



**Waddington and West Bradford C E Primary
School**

Forest School Handbook



Forest School is based on a fundamental respect for children and for their capacity to instigate, test and maintain curiosity in the world around them. It believes in the child's right to play; the right to access the outdoors (and in particular a woodland environment); the right to access risk and the vibrant reality of the natural world and the right to experience a healthy range of emotions through all the challenges of social interaction, in order to build a resilience that will enable continued and creative engagement with their peers and their potential. It is an approach to education that makes use of the outdoor environment to create a unique learning environment.

Forest School sessions provide increasingly diverse opportunities for children to benefit from a supportive curriculum that can help children build positive values and attitudes about themselves, about learning and the environment in which they live. Children are given appropriately challenging and achievable tasks that build their confidence, skills and independence and are given the time to thoroughly explore their thoughts, feelings and relationships. This time and reflective practice develops inter- and intra-personal skills, which are well-documented as being directly linked to learning skills.

<u>NAME</u>	I sign to confirm I have read and understood the Forest Schools Handbook and will follow procedures, referring to this at all times to guide and advice me of best practice.	<u>DATE</u>
Justine Burcher		

Date document produced: September 2022

Review Date: June 2024

Insurance

The Forest School at Waddington and West Bradford C E Primary School is run by a qualified Forest School Leader. The Forest School is covered by the school’s Public Liability and Employer’s Liability Insurance Policy:

Insurer: Zurich

Policy No: QLA-07AA01-0053

Renewal Date: 31-05-23

Limit of indemnity: £50,000,000

Forest Schools Policy

Aim

We aim to give children and practitioners a shared understanding of the ethos of a Forest School experience. This powerful approach enables young children to be independent, self-motivated, courageous and considerate and sets them up for life long learning. It particularly supports the development of self-esteem and self-confidence.

There are many important issues to be considered here and we aim to remain true to the Forest School ethos and approach.

Environmental Considerations

Forest School has environmental awareness at the heart of its ethos. Wherever possible environmentally friendly products and recycle materials should be used when appropriate. Good practice should be modelled by adults showing children that the world in which we live in should be cared for. Involving children in site checks and planning environmental games will help support this.

Health and Safety Considerations

The Forest School programme will support young children to develop responsibility for themselves and others. It will even encourage early risk management strategies that will ensure that young children start to consider the impact of their actions on themselves and on others.

Child and Vulnerable Persons

Forest School Leaders and practitioners should regard their duty of care when working with young persons as extremely important. To ensure all individuals (children, workers, volunteers) are safe and protected we strongly recommend the following:-

- Everyone involved in Forest School is fully briefed on health and safety, risk assessment of sites and activities. Staff and volunteers should be made aware of the relevant School policies and ensure that they adhere to the guidance contained in them

- Key members of staff will have Designated Senior Leadership (DSL) Safeguarding Training and will have a named DSL member of staff.
- Forest School Leaders delivering training and all staff will have an enhanced DBS check. Any regular volunteer attending Forest School will also have a DBS check and no staff or volunteers will be left unsupervised with children.
- Vulnerable groups are those under the age of 18 and those people of all ages with a disability or with a diagnosed mental health problem.
- Any concerns about a child's physical or mental wellbeing should be shared with the schools named Designated Safeguarding Officer, so that the Nursery and Schools child protection policy can then be followed.
- We regard safety and good practice as extremely important and it is the responsibility of individual staff and volunteers to ensure general safety during working.
- Confidentiality should be maintained at all times. Any concerns should only be shared with those who need to know such as the Forest School Leader or Class Teacher who can then ensure the correct channels are then informed.

Considerations for Equality and Inclusion

In Forest School sessions all persons should be treated equally.

We aim to and are committed to:

- providing a secure environment in which children can flourish and in which all contributions are valued;
- including and value the contribution of all children and adults to our understanding of equality and diversity;
- make inclusion a thread which runs through all of the activities of Forest School

The legal framework for this guidance is:

- Race Relations Act 1976;
- Race Relations Amendment Act 2000;
- Sex Discrimination Act 1986;
- Children Act 1989; and
- Special Educational Needs and Disability Act 2001.

