



The Coppice Primary School Forest School Handbook

Updated by: Hannah Kirby

Signed: H.Kirby

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Contents

What is Forest School?	4
Aims and Ethos	4
Forest School Principles	5
Staff	6
Trained staff:	6
Other staff:	6
Health and Safety	7
Health and Safety statement:	7
Risk Management	8
First Aid	9
First Aid Certificate:	10
Emergency Action Plan- School site	11
Welfare	12
Weather	12
Toileting	12
Fire procedure	14
Fire lighting	16
How to light a fire step by step:	17
Fire extinguishing	19
Fire PPE & First Aid:	20
Campfire cooking and Food hygiene	21
Cooking procedure	22
Unplanned fire procedure	23
Tool procedure	24
Cancellation	25
Transport to and from Forest School site	25
Ratios:	25
Safeguarding children at Forest School	26
Parental permission	26
Managing a disclosure	26
Ratios	30
GDPR and confidentiality	30
Photographs	30
Lost Child procedure	31
Stranger danger	31
Complaints	31

Site management	33
Equality at Forest School	33
Behaviour	34
Forest School Aims to:	34
The Coppice Way 3R's	34
Appendix	35
A) Play Policy	35
B) Parent Consent Statement and Guide	36
C) Health and Safety Risk Assessment checklist for fire / Kelly kettle	39
D) Tool Risk Assessments	41
Fixed Blade Knife	41
Loppers	42
Bow Saw	43
Bill Hook	44
Secateurs	45
Hand Drill	46
F) Fire and Cooking risk benefit	47
G) Building shelters and Den building	48
H) Risk Assessment and Environmental Impact Assessment	49
I) Woodland Management Plan	57
J) Tool use and safety talks	60
K) Neighbours, Landowners and Volunteers of the site letter	67
N) Health and Safety talk	68

What is Forest School?

Aims and Ethos

Forest School as defined by the Forest School Association as

“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 experiences in a natural setting.”

(Forest School Association, 2023).

At, *The Coppice Primary School* we are fortunate enough to have our own safe and exciting Forest School woodland and pond area where children can learn about the natural world and experience the outdoors! Our Forest School area is located within our school grounds on our field. The area is a large and flat woodland space which is enclosed by natural and manmade boundaries. The wooded area has a variety of trees, a base camp seating area, a wooden sheltered area and lots of fresh air!

Forest School is all about children and young people developing their self-esteem and independence through exploring and experiencing the natural world. Each tailored Forest School programme meets the individual needs within a group and is regularly developed as the children/young people grow in confidence, skills and understanding.

The ethos of our Forest School allows learners the time and space to develop skills, interests and understanding through practical, hands-on experiences. It also allows practitioners to observe the children and then encourage and inspire individuals to achieve through inspiring scaffolding and facilitating.

Forest School Principles

This learner-centred approach connects children to their natural world and discovery. There are six key principles aimed to ensure children benefit from a quality session, as agreed by The Forest School Association in 2011 are:

1. Forest School is a long-term process of **regular sessions**, rather than one-off or infrequent visits; the cycle of planning, observation, adaptation and review links each session.
2. It takes place in a **woodland or natural environment** to support the development of a relationship between the learner and the natural world.
3. It uses a range of **learner-centred** processes.
4. It aims to promote the **holistic development** of all those involved, fostering resilient, confident, independent and creative learners.
5. It offers learners the opportunity to take supported **risks** appropriate to the environment and to themselves.
6. It is run by **qualified** Forest School practitioners.

Staff

Trained staff:

Hannah Kirby – Forest School Practitioner

- Level 3 Forest School Practitioner (awaiting accreditation)
- Outdoor Paediatric First Aider
- Class Teacher

Alexia Russell – Forest School Practitioner

- Level 3 Forest School Practitioner
- Outdoor Paediatric First Aider
- Class Teacher

Katie Flynn – Forest School Practitioner

- Level 3 Forest School Practitioner
- EYFS Lead

Morgan Chivers – Forest School Practitioner

- Level 3 Forest School Practitioner
- Pupil Premium Leader
- Class Teacher

Other staff:

Class teachers, teaching assistants and volunteers all have a DBS check. They all have regular Forest School updates and access to Forest School documents and policies.

Health and Safety

Health and Safety statement:

Health and Safety Policy Statement

At the school we are committed to providing and maintaining an environment that ensures the Health and Safety of our employees, pupils, contractors and authorised visitors. We want to prevent accidents and illness by making sure that Health and Safety considerations are at the heart of everything we do. To make this happen, we'll be encouraging everyone who works at the school to actively take part in and support this policy.

Our staff, employees and subcontracted personnel are of paramount importance. The school recognises that the talent and energy of the men and women, who work for it, are its most valuable assets.

The overall responsibility for Health and Safety lies with the Trustees, Directors and Governors. The school will keep all personnel advised of their responsibilities and those of the School, with regard to health and safety matters.

