Kit Bag Checklist**

- First Aid Kit Bag
- Small ground sheet
- Survival bag
- Thermal blanket
- Tissues and paper towels in plastic bag
- Plastic carrier bags
- Bin bag
- Toilet roll
- Baby wipes
- Fresh water in container
- Spare socks, waterproof and hat (size appropriate for group)



## Woolsery Primary Forest School Annual Timetable

### Autumn Term - 1<sup>st</sup> Half

Cranford Class  
Burscott Class  
Stroxworthy Class

### Autumn Term - 2<sup>nd</sup> Half

Sunflowers Preschool  
Alminstone Class  
Ashmansworthy Class

### Spring Term - 1<sup>st</sup> Half

Cranford Class  
Burscott Class  
Stroxworthy Class

### Spring Term - 2<sup>nd</sup> Half

Sunflowers Preschool  
Alminstone Class  
Ashmansworthy Class

### Summer Term - 1<sup>st</sup> Half

Cranford Class  
Burscott Class  
Stroxworthy Class

### Summer Term - 2<sup>nd</sup> Half

Sunflowers Preschool  
Alminstone Class  
Ashmansworthy Class









## Resources and Equipment Condition Survey

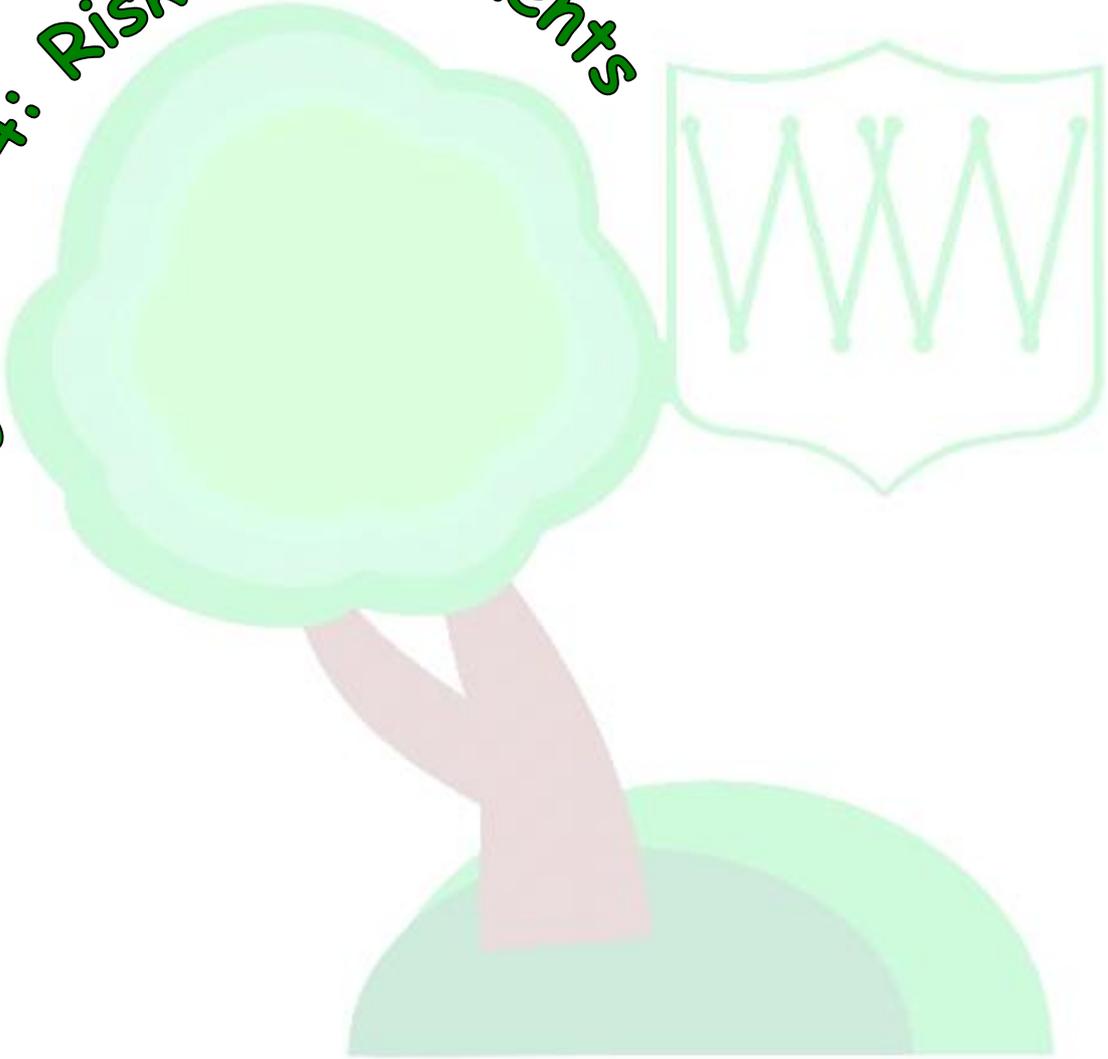
Item	Location	Half Termly Checks						Comments
		1	2	3	4	5	6	
15 x age 5-6 coats	Kit Shed							
20 x age 7-8 coats	Kit Shed							
20 x age 9-10 coats	Kit Shed							
15 x age 11-12 coats	Kit Shed							
15 x 5-6 trousers	Kit Shed							
20 x 7-8 trousers	Kit Shed							
40 x 9-10 trousers	Kit Shed							
3 x Kelly kettles	Kit Shed							
Safety Bag	Kit Shed							
5 x med green tarps	Kit Shed							
1 x large canvass tarp	Kit Shed							
2 x large green lightweight tarps	Kit Shed							
10 x bow saw	Tools Shed							
10 x hacksaw	Tools Shed							
5 x bill hook	Tools Shed							
2 x anvil loppers	Tools Shed							

