

William Morris Forest School Handbook

Crafting a Positive Future



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The Forest School Ethos and Countryside Code

Ethos

Forest School is based on a Scandinavian model that is founded on fundamental respect for young people, encouraging them to be curious and play in the world around them, primarily the outdoors (particularly the woodland environment). Forest School is based on six basic principles:

Regular sessions

Access to outdoor space

Child led (letting the child guide their own learning)

Risk taking (learning about taking risks and managing them effectively)

Qualified practitioner (the sessions led by a trained Forest School Leader)

Promoting holistic development (resilience, confidence, independence)

Countryside Code

Much of the Countryside Code is relevant to us in Forest School.

Respect Other People

Consider the local community and other people enjoying the outdoors.

Leave gates and property as you find them and follow paths where crops are growing.

Enjoy the Outdoors Safely

Take maps/guidebooks

Be prepared for changes in weather

Follow advice and signs

Protect the Natural Environment

Leave no trace of your visit and take your litter home

Keep dogs under effective control

Give wild animals and farm animals plenty of space as they can behave unpredictably

Our Vision Statement

At William Morris School we are helping pupils craft a positive future for themselves. Our vision is that the Forest School will aid in developing self-esteem and resilience, along with encouraging independence but also social skills by offering opportunities for teamwork. The pupils will have the chance to connect with the environment on a deeper, more satisfying and trustful level. In connecting with the environment and being outside, we hope to help the pupils to find ways to regulate themselves. As many of our pupils already enjoy being outside, we hope that making provision for this within our Therapeutic Curriculum will help them to settle in more quickly, aiding them to prepare for the classroom better. Finally, we hope that

within the William Morris Forest School is that the pupils find enjoyment whilst developing at their own pace.

Our Forest School Rules

At the beginning of the session, sit in Basecamp and listen to the Forest School Leader.

Always stay within the Forest School area and make sure you can see a member of staff. If you would like to explore further, ask a member of staff to go with you.

NO PICK, NO LICK, NO ROPE, NO POKE

Do not pick anything that is living, look after our area.

Do not lick anything in the area or put anything near your mouth (including your hands).

Do not go past the blue 'Nope Rope'. This is used to section off anything that could be dangerous.

Do not poke anybody with sticks – remember the correct way to carry them (see our code of conduct for more details).

Respect the environment and people around you.

Protect the natural environment – take any litter/materials away.

Enjoy yourself!

Forest School Code of Conduct – Risk Management

Entering the Forest School Area

We will only enter the Forest School Base Camp area during sessions. When we enter, we will follow the Forest School Leader, being careful not to damage the environment as we go (we want all plant and animal life to thrive).

Boundaries

All pupils are made aware of the boundaries before every session in the Forest School area. The group will discuss how far they can explore and investigate. Pupils will know that they must stay within sight of a member of staff and that if they wish to investigate a more hidden area they must take a member of staff with them. When the Forest School Leader shouts 'Base Camp', all participants must return back to base camp.

Using Tools

Each tool has its own specific set of rules for use (found in the risk assessment section, including when the tools should be used, along with storage and maintenance).

Sticks

Pupils can walk when carrying sticks no longer than their forearm (at their side with their thumb on top of the stick).

Pupils can drag sticks longer than their forearm when walking (also at their side with their thumb over the end to prevent poking).

Sticks must not be thrown.

Stones

At times, stones will be used for creative activities. If transporting them, the pupils must carry them (do not throw) and when depositing them, thought must be put into if it is safe to put it down.

Digging

When digging holes for trees etc, each pupil will be individually assessed to establish safety using the large tools. At times, pupils may wish to move small amounts of soil to look for habitats or wildlife. This can be done using fingers or sticks.

Rope and String Use

Rope and string may be used for activities such as den building. Members of staff will support the pupils to tie the ropes and be sure that the rope is being used appropriately at all times.

Carrying and Transporting Materials

Pupils will be transporting materials around the Forest School area by a variety of methods (dragging, lifting, rolling and at times, a wheelbarrow). Pupils will be shown how to bend their knees and keep their backs straight to make sure that their physical safety is maintained.

