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1. Our Forest School Vision Statement
We believe that Forest School provides an opportunity for our children to experience child-led, independent exploration and play and in a natural woodland environment.

2. Forest School Principles for Stonesfield Primary School

Principle 1: Forest School is a long-term process of frequent and regular weekly sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School.
At Stonesfield Forest School we will enjoy sessions:
- on a weekly basis throughout the seasons of the year,
- planned through an on-going cycle of observing, reviewing and adapting play activities to provide progression in learning and building on previous experiences.
- based on collaboration, discussion and reflection between the facilitators (teachers and other adults) and the children.

Principle 2: Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.
At Stonesfield Forest School we will enjoy learning:
- in our on-site Forest School.
- to consider, discuss and minimise the environmental impact of our activities at the site.
- to foster our love and respect of the natural world,
- to develop a sense of ownership of and belonging to our Forest School site.
- about our natural environment through developing our site with a sustainable site management plan and following sustainable approaches to its management.

Principle 3: Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.
At Stonesfield Forest School we will provide opportunities for our children through play to develop their:
- social and communication skills,
- creative and thinking skills,
- physical gross and fine motor skills,
- independence and resilience,
- problem-solving skills and
- emotional intelligence and wellbeing.

Principle 4: Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
At Stonesfield our Forest School enables children to:
- take managed risks in a supportive environment,
- learn from their mistakes and therefore develop their confidence.
• take part in discussions of risk-benefit in order to develop their ability to manage their own risks.
• take part in higher risk activities, appropriate to their developmental stage such as, tree climbing, tool use, fire-lighting, etc. and only when prompted by the children.

**Principle 5:** Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.
Stonesfield Forest School sessions will always:
• be led by a Forest School level 3 qualified practitioner with current Paediatric outdoor first aid qualification.
• be run by Forest School Leaders who view themselves as facilitators and mentors who are continuing to learn rather than instructors.
• have a high ratio of facilitators (adults) to learners, including regular DBS-checked helpers in order to safeguard all participants.
• have clearly stated staff and volunteer roles and responsibilities in our Forest School policy documents.

**Principle 6:** Forest School uses a range of learner-centred processes to create a community for development and learning.
Forest School leaders will use close observation and dialogue with the children to guide their planning and to respond to the children’s ideas, needs and interests. As a result, our Forest School is carefully planned to provide children with opportunities to:
• choose play-based activities,
• reflect on and discuss their learning and activities during and after sessions,
• develop their understanding, communication skills and social and emotional skills.
3. Assessment for and of learning; recording and reporting
Qualified Forest School Leaders will be responsible for assessment at Forest School along with accompanying teachers or teaching assistants.
- Observations will be noted on paper, and photos will be taken with the EYFS iPad.
- Observations will be shared between staff and volunteers and recorded by the end of each session to inform EYFS assessment and also to inform PLODS for future planning.
- Photos will be used to prompt discussion and reflection with children in the classroom.

4. Behaviour - Our Rules and Routines at Forest School
Self-respect, respect for others and respect for the natural environment are central to our Forest School ethos. Excellent adult-pupil ratios will help to promote excellent behaviour at our Forest School. At Forest School on our school site we will follow the school behaviour policy, anti-bullying policy and our school 5 Golden Rules. Children will also help to establish a set of Forest School safety-rules, which we will revisit at every session. Expectations for behaviour in our Forest School site will be shared with children and adults before each Forest School session. Adults are present to:
- help children keep themselves safe,
- nurture, encourage and facilitate learning and development.
- use modelling and positive reinforcement to promote mutual respect and kind, helpful, caring and cooperative behaviour with each other giving praise for effort, imagination and care for each other.
- encourage care behaviour towards the natural environment and towards the use of equipment and tools.
- encourage children to take managed risks while being mindful of safety too.

If a child presents with challenging or dangerous behaviours on the Forest School site, an adult will:
- quietly talk to the child to try to calm them
- give them time to reflect and cooperate in order to de-escalate the situation.
If the situation does not improve, the child will be:
- moved away from the other children
- given an opportunity to reflect quietly supervised by an adult.
If behaviour becomes very serious then the pupil should be:
- walked back into their classroom by an adult, or
- if this is not possible, the rest of the children should be walked back into school by adults.
Behaviour should then be managed, logged and communicated according to school policy.

5. Clothing and Personal Equipment
Adults and children will only attend Forest School sessions wearing appropriate clothing that is appropriate for the weather conditions and will protect them from the cold, the wet or hot sun.
- Children are provided with school waterproof trousers and jackets.
- Parents are asked to provide full-length trousers and wellington boots or warm boots in winter. Hats will be worn in extremes of cold or sunshine along with sun cream when appropriate. Spare clothing will be available if needed.
- Safety gloves will be provided for both children and adults and worn when necessary for certain activities involving fire or tool use.
6. Complaints procedure
Our Forest School will follow the Stonesfield School Complaints procedure which is available on the school website.

7. Confidentiality
All forest school staff and volunteers will read and sign their agreement with the Stonesfield School Confidentiality Policy. Information relating to safeguarding and disclosures in detailed in section 14 of this handbook.
- Important medical needs and personal information will be kept in the Forest School Handbook and will be shared with adult helpers on a need-to-know basis.
- Volunteers may give feedback observations directly and confidentially to the Forest School leader.

8. Media: Photographic and Video permissions
All staff must adhere to the schools confidentiality policy.
- Only school cameras and iPads must be used for taking photographs of children.
- No mobile phones/phone cameras, etc. should not be used by volunteers.