<b>1 x bypass loppers</b>	<b>Tools Shed</b>								
<b>30 x peelers</b>	<b>Tools Shed</b>								
<b>9 x folding knives</b>	<b>Tools Shed</b>								
<b>5 x folding pruning saws</b>	<b>Tools Shed</b>								
<b>Hat Bag</b>	<b>Tools Shed</b>								
<b>Glove Bag</b>	<b>Tools Shed</b>								

Signed: \_\_\_\_\_ FSL Date: \_\_\_\_\_



# Section 4: Risk Assessments





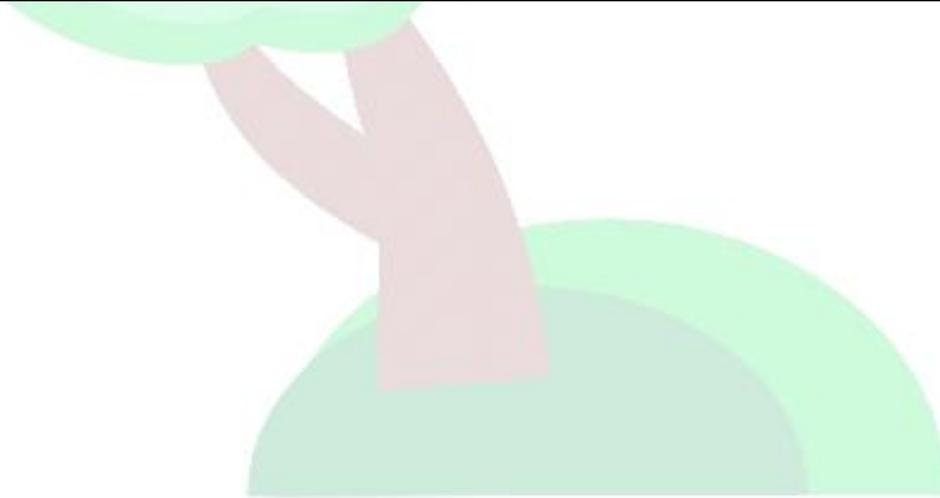
(also known as SOE6 – please update school record on Evolve if this relates to an off-site visit; see [www.devonvisits.org.uk](http://www.devonvisits.org.uk) for details )