Cancellation Procedure

There may be times when Forest School sessions have to be cancelled due to unforeseen circumstances. These may be:-

- Staff illness – which prevents staff / child ratios being met.
- Severe weather conditions.
- Any situation that poses a health and safety risk.

In the event of this situation arising we recommend that:-

- Cancellation decisions are made as soon as possible and that the staff and volunteers are contacted.

We will endeavour to run Forest School sessions whenever possible, however reserve the right to cancel on the day, but will aim to inform client group as soon as possible.

Evaluation Procedure

In order to develop the Forest School program and to ensure good practice is maintained a number of evaluation tools are recommended.

Evaluation of activities undertaken.

1. Evaluation of session – looking at what dispositions and attitudes are being developed.
2. Evaluation from children.
3. Evaluation from all staff involved in Forest School.

Policy agreed: September 2022

To be reviewed: September 2024

The role of the Forest School Leader

The role of the Forest School Leader is to offer a safe and secure learning environment suitable for the needs of all. To ensure personal safety through carrying out necessary risk assessments and carrying a first aid kit to administer first aid as required.

The Forest School Leader will address each individual's needs and adapt the forest school area and activities to ensuring as much versatility as possible. Promoting the safety and well-being of the children at all times and creating a positive learning environment, based on each child's needs.

Assistant's role

The Assistants and Forest School Leader will work as a team to identify the needs of groups and individuals, planning a programme that is tailored to meet all abilities and differentiates activities to make learning and progression of skills accessible to all. All staff will constantly be observing and be ready to adapt sessions to meet the needs of the children at Forest School.

The Assistants and Forest School Leader will model appropriate behaviour and safe practices, whilst interacting with the children and each other; boundaries will be shared, promoting positive reinforcement and choices and consequences discussed.

The Assistants and Forest School Leader will guide, nurture, facilitate, keep safe, encourage and reinforce positive behaviour towards each other building relationships based on respect for each other and the environment.

Ecological impact assessment of running Forest School Programmes on Oakhill site

Activity	Area								
	Ground layer	Field layer	Shrub layer	Understorey	Canopy layer	Deadwood	Nesting birds	Pathways	Other habitats
Exploring	May damage earth	May damage/wear away	May damage					May wear or get muddy.	May disturb
Camp fire lighting	Only fire pit	Only fire pit	Only fire pit	Smoke	Smoke	May deplete	Smoke		May disturb
Den building	May damage earth	May wear away	May damage shrubs	May pull on branches	May pull on branches	Moving may damage	May disturb	May wear or become muddy	May disturb
Woodcraft	May damage earth	May damage earth	May damage earth			May deplete			May disturb
Environmental art	May damage earth	May damage earth				May deplete			
Habitat creation	May damage earth	May reduce growth							
Measures to maintain or improve ecology	Alternative activity areas used on rotational bases. Education of users as to the natural environment.	Maintain in its natural state.	Maintain in its natural state. Monitoring regularly.	Maintain in its natural state.	Maintain in its natural state.	Ensure any deadwood on trees remains safe. Ensure that there is enough deadwood on site for	Education of users. Observation regularly for nests. Avoid disturbance Not to have	Us alternative pathways in winter months. Ensure activity bases are	