The school recognises and accepts its responsibilities under the Health and Safety at Work Act 1974 and its Regulations which affect its activities. In order to comply with the associated Regulations the school will:

- ❖ Provide the necessary information, instruction, training and supervision to ensure the Health and Safety of its employees and others.
- ❖ Provide and maintain plant and equipment with systems that are safe and without risk to health, a safe place of work and safe systems of work.
- ❖ 'So far as reasonably practicable' ensure that they will provide satisfactory financial resources and support needed to meet these objectives.
- ❖ Ensure that effective planning, control and monitoring of all activities are maintained.
- ❖ Identify substances that are potentially hazardous to health and make sure arrangements are made to control the risks they pose.
- ❖ Make sure we have effective arrangements in place to deal with injuries and reduce the effects of any incidents that could result in injury or ill health.

The support of the staff and others at the school is necessary to achieve the objectives of the Health and Safety Policy and the school make it clear that Health and Safety is a responsibility of equal standing with all other responsibilities. We at the school will strive to improve the health and safety standards and culture at all levels.

The school will co-operate fully in encouraging consultation between Managers, Department Heads and those for whom they are responsible.

A copy of this statement will be distributed to Department Heads, Teachers and Managers for communication to those for whom they are responsible. Copies will also be displayed on the School's Notice Board.

The statement will be reviewed, added to or otherwise modified from time to time as appropriate and any other additions or modification will be brought to the attention of all employees.

Signed:  Head Teacher

Date: 29/9/16

Risk Management

Risk is identified by carefully monitoring hazards, the level of risk, control actions and assessing the risk benefits.

A site risk assessment is carried out before each session by the leader or teaching assistant, to check for any new potential hazards. Additionally, all of the planned activities and opportunities require a risk benefit assessment prior to the session. Risk benefit assessments allows children to develop life skills and begin to manage risks for themselves.

First Aid

The Forest School leader (Paediatric Outdoor First Aid trained) will be responsible for carrying a fully equipped First Aid kit.

Paediatric Outdoor First Aiders: **Hannah Kirby** and **Alexia Russell**

First Aid Kit to be taken to site:	General First Aid Kit in school:
Medical wipes	Eye wash
Gloves	Scissors
Tape	Bandages
Plasters	Foil Blanket

These items need to be restocked when used.

It is the class teacher's responsibility to take all of the medical details and essential medication for each child and adult. If there is an emergency or medical issue that needs immediate attention, call the school office and request for a First Aider.

First Aid Certificate:



Little Aconia Forest Schools

FAA LEVEL 3 AWARD IN PAEDIATRIC FIRST AID (RQF)
Qualification Code 603/0911/8 Credit Value 2

THIS IS TO CERTIFY THAT

Hannah May Kirby

has been awarded the above qualification
having successfully achieved the required level of attainment
in a 12-hour course delivered and assessed by
an Instructor registered with Nuco Training Ltd

This qualification meets the requirements of the
Health and Safety Regulations (First Aid) 1981 and the
Health and Safety (First Aid) Regulations (Northern Ireland) 1982.
The qualification was delivered and assessed in accordance with current
Resuscitation Council UK guidelines.
This qualification is valid for three years from the achievement date.


Signed on behalf of First Aid Awards Ltd
Rachel Matthews (Certification and Records Officer)

NCF34851221
Certificate Number

28/04/2023
Achievement Date

Authorised on behalf of First Aid Awards Ltd: 
Steve Best (Managing Director)


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SCAN TO VALIDATE






Little Aconia Forest Schools

FAA LEVEL 3 AWARD IN OUTDOOR FIRST AID (RQF)
Qualification Code 601/8627/6 Credit Value 2

THIS IS TO CERTIFY THAT

Hannah May Kirby

has been awarded the above qualification
having successfully achieved the required level of attainment
in a course delivered and assessed by
an Instructor registered with Nuco Training Ltd

This qualification meets the requirements of the
Health and Safety Regulations (First Aid) 1981 and the
Health and Safety (First Aid) Regulations (Northern Ireland) 1982.
The qualification was delivered and assessed in accordance with current
Resuscitation Council UK guidelines.
This qualification is valid for three years from the achievement date. The content of
this course is matched with the IOL statement
of Good Practice on Outdoor First Aid at Band 3.


Signed on behalf of First Aid Awards Ltd
Rachel Matthews (Certification and Records Officer)

NCL85960706
Certificate Number

28/04/2023
Achievement Date

Authorised on behalf of First Aid Awards Ltd: 
Steve Best (Managing Director)


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SCAN TO VALIDATE




Emergency Action Plan- School site

Emergencies:

Assessing incidents and group organisation:

All adults and children on the site will use the **‘123 where are you’** call out of getting attention without panic (if they are injured, lost or threatened). Leaders will respond with **‘123 I am over here’** to check if there is a problem, once the problem has been assessed the leader will call out instructions to the site. The Leader or Class Teacher will carry their mobile phone in their pocket at all times in case of an emergency.