Tree Climbing

Pupils have access to the school climbing equipment and tree climbing will not be offered as part of the Forest School Sessions. Children will be reminded at the beginning of the session that tree climbing is against school policy.

Fire

There will be no fire lighting or cooking during Forest School sessions.

Toilet

Pupils will be reminded to use the toilet before the session. If a child requires the toilet during the session, a member of staff will facilitate their leaving and returning safely.

Weather

The Forest School Leader will be constantly assessing the weather. If a session turns unexpectedly dangerous (an unpredicted electrical storm or high winds), the Leader will blow the whistle, explain to all participants that we shall be returning to class and count the pupils out of basecamp.

Clothing Requirements

On Forest School session days, pupils must be correctly clothed or they will not be permitted to attend the session as they must be protected from the extremes of hot and cold and reduced likelihood of cuts and scratches. The clothing requires is as follows:

Long sleeved t-shirt (summer and winter)

Long trousers (summer and winter)

Sun hat and sun lotion (summer)

Waterproof trousers

Waterproof coat with hood

Wellington boots or waterproof walking boots

Warm socks and spare pair

Gloves

Warm hat

Environmental Elements

Ecological Impact Matrix

Ecological Impact Matrix 01/12/2022

	Ground Layer Fungi & small plants	Field Layer Nettles and bramble height	Shrub Layer Shrubs and small trees	Canopy Layer Tall Trees	Invertebrates Spiders, snails, worms, insects etc	Nesting birds	Animals Mammals, amphibians & reptiles	Paths
Climbing Trees	Some impact from footfall	Not affected	Not affected	Not affected	Not affected	Not affected	Not affected	Not affected
Campfire/Fire Building Pond								
Shelter Building	Some impact when building/collecting wood	Some impact on growth	May disturb	May damage bottom of tree	Some impact, particularly spiders and insects	Some impact due to vibrations/noise	Some impact due to vibrations/noise	Some impact from footfall
Wood Use for Whittling	Some impact when collecting wood	Not affected	Some impact if coppicing	Not affected	May disturb habitats when collecting wood	Some impact if ground nesters present	May disturb when collecting wood	Not affected
Mini Beast Hunt	May damage roots and shoots	Some impact when searching	Not affected	Not affected	Will disturb habitats. Must be gentle and release <u>where</u> found	Some impact if ground nesters present	Will disturb habitats. Must be gentle and release <u>where</u> found	May disturb habitats and soil
Walking/Playing/Footfall	Will damage small roots and habitats	Will damage small roots and stems	May disturb	Not affected	May damage habitats	Some impact if ground nesters present	May disturb habitats	Erosion of soil
Noise Levels	Not affected	Not affected	Not affected	Not affected	Not affected	May disturb	May disturb	Not affected

3 Year Ecological Management Plan

Area to develop	Year 1	Year 2	Year 3
Basecamp boundary	Plant willows and copse trees around the boundary of the basecamp area.	Assess growth of the willow in particular, prune, train into fence structure and fill gaps if required.	Assess growth, prune to appropriate height, continue train into fence structure and fill gaps if required.
Breakaway area delineation	Mark where the dead hedge will go (between main basecamp and breakaway area), collect sticks, create dead hedge.	Assess if high enough to provide adequate breakaway. Assess if robust enough to last another year, fix or replace if necessary.	Assess if robust enough, fix or replace if necessary.
Forest School Entry Area	Plant willows in correct places to create arch.	Begin to train willows into arch (if big enough). Assess if more willow cuttings are required.	Continue training arch, assessing if pruning required.
School boundary	Plant climbing plants to create screen from neighbours and carpark.	Assess growth, prune, train, fill gaps if required along the boundary.	Assess growth, prune, train, fill gaps. Assess if encouraging enough insects. Consider another native climber to add.
Insect friendly areas	Move woodpile to new site (currently in basecamp area), attempting to collect all animals and wood without disturbing the fauna.	Assess impact of move. Create another woodpile or add to current.	Develop wildflower area around pond section to encourage butterflies and moths.
Climbing: Impact on ground layer	Children encouraged to use already established pathways and avoid standing on small plants and seedlings.	Assess impact. Consider using blue rope to create 'No-go area'.	Assess if still affective.
Shelter Building: Impact on all areas	Children encouraged to use already established pathways and avoid standing on small plants and seedlings. Pick area in the basecamp section to use for freestanding dens to minimise impact on all layers. Staff present when making dens to encourage pupils to take account of fauna being affected.	Consideration of creating 'Den Area' away from bird and bat boxes, or moving of box sites away from trees used for den building.	Assessment of impact.

