



Roundwood  
PRIMARY SCHOOL

# KS2 FOREST SCHOOL HANDBOOK

## *Policies & Procedures*

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Written: November 2022

Review Date: March 2026

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## What is Forest School?

‘Forest School is a child-centred inspirational learning process that offers opportunities for holistic growth through regular sessions. It is a long term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experience in the natural setting.

Forest School Association 2022

### Forest School Principles

At Roundwood School we are committed to following the ethos and recommended practices of the Forest School Association (FSA). Our Forest School Leader completed their training with an FSA approved trainer to the full six principles agreed by the UK Forest School Community.

**Principle 1: Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment.**

*Our aim is that the identified KS2 children will receive weekly sessions throughout the year. Other children across KS2 may be offered Forest School or outdoor learning sessions at other points in the year.*

**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.**

*Our Forest School will take place primarily within the wooded environment on our school site. Our aim is that this will develop an interest and love of the natural world which will extend beyond Forest School sessions.*

**Principle 3: Forest School aims to promote the holistic development of all those involved fostering resilient, confident, independent and creative learners.**

*Our Forest School sessions will give children the opportunity to follow their own interests, make choices about what to do and how to do it. Adults will facilitate learning rather than directing it and will provide encouragement and support when needed to develop problem solving, perseverance and bouncing back when things don't quite go to plan!*

**Principle 4: Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.**

*Our Forest School area and activities are all thoroughly risk assessed, however, within all activities children are also encouraged to evaluate risks and to make appropriate choices.*

**Principle 5: Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.**

*Laura Tanner & Rachel Smith are qualified Level 3 Forest School Leaders. Both are committed to develop their own practice through independent research and Forest School Leader groups.*

**Principle 6: Forest School uses a range of learner-centred processes to create a community for development and learning.**

*Child initiated learning is at the centre of our Forest School approach. Children are encouraged to make choices and take responsibility for their learning with the support of a trusted adult.*

**Principles taken from: Forest School Association—Principles and Criteria for Good Practice**

## **Forest School Vision Statement & Rationale**

Our Forest School will provide our pupils with a unique educational experience that offers children the opportunity to develop their confidence, self-esteem, ability to assess risk and to make informed choices about their learning. This will take place through hands on, child initiated learning approach within the natural environment of our school field.

Our Forest School leaders will inspire and nurture each child's individuality and natural curiosity, taking every opportunity to promote their holistic development. In addition developing their awareness of the natural world and their roles and responsibilities in maintaining it both on a local and global scale.

## **Roundwood Primary School vision & values**

### **Our Vision**

Is to work with all stakeholders to ensure we provide a nurturing, safe and successful environment where children are encouraged to become independent learners ready for what their future holds.

### **We aim to:**

**Inspire** our children with the best the world has to offer whilst igniting a passion for learning, along with their enthusiasm and curiosity to explore

**Challenge** our children so that they strive to achieve their best, and to think to remember.



**Grow** our children so that they can converse, share in relationships and academically succeed beyond their time with us; being truly motivated by the successes and development they have made over time.

### **Our Core Values**

We value:

- Responsibility
- Respect
- Happiness
- Honesty
- Courage
- Resilience – the idea of bouncing back
- Curiosity



### **What Happens in Forest School Sessions?**

A typical session of Forest School will involve all participants walking the site together to conduct an initial risk assessment. The group will then gather in a circle around the fire pit. We will remind ourselves of the Forest School Code of Conduct to ensure the safety and enjoyment for all participants. The session will focus on child-led learning and exploration as children may choose to investigate the environment using strategies such as:

- Den building
- Nature identification
- Woodland arts and crafts
- Tree climbing
- Observing wildlife
- Sensory activities

The option of more adult directed activities will be available and this may include:

- Using tools
- Whittling and carving
- Fire lighting and cooking
- Learning how to tie knots
- Team games

At the end of the session equipment will be collect, checked and tidied away. Children will have the opportunity to reflect on the session take part in a short discussion. We will then leave the site as we found it. We follow the motto 'leave no trace.'