	No manmade materials to be left on site					activities to take place.	fires near nesting birds.	moved around site.	
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	Denudation (removal of woodland materials)	Compaction (increase in soil density, decrease in air volume)	Pollution (materials, smoke, noise)	Corruption (alter the site)
Exploring	Breakage of branches, hedges, trampling on ground flora, eg; wild garlic	Compaction from movement of shoes on forest floor.	Noise pollution	Animal habitats being disturbed, Seeds and bulb growth From digging, foraging, blocking
Campfire lighting	Taking aware animal habitats-burning deadwood. Using appropriate amount-Limit size of fire pit, bring fire wood.	If fire pit not used, compaction of putting fire out.	Unnatural resources used to light fire-cotton wool. Smoke	Effect growth of other plants in collection of materials. Ashes left
Den building	Returning wood used.	Tying rope to trees too tight could cause damage to branches.	Take any additional resources home, like string and rope.	Effect growth of other plants in collection of materials through placing materials in places they wouldn't normally be.
Woodcraft	Manage how much is taken. Take dead wood. Re-planting, Taking at the right time of year.	Do not cut off trees, take from floor	Take any additional resources home, like string and rope.	Sawdust on the woodland floor.

<p>Measures to maintain ecology</p>	<p>Take own sustainable source of wood. Stockpile more than one pile.</p> <p>Take from coppiced wood.</p>	<p>Rotation of activities use fire bowl. The over use of just one area then the rest of forest is left. Depends on trace element-number of children. Could create mini pond.</p> <p>Vary areas used in woodland for den building</p>	<p>Take rubbish home and whatever else you have taken. Children to collect and take as this will instil value and respect for the environment.</p> <p>Awareness of noise levels and where they go.</p>	<p>Can have positive impact and introduce plants and animals. Leave one dead wood pile and use one pile all the time for den building. Transfer of materials on self.</p> <p>Protective cover on floor to collect sawdust</p> <p>Briefing children to scan area and raise awareness</p>
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Three year management plan for the sustainable use of Waddington and West Bradford C E Primary School site and to enhance biodiversity, based on the ecological impact assessment.

Site: Waddington and West Bradford C E Primary School		
Aim: sustainable use and enhanced biodiversity		
Vision: Establish a Forest School which is firmly embedded into the school community and all participants have a shared value and vision in the long term sustainability of the site for them to enjoy the continual visits and experiences of the Forest School environment created and maintained by them and their school community.		
	<p>Maintenance and development tasks Mitigating impact Involvement of Forest School participants Monitoring</p>	Anticipated use of the site
Year 1	<p>In the first instance we will promote environmental awareness and encourage sustainability. The children will be taught respect and responsibility for the world around them. We aim to make a minimum impact on the environment through the mindful planning of activities and how they are carried out.</p> <p>The site within the school grounds is under development and the students will be involved in planting trees, laying paths, removing rubbish etc. This should help them to take more responsibility in looking after the site. This will be monitored as the area develops. The Forest School Leader will complete regular inspections of the site for signs of impact and evaluate actions. Activities will be assessed for their impact on the environment and measures taken to keep their impact to a minimum.</p> <p>Brambles and nettles will be removed from pathways and from under some of the wooded areas to gain more access for the children's free play sessions, but will be allowed to grow in other areas of the woodland. As trees start to grow branches at eye level and below on the main pathways will be removed to avoid injuries, they will remain on all other trees. Dead and fallen branches will be removed, cut down and stored in the log store</p>	<p>As the Forest School is in the early development stages. The initial use will only be for the EYFS and KS1 children and there will be approximately two sessions per week being carried out.</p> <p>The sessions will mainly be activity sessions to establish the children's understanding of the environment and build their confidence in the natural environment.</p>

	<p>and used as fire wood.</p> <p>During the winter months large stones and logs will be left alone to avoid disturbing hibernating creatures. There will be areas created where wood is allowed to rot to encourage insects to thrive, wild flowers will be allowed to grow and children encouraged to enjoy them growing rather than pick them.</p> <p>Children will be taught the importance of recycling and reducing waste and be encouraged to care for the environment for others. All litter and debris taken into the site will be removed and regular litter picks will be arranged to remove other refuse which is in the area. Where possible recycled, reclaimed or natural and sustainable resources will be used in our woodland. The site will be maintained to ensure the survival of all native flora and fauna and new flora will be introduced if needed. Non-native or invasive species may be removed or managed to eliminate them taking over.</p>	
Year 2	<p>The continuation of the established practice from year one will continue on. Re-routing of foot paths to reduce the impact on the soil from the constant footfall of the children.</p> <p>The introduction of additional habitats, including those for nesting birds, bats and hedgehogs and the introduction of a programme to monitor and observe the animals in their natural environment.</p> <p>Establishing a tool area for the children to use tools with the correct platforms to use them on establishing safe use and keeping the area as we found it to ensure the least possible impact on the areas.</p> <p>The training of additional staff Level 2 and 3 to add to participants understanding of the Forest School principles and the management of the environment.</p>	<p>The sessions will increase to four each week so that all the children are getting the experience of the Forest School.</p> <p>The introduction of tools for those children who are capable and confident to use them.</p>