	Regular environmental surveys to assess affects.		
Wood Use for Whittling: Impact on Ground Layer, Shrub Layer, Invertebrates, Nesting Birds and Animals	Children encouraged to use already established pathways and avoid standing on small plants and disturbing the shrub layer. Regular environmental surveys to assess effects on nesting birds, invertebrates and animals. Take from Hazel and Willow on site.	Source from Hazel and Willow at home to give site trees time to regenerate. Possibly plant another Hazel.	Assessment of resource levels, plant extra whittling trees if required.
Minibeast Hunt: Impact on Ground Layer, Field Layer, Invertebrates, Nesting Birds, Animals and Path	Attempt to minimise impact on invertebrates and animals by returning areas searched to original state. Encourage use of paths and avoid standing on small plants and disturbing the shrub layer. Be sure to do thorough survey before session to check for nesting birds (areas to avoid). Create invertebrate friendly areas to encourage diversity and abundance.	Assessment of areas for animals and invertebrates. Consider protection for amphibian hiding areas.	Develop wildflower area around pond section to encourage butterflies and moths.
Walking/Playing/Footfall: Impact on Ground Layer, Field Layer, Invertebrates, Nesting Birds, Animals and Paths	Create clear new paths to and around basecamp area. Before beginning, conduct full survey of area to be sure of species that may be affected.	Renew and maintain walkways. Control of nettles where playing may occur. Consider rehoming invertebrate friendly areas if too affected.	Create rest area where appropriate for ground and field layer to recover. Move areas to facilitate this where necessary.

Our Forest School procedures

Weather Check: At the start of each day a weather check will be completed to determine if the weather is safe enough for Forest School to take place (see Poor Weather Procedure section).

Safety Sweep: At the beginning of the day the Forest School Leader will conduct a safety sweep of the Forest School Area to determine that the area is safe to use. If any hazards are detected the 'Safety Sweep Form' will capture how they have been dealt with (e.g. faeces disposed of, insect nests roped off etc). Please see Appendix for template.

Change/Toileting: Before leaving the classroom, pupils will be given the opportunity to go to the toilet/changing rooms and to change into their appropriate clothing. In the summer months staff will ensure that sun lotion is applied before leaving to head to the basecamp area.

Headcount: When entering basecamp at the beginning of the session, a headcount of the pupils will be completed. When leaving basecamp a final headcount will be completed.

Enter/listen/rules reminder: After entering the basecamp, the group will sit, listen to the sounds of the outdoors and then discuss session ideas. During this time, reminders of expectations and safe behaviour will be given, appropriate to the activities that the pupils may choose.

Tidy: Before the end of the session the group will gather tools, sticks and any other materials to return to the places that they were sourced. Forest School aims to make as little negative effect on the environment as possible.

Suggested Activities

Here is a list of **some** of the activities from Forest School sessions:

Whittling

Clay activities such as tree faces, leaf printing etc.

Tree planting

Seed planting

Treasure hunts

Making fairy/gnome villages

Hammock creation

Den creation

Stones craft

Bug hunts

Health and Safety

At William Morris School all staff ensure children's safety when on and off site. As part of the Forest School, all staff supporting the sessions read and sign this handbook, evidencing that they are aware of how to keep pupils safe within the sessions.

The Forest School Leader is responsible for ensuring that all working equipment is safe and fit for purpose. If any staff notice that a piece of equipment requires maintenance, they will remove it from use and pass it on to the session leader to be dealt with.

In event of an emergency during the session, the Forest School leader will ensure emergency services are contacted. As sessions will be on site, the SLT will also be informed immediately of the emergency by session staff.

At the beginning of the day the Forest School Leader will conduct a safety sweep of the Forest School Area to determine that the area is safe to use. If any hazards are detected the 'Safety Sweep Form' will capture how they have been dealt with (e.g. faeces disposed of, insect nests roped off etc).