<b>DESTINATION ESTABLISHMENT:</b> Forest School on-site camp	<b>ASSESSMENT DATE:</b> May 2008
<b>ACTIVITY / ENVIRONMENT TYPE:</b> Multi-purpose outside area – generic risk assessment of camp area and surrounding field	<b>COMPLETED BY:</b> Matt Cole
<b>EDUCATIONAL OBJECTIVES:</b> Depending on activity taking place	<b>DATE REVIEWED:</b> September 2019

1. Hazard	2. Who might be harmed	3. Is the risk adequately controlled?	4. What further action is needed to control the risk?
Branches at eye level	Children and Adults	<ul style="list-style-type: none"> <li>Remove if on pathways as necessary</li> <li>Brief children to avoid branches off pathways</li> </ul>	<ul style="list-style-type: none"> <li>Regular maintenance of site</li> </ul>
Brambles, nettles and holly	Children and Adults	<ul style="list-style-type: none"> <li>Appropriate clothing - arms and legs covered in line with clothing policy</li> <li>Brief children on moving safely through woodland</li> <li>Maintain pathways</li> </ul>	<ul style="list-style-type: none"> <li>Monitor</li> <li>Regular maintenance of site</li> </ul>
Berries	Children and Adults	<ul style="list-style-type: none"> <li>Nil by mouth policy</li> <li>Provision of welfare - handwashing</li> </ul>	<ul style="list-style-type: none"> <li>Policy reviewed</li> </ul>
Uneven pathways, protruding tree roots	Children and Adults	<ul style="list-style-type: none"> <li>Brief children on moving safely through woodland</li> <li>Appropriate footwear and clothing - see clothing policy</li> <li>Consider alternative route</li> </ul>	<ul style="list-style-type: none"> <li>Clothing policy reviewed</li> <li>Repair pathways where there is excessive wear and tear</li> </ul>

Holes in ground	Children and Adults	<ul style="list-style-type: none"> <li>• Appropriate footwear and clothing - see clothing policy</li> <li>• Avoid area - mark off appropriately during session</li> <li>• Brief children</li> </ul>	<ul style="list-style-type: none"> <li>• Repair and monitor</li> </ul>
Litter	Children and Adults	<ul style="list-style-type: none"> <li>• Remove before session - pre-activity visit</li> <li>• Avoid area - mark off appropriately during session</li> <li>• Sharps box available</li> </ul>	<ul style="list-style-type: none"> <li>• Provide bin</li> <li>• Provide signs for our of hours users of site</li> </ul>
Stranger Danger	Children	<ul style="list-style-type: none"> <li>• CRB checks for all adults in party</li> <li>• Brief children on staff working with party and what to do if another adult joins group</li> <li>• Clear ID for staff</li> <li>• Regular headcounts</li> <li>• Clearly defined boundaries</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure CRBs all up to date</li> </ul>
Wasps and Bees	Children and Adults	<ul style="list-style-type: none"> <li>• Suitable clothing worn - see clothing policy</li> <li>• Medical information specifies stings and bites appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor and assess</li> <li>• Follow first aid procedures</li> </ul>
Weather conditions	Children and Adults	<ul style="list-style-type: none"> <li>• Appropriate clothing - see clothing policy</li> <li>• 24-hour weather forecast from BBC website displayed before each session</li> <li>• Monitor severe weather warnings for the area</li> </ul>	

Falling Deadwood	Children and Adults	<ul style="list-style-type: none"><li>• Pre-activity visit to identify possible areas</li><li>• Avoid areas at obvious risk</li><li>• Mark off for session</li></ul>	<ul style="list-style-type: none"><li>• Extra vigilance in times of extremes of weathers (prolonged wet turning to dry, cold turning to warm)</li></ul>
Western Power support cable	Children and adults	<ul style="list-style-type: none"><li>• Area clearly marked up to 8ft</li></ul>	<ul style="list-style-type: none"><li>• Investigate possibility of Western Power removing or redesigning support cable</li></ul>