<p>Year 3</p>	<p>The continuation of the established practice from year one and two will continue on.</p> <p>Monitoring of the created habitats from the previous year and maintenance of their continued success. Rotation of re-routed pathways to keep foot fall impact to a minimum. Creation of an annual planting programme and introduction of a vegetable and herb garden. Establishing a site for a fire pit that will have the least amount of impact on the environment.</p> <p>The involvement of parent/helpers who have an understanding of the environment. Involvement of community agencies, forestry commission, Local Council.</p>	<p>The Forest School to be available to all the children in school.</p> <p>Sessions to be held regularly and Timetabled to ensure no clashes in use.</p>
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Environmental Considerations and Conservation One of the principles of Forest School is to promote environmental awareness and encourage sustainability. The children are taught about respect and responsibility for the world around them. Both the children and adults are encouraged to respect their environment and to be aware of conservation issues of the wild area around them. The aim is to promote respect for wildlife, which will be achieved through detailed session plans, evaluation and careful reference to our Woodland Management Plan and Ecological Impact Assessment. If appropriate, reclaimed, recycled and sustainable resources will be used to maintain and develop our forest school site. Encouraging children to care for the environment is an essential part of our Forest School Sessions. In order to encourage the children to look after the site we will always leave it tidy and never damage anything growing in it. We will only collect things that are on the ground and leave the area as we found it when we leave. The Forest School Practitioner will monitor the site so that it does not become overused and an alternative area will be found and risk assessed if necessary.

SITE RISK ASSESSMENT

Site: Waddington and West Bradford C E Primary School

Completed by: Justine Burcher

Date completed: 14/09/2022

Hazard	Risk	Who might be harmed	Action
Faeces, syringes, needles, waste products.	Poisoning, Sickness if anything ingested. Cuts, scratches could become infected.	Children Adults	A member of staff to ensure the area is clean and clear of all debris before the children go to the area. Staff to be advised of safety checks at induction. New members of staff to carry out routine with current staff member.
Cars	Bruises Broken Bones	Children	Children go to the pond area around the perimeter of the carpark being always supervised by staff. Staff to assess area is safe/unsafe due to damp muddy ground.

	Death		
Slippery surfaces Climbing Trees Slips, trips and falls	Grazes Bruises Broken Bones	Children Adults	<p>Check area before use</p> <p>Educate children of potential risks</p> <p>Establish boundaries</p> <p>Appropriate Footwear</p> <p>Children to be supervised by correct number of staff at all times.</p> <p>Staff to be in full control of the situation.</p> <p>This continues to be a potentially high risk situation which must be continually monitored and on no account have the children to be left unsupervised or left with the incorrect staff to child ratio.</p>
Water/Pond	Death	Children	<p>Children DO NOT go near the water unless accompanied by an adult at all times.</p> <p>Assigned staff to areas</p>

			<p>Establish boundaries and set rules</p> <p>Appropriate clothing worn and take spare clothing</p> <p>Educate children of risks</p> <p>Check water levels</p>
Weather (adverse)	<p>Hypo-Thermic</p> <p>Sunburn</p> <p>Dehydration</p> <p>Falling Trees</p>	<p>Children</p> <p>Adults</p>	<p>Appropriate clothing</p> <p>Check weather before</p> <p>Check site</p> <p>Evacuation plan</p>