➤ Injuries: (First Aider- Forest School Leader or Class Teacher)

Minor injury (non- life threatening):	Major injury (life threatening):
1. First Aider to attend injury and provide reassurance. 2. Other children can continue with their activities if it is safe to do so. 3. First Aid given at the scene by a First Aider. 4. Complete First Aid google form once back in school. 5. Communicate injury and care provided to class teacher to inform parents / carers at the end of the day. If this is a head injury- adults should adhere to school policy and ensure a text is sent home (indicated on the google form).	1. Assess situation and Danger (DRABC) before attempting recovery. 2. Delegate a member of staff to call an ambulance 999 using their own mobile phone SCHOOL ADDRESS: The Coppice Primary School, 52 Shawhurst Lane, Hollywood, Wythall, B47 5JN 3. Inform Office staff to notify parent/ carers that emergency services are on route and the front barrier needs to be opened. 4. First Aider to check response and immediately provide temporary care. 5. Delegate other adults to move children away from the area (do a head count and register to check other children are safe) to end the session. 6. Keep the child / adult warm and calm (use blanket). 7. Record accident on google First Aid form as per school policy.

In an emergency event which involves the Leader or Class Teacher the Teaching Assistant will step in to follow the required steps.

Welfare

It is paramount that all children and adults attending a Forest School session should be warm, safe and comfortable.

To promote this children and adults attending must always:

- ✓ Wear long sleeved tops and trousers
- ✓ Wear appropriate footwear (wellies/ walking boots)
- ✓ Wear waterproof suits
- ✓ Wear sun cream/ hats in warm weather
- ✓ Wear gloves, hats and a scarf in cold weather
- ✓ Wear the correct PPE if using tools (hard hat, gloves)
- ✓ Wash hands on return with warm soapy water

Weather

Forest school embraces all seasons and unpredictable weather types. However, the Forest School Leader or Class Teacher will assess the weather and site before each session to make sure children are dressed appropriately. A list of appropriate clothing is in the appendix and communicated to Parents via the Forest Rangers Parent Guide. Extreme weather such as strong winds or thunder and lightning could lead to the cancellation of sessions due to safety implications- this is to be considered by the Forest School leader.

Sessions will be cancelled due to extreme weather:

- Winds of 5mph or above
- Inappropriate clothing available for children and staff
- Thunder and Lightening

Toileting

All children will go to the toilet before walking down to Forest School. However, if children need to go to the toilet whilst at Forest School the following should be followed:

Nursery, Reception, Year 1 and SEND:

- Children are allowed to return to the school building with a member of staff to use the toilets.

Year 2+ :

- Children are allowed to return to the school building without a member of staff to use the Year 5 toilets as the entrance is visible from the Forest School site. If children do not return within 10 minutes, send an adult to collect them.

Adults to be aware of the number of children leaving and re-entering the site.

If an adult takes a child to the toilet and the adult to child ratio drops, some activities might have to be suspended until the adult returns.

Fire procedure

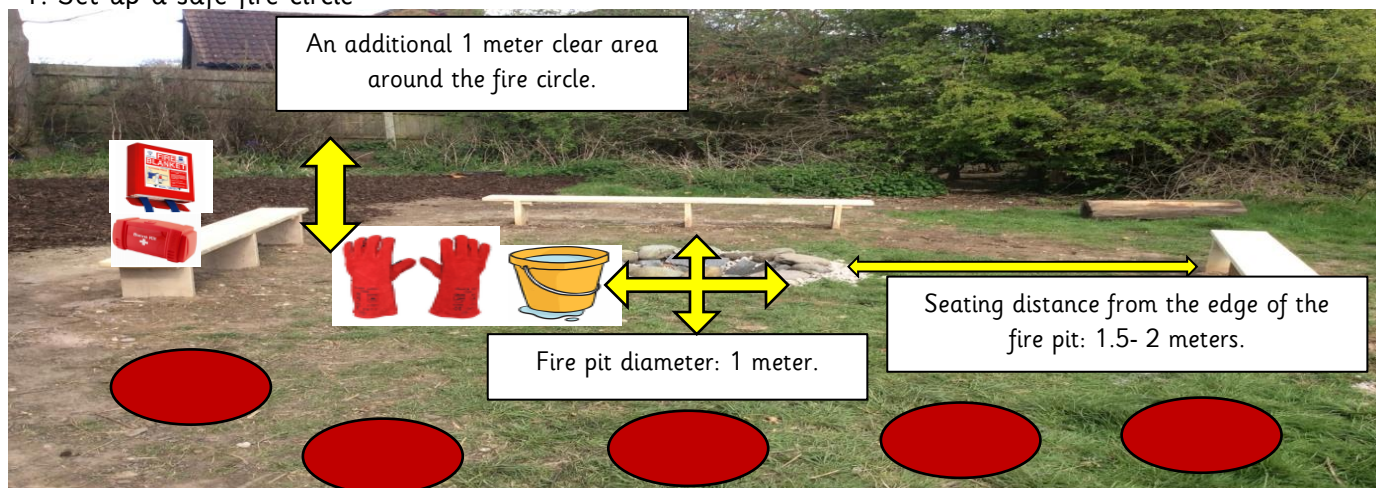
A Forest School fire is one of the most stimulating and inviting parts of a Forest School session. There are many learning opportunities for children to see a safely built, lit and controlled fire. However, fire sessions will only take place once the trained leader has evaluated the group's understanding of fire and the expected behaviour. The ratio for a fire should always be 1 adult to every 5 children with at least 2 members of staff present, one being a Forest School Qualified Practitioner. Forest School recommends group sizes of no more than 15 children for sessions.