(also known as SOE6 – please update school record on Evolve if this relates to an off-site visit; see [www.devonvisits.org.uk](http://www.devonvisits.org.uk) for details )

<b>DESTINATION ESTABLISHMENT:</b> Burford Woods off site Camp	<b>ASSESSMENT DATE:</b> May 2008
<b>ACTIVITY / ENVIRONMENT TYPE:</b> Multi-purpose outside area – generic risk assessment of camp area and surrounding woodland	<b>COMPLETED BY:</b> Matt Cole
<b>EDUCATIONAL OBJECTIVES:</b> Depending on activity taking place	<b>DATE REVIEWED:</b> September 2019

1. Hazard	2. Who might be harmed	3. Is the risk adequately controlled?	4. What further action is needed to control the risk?
Unfamiliar location - less clearly defined boundaries	Children	<ul style="list-style-type: none"> <li>Boundary walk on arrival so that all children understand the earth bank enclosure and path are boundaries</li> <li>Appropriate adult-child ratios</li> <li>Regular headcounts</li> <li>Pre-site visit to ensure boundary remains clearly defined</li> </ul>	<ul style="list-style-type: none"> <li>Monitor boundary</li> <li>All unauthorised crossing of boundary will be followed up (see behaviour policy)</li> </ul>
Branches at eye level	Children and Adults	<ul style="list-style-type: none"> <li>Remove if on pathways as necessary</li> <li>Brief children to avoid branches off pathways</li> </ul>	<ul style="list-style-type: none"> <li>Regular maintenance of site</li> </ul>
Brambles, nettles and holly	Children and Adults	<ul style="list-style-type: none"> <li>Appropriate clothing - arms and legs covered in line with clothing policy</li> <li>Brief children on moving safely through woodland</li> <li>Maintain pathways</li> </ul>	<ul style="list-style-type: none"> <li>Monitor</li> <li>Regular maintenance of site</li> </ul>

Berries	Children and Adults	<ul style="list-style-type: none"> <li>• Nil by mouth policy</li> <li>• Provision of welfare - handwashing</li> </ul>	<ul style="list-style-type: none"> <li>• Policy reviewed</li> </ul>
Uneven pathways, protruding tree roots	Children and Adults	<ul style="list-style-type: none"> <li>• Brief children on moving safely through woodland</li> <li>• Appropriate footwear and clothing - see clothing policy</li> <li>• Consider alternative route</li> </ul>	<ul style="list-style-type: none"> <li>• Clothing policy reviewed</li> <li>• Repair pathways where there is excessive wear and tear (see Environmental Impact Statement in Handbook)</li> </ul>
Holes in ground	Children and Adults	<ul style="list-style-type: none"> <li>• Appropriate footwear and clothing - see clothing policy</li> <li>• Avoid area - mark off appropriately during session</li> <li>• Brief children</li> </ul>	<ul style="list-style-type: none"> <li>• Repair and monitor</li> </ul>
Litter	Children and Adults	<ul style="list-style-type: none"> <li>• Remove before session - pre-activity visit</li> <li>• Avoid area - mark off appropriately during session</li> <li>• Sharps box available</li> </ul>	<ul style="list-style-type: none"> <li>• Provide bin</li> <li>• Provide signs for our of hours users of site</li> </ul>
Stranger Danger	Children	<ul style="list-style-type: none"> <li>• CRB checks for all adults in party</li> <li>• Brief children on staff working with party and what to do if another adult joins group</li> <li>• Clear ID for staff</li> <li>• Regular headcounts</li> <li>• Signs on main pathways to inform other woodland users</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure CRBs all up to date</li> <li>• Emergency Procedures Policy to be reviewed and revised as necessary</li> </ul>
Wasps and Bees	Children and Adults	<ul style="list-style-type: none"> <li>• Suitable clothing worn - see clothing policy</li> <li>• Medical information specifies stings and</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor and assess</li> <li>• Follow first aid procedures</li> </ul>