9. Communication Strategy
Excellent communication is at the heart of a well-run Forest School.
- There will be a presentation for all parents prior to the start of Forest School Sessions at Stonesfield Primary School, outlining the ethos, principles and routines of Forest School. This information is also available on the school website.
- Stonesfield School Forest School Handbook is available on the school website.
- Prior to each Forest School session, there will always be a meeting with all volunteers to check ratios, share the plan for the session, daily risk assessments and any other health and safety issues.
- All adults volunteering for Forest School will be given a copy of the Emergency Action Plan, which will also be kept in the school’s Forest School Handbook.
- All children and adults need a clear understanding of all safety rules in order for the sessions to be successful and enjoyable for all. Therefore, prior to each Forest School Session there will be reminders for all adults and children of the agreed safety rules for Forest School sessions.
<table>
<thead>
<tr>
<th>Who</th>
<th>Pupils</th>
<th>Parents/carers/volunteers</th>
<th>Teachers/TAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why</td>
<td>In order to keep the children safe and to ensure that they can enjoy taking supported risks and get the maximum benefit from their FS experience. To increase their independence and their ability to assess risk themselves.</td>
<td>To engage parents/carers and volunteers and to ensure they understand the huge benefits of FS for their children. To encourage parents to become involved by supporting sessions and their children’s learning.</td>
<td>To fully engage staff and ensure they understand the huge benefits of FS for our pupils. To encourage staff to become involved in the management and planning of our FS and to ensure they know how to support sessions and promote FS.</td>
</tr>
<tr>
<td>When</td>
<td>Prior to first visit and refreshed at every session to embed.</td>
<td>Before the launch of our FS, before each session and whenever there is new information to communicate and share. At parent consultation evenings and on-going with information board in school and newsletters.</td>
<td>Before the launch of our FS, before each session and whenever there is new information to communicate and share.</td>
</tr>
<tr>
<td>How</td>
<td>Through discussion at Forest School, and before we go to the site</td>
<td>Presentation evening, parents’ evenings, FS information display board, newsletters.</td>
<td>Presentation evening, staff meetings, FS information display board, newsletters.</td>
</tr>
</tbody>
</table>
10. Equal opportunities at Forest School
At our Forest School we are dedicated to ensuring that we provide a safe environment in which everyone feels valued. Stonesfield Primary School Forest School will follow our school Inclusion and Special Educational Needs policies to ensure equal opportunities for all. We are committed to the full inclusion of all children and adults in our Forest School sessions. We will strive to ensure equality of access and opportunity for everyone, irrespective of ethnicity, gender, religion, age, background or ability including SEND.

11. Insurance
The Forest School site is covered within the site insurance policy for Stonesfield Primary School.

12. Landowner Agreement
There is no landowner agreement as the Forest School site is on the premises of Stonesfield Primary School, a state school owned by Oxfordshire County Council.

13. Medical records: Adults and children
Parents will be informed of medical needs of children and adults in the group on a need to know basis, e.g. allergies at snack time. Parent helpers will be asked about their own medical needs prior to sessions.

14. Safeguarding and Prevent
Given that in the Forest School environment, children are often more relaxed and open to sharing with the adults around them, we recognise that disclosures may occur during Forest School sessions. As such, and in addition to our school safeguarding policy, at Stonesfield Forest School we will ensure that all Forest School volunteers read our policy and understand what to do in the event of a child making a disclosure.

- All adults assisting with Stonesfield Forest School will have an enhanced DBS check prior to volunteering.
- In accordance with the policy, any adult who receives any disclosure from a child will be asked to report the disclosure to the school Designated Safeguarding Lead, the Head Teacher, Ms. Fi McGregor. In the absence of the Head Teacher, they will be asked to report to a member of our School Senior Leadership team Mrs Beth Binnian or Mrs. Anne Ede.
- A school Record of concern will be filled in and the DS Lead will make a decision as to whether or not a referral is necessary.
- In addition to the school Prevent policy and the promotion of British Values, at Forest School we are committed to safeguarding against any forms of radicalisation in the same way that we are committed to safeguarding against any other form of vulnerability. Within Forest School, we promote open discussion, tolerance, respect and diversity, whether engaged in discussions about how to carry out a particular activity or about events outside school.
SAFEGUARDING ADVICE FOR VISITORS – School Card

Child Protection Advice
As a school we are committed to safeguarding and meeting the needs of children and we hope this leaflet will provide some useful advice and information when working with children at Stonesfield School.

What are my responsibilities?
All those who come into contact with children through their every day work whether paid or voluntary have a duty to safeguard and promote the welfare of children.

Stonesfield School has a Safeguarding Policy and a copy is available from the School office and is also on the school website.

What should I do if I am worried about a child?
If whilst in school you become concerned about:
§ Comments made by a child
§ Marks or bruising on a child
§ Changes in the child’s behaviour or demeanour
Please report these concerns to the class teacher, who if they feel it is appropriate will pass the information on to the school’s Senior Designated Person for Safeguarding.

What should I do if a child discloses that s/he is being harmed?
Although the likelihood of this is small it is important to know what to do in such an eventuality as children rarely lie about such matters
§ Listen to what is being said without displaying shock or disbelief; accept what is being said
§ Allow the child to talk freely
§ Reassure the child, but do not make promises that might not be possible to keep
§ Do not promise confidentiality but explain to the child that you may have to tell their teacher or Headteacher in order that they can provide appropriate help
§ Do not interrogate the child or ask leading questions
§ Reassure the pupil that it is not their fault
§ Stress that it was the right thing to tell
§ Do not ask the child to write a statement
§ Do not criticise the alleged perpetrator
Immediately record details of the disclosure, including wherever possible the exact words or phrases used by the child. Forms for the recording of information of this nature are available from the school office and should be completed and returned to the Senior Designated Lead for Safeguarding Ms Fi McGregor, or in her absence the Deputy Leads Mrs Beth Binnian or Mrs Anne Ede to enable the matter to be dealt with in the most appropriate way. Please ensure you have signed and dated the record.

What should I do if the alleged abuser is a member of the school staff?
You should report such allegations to the Headteacher. (Fi McGregor)

What should I do if the alleged abuser is the Headteacher?
You should report such allegations to the Chair of Governors. (Harry Holland)
Please help us to safeguard the children in our care by following these guidelines.
15. First Aid
The Forest School leader will hold an up to date 16-hour Forest School First Aid qualification, covering specific outdoor adult and paediatric elements and is awarded by a recognized training body. Stonesfield Primary School staff will hold up to date First Aid qualifications as part of their professional duties.

- A small first aid kit and a burns kit are on the Forest School site at all times, and children are made aware of their location at the beginning of each session. A large and more comprehensive First Aid Kit is available in the school office.

First aid kit contents:
1. latex gloves,
2. bandages,
3. plasters,
4. scissors,
5. cotton wool,
6. antiseptic wipes.
7. saline eyewash solution

Burns kit contents:
1. hydrogel burns dressings,
2. plunge bucket,
3. fire gloves
4. fire blanket.
5. large water carrier

16. Health and Safety

a) Emergency Action Plan
In the event of a serious incident the following procedure will be followed:
1. The Forest School Leader will stop the children immediately and remove the group from the hazard, danger or the injured party.
2. Adult 1 will ensure the safety of the group of children at all times.
3. A First Aider will give first aid to any injured person.
4. Adult 2 will go to the school office to seek help/ phone emergency services if required.
5. If the injured party is an adult or the Forest School Leader, one adult helper will ensure the safety of the children whilst another adult will seek help.
6. Any reportable injuries will be reported in line with school policy via RIDDOR at the school office.
7. Any major behaviour incidents will be reported on an Incident report form and given to the Head Teacher.
8. Adults will be informed of the role before each session using laminated EAP role cards.

b) Lost Children and Uninvited Adult or Stranger
If a child goes missing in the Forest School site, the following procedure will be followed:
1. Staff will gather children.
2. Adult 1 will be responsible for keeping the children together and safe.
3. Other adults make an immediate search for the missing child.
4. If the child has not been found, Adult 2 will go to the school office and follow the school protocol for missing children.