This procedure must be followed in connection with the Health & Safety Risk Assessment and checklist (page 39).

Expected behaviour checklist for groups:

Expected behaviour	Tick/ cross
Children walk around the outside of the fire circle and step over the logs or around the benches to sit down.	
Children approach the fire using the respect position when invited, with the wind on their back.	
Pass wood one piece at a time.	
Only two children to be kneeling next to the fire at any time	

1. Set up a safe fire circle



2. It is important to engage the group and discuss benefits and context of the fire.

3. Show the group the STOP, DROP and ROLL procedure:

STOP	DROP	ROLL
1. Stop still immediately.	2. Drop straight to the ground. Where possible cover the face with hands.	3. Roll over and over continuously until the flames go out.

		<i>Seek medical attention from the trained Practitioner.</i>
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Pre fire:

- Metal bucket (full of water).
- Fire blanket
- First aid kit (edge of the fire circle).
- Clear canopy of trees
- Fire lighting equipment and resources ready.
- Check the canopy for low branches.
- Do not light in windy conditions
- Ensure there is a Fire escape route
- Seek Landowners permission and notify nearby residents.
- Access to clear running water incase of burns.

Introducing fire

- Discuss with the children what is going to happen and remind them that this controlled fire is safe.
- Engage and remind the children of the fire-circle rules.
- Ensure other adults on site are aware of children who might become unsettled.
- Demonstrate the respect position of sitting next to the fire.
- Talk through the steps of building a fire as you build/ light. Only leader to handle tinder ball and light fire. KS2 and where leader assesses behaviour may be supervised to use striker.

Lit fire

- Trained Forest School adult to remain by the fire at all times.
- Children to sit on the logs/ benches unless invited by trained leader to move closer to the fire (respect position).
- If an emergency arises (medical or fire), extinguish using the fire blanket.

Extinguishing

Fire lighting

- Trained leader to follow steps for safe extinguishing at the end of the session.
- Involve children under close supervision.

How to light a fire step by step:

1. Find a place to light the fire with a clear canopy, away from roots and over hanging branches. Create a boundary around your fire by placing logs or stones to outline the area.	
2. Collect dry tinder (cotton wool or birch bark) and ensure you have a good supply of dry plant material, twigs and sticks. Sort the tinder and kindling into four piles: 1. <i>Tinder</i> 2. <i>Matchstick size twigs</i> 3. <i>Pencil size twigs</i> 4. <i>Thumb size twigs</i>	
3. If the ground is slightly wet or damp- create a platform to build the fire on by lining up a line of dry sticks.	
4. Pack the tinder into a small nest shape. Ensure there is an entrance hole for you to strike the flint. Start to build a tepee, place the nest on the ground and lean the thinnest twigs (matchstick).	
5. Add the thicker twigs (pencil and thumb size) and lean them around to form a tepee shape. Keep some of the kindling back so that you have materials to add to the fire once it is lit.	
6. Take the safe kneeling position near the fire and hold the flint and steel above the cotton wool. Strike the flint and steel at a 45-degree angle down into the cotton wool. The flint and steel will create a spark and this will ignite the cotton wool to develop into a fire.	

7. Add more material to the tepee shape to keep the fire lit for longer. Continue to use the safe kneeling position whilst the fire is lit



Fire extinguishing

Steps	How to involve the children
1. Let the flames go out on their own.	<i>Take this time to watch the flames go out with the children – during the closing circle reflecting on the session.</i>
2. Using a stick or a shovel breakdown the embers.	<i>Ask the children to find a suitable stick to break down the embers. For younger children a shovel would be provided to use.</i>
3. Slowly splash water over the hot embers.	<i>Using a metal bucket or jug model and then invite children into the fire circle to pour water over the embers sitting in the respect position. For younger children this might involve a metal watering can. For older children they could use a jug/ bucket to pour the water remaining in the respect position and sharing a wish with the group.</i>
4. Repeat step 2 and 3 whilst using the stick or shovel to make small holes in the ground.	<i>Listen to each other's wishes and/ or praise the respect position.</i>
5. Take out any large pieces of wood.	<i>For younger children, the practitioner would remove larger pieces of wood using a fire glove and use this time to discuss the different sizes of wood for a mathematical link. For older children that demonstrate trust and a good sense of fire understanding provide them with an additional fire glove to remove the larger pieces of wood.</i>
6. Using the stick or shovel spread the residual ash.	<i>For younger children provide a longer stick or shovel. For older children ask them to find a stick to use.</i>
7. Use natural materials e.g grass or leaves to cover the fire area.	<i>Ask children to find grass and leaves to cover the area. Invite the children into the fire circle one at a time to cover the fire area.</i>
8. Move fire circle seats / logs back into the forest area.	<i>For younger children ask them to step out of the fire circle. For older children ask them to roll logs back into the forest.</i>
9. Take any rubbish away from the site. Leave nothing but your footprints!	<i>Ask children to help you look for any litter and leave nothing but your footprints!</i>