We will follow the recommended ratio of 1:8 for staffing and will consider smaller ratios if needed dependant on the children's needs. The trained Forest School Leader will be responsible for ensuring that all precautions are taken and the policies are adhered to, they may delegate some tasks to other members of the team as required.

## **Policies and Procedures relevant to Forest School**

### Legislation considered for policy:

Children Act 2004

Keeping children safe in education 2022

Equalities Act 2010

Environmental Act 2021

Health and Safety at Work Act 1974

RIDDOR (Accident Reporting)

### Roundwood Policies / policies that support good Forest School practise:

Child Protection / Safeguarding

Equality, Diversity & Community Cohesion

Inclusion Policy

Positive Behaviour Management

## **Our Forest School Site**

Our Forest School area is within the school grounds of the school at the Gawcott Site grid reference. The school field site is approximately 2500 meters squared. Much of the areas is turfed grass with some concrete playground area. The field is surrounded by hedgerow, there are 8 well established trees and approximately 30 sapling trees that have been planted in the last year. The site is south facing and leads onto open fields to the rear. The area can be accessed directly from the school.



## Our Forest School Code of Conduct

*Respect the environment*

*Keep yourself and others safe*

*Be you!*

Our KS2 code of conduct is simple and easy for children to remember. The brief phrases encompass many elements of respect and safety that will be explained to children as they engage with different activities.

**Respect the environment** – Children will always be reminded to respect the natural environment in which we are learning. They will be asked not to pick living plants and to understand that some of the plants and materials they find may cause harm. Furthermore children will be encouraged to find ways to develop both flora and fauna in the environment such as creating mini beast hotels.

**Keep yourself and others safe** – Children will be encouraged and supported to conduct their own risk assessments and consider their own limitations particularly in activities such as tree climbing, den building and tool work. Supporting adults will facilitate this development and only 'step in' if they feel that something is unsafe. Children will be asked to transport tools and sticks around the site in a safe manner. Children will be made aware of any hazardous plants that may be on site.

**Be you** – Children will be encouraged to follow their own lines of enquiry and areas of interest. They will be asked to start to identify their own strengths and areas for development and challenge themselves accordingly. Children will be encouraged to develop a greater connection with the natural world and a greater understanding of their own emotional development.

N.B There are specific risk assessments for the use of tools and fire, all adults will be aware of these risk assessments and clear safety guidance will be given to children before every tool or fire session.



## Kit, clothing and PPE

The Forest School leader will organise a Kit Bag and an Emergency Bag for every Forest School Session. The equipment required will vary, depending on the time of year, the weather conditions, the group and the potential activities.

### Emergency Bag

- First Aid Kit (regularly checked and replenished)
- Charged Walkie Talkie and Charged Mobile Phone
- Emergency Procedures Document & Emergency Contacts (if off site)
- Medical Health Care Plans and Medication
- Risk Assessments

### Forest School kit

All Forest School kit is kept in a lockable shed close to the Forest School site. At the beginning of the session leaders will select appropriate equipment from the shed and put it in the lockable tool box. This will then be made available to children at appropriate points in the session.

Our Forest School equipment includes:

- Knives
- Potato peelers
- Hand saw
- Bow saw
- Loppers
- Secateurs
- Palm drills
- Bill hook
- Tarpaulins
- Hammock
- Ropes
- Kelly Kettle
- Fire pit
- Cotton wool and Vaseline for fire lighting
- Tent pegs
- Steel and flint
- Mud kitchen play equipment
- Protective gloves
- Heat resistant gloves
- Bug hunting kit
- Mallet
- Clipboards, paper and pens





- Identification books

Equipment will be cleaned and put back at the end of each session.