Uninvited adult/ strangers will be challenged by the Forest School leader, asked to leave and escorted off the site by an adult helper. The same adult helper would inform the office and the schools Designated Child Protection Officer.
- In the event that the stranger/uninvited adult refuses to leave, an adult helper will immediately proceed to the school office and call the police and further adult support.
- Children will be returned to school premises as soon as possible.
c) **Risk Assessments: site, natural and manmade hazards, child and planned experiences.**

Risk assessments will be carried out by our qualified Forest School Leaders and will be shared with all helpers and regularly updated.

- Children and adult helpers will always be made aware of potential hazards and risks and children will be encouraged to assess and learn to manage risks for themselves, keeping themselves safe. Potential hazards or risks will be discussed with the children and sometimes will be marked with a flag.
- Blue rope will denote boundaries which children will be shown, e.g. around tool use areas or hanging deadwood.
- Risk Benefit Assessments will be carried out relating to specific activities, tools or equipment, which will be shared with all helpers. On going in-session visual risk assessment will be part of every session for all adults.

**d) Site checks - annual, termly and daily – and daily safety procedures.**

Forest School Leaders will ensure that:

- Risk assessments are in place and shared with adults,
- There is an appropriate child/ adult ratio of staffing,
- Adult helpers have read the Forest School Handbook, Stonesfield Primary Safeguarding Policy and appropriate risk assessments,
- All tools and equipment have been safety checked before each session begins,
- There is a register of children present before each session.

A full site risk assessments will be carried out annually, and updated on a termly/ seasonal basis, which will be shared with helpers. In addition:

- On the day of any session, the Forest School Leader will conduct a site check and any changes or new issues will be recorded on a Daily Site Check form.
- At the beginning of each session, the adults and children will do a visual site check together and discuss any hazards and risks together.

**e) Hygiene, toileting, hand washing and snack time.**

- EYFS and year 1 children will be escorted by an adult to the front door of school and back in order to access toilets. Older children may be allowed to go to the toilet unattended.
- Hand washing facilities will be provided on the Forest School site for use before eating or after particularly messy activities.
- Children will always wash their hands thoroughly before eating at Forest School using warm water, soap and towels.

**f) Practical skills including tools, fire and ropes.**

The Forest Leader is responsible for training the children and adult volunteers in how to use the tools and other equipment safely, and in the safety rules of fire lighting. All use of tools, fire and ropes require specific risk benefit assessments to be written, shared and updated. The Forest School Leader is responsible for ensuring that:

- all tools and equipment used are fit for purpose and well-maintained,
- all necessary safety equipment is on site prior to any activities that require it take place,
- children will only use tools if there is an adult child ratio of 1:1.
- steel toe-cap boots will be worn by any adults using tools.
# Emergency Action Plan

| Site Location: |  |
| Grid reference: |  |
| Directions to site: |  |
| Access: |  |
| Terrain: |  |

## Emergency Contact at Base:

<table>
<thead>
<tr>
<th>Base phone 1:</th>
<th>Base phone 2:</th>
</tr>
</thead>
</table>

## Adult responsibilities in the event of an emergency:

<table>
<thead>
<tr>
<th>Adult</th>
<th>Role</th>
<th>phone number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult 1</td>
<td>First Aider/ Accompany injured person(s) to hospital:</td>
<td></td>
</tr>
<tr>
<td>Adult 2</td>
<td>Responsible for other participants/</td>
<td></td>
</tr>
<tr>
<td>Adult 3</td>
<td>Inform emergency services / base contact / parents. Meet / direct emergency services</td>
<td></td>
</tr>
</tbody>
</table>

## Accident Information

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
</tr>
</thead>
</table>

What happened:
## Details of Injured Person/s

<table>
<thead>
<tr>
<th>Name:</th>
<th>Male/Female</th>
<th>D.O.B:</th>
<th>Age:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Next of Kin:</th>
<th>Phone number:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Medical History:** (Include any known allergies, pre-existing conditions)

<table>
<thead>
<tr>
<th>Consciousness</th>
<th>Alert</th>
<th>Voice</th>
<th>Pain</th>
<th>Unresponsive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breathing</td>
<td>Yes / No</td>
<td>Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Circulation</td>
<td>Yes / No</td>
<td>Time</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Location & nature of injuries:**

![Diagram of human body]
17. Sustainability
Whilst using and developing our Forest School site we will focus on minimising the ecological impact of all our activities guided by our own Forest School Rules and the ideal of ‘leaving no trace’. We will:
• try to use recycled and reclaimed materials on the site where possible
• use eco-friendly hand-washing facilities
• regularly assess the site together with the children and discuss and put in place systems to protect flora and fauna from damage and areas of ground from excessive erosion.
• practice woodland management techniques including careful appropriate planting and longer term, coppicing and trimming to maintain the health and diversity of the site.
• follow the Stonesfield School Eco Code.
• buy Fair Trade sustainable products where possible from ethical sources.
• source products locally wherever possible.

Respect for the natural environment is central to our Forest School Ethos. Ecological impact assessments will be made regularly during Forest School sessions and the three-year woodland management plan (see Appendix A) will be modified to reflect developments. Children and adults will be involved in discussion about ways in which we can continuously minimise impact on our Forest School site during all four seasons, including:
• Use of previously sourced firewood rather than using dead wood from the site, which is important to the woodland ecology.
• Keeping areas of dead wood to provide rich habitats for animals
• Using the same area for fire lighting each time to minimise the impact on the soil
• Disposing of ash off site to minimise impact on the site
• Temporarily roping off areas of severe erosion to allow the ground to recover, or to protect delicate plants while they grow.
• Restricting activities which might damage trees, plants or animals
• Always removing food waste and any litter from the site to reduce environmental impact.
19. **Session routines**: Below is an outline plan of morning and afternoon sessions.