Fire PPE & First Aid:

	Fire gloves: avoids unnecessary burns and provide protection for handling hot resources. These should be kept close to the fire.	 Bucket of water: a metal bucket full of water provides a quick, safe way to extinguish a fire. This should be kept next to the fire.
	Fire blanket: used to put out fire on clothing in an emergency. This should be kept on the edge of the fire circle.	 Forest Schools recommend keeping a Burns First Aid kit on the edge of the fire circle to be used in an emergency. However, The Coppice Primary School follows St John's Ambulance guidelines. The guidelines state that "A burn or scald should be cooled as quickly as possible by being held under <u>running</u> water for at least 20 minutes or until the pain feels better. Any jewellery or clothing should be removed unless stuck to the burn, before the area begins to swell. When the burn has cooled, cover the area loosely with cling film, lengthways. Do not wrap the cling film around the burn as the area needs space to swell. If the burn is on a foot or hand you could use a clean plastic bag. Do not break any blisters that may appear, as this may cause infection." 1st Aid must be recorded on First Aid google forms which all staff have access to.

Campfire cooking and Food hygiene

The Forest School leader or adult present must hold an up to date Basic Food Hygiene certificate, in order for any food to be cooked. However, food that does not require cooking may be prepared and eaten without the certificate.

All cooking must be led by the Forest School Leader.

All children and adults must wash their hands before eating or cooking food at Forest School with hot water and soap. If this is unavailable use cold water and antibacterial gel.

It is the Forest School Leaders responsibility to prepare food on the correct coloured cutting board and check all children's and staff's food allergies/ intolerances prior to the session.

If a Class Teacher is delivering a session which involves eating food they are responsible to prepare food on the correct coloured cutting board and check all children's and staff's food allergies/ intolerances prior to the session. Children with food allergies or intolerances will have a Food Allergy form kept in the main kitchen (AIP). They will also have an allergy care plan- this should be read by the Forest School Leader / Class Teacher.

Food preparation cutting boards:	Allergies/ intolerances:
 A chart titled 'COLOUR CODED CUTTING BOARDS' with the subtitle 'eliminate the risk of bacterial cross contamination during food preparation'. It lists six categories with corresponding color-coded icons: RAW MEAT (red), RAW FISH (blue), COOKED MEAT (yellow), SALAD & FRUIT (green), VEGETABLES (dark green), and BAKERY & DAIRY (white). The logo 'HYGIPLUS' is at the bottom right.	 A chart titled 'Which ingredients can cause a problem?' showing 14 food categories with icons: Cereals containing gluten, Peanuts, Nuts, Milk, Soya, Mustard, Lupin, Eggs, Fish, Crustaceans, Molluscs, Sesame seeds, Celery, and Sulphur dioxide.

Cooking procedure

Pre cooking:

Areas to be set up: preparing, cooking, serving, cleaning up and hand washing station.

Equipment must be clean and ready to use- antibacterial surfaces before using them.

Preparing food

Hands washed using soap and hot water. Dry hands using paper towels.

Fire time – start before cooking food in order for the flames to die down and ashes are present.

Any equipment or cooking resources only to be handled by those with clean washed hands.

Cooking food

Using fire gloves, only adults to carry/ touch hot pans.

When the leader invites children to the fire circle they use the respect position. (Trained leader to provide 1:5 ratio).

To serve food move it out of the fire circle.

Children to be seated whilst adults serve.

Cleaning up

Any dirty cooking equipment needs to be washed and returned to the cooking cupboard.

Children can support on-site washing up with adult supervision.

Remind children of 'no pick, no lick' rule when they finish eating.

All children and adults to wash their hands once they return to the classroom.

Unplanned fire procedure

In the event of an unplanned fire.

1. Remove all children from the Forest area site onto the playground.
2. Take a register (class lists must be taken down for every session).
3. Attempt to extinguish the fire only if safe deemed safe to do so.
4. Call 999 if necessary.
5. Take all children back to the classroom unless it is safe to return to the site.

Tool procedure

Tool use allows children to develop new physical and practical skills. All tools have a 'Risk Benefit/ Assessment' and are stored, cleaned and maintained safely by the trained Forest School Leaders (Hannah Kirby, Alexia Russell and Katie Flynn). Tool will only be used during Forest School sessions led by trained Forest School leaders. Primarily the use of tools will be taught on a 1:1 basis however at the leader's discretion, the age and capability of the group could improve the ratio (e.g 1 adult to 2 children). Children and staff using tools are required to deliver a 'Tools Talk' which can be found in the Appendix.

Please see individual tool procedures and safety talks attached.