## Forest School Clothing

Forest School takes place throughout the year, in all seasons and all weather conditions (with the exception of very high winds and thunder / lightening). It is important that the children and adults are dressed appropriately for the weather conditions, so that they are comfortable and able to make the most of the opportunities provided.

Spring / Autumn-

- Comfortable trousers / jogging bottoms
- Long sleeve top
- Warm jumper or fleece
- Wellies or walking boots
- Waterproof jacket and trousers

Summer –

- Comfortable trousers / jogging bottoms
- Long sleeve top
- Wellies or walking boots
- Waterproof jacket and trousers
- Sun hat and sun cream

Winter –

- Base layers / thermals
- Comfortable trousers / jogging bottoms
- Warm jumper or fleece
- Additional warm socks
- Warm hat and gloves
- Wellies or walking boots
- Waterproof jacket and trousers

Parents will be asked to provide kit as part of agreeing for their child to take part in Forest School sessions. Some spare kit will be kept in school if required. Children eligible for Pupil Premium may be offered support to purchase kit.

## Personal Protective Equipment – PPE

PPE will be provided by the school for any risky activities. This is outlined on the table below:

Activity	PPE
Tool work	Protective gloves – rigger gloves / gardening gloves
Fire lighting / cooking	Fire gloves First aid and burns kit Water bucket
Wet weather	Appropriate clothing as listed above

*Please see detailed risk assessments for each risky activity.*

## Food and Toileting

Forest school leaders have completed a 'Level 1 Food Hygiene and Safety' Course and will follow these principles when cooking and eating including:

- Good hygiene principles
- Through cooking
- Not cooking high-risk foods
- Being aware of allergies

Toileting can be easily accessed via the school building.

## Safeguarding

We will continue to follow whole school safeguarding policy and procedure that is available on the Roundwood Primary School Website. We have two members of staff who hold the Designated Safeguarding Lead qualification for Safeguarding:

- Mrs Leigh Handley – Headteacher
- Miss Ellie Clarke – Deputy Headteacher

The Governor responsible for safeguarding is Hannah Gallimore & Jen McGrath .

Any safeguarding concerns and / or disclosures will be passed on to the Designated Safeguarding Leads with the CPOMS system that is in place.

Within sessions we will follow the guidance of a 1:8 ratio when using fire or tools and will always have at least 2 adults available to support sessions.

## Equality & Diversity

We will continue to follow our school Diversity and Equality policy that is available on the school website.

The Public Sector Equality Duty aims to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. By removing or minimising disadvantages suffered by people due to their protected characteristics.
- Advance equality of opportunity between people who share a protected characteristic and those who do not. By taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Foster good relations between people who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.
- To ensure that all pupils, irrespective of gender, make at least good progress year on year and to close gaps in attainment between boys and girls in English and mathematics.
- To ensure that all pupils new to the school experience a successful transition, are happy and settle quickly to learning.
- To ensure that all parents are happy to come to school take part in school events and feel they are able to raise concerns about their child or about the way they are treated as a member of the school community and do not feel they are discriminated against in any way.
- To extend our pupils' understanding of cultural diversity and tolerance of differences in culture and religious beliefs through positive experiences of different cultures traditions and languages.

We will embed and support this vision through the delivery of Forest School. Any discriminatory behaviour will be reported and recorded in accordance with the policy via the school's CPOMS system.

The full equality and diversity policy is available on the school website.

## Anti-Bullying

Roundwood Primary School Anti-Bullying Policy outlines what we will do to prevent and tackle bullying. Our policy has been drawn up with involvement of the whole school community. Our anti-bullying policy aims to:

- Promote respect and tolerance for each other, including and engaging with everyone's perception of bullying
- Provide a secure, stimulating, positive and mutually respectful and inclusive environment for learning
- Clarify for pupils and staff what bullying is and that it is always unacceptable

- Explain to staff, pupils and the whole school community why bullying and harassment occur and their impact on individuals and the school as a whole
- To have in place an anti-bullying support system, that all staff and pupils understand and to apply the system consistently

We will refer to the policy throughout Forest School sessions and follow the associated procedures. The full policy is available on the school website.