<table>
<thead>
<tr>
<th>Time Plan and Checklist – Morning and Afternoon Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adults:</strong></td>
</tr>
<tr>
<td><strong>EYFS Class:</strong></td>
</tr>
<tr>
<td>Ratio 1:4  1x FS Leader, 1x EYFS teacher/TA, 1 volunteer helper, Caterpillars - 9 children /Ladybirds – 9 children</td>
</tr>
<tr>
<td><strong>Phone</strong></td>
</tr>
<tr>
<td>School office 01993 883076</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Plan</th>
</tr>
</thead>
</table>
| **8:30** | Daily site check and review risk assessment.  
- Report new hazards/Check weather report/Take necessary action  
- Prepare/gather outdoor equipment/tools/resources: ID cards, tarpaulin, ropes, fill water butt, etc. |
| **8.45am** | Preparation  
1. Make hot chocolate/cold drink (according to season)  
2. Check wellies and waterproofs are ready.  
3. Pack Trolley/box and Paperwork and take outside. |
| **9.00am** | Find out who adult/helpers are, explain aims of session. |
| **9.15am** | Meet children and start getting protective clothing on.  
Meet volunteer helper and ask them to sign in and wear visitor tag.  
- Give them the Forest School Handbook to read.  
- Give them Forest School Guidance for Parent Helpers and Staff and emergency procedures adult role cards  
- Check mobile phone and safeguarding policy understood.  
- Check medical conditions and ask to fill in adult compliance sheet  
- Explain session aims |
| **9.45am** | Introduce volunteer helper to the children  
Walk to FS site and children think of a password on entering the FS site! |
| **10am** | Sit at fire square. Health and Safety routines. Can children see anything different at the site? |
| **10.10** | Child led play, break for hot/cold drink + snack as required  
- Set up 2 washbowls, one with soap the other for rinsing  
- All wash hands and dry hands on towels provided  
- Sit down at fire square  
- Snacks and drinks  
Sharing stories/ideas/experiences |
| **11.40am** | Tidy up time and reflection time sat around the fire square.  
Walk back to the classroom.  
Boots and waterproofs off and wash hands immediately afterwards. |
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 12:15   | **Daily site check and review risk assessment** if not done in the morning  
• Report new hazards/Check weather report/Take necessary action  
• Prepare/gather outdoor equipment/tools/resources: ID cards, tarpaulin, ropes, fill water butt, etc. |
| 12:30 pm| **Preparation**  
1. Make hot chocolate/cold drink (according to season)  
2. Check wellies and waterproofs are ready.  
3. Pack Trolley/box and Paperwork and take outside. |
|         | **Trolley contents:**  
• Cups  
• Fruit snacks/milk  
• Flask  
• Drinking water  
• Hand washing water  
• 2x hand wash bowls  
• First aid box  
• Whistle  
• Soap  
• Towels | **Paper work:**  
• Forest School handbook  
• Group Medical Information  
• Adult volunteer guides  
• Emergency procedure cards |
| 12.45 pm| Find out who adult/helpers are, explain aims of session |
| 1:00 pm | Meet children and start getting protective clothing on. Meet volunteer helper and ask them to sign in and wear visitor tag.  
• Give them the Forest School Handbook to read.  
• Give them Forest School Guidance for Parent Helpers and Staff and emergency procedures adult role cards  
• Check mobile phone and safeguarding policy understood.  
• Check medical conditions and ask to fill in adult compliance sheet  
• Explain session aims |
| 1.10 pm | Introduce volunteer helper to the children  
Walk to FS site and children think of a password on entering the FS site! |
| 1.15 pm | Sit at fire square. Health and Safety routines. Can children see anything different at the site? |
| 1.25 pm | Child led play, break for hot/cold drink + snack as required  
• Set up 2 washbowls, one with soap the other for rinsing  
• All wash hands and dry hands on towels provided  
• Sit down at fire square  
• Snacks and drinks  
Sharing stories/ideas/experiences |
| 2.45 pm | Tidy up time and reflection time sit around the fire square. Walk back to the classroom.  
Boots and waterproofs off and wash hands immediately afterwards |
## Stonesfield Forest School Daily Session Plan

### Setting:
- School Forest School Site

### Group:
- EYFS Caterpillars/ Ladybirds

### Date:
- Time: 9:30 – 11:30 a.m. / 13:00 – 15:00 p.m.

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### Aims/Intended Learning (PLODS from last session)

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### Health and Safety

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Risk Assessments</td>
</tr>
<tr>
<td>2.</td>
<td>Weather</td>
</tr>
<tr>
<td>3.</td>
<td>Daily site check</td>
</tr>
</tbody>
</table>

**Checked by:**

**Date:**

**Signed:**

---

### Resources

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Tarpaulin, ropes/string, trowels, gloves, mats.</td>
</tr>
<tr>
<td>2.</td>
<td>2x hand-washing bowls, towels, water, soap.</td>
</tr>
<tr>
<td>3.</td>
<td>Fruit snack and hot chocolate, cups.</td>
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<td>4.</td>
<td>Drinking water.</td>
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<tr>
<td>5.</td>
<td>Special equipment?</td>
</tr>
</tbody>
</table>

---

### Adult Roles

**FS leader:** Sarah Walker
- Routines and rules, equipment and timing of snack time.

**Teacher/TA:**

**Volunteers:**
- Parent helper

---

### Session Evaluation

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### PLODS (Possible lines of development)

(Continued overleaf)
Learning Together to Achieve our Best
Stonesfield Primary School

Forest School Guidance for Volunteer Helpers

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

Thank you very much for volunteering to help at Stonesfield Forest School sessions. Without your support we would not be able to provide these exciting opportunities for our children. Our usual adult pupil ratio is 1:4. At each session we plan to have 1 EYFS teacher or TA, 1 FS Leader and 1 volunteer helper. There are usually 11 children per group. High adult to pupil ratios are a key feature of Forest School and this enables the children to take supported risks.

The Forest Stonesfield School Experience

• After getting dressed and ready and meeting our volunteer helper, we will walk to our Forest School and say our password as we enter the Forest School Site!

• We will spend a short time sitting in the fire square reminding ourselves of the risks and benefits of our Forest School site and our simple rules to keep us safe. There will be a reminder of expectations of behaviour.

• The sessions are child-led but there may be optional activities suggested in response to the children’s ideas the previous week or during the session.

• We encourage the children to be as independent as possible, the sessions are child-led and the adult role is to observe the children, ensure their safety and support their play and learning. We encourage you to take an active part by playing, exploring and being an interactive role model.

• You may be asked to support a particular activity, e.g. den building or tree climbing.

• If we have a snack time during the session all children and adults are asked to wash their hands thoroughly. Snack time is really sociable time for all is an opportunity for conversation about Forest School and what the children are doing.