Before

ONLY trained leaders can facilitate the correct and safe use of tools during their session,
Collect tools from locked storage
Tools to be checked for damages
Complete inventory form and sign
Children must deliver a tool talk before the leader hands children tools
Tools can only be used if there is risk assessment in place.

During

When the tools are not being used, they must be returned to the box.
Only trained leaders to access the locked storage box
Safe transportation of tools should be modelled by adults
1:1 supervision with tools (leader's discretion)

After

Count tools back in
Complete inventory form and sign
Tools to be checked for damages
Lock tools away.

Cancellation

Weather:

Forest School allows children to explore and go outside in all weathers. However extreme weather such as strong winds or thunder and lightning could cancel sessions due to safety implications- this is to be considered by the Forest School leader.

Adult Ratios:

At the Coppice Primary School, the '**Forest School**' ratio is 1 adult for every 5 children, 1:5 run by a trained Forest School practitioner. If there is a low adult to child ratio the session will have to be postponed until more staff are available.

When a trained Forest School practitioner is unavailable, the Class Teacher will lead a '**Forest Rangers**' session. A Forest Rangers session will take place on the same site however this will exclude the use of any tools and fire. The **minimum** ratio of 1:15 will be observed during a Forest Ranger session, this ratio may be amended due to the needs of the group/ class (e.g. 1:14 or less).

In the event that a session is cancelled due to unforeseen circumstances, where possible the session will be carried out in the classroom.

Transport to and from Forest School site

At, *The Coppice Primary School* we are fortunate enough to have our own safe and exciting Forest School woodland and pond area where children can learn about the natural world and experience the outdoors! Our Forest School area is located within our school grounds on our field. The Leader or Class Teacher leads the group of children in partners across the playground and onto the field to reach the site, whilst the Teaching Assistant stands at the back of the group (other adults can join the middle of the group). The site is located on the field and therefore classes walk to the site from their classroom in a few minutes.

Ratios:

In case of any emergency requiring the ratio to drop (1:15 for Forest Ranger sessions or 1:5 for Forest School sessions), the session will end and the children will return to their classroom.

Safeguarding children at Forest School

Parental permission

All children are required to have signed parental permission before attending Forest School/Rangers sessions. Parents consent via a Goole Docs form when their child starts at The Coppice Primary School and Nursery.

Managing a disclosure

It remains everyone's position in school to observe children's behaviour and develop trusting relationships with the children. Therefore, if a child does disclose directly to a member of staff, the following procedures will be followed:

- Listen carefully to what is said.
- Ask **open** questions:
 1. How did that happen?
 2. What was happening at the time?
 3. Anything else you would like to tell me?
- Do not ask questions which could suggest what might have happened or who has committed the abuse e.g 1. Did you ____ hit you?
- Reassure the child that everything will be ok and do not force them to repeat the disclosure in front of another person.

After a disclosure has been made, the staff member should discuss the disclosure with the DSL (Billy Hutt- DSL and Karen Woodyatt- DDSL). You are also required to complete a log on My Concern of the disclosure to adhere to the school's Safeguarding Policy. See first page and contents page below.

SAFEGUARDING POLICY: <https://www.coppice.worcs.sch.uk/assets/Relaunch-Dec-2021/1-About-Us/1d-Developing-Children/Safeguarding-Policy-MASTER-Sep-2022.pdf>



September 2022

The Coppice Primary School Safeguarding Children Policy (Including Child Protection)

This policy is reviewed at least annually by the The Board of Trustees.

Last reviewed on Date: September 2022

Next Review Date: September 2023

Signature: Billy Hutt (Headteacher)

Signature: Kathyn Byng (Chair of The Board of Trustees)

Contents Page:

Details	Section
Staff contact and details	1
Safeguarding Statement	2
Staff contacts	3
Introduction	4
Management of Safeguarding	5
Whole school and college approach to safeguarding including Early Help	6
Head Teacher	7
Maintained School Governors	8
Designated Safeguarding Lead	9
Multi Agency working	10
What school and college staff need to know	11
Online safety	12
Opportunities to teach safeguarding	13
Safeguarding in the curriculum	14
Boarding schools, residential special schools, residential colleges and children's homes only	15
Information sharing	16
Records, monitoring and transfer	17
Procedures for managing concerns	18
Child Criminal Exploitation (CCE) Child Sexual Exploitation (CSE)	19
Child abduction and community safety incidents	20
Children missing from education	21
Children with family members in prison	22
County Lines	23
Domestic Abuse	24

Contents continued:

Operation Encompass	25
Homelessness	26
So called “honour-based’ abuse (including Female Genital Mutilation and Forced Marriage)	27
Forced Marriage	28
Preventing radicalisation	29
The prevent duty	30
Channel	31
Peer on Peer/Child on Child abuse	32
Sexual violence and sexual harassment between children in schools and colleges	33
Children with additional vulnerabilities	34
Protecting Children	35
Allegations against staff	36
Managing professional disagreements	37
The use of ‘reasonable force’ in schools and colleges	38
Private Fostering -LA notification when identifies	39
Children looked after	40
Statutory children’s social care assessments and services	41
Mental Health	42
Children potentially at greater risk of harm	43
Use of school premises	44
Alternative Provision	45
Annex A: Safer Recruitment and DBS checks – policy and procedures Annex B: Child on child sexual violence and sexual harassment	

Ratios

The Forest School Association advise a high level of adult: child ratio (1:5) and sessions are recommended to be run in small groups of a maximum of 15 children.