## Health & Safety and Risk Assessments

### Accident & Emergency

We will carry a first aid kit during Forest School sessions to tend to minor first aid needs. Forest School leaders are also trained first aiders. In event of a First Aid emergency we will radio inside the school building for additional support & contact the emergency services and the child's parents / carers as required. We will record accidents in the school log (kept in staff room) in accordance with the school procedures.

Risk assessments for fires and tools will be kept with the Forest School leader and followed carefully in order to reduce risk. If a child or adult is hurt whilst taking part in these risky activities a review will take place and future risk assessments will respond accordingly.

### Children with medical needs

Children with medical needs will be identified by the Forest School Leaders and a list will be shared with all supporting staff. Any medication will be kept with the child or in an accessible spot within the school building whilst sessions are taking place. Any medical attention that is required will be recorded using the whole school systems.

### Insurance

We are insurances to deliver Forest School Session under the school's Public Liability Insurance that is covered by AON through Buckinghamshire County Council. Buckinghamshire County Council state that:

*"Where a member of school staff is providing Forest School activities these will be covered under the school's liability. It is essential that the staff member is trained and that full written risk assessments are undertaken for all likely activities. Schools should ensure that written site inspections are undertaken along with regular inspections of any equipment being used."*



## Additional considerations

**Confidentiality & data protection** - We deliver Forest School with our school site, all data will be treated in-line with the school's GDPR policy.

**DBS** – All staff have a full and up-to-date DBS

**Lost / missing person**- We will operate within an enclosed school site, it is therefore unlikely that a child will become lost. If this circumstance does arise we will follow the school's emergency procedure.

## Risk Assessments

Below is the generic site risk assessment for the Gawcott site along with a specific tool risk assessment. Before each session the Forest School Leader will select the appropriate parts of these risk assessments along with knowledge of the children attending and produce a risk assessment for each session.

## Site Risk Assessment

### EMERGENCY TELEPHONE NUMBERS

Gawcott Site – 01280 813066

Tingewick Site – 01280 848306

LH - 07568541209

### Location of Site

List of Directions to site: Gawcott school field.

Nearest Post Code: MK18 4HY



<b>Activity</b>	Forest School Session	<b>Date</b>	Autumn 2022
<b>Location</b>	Gawcott School Field	<b>School / Visiting Group</b>	Roundwood Primary
<b>Responsible staff</b>	L Tanner	<b>Possible Visitors to site</b>	Staff & children from within school
<b>Risk Assessment written by</b> <b>Position</b> <b>Signature</b>	L Tanner – Forest School Leader	<b>Risk Assessment Checked/Approved by</b>	L Handley – Head Teacher

<b>Location of nearest Defibrillator and Code (if known)</b>	Moretonville Football Club Training Ground, Buckingham Road, Gawcott, Buckingham, MK18 4JD			
<b>Person (s) responsible on site for 1<sup>st</sup> Aid.</b>	<b>Cert. type</b>	All staff are first aid trained.	<b>Date of Cert.</b>	Updated every 3 years.

<b>The Hazard</b>	<b>Who could be harmed?</b>	<b>How could they be harmed?</b>	<b>Level of risk (with no control measures in place)</b>	<b>Control</b>	<b>Who will carry out control measure and when (before or during activity)</b>	<b>Level of risk (with control measures in place)</b>
Boundaries	Children	Children leaving site  Uninvited people entering site	Medium	Forest School site is secure with no public access. Very difficult for a child to leave the site without being seen. School procedures in place if a member of the public was to enter the site.  Forest School Leader to ensure field gate is locked and to check all boundaries at the beginning of a session. Risk assessment carried out with regards to children who pose a risk of absconding	L Tanner	Low