A first aid kit is kept in the Forest School area during sessions and is always accessible by staff.

Safeguarding Children, Confidentiality and Forest School

William Morris School fully recognises its responsibility to keep each and every child safe from abuse and neglect and therefore all staff follow the William Morris School Safeguarding and Child Protection Policy which is informed by all relevant laws. Please see the school policy document for further details.

WMS Designated Safeguarding Lead: Gareth Parker (Head Teacher)
Deputy Designated Safeguarding Officers: Carol Jones (Deputy Head Teacher)
Tom Shanks (Assistant Head Teacher)
Martha Lukas (Placemnt Planning Social Worker)

Please see the school confidentiality document within the appendices for information on confidentiality.

Legislation

The Children's Act 1989 makes it obligatory to maintain safe ratios of staff to pupils for all activities. At all times we will operate well within these safe ratio's. The act also requires equal opportunities and access, DBS checks for staff and clear communication with parents.

The Health and Safety at Work Act 1974 makes it statutory that an employer has a duty to ensure the health, safety and welfare of their employees whilst at work. In the case of schools, this means staff and pupils. When applying this to Forest School, the leader (and support staff) have responsibility for the safe maintenance and use of equipment for themselves or others affected by their acts.

Travel

Any trips off site will be conducted by adhering to the school's offsite guidance.

Equipment For Forest School

There is a lot of equipment used in forest school, due to the range of activities the pupils may choose to participate in. Please see below for an idea of the type of equipment used.

First aid kit

Pots and Pans

Spoons

Tarpaulins

Rope and string

Ropes

Spades and forks

Peelers

Secateurs

Pruning saw

Mallet

Drills


Using And Storing Tools


Storing Tools


All scissors, secateurs, peelers, saws and knives are kept in a lockable container and that container and stored in a locked space. Any garden tools used in the session are stored in the locked Horticulture shed.


Using Sharp Tools


All tools are counted in and out and closely monitored by staff during the sessions. The tools used in the session have specific purpose and staff will model their correct use to the pupils. A specific area will be assigned for using tools and only pupils participating in the activity will be present.

<p><u>Potato Peeler (Fixed)</u></p> 	<p><u>Use</u> Whittling and peeling wood. This must be modelled by an adult beforehand.</p>	<p><u>Transport</u> Blades must be carried down by your side and you must walk.</p>
	<p><u>Ratio and Where</u> 1:2 In an area mapped out by the Forest School Leader – space must be determined by ensuring it is a safe distance from others. All entrants invited. Children must ask to enter or leave the area.</p>	<p><u>Storage and Maintenance</u> Returned to the sharps box where it will be locked inside and then locked in the conservatory.</p>
	<p><u>Risk Assessment</u> Possible cuts to skin Likelihood: Low Severity: Medium.</p>	<p><u>Posture</u> Used when seated on a log with elbows upon kneed and using the tool in a downward motion, between the legs.</p> <p><u>Risk Benefit</u> Gaining new experiences Managing risk Hand-eye coordination Supporting creative development</p>

<p><u>Potato Peeler (Not-fixed)</u></p> 	<p><u>Use</u> Whittling and peeling wood. This must be modelled by an adult beforehand.</p>	<p><u>Transport</u> Blades must be carried down by your side and you must walk.</p>
	<p><u>Ratio and Where</u> 1:2 In an area mapped out by the Forest School Leader – space must be determined by ensuring it is a safe distance from others. All entrants invited. Children must ask to enter or leave the area.</p>	<p><u>Storage and Maintenance</u> Returned to the sharps box where it will be locked inside and then locked in the conservatory.</p>
	<p><u>Risk Assessment</u> Possible cuts to skin Likelihood: Low Severity: Medium</p>	<p><u>Posture</u> Used when seated on a log with elbows upon knee and using the tool in a downward motion, between the legs.</p> <p><u>Risk Benefit</u> Gaining new experiences Managing risk Hand-eye coordination Supporting creative development</p>