At the Coppice Primary School, the 'Forest School' ratio is 1 adult for every 5 children, 1:5 run by a trained Forest School practitioner. If there is a low adult to child ratio the session will have to be postponed until more adults are available.

When a trained Forest School practitioner is unavailable, the Class Teacher will lead a '**Forest Ranger**' session. A Forest Ranger session will take place on the same site however this will exclude the use of any tools and fire. The **minimum** ratio of 1:15 will be observed during a Forest Ranger session, this ratio may be amended due to the needs of the group/ class (e.g. 1:14 or less).

As these sessions are on the School grounds a First Aider is not required, however in the event of an emergency the above procedure must be followed.

All adults and volunteers are required to be DBS checked and read, understood and signed the handbook and any relevant risk assessments.

GDPR and confidentiality

It is vital that any documents of: observations, class lists, medical information or consent forms which provide two or more items of data should be kept in the leader's rucksack (kept in base camp during session). These documents should be returned to the classroom's locked cupboard when not in use.

Photographs

The Class teacher/ teaching assistants are able to take photos only using their class iPad, Kindle or camera. These photos may be used for observations, displays or the school website if parents have given consent. To follow the school's GDPR policy, teachers are required to check each individual child's consent for use of photos in school and on the internet (school website/ school social media sites including Instagram, Twitter and or Facebook).

Lost Child procedure

In the case of a child missing from the site the following steps should be followed.

1. Call all children and adults back to base camp. Take note of the time.
2. Leader and other adult members all do a head count.
3. Take a register to identify and confirm which child is missing if not known.
4. Leader to delegate an adult to do a sweep search of the site to look for the missing child.
5. Leader to delegate an adult to report 'Lost Child' to a member of the Senior Management Team and Office staff.
6. Leader to remain calm and ask children 'When was _____ last seen? / What were they doing?'.
7. Leader to delegate an adult to check toilets nearby (Year 5, Year 2/4 and Year 1) and classroom for the missing child.
8. All children and adults return to the classroom.
9. Senior Management Team to phone the Police within 10 minutes if the child is not found.
10. Follow School 'Critical Incident Policy'.

Stranger danger

If any adults or children suspect a stranger on site.

1. Call the children back to base camp and take a register and head count to ensure all children are still on site.
2. Alert all adult help.
3. If deemed as an immediate threat to life or property delegate an adult to call 999. Alert the caretaker by phone call (teachers ensure you have caretakers number saved in your phone).
4. Ask stranger to leave site if safe to do so.
5. All children should remain under adult supervision until the stranger or situation has been dealt with.

Complaints

Any verbal concerns either from children, parents or carers that staff members are aware of should be dealt with by class teachers, if appropriate. It is important to alert the Forest School Leader, Head Teacher and if needed the DSL.

Where a more serious concern arises, it is advised to report these to the Head Teacher and DSL.

Accusations against adults:

In the event that a pupil or volunteer makes an allegation against an adult (staff or volunteer) at Forest School:

1. The adult in receipt of the allegation is required to immediately report this to the Head Teacher or DSL in their absence.
2. The Head teacher will follow procedures accordingly.

Site management

The site will be checked and assessed annually by the trained Forest School leader and the school's site manager. The site manager and leader will carry out site maintenance, where possible.

During the spring and summer terms, a grass cutter is responsible for cutting the grass along the paths and inside the fire circle.

As staff carry out a daily safety sweep of the site, adults are required to cut back any overhanging/ over grown brambles and thorns from the site's pathways.

At the end of each term a whole site risk assessment will be carried out by the leader and any maintenance work will be reported to the site manager if required.

At the end of each session, children have the responsibility to return any resources or equipment to the shed. An adult is required to do a final closing sweep of the area to check for equipment or resources left on the paths and ensure the site is ready for the next session.

The leader is required to count back in resources and lock and secure away if needed.

Equality at Forest School

At The Coppice Primary School, we tailor our Forest School sessions to ensure all children are able to access the sessions and promote an inclusive education. We provide opportunities to support all individuals' physical, cognitive and emotional learning.

Behaviour

Forest School Aims to:

1. Build self-esteem, confidence, independence and teamwork skills.
2. Respect and care for the natural environment and wildlife.
3. Provide a safe environment for children to take new risks and make choices.
4. Develop life skills.
5. Build self-control and motivation.
6. Develop physical gross and fine motor skills.