Damaged trees or fences	Children & leaders	Broken branches / fences falling on people	Medium	<p>Established procedures for checking woodland at the beginning of each session, particularly after heavy winds for damaged trees. Maintenance team to check trees annually</p> <p>Check fences are intact particularly after heavy winds. Remove dead wood or damaged branches. Children not to play in the wooded area during winds over 30 mph.</p>	L Tanner	Low
Debris & range of flora	Children	Poising from ingesting debris or flora	High	Children reminded not to put anything in their mouths and to wash their hands before eating or drinking.	L Tanner	Low
Sticks and Stones	Children	Hitting / scratching / poking	Medium	Children reminded of safe stick rules at the beginning of sessions. Adults actively monitor throughout session.	L Tanner	Low
Tree Stumps Tree Roots	Children & leaders	Tripping over / falling onto roots and stumps	Medium	Everyone reminded to walk carefully around the site. Significant stumps / roots Identified and everyone made aware of them during first session.	L Tanner	Low
Tree Climbing	Children	Fall from tree Injured by tree branch	High	<p>Identify trees safe for climbing. Damaged branches removed</p> <p>Tree climbing only to take place on designated trees and with adult present. Forest School Leader to check trees for</p>	L Tanner	Low



				damage as part of site check before session. Children encouraged to risk assess 'safe height'.		
Litter / Animal Waste	Children	Cut / injury Contamination Disease	Medium	Forest School on a secure school site which is not open to the public.  Site checked at the beginning of session. Children to alert adult to rubbish or animal waste which will be disposed of safely wearing appropriate PPE.	L Tanner	Low
Fungi	Children	Poisoning	High	Site assessments carried out prior to beginning of session so leader has awareness of presence of fungi.  Remind all participants to 'look, don't touch' at any fungi, mushrooms or toadstools in the woodland or grassed area.	L Tanner	Low
Nettles Thistles Brambles / Prickly Hedges	Children & leaders	Stinging Allergic Reaction Thorns Scratching	Medium	Parents are asked to provide information about allergic reactions as part of Consent Form. Appropriate clothing worn. First Aid kit includes Piriton and parents have given consent for this to be administered if their child has an allergic reaction during session.	L Tanner	Low

				Remind children of need to take care and move carefully around nettles, thistles and other plants which may cause injury.		
Bees, wasps, ticks, mosquitos and other insect insects	Children & leaders	Sting Bite	Medium	<p>Leader with full Outdoor First Aid always present. Clear Emergency Procedures in place in the event of an anaphylactic reaction to a sting. Parents reminded to check for ticks after a session if necessary.</p> <p>Check area for nests. Avoid contact with bees and wasps.</p>	L Tanner	Low
Fire	Children & leaders & people in school building	Burns Out of Control Fire	High	<p>Fire Risk Assessment in place. Clear Emergency Procedures. Outdoor / Paediatric First Aider always present.</p> <p>All staff to follow Fire Risk Assessment.</p>	L Tanner	Medium
Inappropriate Behaviour	Children	<p>Disruption to activity</p> <p>Harm to self or others</p> <p>Compromise of other safety rules (e.g. around the fire, climbing trees)</p>	Medium	<p>Risk Assessments &amp; Behaviour Plans in place for children who display challenging behaviour. In the event of significant risk of harm to self of others, Team Teach strategies would be used according to behaviour policy.</p> <p>Risk / Benefit analysis to be carried out by Forest School Leader and Class Teacher prior to session for children displaying challenging behaviour. Close observation of children for signs of frustration and</p>	L Tanner	Low

				appropriate de-escalation techniques to be used. School Staff support requested and child to return to school.		
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## Tool Risk Assessment