• At the end of sessions, the children are asked to tidy up. Please don’t be tempted to tidy for them but do please encourage them by reminding them to be helpful.
**Behaviour at Forest School – Guidelines for adult helpers**

At Forest School all children will:
- Treat each other and the adults at Forest School with respect
- Know the boundaries and only go outside them with an adult
- Follow Forest School safety rules
- Put things back carefully as they found them, e.g. Logs and stones
- Have fun

At Forest School all adults will:
- Treat all children and each other with respect
- Model appropriate behaviour to the children
- Encourage the children to challenge themselves as much as they can
- Be enthusiastic about being outside and having fun in the forest

Dealing with behaviour issues:
- Adults will deal with disputes as they arise and talk to the children about their behaviour and how they could have made different choices
- No children will be sent out of sight of the adults or put into a naughty area
- Serious behaviour issues will be followed up with parents on the same day
Learning Together to Achieve our Best
StOnesfield Primary School
Forest School Safety Briefing

We always do a health and safety briefing at the beginning of our Forest School sessions to highlight any hazards and remind the children of our safety rules.

Emergency Procedure
✔ What do you do if you hear the Forest School Leader blow a whistle? (Walk to the giant tree trunk and line up).

Roped off Areas
✔ Do not go inside roped off areas, they may be unsafe or for tool use.

Looking after Plants and Trees.
✔ Be careful of young trees, which are newly planted.
✔ Don’t pick flowers, leaves, berries as they are there for the wildlife.

Looking after Minibeasts and Animals
✔ If you lift up a log or leaf pile to find insects, please replace it very gently.
✔ Enjoy looking at the creatures in their environment, avoid picking them up.

Playing with Sticks or Logs
✔ Remember to hold sticks low (below the hip) and always pointing down.
✔ Do not lift heavy poles or logs, drag them along the ground to move them.

Climbing tree stumps, Ropes and Structures
✔ Climb tree stumps one at a time.
✔ If you swing on a rope, always check for other people first.
✔ Do not climb on dens.
**Daily Site Check Risk Assessment**

<table>
<thead>
<tr>
<th>Site</th>
<th>Stonesfield Primary School OX29 8PU</th>
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<tbody>
<tr>
<td>Leader Name</td>
<td>Sarah Walker</td>
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</tbody>
</table>

**Site Check Prompt List**
- Access to site
- Boundaries
- Canopy, Shrub, Field and Ground layers
- Weather
- Fire surround and log seats
- Shelters and other structures
- People and other wild factors eg. dogs
- pond and surround

**Site and Activity Risk Assessments**
Have the Site and Activity RA’s been made and read for the session by each adult in the group?

<table>
<thead>
<tr>
<th>Site Area</th>
<th>Date</th>
<th>Signature</th>
<th>Issue/identified</th>
<th>Course of Action</th>
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</table>
Medical records:

<table>
<thead>
<tr>
<th>name</th>
<th>group</th>
<th>medical notes</th>
<th>action to be taken</th>
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**20. Adult Compliance Sheet**

All adults - staff and volunteers - who attend Stonesfield Forest School need to read the handbook and risks assessments. Please sign this sheet before you attend a Forest School Session to confirm you have read the handbook and risk assessments.

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Position</th>
<th>Signed</th>
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21. Inventory
Stonesfield Forest School Currently has the following equipment available:

Protective Clothing:
1. 15 x pairs waterproof trousers
2. 15x waterproof jackets
3. 20x pairs child’s gardening gloves
4. 5x pairs adult gardening gloves
5. 2x washing bowls
6. 1x large pump thermos
7. 1x small jug thermos
8. 1x clear plastic water jug

Tools:
1. 1 bow saw
2. 10x small gardening trowels
3. 5x small gardening forks
4. 1x pair secateurs
5. 1x large garden rake
6. 1x watering can
7. 1x wheelbarrow

Activity resources:
1. 3x small tarpaulins
2. 1x large tarpaulins
3. 20x small blue seating mats
4. 1x fleece blanket
5. 2x flora and fauna ID resources
6. 1x pond guide

Rope:
1. 1 long sisal rope
2. 1 blue nylon rope
3. orange thread,
4. green garden string
5. 1 white cotting thread

Craft:
1. Coloured wool
2. scissors
# Appendix A. Risk Assessments. Stonesfield Primary School: General Site Risk Assessment

## Learning Together to Achieve our Best

<table>
<thead>
<tr>
<th>Date assessed:</th>
<th>Assessments by: Sarah Walker</th>
<th>Signature:</th>
</tr>
</thead>
<tbody>
<tr>
<td>20/01/2017</td>
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</table>

<table>
<thead>
<tr>
<th><strong>What is the Hazard?</strong></th>
<th><strong>a) Risk Severity?</strong></th>
<th><strong>b) Who is at risk?</strong></th>
<th><strong>What actions are needed to make the risk level acceptable?</strong></th>
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<tbody>
<tr>
<td><strong>Ground Layer</strong></td>
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</tbody>
</table>
| Animal faeces on hands and in mouths. Danger of diseases and germs from bird, rodent and fox, dog/cat faeces. | a) Medium         | b) Children and Adults | 1. Daily Site Check to reveal and remove any faeces.  
2. Ensure children and adults wash their hands with antibacterial hand wash and rinse in clean water before snack time and again at end of session.  
3. Teach children to report any faeces found on site to an adult. |
| Tripping over roots, uneven ground, holes in soil. Slipping on wet pond surround/wood on side of path around raised beds. | a) Medium         | b) Children and Adults | 1. Make sure everyone in FS aware of uneven ground in H&S talk. |
| Litter, debris, caused by occasional trespassers on site. | a) Low            | b) Children and Adults | 1. Daily Site Check to reveal and remove any litter, report to police if illegal substances/trespassing. |

| **Field Layer**        |                       |                        |                                                               |
| Brambles, nettles thorns can cause scratches, stings and cuts. | a) Medium         | b) Children and Adults | 1. Daily Site Check to reveal and remove any in main access routes.  
2. Show Children brambles, hawthorn, nettles and other thorny plants.  
3. Children and adults to wear long sleeves/trousers tucked in.  
4. First Aid kit on site with Piriton, antiseptic wipes, etc.  
5. Adults to be aware of any severe reactions children/adults have to plants.  
6. Show children how to find a Doc leaf to cure a nettle sting. |
| Tree stumps, uneven ground, logs and wood piles. | a) Low            | b) Children and Adults | 1. Daily Site Check to reveal and remove any new objects in main access routes.  
2. Advise children to look where they’re walking. |
| Mushrooms and Funghi, poisonous plants, berries. Danger of getting spores, poisonous materials on fingers and in mouths if touched. | a) Severe         | b) Children and Adults | 1. Teach children not to eat anything that they pick up.  
2. Show children poisonous plants in FS site, rhubarb leaves, snowberries, holly berries, funghi, etc.  
3. Ensure children and adults wash their hands with antibacterial hand wash and rinse in clean water before snack time and also on return to school at end of session. |
**Shrub Layer**

| Branches and twigs at eye level could scratch faces and eyes. | a) Medium b) Children and Adults | 1. Advise children to look ahead of them at all times.  
2. Daily Site Check to reveal any changes in shrub layer and consider removing if in main access route.  
3. First Aid kit on site with eye-wash, bandages and plasters. | **Climbing on large tree log. Risk of slipping or falling off, grazing skin, broken limbs, bump to head.** | a) Medium b) Children and Adults | 1. Discuss ways of climbing safely, e.g. 3 points of contact, not standing close behind someone who is climbing, 3 children on the tree at the same time, giving each other time and space.  
2. High adult: child ratio with adult nearby when children are on the log. |