Hazard	Risk	Who might be harmed	Action
Animal faeces	Disease Illness	Children Adults	<p>Check area before use</p> <p>Educate children of potential risks</p>
Poisonous, Prickly Plants	<p>Death</p> <p>Illness</p> <p>Reaction</p>	<p>Children</p> <p>Adults</p>	<p>Educate children not to eat, touch.</p> <p>Establish rules</p> <p>Educated to recognise different plants and that under supervision they can eat</p>

	Allergy		edible plants. Staff/child ratios high.
Members of the public	Abduction Gun/Knife	Children Adults	Boundaries established and rules set. Staff/child ratios high. Educate children stranger/danger Evacuation plan in place
Low level branches and brambles	Scratches and pokes in the eye	Children Adults	Educate curtesy Trim if necessary
Supporting notes: Robust policies and procedures in place to address immediate needs			

RISK-BENEFIT ASSESSMENT

Activity: Using a potato peeler

Completed by: Justine Burcher

Date completed: 14th September 2022

Benefits:

Physical development– Develop fine motor skills, using our bodies and muscles to develop, learning how to use objects such as utensils.

Emotional Intelligence– being the safety of oneself and others around us, developing awareness and responsibility. Building perseverance, resilience, confidence and independence.

Spiritual development– Being responsible for the consequences of our actions.

Language skills– being able to communicate verbally and non-verbally with peers. Learning communication skills.

To enjoy a liberating experience full of surprises and discover things about themselves they never knew. Creating a journey, which encourages complete holistic development by offering alternative ways to learn, grow and develop by hands on experiences.

Hazards	Risk	Who might be harmed	Action
Cuts to skin	H	All children	Teach children to use carefully. Safe space, stance, action to cut.
Stab others or self	H	All children	Correct storage and covers. One to one tuition and naming of all parts.

Cuts to clothing	H	All children	High staff ratios One to one tuition Child aware of use of each part
Touching blade	H	All children	Understand blade is sharp, do not touch. Replace cover and return to storage box when not in use.
Passing Peeler	H	All children	Walk with cover on and blade facing down to the floor by their side.
Missing peelers/unfit for purpose			Count peelers out and back in. Ensure maintained to be fit for use each session
<p>Supporting notes: (reasons for difficult decisions)</p> <p>Insurance purposes Knowledge of children's maturity.</p>			

On the introduction of further tools a full Risk-Benefit assessment for these tools will be added to the handbook before their use and parents informed.

Personal Protective Equipment (PPE) and Clothing


The use of personal protective equipment will be outlined in all risk assessments for each session. Adults will be made aware of these before each session. Children will be told about personal protective equipment in the safety talk at the beginning of the session when the activity is being introduced. Adults will be informed of the need for steel toe capped boots if they are planning to carry anything heavy. If they do not have these it is the responsibility of the Forest School leader to make sure that they are not carrying heavy objects. All personal protective equipment must be kept in good working order.

The Forest School leader will assess each activity and decide on the P.P.E needed for the activity. P.P.E that may be needed in specific situations will be organised and available for each activity; however, the leader may decide that additional equipment is needed to ensure the safety of participants in line with the risk assessments.

At Forest School “there is no such thing as bad weather, just bad clothing.” Forest school runs in all weathers if rain, snow or sunshine. Before entering our forest school area, the leader will do an appropriate risk assessment of the site and the weather and make sure the pupils are correctly dressed for the session. A list of preferred clothing will be given to parents to make them aware of the importance that the children need to attend forest school appropriately dressed.

Forest School situation	Personal Protective Equipment	Clothing
Winter	Rigger work gloves Safety goggles Hard hat	Vest or T-shirt, long sleeved top, fleece or thick jumper, thick socks or 2 pairs of thin ones and trousers. Waterproof Jacket, waterproof over trousers, wellington boots, gloves, hat and scarf.
Spring	Rigger work gloves Safety goggles Hard hat	Long sleeved t-shirt, light weight jumper, cotton trousers (arms and legs to be covered in the woodland) socks, good stout safety footwear, sun hat. Waterproof Jacket, waterproof over trousers.