Tool Name	Use	Storage	Maintenance	Hazards	Safety Measures	Risk / Benefit Analysis
<b>Scissors</b>	Cutting string, rope, paper etc...	In sealable plastic tub within tool box.	Stored in sealed container.  Cleaned and checked for signs of damage before use.	Cuts	Familiar Scissors  Demonstration of safe use and methods of carrying scissors  Maintenance of 'Blood Bubble' when using scissors.  Only to be used in designated area.	Fine Motor Skills  Hand eye coordination  Life Skills—cutting accurately and safely.
<b>Peelers</b>	Whittling small sticks, peeling bark	In sealable plastic tub within tool box.	Stored in sealed container.  Cleaned and checked for signs of damage before use.	Cuts  Grazes	Demonstration of safe use of peeler and appropriate methods of carrying the peeler.  Maintenance of 'Blood Bubble' when using scissors.  Only to be used in designated area.	Fine Motor Skills  Hand eye coordination  Life Skills—cutting accurately and safely.

<b>Knives</b>	Whittling Cutting Sharpening	Cover on  In sealed container within lockable tool box.  Stored in lockable Boiler Room when not in use.	Stored in a clean, dry container. Cleaned and oiled after use. Sharped regularly using sharpening stone.	Cuts Lacerations Wound-ing	Maximum of 2:1 child to adult ratio when using tools. Individual Risk Assessment prior to use.  Only to be used when supervised by Forest School Leader.  Only to be used within tool zone. Appropriate PPE used.  Stored in locked tool box when not in use.	Fine Motor Skills  Hand eye coordination  Life Skills—cutting accurately and safely.  Understanding and respect of safe use of tools.
<b>Billhooks</b>	Splitting Wood (with Mallet)	Wrapped in a cloth when not in use.  Stored in lockable tool box in locked Boiler Room when not in use.	Stored in a clean, dry container. Cleaned and oiled after use. Sharped regularly using sharpening stone.	Cuts Lacerations Grazing Bruising	Maximum of 2:1 child to adult ratio when using tools. Individual Risk Assessment prior to use.  Only to be used when supervised by Forest School Leader.  Only to be used within tool zone. Appropriate PPE used.	Teamwork  Communication  Confidence & self awareness  Gross and Fine Motor development
<b>Pruning Saw</b>	Cutting wood less than 12cm diameter	Closed & locked within locked tool box.  Stored in locked Boiler Room when not in use.	Stored in a clean, dry container. Cleaned and oiled after use.	Cuts Lacerations	Maximum of 2:1 child to adult ratio when using tools. Individual Risk Assessment prior to use.  Only to be used when supervised by Forest School Leader.  Only to be used within tool zone. Appropriate PPE used.	Teamwork  Communication  Confidence & self awareness  Gross and Fine Motor development



Tool Name	Use	Storage	Maintenance	Hazards	Safety Measures	Risk / Benefit Analysis
<b>Bow Saw</b>	Cutting Wood up to 12cm diameter	With Blade Cover on. In tool bag within locked Boiler Room between sessions	Clean and oil after use and replace cover. Check for signs of damage before use.	Cuts Lacerations Wounding Risk of injury from falling wood being cut. Possibility of saw slipping from 'scar'	1:2 ratio. Blood Bubble Maintained Must be supervised by Forest School Leader. Stored in locked tool box when not in use. Tool box is stored in locked Boiler Room. Appropriate glove worn on non sawing hand	Teamwork Communication Confidence & self awareness Gross Motor development including core strength
<b>Loppers</b>	Cutting Wood / branches thinner than 2p coin.	In locked tool box during sessions. In locked Boiler Room between sessions.	Clean and oil after use. Check for signs of damage before use.	Cuts Lacerations Wounding Risk of injury from falling wood being cut. Risk of fingers being trapped.	1:2 ratio. Blood Bubble Maintained Must be supervised by Forest School Leader. Stored in locked tool box when not in use. Tool box stored in locked Boiler Room. Appropriate PPE worn. Not to be used above shoulder height.	Teamwork Communication Confidence & self awareness Gross and Fine Motor development