**Canopy Layer**

| Dead branches can fall on adults and children. | a) Severe b) Children and Adults | 1. Daily Site Check to reveal any changes in canopy layer and remove.  
2. Rope off area under dead branches so people do not go under branch.  
3. Report to tree surgeon/County Council grounds services.  
4. Trees assessed annually by tree hazard expert (September 2016) and recommended actions taken. | **Access** | **FS site access across car park/path on school grounds. Risk of collision on bend, cars or older children during playtimes moving around school on path.** | a) Severe b) Children and Adults | 1. Daily Site Check to identify any delivery lorries on site.  
2. FS Leader to lead children across car park/path to access site.  
3. Children to be accompanied by an adult off site to toilet within main school building. |

| Second access gate to FS site. Children leaving unseen, uninvited adults entering site. | a) Severe b) Children and Adults | 1. Children and adults clearly understand policy of staying within FS boundary.  
2. Adults have all read Safeguarding/EAP/Lost Child/Uninvited Adult policy in FS Handbook. Adults remain vigilant and carry out headcount during sessions.  
3. Keep 2nd gate closed and secured with rope in knot. | **Pond Access through locked gate. Risk of entering pond leading to injury or drowning.** | a) Severe b) Children and Adults | 1. Keep pond gates padlocked at all times. H&S talk to cover children not going into pond area without an adult.  
2. | **Animals** | **Stray dog/cat bites and scratches and dead animal bodies carry diseases and germs, which children could catch.** | a) Medium b) Children and Adults | 1. Daily Site Check to reveal and remove any dead animal bodies.  
2. Children to report but not touch unwanted animals that enter site. |
| **Wasps and bees stings, adder/grass snake bites. Some children/adults may have severe reaction e.g. anaphylaxis.** | a) Severe  
b) Children and Adults | 1. Medical records if anyone has reactions to wasp/bee stings, etc.  
2. Advise everyone in H&S talk to keep still around wasps and bees, snake.  
3. Daily Site Check to reveal wasp/bee activity or nests.  
4. First Aid kit on site with Piriton and children’s Epipens as necessary. |

<table>
<thead>
<tr>
<th><strong>Structures</strong></th>
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</table>
| Garden Shed is old and in disrepair. Shelters/Dens/larger log piles made of logs can fall in on top of children causing injury, bruising. Fire Pit trip hazard. | a) Medium  
b) Children and Adults | 1. Daily Site Check to reveal and remove any loose sections of garden shed. Advise children not to go near the shed.  
2. Demonstrate how to secure logs and shelters, not disturb log piles. |

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<thead>
<tr>
<th><strong>Weather</strong></th>
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</table>
| Cold weather: risk of hyperthermia. | a) Severe  
b) Children and Adults | 1. Daily Site Check to include weather check.  
2. First Aid kit including winter equipment: spare clothing, silver/fleece blanket, foam roll mat.  
3. Warm drink served during winter sessions. Cut session short in severe weather conditions.  
4. Remind parents to send children to school in suitable clothes, welly socks and make sure all children have hats, gloves, scarves and wellies on. |

| Hot weather: risk of heat exhaustion, sunstroke. | a) Severe  
b) Children and Adults | 1. Daily Site Check to include weather check.  
2. First Aid kit including summer equipment: spare sunhats, shelters,  
3. Plenty of water and cool drink encouraged during summer sessions. Keep children in shaded areas on hot days.  
4. Remind parents to send children to school in suitable clothes, sunhat, cream, cool long sleeves/trousers. Cut session short in severe weather conditions. |

Signed by EYFS Teacher/TA ___________________________ Date:_________________________

Signed by EYFS Teacher/TA ___________________________ Date:_________________________

Signed by Forest School Leader ___________________________ Date:_________________________

Review date: September 2017

Sarah Walker: Stonesfield General Site Risk Assessment 2017
### Appendix B: Risk Benefit Assessments.

**Stonesfield Primary School: General Activity Risk Benefit Assessment for On-site activities.**

**Group Details:** (age, SEN, etc.) EYFS Children and accompanying adults.

<table>
<thead>
<tr>
<th>Benefits (Why are we doing this?)</th>
<th>a) Who is at risk?</th>
<th>b) What are the hazards?</th>
<th>What control measures have been taken to reduce the risk and make it acceptable?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Experience/Activity description:</strong> Shelter building with tarpaulin, sticks, rope</td>
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<td>1. Appropriate adult: child ratio trained FS Leader, First Aider.</td>
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<td>2. First Aid kit to hand.</td>
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<td>4. Adults to observe the group to ensure safety.</td>
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<td>5. Demonstrate skills with children, e.g. dragging long logs/sticks from one end, carrying heavy logs with a friend at each end, tying excess rope out of the way, safe lifting techniques, checking sticks for bird poo and thorns before using, checking structure stability throughout.</td>
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<td>6. Leave no trace: rope and tarpaulin to be stored again after use.</td>
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| **2. Experience/Activity description:** Pond dipping and moving around pond area. | | | 1. Appropriate adult: child ratio trained FS Leader, First Aider. |
| | | | 2. First Aid kit to hand. |
| | | | 4. One adult to supervise pond when children are there. |
| | | | 5. Demonstrate pond-dipping skills, care for self as well as flora and fauna. |
| | | | 6. Safety talk/demo of safe movement around pond, e.g. walking, not stepping on the slabs, lying down on tummies to look in the pond). |
| | | | 7. Hygiene: Children not to put hands in water. Thorough hand washing after pond dipping. |
| | | | 8. Daily Site Check to include weather check. |
| | | | 9. All participants to wear suitable footwear and clothing. |
| | | | 10. Regular pond maintenance. |
### 3. Experience/Activity description: Tree climbing

| Achievement and enjoyment, taking risks, involvement and concentration, perseverance, understanding and testing own limits. Emotional Development; social skills, confidence, resilience, self-esteem, independence. Physical skills: coordination, refining gross motor skills. | a) All  
b) Slippery conditions, slipping or falling from tree leading to broken bones, bruises, abrasions. Tree unstable, falling over and branches breaking during climbing leading to bruises, abrasions, crushing from falling tree or branches. Injuries to eyes and other body parts from twigs. Getting stuck in branches. | 1. Appropriate adult: child ratio trained FS Leader, First Aider.  
2. First Aid kit to hand.  
4. Adult to be nearby when children are climbing to provide support where necessary.  
5. Demonstrate safe climbing – using two hands, finding footholds, checking branches are strong.  
6. Daily Site Check to include weather check for icy or very wet, slippery conditions no tree climbing, and check branches and tree stability.  
7. If a child becomes stuck, adult to support them in climbing down or failing that adult to lift safely down.  
8. All participants to wear suitable footwear and clothing.  
| --- | --- | --- |