<p><u>Secateurs</u></p> 	<p><u>Use</u> Cutting and pruning branches and trees. This must be modelled by an adult beforehand.</p>	<p><u>Transport</u> Secateurs must be carried down by your side and you must walk. Tools can be locked back into the closed position.</p>
	<p><u>Ratio and Where</u> 1:2 In an area mapped out by the Forest School Leader – space must be determined by ensuring it is a safe distance from others.</p>	<p><u>Storage and Maintenance</u> Closed position must be checked by an adult and then returned to the sharps box where it will be locked inside and then locked in the conservatory.</p>
	<p><u>Risk Assessment</u> Possible cuts to skin Likelihood: Low Severity: Medium</p>	<p><u>Posture</u> Secateurs should not be used above shoulder height.</p> <p><u>Risk Benefit</u> Gaining new experiences Managing risk Hand-eye coordination Supporting creative development <u>Team working</u></p>

<p><u>Pruning Saw</u></p> 	<p><u>Use</u> Cutting and pruning branches and trees. This must be modelled by an adult beforehand. Anti-cut gloves must be worn.</p>	<p><u>Transport</u> Blades must be carried down by your side and you must walk. Saw can be locked back into the handle case.</p>
	<p><u>Ratio and Where</u> 1:1 In an area mapped out by the Forest School Leader – space must be determined by ensuring it is a safe distance from others. All entrants invited. Children must ask to enter or leave the area.</p>	<p><u>Storage and Maintenance</u> Blade casing must be checked by an adult and then returned to the sharps box where it will be locked inside and then locked in the conservatory.</p>
	<p><u>Risk Assessment</u> Possible cuts to skin Likelihood: Low Severity: High</p>	<p><u>Posture</u> Children must sit with one knee and one foot on the ground to be stable. They must use a push and pull action away from them. An adult can help with this.</p> <p><u>Risk Benefit</u> Gaining new experiences Managing risk Hand-eye coordination Supporting creative development Team working</p>

<p><u>Pumpkin Carving Tools</u></p> 	<p><u>Use</u> Cutting pumpkins. This must be modelled by an adult beforehand.</p>	<p><u>Transport</u> Carving tools must be carried within the carry case or if individually, by your side and you must walk.</p>
	<p><u>Ratio and Where</u> 1:1 In an area mapped out by the Forest School Leader – space must be determined by ensuring it is a safe distance from others.</p>	<p><u>Storage and Maintenance</u> Carry case must be checked by an adult and then returned to the sharps box where it will be locked inside and then locked in the shed or conservatory.</p>
	<p><u>Risk Assessment</u> Possible cuts to skin Likelihood: Low Severity: High</p>	<p><u>Posture</u> Children must work at a table or bench.</p> <p><u>Risk Benefit</u> Gaining new experiences Managing risk Hand-eye coordination Supporting creative development Team working</p>

Risk Assessment

Hazard	Risk	Likelihood	Severity	Action Taken	Risk Benefits
Young people eating poisonous fruits, plants and berries (such as yew tree berries)	Poisoning/allergic reaction	Low	Medium	Safety sweep to be completed before session. If necessary, cordon off with blue rope and then remove. Staff make young people aware of risks before activity begins. Remind of NO PICK, NO LICK rule. Staff closely supervise young people with a low perception of the risk	Increased awareness of tree species Increased awareness of local wildlife attracted to berries Gaining new experiences
Young people drinking water which could be contaminated with chemicals or bacteria	Poisoning/allergic reaction	Low	Medium	Staff make young people aware of risks before activity begins. Remind of NO PICK, NO LICK rule. Staff closely supervise young people with a low perception of the risk. Young people wash hands at end of activity. Ponds currently fenced off.	Increased awareness of local wildlife attracted to water Water safety – increased awareness of perils of ‘wild water’. Gaining new experiences
Injury sustained by falling down slopes, on uneven ground or tripping over roots or fallen branches	Injury to bones, joints or skin.	Medium	Medium	Safety sweep to be completed before session. If necessary, cordon off with blue rope. Staff make young people aware of risks before activity begins. Remind pupils of rules around Blue Rope. Staff ensure that young people are wearing suitable footwear for the activity	Physical regulation Physical co-ordination (gross motor skills) Increase in confidence, moving around wooded areas Gaining new experiences