<b>Secateurs</b>	Cutting Wood / thinner branches	In locked tool box during sessions.  In locked Boiler Room between sessions.	Clean and oil after use.  Check for signs of damage before use.	Cuts  Lacerations  Wounding  Risk of fingers being trapped.	1:2 ratio.  Blood Bubble Maintained  Must be supervised by Forest School Leader.  Stored in locked tool box when not in use.  Appropriate glove to be worn on holding hand.  Not to be used above shoulder height.	Teamwork  Communication  Confidence & self awareness Gross and Fine  Motor development
<b>Palm Drill</b>	Drilling small holes into wood	Cover on  In sealed container within lockable tool box.  Stored in lockable Boiler Room when not in use.	Two climbing trees have been identified.  Damaged branches removed	Tree climbing only to take place on designated trees and with adult present.  Forest School Leader to check trees for damage as part of site check before session.	1:2 ratio.  Blood Bubble Maintained  Must be supervised by Forest School Leader.  Stored in locked tool box when not in use.  Appropriate glove to be worn on hand not using tool.	Teamwork  Communication  Confidence & self awareness Gross and Fine  Motor development
<b>Tool Name</b>	<b>Use</b>	<b>Storage</b>	<b>Maintenance</b>	<b>Hazards</b>	<b>Safety Measures</b>	<b>Risk / Benefit Analysis</b>

<b>Mallet</b> <ul style="list-style-type: none"> <li>• Rubber</li> <li>• Wooden</li> </ul>	<p>To provide force to tools that split wood.</p> <p>To hammer wooden pegs.</p> <p>In craft activities e.g. printing</p>	<p>In tool box</p> <p>In locked Boiler Room when not in use.</p>	<p>Cleaned after use.</p> <p>Checked for signs of damage e.g. splitting or splinters</p>	<p>Incorrect or improper use could cause bruising or fractures.</p> <p>When used in conjunction with blades</p> <ul style="list-style-type: none"> <li>• Cuts</li> <li>• Lacerations</li> <li>• Wounding</li> </ul>	<p>1:2 ratio</p> <p>Blood Bubble Maintained</p> <p>Must be supervised by Forest School Leader.</p> <p>Stored in locked tool box when not in use.</p> <p>Appropriate PPE worn on non tool hand. Not to be used above shoulder height.</p>	<p>Teamwork</p> <p>Communication</p> <p>Confidence &amp; self awareness</p> <p>Gross and Fine Motor development</p>
<b>Flint and Steel</b>		<p>In watertight container. Stored in locked Boiler Room when not in use.</p>	<p>Cleaned after use</p> <p>Checked for signs of damage.</p>	<p>Fires started inappropriately</p> <p>Burns</p>	<p>1:1 ratio when being used by FS &amp; KS1 children.</p> <p>Fire box stored in lockable tool box.</p> <p>Fires to be started by Forest School Leader or under the close supervision of Forest School Leader according to Fire Risk Assessment</p>	<p>Teamwork</p> <p>Communication</p> <p>Confidence &amp; self awareness</p> <p>Gross and Fine Motor development</p>

<b>Axe</b>	Splitting Wood	Cover attached In lockable tool box during sessions. In locked Boiler Room when not in use.	Cleaned after use and checked for signs of damage. Covered replaced. Sharpened as required.	Incorrect or improper use could lead to bruising or lacerations or significant wounds	1:1 ratio. Blood Bubble Maintained. Must be supervised by Forest School Leader. Stored in locked tool box when not in use. Appropriate PPE worn on the non tool using hand. Not to be used above shoulder height.	Teamwork Communication Confidence & self awareness Gross and Fine Motor development
<b>Hand Drill</b>	Drilling through wood 'cookies' and other thin wood.	In lockable tool box during sessions. In locked Boiler Room when not in use.	Remove wood dust after use. WD 40 applied to cogs regularly. Clean and oil after use.	Risk of wounding	1:2 ratio. Blood Bubble Maintained Must be supervised by Forest School Leader. Stored in locked tool box when not in use. Appropriate PPE worn on the hand not using the drill.	Teamwork Communication Confidence & self awareness Gross and Fine Motor development