### Experience/Activity description: Rope swing

| Physical exercise; gross motor skills; hand – eye co-ordination, throwing rope; making the swing work. Problem solving- how to get rope over branch Fine motor skills- wrapping it round items; tying knots. Working together, social skills, making relationships, managing feelings and Achievement and Enjoyment, turn-taking, pushing each other, judging speed/distance of swing. behaviour, cooperation, perseverance. Emotional Development; confidence, resilience, self-esteem, independence. | a) All  
b) Throwing rope up over tree it could hit someone. Rope or branch may break cause injury through fall. Person using swing may fall off Children swinging into each other. | 1. Appropriate adult: child ratio trained FS Leader, First Aider.  
2. First Aid kit to hand.  
4. Adult to be nearby when children are climbing to provide support where necessary.  
5. Demonstrate safe throwing the rope. Ask everyone to stand out of range and the person throwing will watch carefully where it is falling  
6. Ensure that the branch chosen for swing looks sturdy and strong and once the swing has been made then test it with their own weight to ensure the rope is secure before swinging  
7. The swing will be made as low as possible according to age and size of children and therefore reduce the falling height.  
8. The swinging area will be cleared of hard objects on ground and the range should not include obstacles e.g. trees  
9. An area covering the range of the swing will be kept clear of people so that they do not get hit and children will be made aware of where the swing is being used. |
| --- | --- | --- |
### Experience/Activity description: Rope – free play with rope and string

<table>
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<tr>
<th>Activity</th>
<th>Description</th>
<th>Risk Factors</th>
<th>Risk Mitigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical exercise; gross motor skills - moving around site with rope; throwing rope, etc.</td>
<td>Achievement and Enjoyment, memory, Problem solving - how to move rope; pull items with rope, perseverance. Fine motor skills - wrapping it round items; tie knots; Working together, cooperation, sharing resources.</td>
<td>a) All b) Rope can get wrapped round limbs and neck and tighten, causing distress and injury or strangulation, trip hazard.</td>
<td>1. Appropriate adult: child ratio trained FS Leader, First Aider. 2. First Aid kit to hand. 3. Emergency Action Plan in place. 4. Adults need to observe children using the rope and stop activity if rope gets wrapped round anybody before it tightens. 5. Discussion with children about safe use of rope. 6. Make sure children listen to each other and respond to other’s requests, especially if rope gets wrapped round somebody. 7. Make those who approach the rope aware of any tripping hazard. If rope is tied up off ground then use a bright visible rope or make brighter by tying on something more visible.</td>
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</table>

### Experience/Activity description: Fire-lighting and cooking over fire.

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<th>Activity</th>
<th>Description</th>
<th>Risk Factors</th>
<th>Risk Mitigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical exercise; gross motor skills (collecting firewood), moving round fire square. Achievement and Enjoyment, comfort, sense of community, communicating and listening, Sensory experience, Making links. Teamwork; communication, social skills, cooperation, perseverance, patience, Emotional Development; making relationships, managing feelings and behaviour, confidence, resilience, self-esteem, independence</td>
<td></td>
<td>a) All b) Fire, smoke can lead to smoke inhalation, irritation to eyes, burns. High winds, overhanging branches, leaf litter and nearby vegetation can lead to fire spreading to overhanging branches or nearby vegetation. Unsafe behaviour leading to risk of burns to self and others. Fall injuries including broken bones, bruising, abrasions and burns.</td>
<td>1. Appropriate adult: child ratio trained FS Leader, First Aider. First Aid kit to hand. Burns kit, fire blanket and plunge bucket and at least 10 litres of water next to fire area. 2. Emergency Action Plan in place. 3. Adults to observe the group to ensure safety, 1 adult remains by fire. 4. Demonstrate fire safety skills with children, e.g. adult feeding fire wearing leather gloves, kneeling position when tending the fire for stability, safe movement around fire area. 5. Children to remain seated on the outer logs when at the fire (at least 1.5m from fire site). Always walk around the outside of the outer log square. 6. No throwing of objects onto the fire. 7. Discussion of importance of safe behaviour around the fire. 8. Daily Site Check to identify overhanging branches, leaf litter and nearby shrubs and clear if necessary. 9. Do not light fire in high winds. 10. Follow procedure for extinguishing fire. 11. Suitable footwear worn to help prevent slips and trips. 12. Person tending fire to ensure hair, scarves, clothing tied back/tucked in.</td>
</tr>
</tbody>
</table>
Assessor (Name/Role in FS): ____________________________  Signature: ____________________________

Head Teacher: ____________________________  Signature: ____________________________

Date of Assessment: ____________________________  Review Date: ____________________________

All adults accompanying Forest School in a supporting role must read and sign this Risk Assessment

I have read and agree to abide by this Risk Assessment

Signature ____________________________  Name ____________________________  Date ____________________________

Checkpoints
1. Has all health and safety information been obtained?
2. Consider the number of persons exposed
3. Estimate initial risk level – acceptable/unacceptable
4. Consider if elimination or safer substitution
5. Considered all necessary control measures including procedural and technical controls
6. Are the above controls to the required standard and regularly maintained?
7. Have emergency action plans been considered?
8. Have employees (and other persons) been adequately trained/instructed and informed?
9. Has adequate supervision been provided?
10. Consider if personal protective equipment is required.
11. Is health surveillance required?
12. What arrangements have been made for monitoring the assessment?
13. How often is the assessment reviewed?
14. Has the assessment been drawn to the employees attention?
# Management Plan

<table>
<thead>
<tr>
<th>site location</th>
<th>OX298PU</th>
</tr>
</thead>
<tbody>
<tr>
<td>contact name</td>
<td>sarah kay walker</td>
</tr>
<tr>
<td>contact email</td>
<td><a href="mailto:sarahkaywalker@yahoo.co.uk">sarahkaywalker@yahoo.co.uk</a></td>
</tr>
</tbody>
</table>
Stonesfield Primary Forest School - Forest School Site @ Stonesfield Primary

area | 0.05 ha
--- | ---
ownership | council

Management Notes

Management plan updated following discussions with FS Leader Fi McGregor on 10/01/2017.