Summer	<p>Rigger work gloves</p> <p>Safety goggles</p> <p>Hard hat</p>	<p>Long sleeved T-shirt, light cotton trousers (arms and legs to be covered in the woodland) socks, good stout safety footwear, sun hat. Waterproof Jacket, waterproof over trousers.</p>
Autumn	<p>Rigger work gloves</p> <p>Safety goggles</p> <p>Hard hat</p>	<p>Vest or T-shirt, long sleeved top, fleece, 2 pairs of socks and trousers.</p> <p>Waterproof Jacket, waterproof over trousers, wellington boots, gloves and hat.</p>
Campfire cooking	<div data-bbox="616 694 741 890" data-label="Image"> </div> <p>Welders gauntlets – use when making fires to protect hands and wrists.</p> <p>Fire blanket.</p> <p>Hand wipes, antiseptic hand wash soap towel. Plenty of water for hand washing and fire safety.</p>	<p>Non-flammable/fire resistant clothing made from natural fibres, good stout safety footwear</p>

Using tools	 <p>Rigger gloves - use when handling tools to protect opposite hand to that with the tool in.</p>	Long sleeved top to protect arms, long trousers to protect legs, good stout safety footwear.
Collecting natural materials	Rigger work gloves	Long sleeved top to protect arms, long trousers to protect legs, good stout safety footwear.

Daily Operating Procedures

1. The Forest School Leader will carry out a full risk assessment of the area before the children enter, ensure all equipment is checked and ready, including first aid kit and resources needed.
2. The session plan will be shared with the adults.
3. The children will be asked to go to the toilet.
4. The children will get changed into their required clothing.
5. The children and adults will walk down to the Forest School Area.
6. The rules and boundaries will be discussed and the activity outlined.
7. Once the session is finished the children will be asked to ensure the area is left as we found it and everything taken to the area is removed.
8. The children will reflect on the session.
9. The children and adults will return to the classroom and the children will change out of their required Forest School clothing.
10. Throughout the session the children will be in sight of all adults and be constantly monitored and accounted for.

Toileting

All children will visit the toilet before leaving the Classroom. Any children needing the toilet during the session will be escorted by a member of staff to use the nearest school toilet on the school premises.

Food Hygiene

The Forest School Leader will be qualified to **Level 2 in food hygiene** and will apply food hygiene controls in line with Food Standards Agency guidance and good practice outdoors. This will include:

- Hand and personal hygiene of a good standard;
- Clean implements and containers,
- Working on mats or tarpaulins below containers or chopping boards to prevent contamination;
- Clear working areas with no walking through, covering food before, during and after cooking when not being consumed;
- Ensuring dairy products are fresh and consideration given to preserving them on hot days.
- All foods will be in-date and stored appropriately to prevent spoiling or contamination, both long term and when outside.
- Simple clean up measures to prevent re-use of implements or bowls where needed
- Good washing up technique, likely back in a kitchen or using dishwasher.

Food preparation also involves use of knives, both sharp and cutlery. All implements will be managed well, with a limited number available and good storage so that knives are not left lying around. The Forest School Leader and Staff to make judgements as to the competence of the group cooking and employ suitable group management or reduced tasks as appropriate.

First Aid

All staff will hold a **First Aid qualification** as will the Forest School Leader; additionally they will have the **relevant outdoor first aid** training and ensure updates are annually. A first aid kit will be checked and taken out for all session.

Emergency Incident Procedures during Forest School

- Children with minor injuries will go back into school with a member of staff and be taken to school nurse.
- Major injuries will be dealt with by Forest School Leader. A member of staff will return to school and phone the emergency services. Assistant(s) will support other children bringing them back to base camp.
- Evacuation of site children will be called back to base camp, counted and then lined up and walked back into school.
- Record full details through school incident procedure back at school.