Foxes and Deer	Children and Adults	bites appropriately <ul style="list-style-type: none"> <li>• Children briefed on appropriate action should they encounter large wildlife</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor and assess</li> </ul>
Weather conditions	Children and Adults	<ul style="list-style-type: none"> <li>• Appropriate clothing - see clothing policy</li> <li>• 24-hour weather forecast from BBC website displayed before each session</li> <li>• Monitor severe weather warnings for the area</li> </ul>	<ul style="list-style-type: none"> <li>• Extra vigilance in times of extremes of weathers (prolonged wet turning to dry, cold turning to warm)</li> </ul>
Falling Deadwood	Children and Adults	<ul style="list-style-type: none"> <li>• Pre-activity visit to identify possible areas</li> <li>• Avoid areas at obvious risk</li> <li>• Mark off for session</li> </ul>	





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<b>DESTINATION ESTABLISHMENT:</b> Forest School – on or off site	<b>ASSESSMENT DATE:</b> May 2008
<b>ACTIVITY / ENVIRONMENT TYPE:</b> Controlled cutting of hard or soft wood by Saw, knife or bill-hook	<b>COMPLETED BY:</b> Matt Cole
<b>EDUCATIONAL OBJECTIVES:</b> Depending on activity	<b>DATE REVIEWED:</b> September 2019

1. Hazard	2. Who might be harmed	3. Is the risk adequately controlled?	4. What further action is needed to control the risk?
Bow Saw	Children, Adults	<ul style="list-style-type: none"> <li>• Instruction on safe cutting procedures by Forest School Leader; supporting adults briefed before activity</li> <li>• Appropriate staff-child ratio (1:2)</li> <li>• Appropriate clothing worn, including glove for non-cutting hand - see Clothing Policy</li> <li>• Cutting Equipment maintained in good working order - appropriate blade for task fitted</li> <li>• Appropriate welfare facilities in place (first aid kit in kit bag, routine for summoning help for serious incidents)</li> <li>• Equipment counted out and back in line with policy</li> </ul>	<ul style="list-style-type: none"> <li>• Review of procedures and policy</li> </ul>
Hacksaw	Children, Adults	<ul style="list-style-type: none"> <li>• Instruction on safe cutting and folding procedures by FSL; supporting adults</li> </ul>	<ul style="list-style-type: none"> <li>• Review of procedures and policy</li> </ul>

Pen Knife	Children, Adults	<ul style="list-style-type: none"> <li>briefed before activity</li> <li>• Appropriate staff-child ratio (1:8)</li> <li>• Appropriate clothing worn - see clothing policy</li> <li>• Cutting equipment maintained in good working order</li> <li>• Appropriate welfare facilities in place (first aid kit in kit bag, routine for summoning help for serious incidents)</li> <li>• Equipment counted out and back in line with Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Review of procedures and policy</li> </ul>
Bill Hook	Children. Adults	<ul style="list-style-type: none"> <li>• Instruction on safe cutting and folding procedures by FSL; supporting adults briefed before activity</li> <li>• Appropriate staff-child ratio (1:2)</li> <li>• Appropriate clothing worn - see clothing policy</li> <li>• Cutting equipment maintained in good working order</li> <li>• Appropriate welfare facilities in place (first aid kit in kit bag, routine for summoning help for serious incidents)</li> <li>• Equipment counted out and back in line with policy</li> </ul>	<ul style="list-style-type: none"> <li>• Review of procedures and policy</li> </ul>

		<p>working order</p> <ul style="list-style-type: none"><li>• Appropriate welfare facilities in place (first aid kit in kit bag, routine for summoning help for serious incidents)</li><li>• Equipment counted out and back in line with policy</li></ul>	
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*(also known as SOE6 – please update school record on Evolve if this relates to an off-site visit; see [www.devonvisits.org.uk](http://www.devonvisits.org.uk) for details )*