Management History

Work completed on previous work plan from Summer 2015, base year 1 = 2015.
Year 1 Felling of a large Norway Maple due to disease. June 2015, replaced by flowering cherry tree July 2015
Year 1 Stopped all grass cutting and left site to become wild from spring 2015.
Year 2 Created fire square and sawing area with saw horse and fire wood pile.
Year 2 Cherry, apple, hazel and willow trees planted Winter/Spring 2016.
Year 2 + then annually: Shrub pruning, late autumn
Year 2 + then annually: Tree inspection by county council,
Year 2 + then annually: Pond maintenance/removal of horsetails and grass, late autumn/winter.
Year 2 + then annually: Habitat creation/maintenance for mini-beasts by creating wood piles. Add more wood to piles as they rot away.
Work from previous plan not yet completed:
Year 4 Hazel coppicing, depending on how fast the trees grow, may be done every 3-5 years.
Years 2, 4 Willow - may pollard or cut down to the ground or make a tunnel.

<table>
<thead>
<tr>
<th>#</th>
<th>%</th>
<th>species</th>
<th>planting year</th>
<th>dbh</th>
<th>height</th>
<th>form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0%</td>
<td>Maple, Norway - Acer platanoides</td>
<td>0 cm</td>
<td>0 m</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>0%</td>
<td>Hawthorn, Crataegus spp</td>
<td>0 cm</td>
<td>3 m</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>0%</td>
<td>Hazel, Corylus avellana</td>
<td>2016</td>
<td>0 cm</td>
<td>0 m</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>0%</td>
<td>flowering cherry</td>
<td>2016</td>
<td>0 cm</td>
<td>0 m</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>0%</td>
<td>apple</td>
<td>2016</td>
<td>0 cm</td>
<td>0 m</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>Willow</td>
<td>2016</td>
<td>0 cm</td>
<td>0 m</td>
<td></td>
</tr>
</tbody>
</table>

ecological assessment

<table>
<thead>
<tr>
<th>layer</th>
<th>activity</th>
<th>impact</th>
<th>action</th>
</tr>
</thead>
<tbody>
<tr>
<td>soil</td>
<td>children digging soil/mud-kitchen area</td>
<td>disturbing invertebrates, loss of habitat,</td>
<td>1. limit digging soil to raised beds area.</td>
</tr>
<tr>
<td>soil</td>
<td>fire, fire-lighting and cooking</td>
<td>1. changing pH of soil through ash,</td>
<td>1. limit fire pit area to one site only, as we have a small forest school site.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. depleting site wood supply for kindling,</td>
<td>2. bring in kindling/ firewood for specific fire activities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. loss of habitat for soil dwelling wildlife.</td>
<td></td>
</tr>
<tr>
<td>ground</td>
<td>children bug-hunting under logs, create log piles,</td>
<td>disturbing invertebrates, positive impact of creating habitat for bugs</td>
<td>1. remind children to replace logs carefully,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. keep some log piles untouched, others to be played with,</td>
</tr>
<tr>
<td>field</td>
<td>trampling grass and wild plants up to knee level as site has been left to grow wild</td>
<td>wearing away grass and flora cover</td>
<td>1. keep to path where appropriate, 2. rope off areas as necessary if they become boggy</td>
</tr>
<tr>
<td>ground</td>
<td>pond dipping</td>
<td>disturbing/destroying habitat of pond dwellers,</td>
<td>demonstrate pond-dipping techniques, kind treatment of living creatures, limit no of nets during pond-dipping.</td>
</tr>
<tr>
<td>shrub</td>
<td>den building, rope swings/ladders</td>
<td>damaging trees/shrub hedges with ropes, breaking branches, man-made materials left behind</td>
<td>1. encourage children to take care of trees, 2. demonstrate feeding ropes through branches together to avoid damaging bark, 3. remind children not to use live tree branches for supports, only fallen branches/logs brought in for specific use. 4. dismantle dens at the end and remove all man-made items so flora and fauna is not damaged.</td>
</tr>
</tbody>
</table>

**Work Programme**

<table>
<thead>
<tr>
<th>Year</th>
<th>Month</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>February</td>
<td>Discuss use of 3 x raised beds where previously there was a domestic garden. Possibilities include: 1. Remove sleepers and repurpose as Willow/Hazel coppice area. 2. Planting native species of shrub, wild flowers, 3. general use.</td>
</tr>
<tr>
<td>1</td>
<td>March</td>
<td>Set up firewood store area, carry out fire-lighting activity and demonstrate importance of kindling - log size.</td>
</tr>
<tr>
<td></td>
<td>March</td>
<td>Re-stake apple tree planted in 2016, as this has grown considerably and produced good fruit in autumn 2016.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hazel coppicing + see Management History. Plant more Hazel to create small copice where on site of raised beds.</td>
</tr>
<tr>
<td>Month</td>
<td>Task Description</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>Sort contents of &quot;garden shed&quot; and remove building. Remove surrounding chippings and concrete area. Perhaps repurpose as story-circle.</td>
<td></td>
</tr>
<tr>
<td>1, 2</td>
<td>March</td>
<td>Re-fence and maintain saw-horse and tool use area.</td>
</tr>
<tr>
<td>1, 2, 3, 4, 5</td>
<td>September</td>
<td>Pond cleaning: early autumn. Most young animals have grown and moved on, pre-hibernating period, so good time to clear pond weed and excessive dead leaves, etc. and add/replace oxygenating plants ready for winter.</td>
</tr>
<tr>
<td>1, 2, 3, 4, 5</td>
<td>January</td>
<td>Pond is very overgrown, but clearly reasonably healthy as we found grass snake skin and several other signs of life in Autumn 2016. Pond surround clearance, overgrown pond and shrubs around pond area. Remove dead leaves from pond.</td>
</tr>
<tr>
<td>1, 2, 3, 4, 5</td>
<td>September</td>
<td>Annual tree check</td>
</tr>
<tr>
<td>1, 2, 3, 4, 5</td>
<td>October</td>
<td>Annual shrub pruning</td>
</tr>
<tr>
<td>1, 2, 3, 4, 5</td>
<td>January</td>
<td>Ensure each new group that uses our forest school site is aware of importance and &quot;kind&quot; treatment of mini-beasts and their bug log piles. Assess state of current log piles and encourage children to look after/add to log piles.</td>
</tr>
</tbody>
</table>