Missing Child

Children will be taught rules and to return on the whistle.

The missing child policy and procedure will be followed.

1. As soon as it is noticed that a child is missing, staff will assemble the children to base camp and carry out a headcount to ensure no other children have gone astray.
 2. Available staff members will search the immediate vicinity.
 3. Return to school to alert Head Teacher, call police and parent/guardian.
 4. Follow school critical incident procedure.
- In the instance of a school fire children will be called back to base camp. Register taken and children will remain on camp until advised by school or fire brigade.
 - School lock down. School secretary will advise us to return immediately into building

Tool and Rope Maintenance

Safe checking, cleaning and storage of tools, ropes and cords

Tool maintenance and storage

Before use tools will be checked for signs of damage or wear. When finished all tools will be cleaned of dirt and moisture before being stored. Tools should be stored in a water tight container. Lightly oiling blades before storing will deter rust. This is easily done but using a lightly oiled cloth to wipe them before storage.

Guides will be taken into the woodlands. One side featuring the uses and maintenance of the tool and the other side the tool talk which will be give before the use of tool before each session.

Check in and out list with the full inventory of tools will be used to establish all the equipment and ensure it is all collected back in. This will be done by an adult.

Rope/cord maintenance and storage

To care for ropes do not ignore the end of a dock line, un-whipped, unravelling. Try to keep ropes dry and avoid treading on them or trailing in the water and washing after every use.

Nevertheless, while modern ropes may be resilient to damage, the ends must still be protected against unraveling, and rope should be coiled, or kept, so that it is ready for use when needed: kink free, knot free, and twist free. .

Health and safety around the camp fire

Areas around fires will be marked and restricted according to age and number in group with clearly defined entrance and exit to the area. One way movement around the fire pit area will reduce the chance of people bumping into each other and ensure that those managing the fire know which way to expect people to approach.

Seating will be the normal posture around a fire, unless working on or with it, in which case a 'safe position' for working can be adopted, again suitable to the groups. Logs will be placed on the ground where appropriate to set a boundary for the group to keep further back from fire when cooking or heating.

Fires will always be put out before leaving the site, and staff will be confident that the fire has not spread to ground, and sand, rocks or logs may be used to space containers off the floor if needed on peaty or rooted soils.

A set of welders gauntlet gloves will be carried with fire resources to facilitate lifting hot items.

There will be great awareness of atmospheric and environmental conditions, such as dry summer, high winds or peat based soils, and choosing when not to have a fire.

Where to build your camp fire

A fire can be used for warmth, protection and for cooking.

Use an existing fire pit or specified location.

Ensure you keep the fire away from shrubs, trees and anything else that might easily catch fire. In a wooded area or forest beware of any low over hanging branches.

Choose a spot that is out of any windy areas

Building your camp fire

Collect suitable dead wood from surrounding area – we will not cut branches or take items off live trees.

Choose suitable wood for the fire, some like birch is ideal for starting the fire but others woods are better for a slow long burn.

Cancellation Procedure

There may be times when Forest School sessions have to be cancelled due to unforeseen circumstances. These may be:-

- Staff illness – which prevents staff / child ratios being met.
- Severe weather conditions.
- Any situation that poses a health and safety risk.

In the event of this situation arising we recommend that;
Back up sessions should be in place that can be undertaken in school.

We will endeavour to run Forest School sessions whenever possible, however, reserve the right to cancel on the day, informing our client group as soon as possible.

Communication Strategy

- Parents meetings and/or opportunities for an informal chat with the Forest School Leader will take place before sessions.
- Clear communication of sessions, dates, times, session content and clothing requirements will be given to parents.
- This information will also be available on the website along with the Forest School Handbook and all relevant policies.
- Children and Adults will be fully aware of the rules, boundaries and instructions, linked to safety procedures and activities.
- All adults attending will have received a copy of the Forest School Handbook, read and signed the declaration.