<p>Injury sustained from a falling branch or tree when den building etc</p>	<p>Injury to bones, joints or skin. Branch hitting head, concussion/death</p>	<p>Low</p>	<p>High</p>	<p>Safety sweep to be completed before session. Woodland is well managed with the woodland having being surveyed and any dangerous trees or branches have been removed. During periods of high winds staff to cancel activity</p>	<p>Physical regulation Physical co-ordination (gross motor skills) Gaining new experiences Increase in confidence, moving around wooded areas Team building Risk/problem solving</p>
<p>Scratches or cuts sustained by contact with prickly shrubs, bushes or brambles</p>	<p>Scratches or cuts to skin</p>	<p>High</p>	<p>Low</p>	<p>Safety sweep to be completed before session. If necessary, cordon off with blue rope. Staff make young people aware of risks before activity begins. Staff ensure that young people are wearing suitable trouser wear for the environment.</p>	<p>Increased awareness of indigenous plant species. Gaining new experiences Increased awareness of first aid techniques.</p>
<p>Contact with wild animals resulting in bites, kicks or butts</p>	<p>Bites or bruises to skin</p>	<p>Low</p>	<p>Medium</p>	<p>Safety sweep to be completed before session. Staff make young people aware of risks before activity begins. Remind of NO POKE rule. Young people instructed not to chase or provoke any wild animals.</p>	<p>Increased awareness of indigenous animal species. Gaining new experiences</p>
<p>Contact with Insects</p>	<p>Bites or stings. Anaphylaxis. Lyme's disease</p>	<p>Medium</p>	<p>High</p>	<p>Safety sweep to be completed before session. If wasp/bee nest found, cordon off with blue rope. Insect repellent to be available if required. Advise young people that if walking through high areas of grass or foliage long sleeves and trousers to be worn to reduce the</p>	<p>Increased awareness of indigenous animal species. Gaining new experiences</p>

				<p>risk of ticks. Remind of NO POKE rule.</p> <p>Staff to be aware of pupils with history of anaphylaxis.</p>	
<p>Hot sunny weather leading to sunburn, sunstroke or dehydration</p>	<p>Sunburn Sunstroke Dehydration</p>	<p>Medium</p>	<p>Medium</p>	<p>Staff to ensure that young people have headwear, sun cream and plentiful supply of water. Staff to ensure that regular breaks are taken</p>	<p>Increased awareness of dealing with weather.</p>
<p>Cold wet weather leading to hypothermia</p>	<p>Hypothermia</p>	<p>Low</p>	<p>High</p>	<p>Staff to ensure that pupils wear adequate cold weather clothing</p> <p>Activity held in rural area. Staff to ensure that vulnerable young people are adequately supervised</p>	<p>Increased awareness of dealing with weather.</p>
<p>Young people constructing dens or hides which may collapse and cause an injury</p>	<p>Injury to bones, joints or skin. Branch hitting head, concussion/death</p>	<p>Medium</p>	<p>High</p>	<p>Staff to supervise construction and ensure that they are constructed safely</p>	<p>Physical regulation Physical co-ordination (gross and fine motor skills) Increase in confidence, moving around wooded areas Supporting creative development Team building Gaining new experiences Risk/problem solving Hand-eye coordination</p>
<p>Young people falling out the tree or a branch breaking causing the young person to fall</p>	<p>Injury to bones, joints or skin, concussion/death</p>	<p>Low</p>	<p>High</p>	<p>Staff to deter young people from climbing trees. All low branches of trees removed.</p>	<p>Physical regulation Physical co-ordination (gross and fine motor skills) Increase in confidence, moving around wooded areas Gaining new experiences</p>