<b>DESTINATION ESTABLISHMENT:</b> Forest School on-site camp	<b>ASSESSMENT DATE:</b> May 2008
<b>ACTIVITY / ENVIRONMENT TYPE:</b> Use of Fires (open)	<b>COMPLETED BY:</b> Matt Cole
<b>EDUCATIONAL OBJECTIVES:</b> Depending on activity linked to the use of the fire	<b>DATE REVIEWED:</b> September 2019

1. Hazard	2. Who might be harmed	3. Is the risk adequately controlled?	4. What further action is needed to control the risk?
Burns	Children, Adults	<ul style="list-style-type: none"> <li>• Use of Playsafe guidelines for all aspects of fire use, viz:                             <ul style="list-style-type: none"> <li>○ All children to remain seated on logs around fire pit 1.5m from fire</li> <li>○ Crossing within the camp area when a fire is lit is forbidden</li> <li>○ Only adults will approach the fire unless specifically invited to</li> <li>○ Nothing shall be thrown into the fire</li> </ul> </li> <li>• Only a Forest School Leader shall usually light the fire, checking that all combustibles are appropriate for the activity</li> </ul> <p><i>For further, detailed information, consult the Use Of Fires Policy</i></p>	<ul style="list-style-type: none"> <li>• Review of procedures and revision of Policy if required</li> </ul>



(also known as SOE6 – please update school record on Evolve if this relates to an off-site visit; see [www.devonvisits.org.uk](http://www.devonvisits.org.uk) for details )

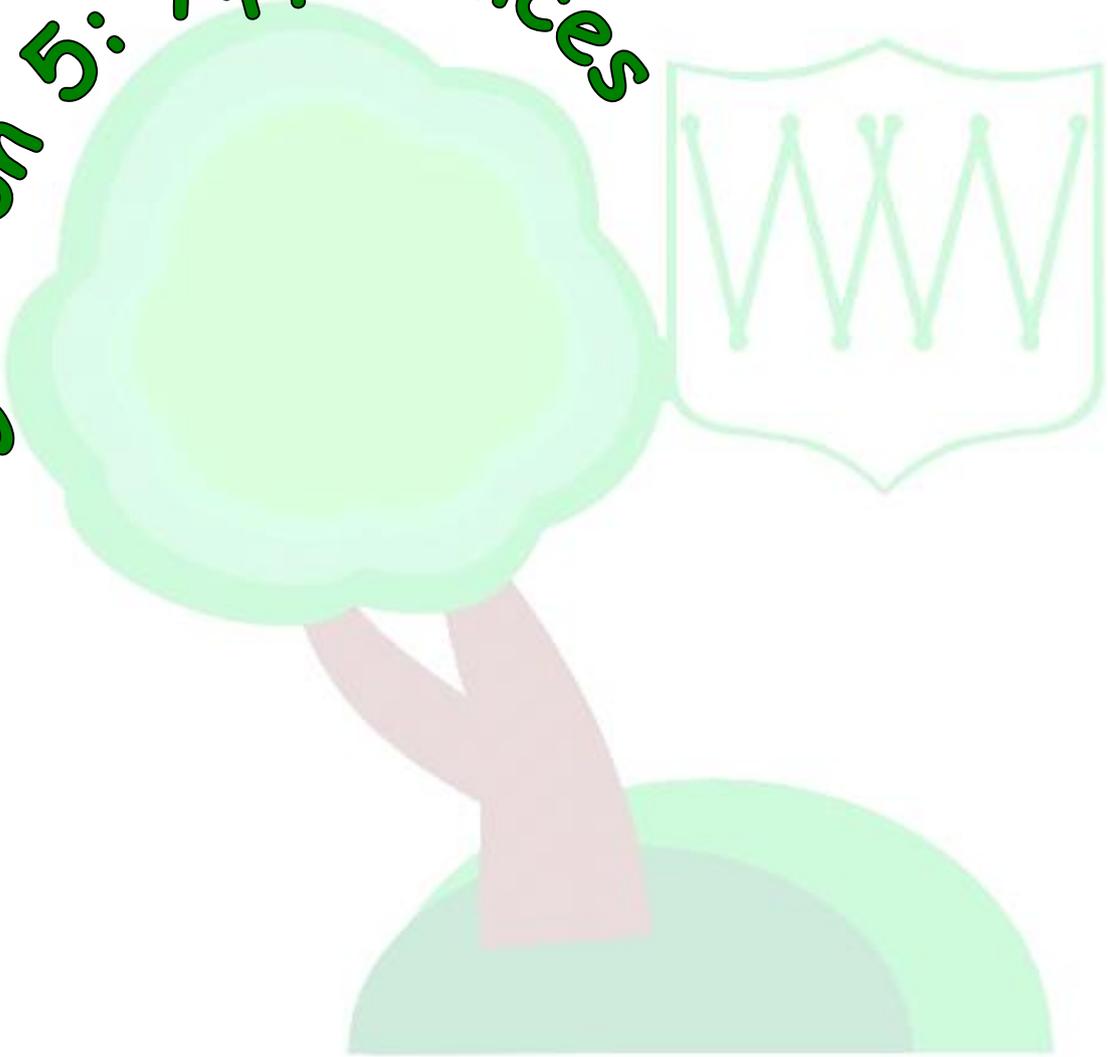
<b>DESTINATION ESTABLISHMENT:</b> Forest School on-site camp	<b>ASSESSMENT DATE:</b> May 2008
<b>ACTIVITY / ENVIRONMENT TYPE:</b> Use of Fires (storm kettles)	<b>COMPLETED BY:</b> Matt Cole
<b>EDUCATIONAL OBJECTIVES:</b> Depending on activity linked to the use of the fire	<b>DATE REVIEWED:</b> September 2019