## Ecological Impact Assessment

Identify the impacts	What is the nature of the impact? (What part of the woodland structure does it affect?)	What are you already doing to minimise / avoid the impact?	What further action is necessary?	How will this information inform your management plan? (What is your long term planning, who will do it? by when?)
Disturbance/habitat destruction of flora and fauna	Trees, plants & hedgerows surround and within field area	Education children about plants within the site.	Ongoing monitoring of level of disturbance and speed of plant recovery	
Overuse of fire area / shelter area leading to trampling of grass	Grass surrounding outdoor classroom and fire circle area	If ground is becoming trampled/ compacted move these to other areas.	Ongoing monitoring of level of disturbance and speed of plant recovery	Careful placement and movement of fire circle if needed.
Use of natural materials for activities	Any natural materials within field area.	Only what is required will be taken where there is abundance of that resource	Monitoring of resources being used and ability to recover	Planting of trees to 'future proof' site. Plant Elder as quick growing and can be used for variety of activities.
Introduction of new species of flora including trees and wildflowers	Greater variety of species on site	N/A	Add to management plan. Monitor progress of planted flora.	Year 1 on management plan to help to introduce variety of flora to site.

Development of areas for wildlife such as dead wood habitat and wildflowers	Greater variety of species on site	N/A	Add to management plan. Monitor range of wildlife using given areas.	Year 1 on management plan to help to increase range of mini-beasts and other wildlife.
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## Sustainable Management Plan

**Description of FS site including Grid reference, deciduous/ancient/coniferous, woodland/plantation, ponds and other additional habitats, rough age of site, soil type, aspect, terrain,**

**Please include rough size and photos.**

School field site is approximately 2500 meters squared. Much of the areas is turfed grass with some concrete playground area. The field is surrounded by hedgerow, there are 8 well established trees and approximately 30 sapling trees that have been planted in the last year. The site is south facing and leads onto open fields to the rear.



**Biodiversity of FS site (species present). What time of year was the survey carried out?**

September – The hedgerows contain holly and blackberry bushes. The established trees include Ash, Sycamore, Cherry, Hazel and Silver Birch. Seedling trees include Cherry, Oak, Hawthorn, Hazel, & Maple. There is very little evidence of other species of plants or animals as majority of area is laid to turf.

<b>Wildlife sensitive habitats/ species present and location</b>
There is evidence of birds and mini-beasts using the hedgerows. There is limited wildlife on-site due to the proximity to the school building.
<p><b>Three year actions to maintain/increase biodiversity of site which may include</b></p> <ul style="list-style-type: none"> <li>• Maintaining or creating wildlife habitats eg pond.</li> <li>• Coppicing</li> <li>• Tree planting</li> <li>• Wildflower planting</li> <li>• Creating dead wood habitats</li> <li>• Paths clearance</li> <li>• Involving local community</li> <li>• Screening unattractive view/ reducing traffic noise</li> </ul>
<b>Year 1</b>
<ul style="list-style-type: none"> <li>• Designate and plant area of wildflowers to encourage wildlife</li> <li>• Planting of a range of sapling trees around field edge</li> <li>• Create fire circle area</li> <li>• Plant Elder</li> </ul>
<b>Year 2</b>
<ul style="list-style-type: none"> <li>• Encourage wildlife with use of bird and hedgehog boxes</li> <li>• Create dead wood habitat</li> <li>• Management and protection of seedling trees</li> </ul>
<b>Year 3</b>
<ul style="list-style-type: none"> <li>• Add trellis with quick growing plants to designate Forest School area.</li> </ul>
<b>How will the progress be monitored?</b>
<ul style="list-style-type: none"> <li>• 1x termly visual assessment of site.</li> <li>• Ongoing monitoring of trees and plants that have been planted.</li> <li>• Children to perform regular surveys of species using site.</li> </ul>