					Hand-eye coordination
Young people using a knife to make prongs and sharpening the prongs	Cuts to skin	Low	Medium	Young people to wear an anti-cut glove on the hand holding the wood	Physical co-ordination (find motor skills) Knowledge of wood uses Gaining new experiences Problem solving Increase in confidence Hand-eye coordination
Young people using potato peelers to whittle and causing scrapes or cuts	Cuts or scrapes to skin	Medium	Medium	Young people to wear a protective glove on the hand holding the wood. Young people only allowed on activity if in a regulated frame of mind. Staff member trained in de-escalation skills and Team Teach	Physical co-ordination (find motor skills) Knowledge of wood uses Gaining new experiences Problem solving Increase in confidence Hand-eye coordination
Young people making their own swing and lashing it from a tree branch and falling off swing or the swing breaking	Injury to bones, joints or skin, concussion/death	Low	High	Staff to ensure swing is lashed to a solid branch and the swing is well-constructed	Physical regulation Physical co-ordination (gross and fine motor skills) Supporting creative development Increase in confidence, moving around wooded areas Team building Gaining new experiences Risk/problem solving Hand-eye coordination
Young people becoming dysregulated and using the materials from the wood or the tools provided as weapons.	Bruises/cuts to skin	Medium	Medium	Young people only allowed on activity if in a regulated frame of mind. Staff member trained in de-escalation skills and Team Teach	All benefits listed in this column

Young people sawing wood and suffering a cut or laceration	Cuts to skin	Low	Medium	Young people instructed in safe use of saw and always closely supervised whilst undertaking this task	Gaining new experiences Managing risk Hand-eye coordination Supporting creative development
Young people burning themselves when creating a camp fire	Burns	N/A	N/A	No fires on site	
Young people burning or scalding themselves when cooking on a camp fire	Burns or scalds	N/A	N/A	No fires on site	

Designated Person of Responsibility

Forest School Leader: Amanda Brown

The Forest School Leader is responsible for supervision of tool use and overseeing of the Forest School Session. All staff at William Morris School are responsible for following risk assessment and the guidance set out in this handbook.

Poor Weather Procedure

The Head Teacher and/or Forest School Leader will assess the upcoming weather conditions on the morning of the session and if high winds (34mph or more) are expected, and alternative provision will be found for the session. During sessions the Forest School Leader will monitor the weather conditions closely and if the weather becomes too extreme the Forest School area will be evacuated and the pupils returned to class (storms or extreme heat).

Medical and Emergency Contact Details

As all Forest School sessions will take place on site, medical information and emergency contact details for each pupil is available in the school office, should there be a medical emergency.

A first aid kit is kept in the Forest School area during sessions and is always accessible by staff.

Safety Sweep (Appendix)

Forest School Safety Sweep

Date:	Time:	Weather:
Name of Forest School Leader:		
Checklist	Yes/No	Comments
Weather effects		
Vandalism		
Low branches		
Fallen branches		
Protruding thorns		
Nettles / brambles		
Slippery areas		
Needles		
Broken glass		
Standing water		
Boundary fence		
Litter		
Other hazards		

Parental Consent Form (Appendix)

Name of Pupil: _____

Class: _____

Medical Information

Medical information will be obtained from the medical information you provided upon admission to William Morris School. However, if there is further information that you would like to make us aware of that might affect your child's involvement in Forest school (e.g., phobias) or allergies (e.g., material, food, medicine, pollen, dust etc.) please record these below.

Consent

As a parent/guardian of the pupil named above, I agree to my child participating in the Forest School activities taking place. I understand that activities may include, walking, climbing, craftwork, pond dipping, tool use, den building, and other related activities. I give my consent for the equipment and tools necessary for the activity to be used by my child named above. I understand that a strict code of practise for working with children will be followed and all activities will be risked assessed by the Forest School Leader. I understand that Forest School will take place within the school grounds.

Signed: _____

Date: _____

Name (in print): _____

Relationship to the named pupil: _____

References

[Forest School ethos and principles \(forestschooltraining.co.uk\)](https://forestschooltraining.co.uk)

[What is Forest School? | Forest School Association](#)

Coningsby At Michaels Primary School Handbook [forest-school-handbook-july-2022.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](#)

Markeaton Primary School Handbook [Forest-School-HANDBOOK.pdf \(markeaton.derby.sch.uk\)](#)

Mitten Manor Primary School Handbook [Forest School | Mitton Manor Primary School](#)

Queen Margaret Primary School Handbook [Forest School & Secret Garden | Queen Margaret Primary School \(queenmargaretschool.org\)](#)

Roundwood Primary School Consent Form [Forest-School-Parental-Consent-Form.pdf \(roundwoodprimary.herts.sch.uk\)](#)