1. Hazard	2. Who might be harmed	3. Is the risk adequately controlled?	4. What further action is needed to control the risk?
Burns, scalding	Children, Adults	<ul style="list-style-type: none"> <li>• Use of Playsafe guidelines for all aspects of fire use, viz:                             <ul style="list-style-type: none"> <li>○ All children to remain seated around fire pan, 1.5m from fire</li> <li>○ Crossing within the camp area when a fire is lit is forbidden</li> <li>○ Only adults will approach the fire unless specifically invited to</li> <li>○ Nothing shall be thrown into the fire</li> <li>○ Feeding the fire once the kettle is in place will be from the side, dropping through the chimney - hands never placed above the flame.</li> </ul> </li> <li>• Only a Forest School Leader shall light the fire, checking that all combustibles are appropriate for the activity</li> </ul> <p><i>For further, detailed information, consult the</i></p>	<ul style="list-style-type: none"> <li>• Review of procedures and revision of Policy if required</li> </ul>

		<i>Use Of Fires Policy</i>	
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# Section 5: Appendices





# Section 6: Notes





## Woolsery Primary Forest School Permission Form

Name of Child \_\_\_\_\_ Class \_\_\_\_\_

I agree to my child taking part in Forest School activities at regular intervals during the coming academic year. Sessions will be led by a qualified Forest School Leader.

I understand that my child will, at an appropriate level, have opportunities to work with hand tools and small fires through the course of their Forest School work.

I understand that my child will work in groups containing adult-child ratios of at least 1:8 at all times.

I agree to my child being photographed during Forest School activities for my child's or the school's own use.

### *Medical Information*

I confirm that the medical information I have supplied to the school is up-to-date.

*As an additional precaution, we are required to ask you in more detail about allergies and insect stings. Please tick the appropriate box(es):*

- My child has never been stung by a wasp/bee
- My child has been stung by a wasp/bee and made a normal recovery
- My child has been stung by a wasp/bee and had an allergic reaction

*If you ticked the final box, we will get in touch with you to get further information.*

My child has the following food allergy/allergies:

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Signed \_\_\_\_\_ Parent/ Carer

Name of Parent/Carer (print) \_\_\_\_\_

Date \_\_\_\_\_