The Coppice Way 3R's

1. Ready

- Listening to adults and following instructions
- Put your wellies and waterproofs on
- Listen for 1,2,3 where are you

2. Respectful

- Share and take turns
- Think about the environment and how to care for it
- Help your friends

3. Responsible

- Keep inside the boundaries
- Tell your friends how to keep safe
- Help to put things back where they belong
- Try your best

During Forest School sessions, children are invited to think about their behaviour and choices they make. Any inappropriate behaviour will be dealt with by a member of staff, following the schools Behaviour Policy of building adherence. If the child has chosen to disregard the safety measures during the session, the adult must decide if they should be removed from the session/site. All staff are aware of the Behaviour Policy

Appendix

A) Play Policy

Play Policy

At The Coppice Primary School, we believe it is important to foster opportunities for children to play freely. For children, play is a significant aspect of their individual lives. Forest School enables children to play and contributes to children's health, learning and overall well-being.

We believe Forest School delivers a positive contribution towards children's lives, by recognising their need to play by providing play opportunities and experiencing the natural world. Naturally, play may lead to challenging events such as accidents, emotions and becoming dirty/ wet. Therefore, any potential risks are counterbalanced with the risk benefits. Practitioners will carefully observe the play and intervene by facilitating the play opportunities provided.

We believe, practitioners understanding of children's play and behaviour will reflect on the play opportunities facilitated. Consequently, we will do our best to seek appropriate training opportunities to facilitate children's self-directed play.

Signed:

On behalf of:

Date:

Revision Date:

B) Parent Consent Statement and Guide

I agree that my child can attend weekly Forest School sessions, taking place in all activities including use of fire, cooking and tools.

What benefits will my child get from participating in Forest Rangers? Forest Rangers supports the holistic development of the child:

Health and fitness – being active in an outdoor, natural environment.

Increased emotional well-being and self-esteem.

Social development – communicating, and negotiating with peers and adults to solve problems and share experiences.

Skills development – developing fine and gross motor skills and co-ordination for practical purposes.

Gaining knowledge and understanding – multi sensory, real life learning.

Individualised learning – continual observation allows adults to tailor support to children's own interests and stage of development

Curriculum Links – Forest Rangers supports many areas of the Early Years Foundation Stage Framework. It can also really enhance science and art in the National Curriculum.

What will my child need to bring/ wear?

Their usual outdoor P.E kit – plain, navy blue jogging bottoms and a plain, navy blue hoodie or zipper (both sweatshirt material for warmth) with a plain white t-shirt. Strictly no logos on clothing, as in line with our school uniform policy.

Navy all in one waterproof suit – a larger size is advised so they can fit over coats and warm clothes. This will be kept at school, please ensure it is clearly named.

A pair of wellies (any colour) – these will be kept at school so please send your child in wearing their usual PE footwear (black or white plain trainers). Please ensure all footwear is also clearly named.

During warmer months, a sun hat should be worn and sun cream should be applied before school; please note we cannot apply sunscreen during school.

Forest Rangers

A Guide for Parents

What is Forest Rangers?

Ofsted state that schools should “ensure that their curriculum planning includes sufficient well structured opportunities for all learners to engage in

C) Health and Safety Risk Assessment checklist for fire / Kelly kettle

Health and Safety Risk Assessment Checklist for Fires and Kelly kettle

Checklist Number:	
Name of site and Address:	
O/S reference:	
Assessment carried out by:	
Date:	

Note:

It is a legal requirement to ensure the safety of all service users. The requirements are visibly laid out in the *Health and Safety at Work Act 1974*, *The management of Health and Safety at Work regulations 1998* and *Occupiers Liability Act 1957*.

Guidance:

- The location of any fire must be approved by the site manager or landowner.
- If YES or N/A is not answered for all of the questions **do not light a fire**.
- *It is important to refer to all good practice and guidelines for building a fire and using a Kelly Kettle.*
- If children are building, lighting or using a fire or Kelly Kettle, they must be involved in the risk assessment.
- A risk assessment must be completed for each session which involved lighting a fire or using a Kelly Kettle.

Hazard Reference Number	Item	Y/N	Yes	No
SITE				
1	Is the fire being lit on a non-combustible surface? <i>If using a Kelly Kettle will it be placed on a level non-combustible surface?</i>			
2	Is the location and area of the fire will be built on free from services underground or overhead?			
3	Is the location of where the fire will be lit away from neighbouring houses or areas of high public use?			
4	Is there a clear and visible exit route from the area? <i>All children and adults need to be made aware of this, prior to the session.</i>			
MATERIALS				
5	Are the materials suitable to be burnt? <i>Timber that has been treated could produce noxious fumes. All rubbish must be removed from the site – not burnt.</i>			
6	Is the person responsible for lighting the fire trained or under close supervision of a trained adult?			
7	Are the matches, lighter or fire lighting blocks stored in a locked container? <i>NEVER use petrol or other flammable products to ignite a fire.</i>			
8	If children are lighting or using the fire or Kelly Kettle do they know the three parts of the fire triangle?			
EXTINGUISHING				
9	Is there a suitable means to extinguish the fire? <i>A clean running water supply and fire blanket.</i>			
10	Do all children and adults know the Stop, Drop and Roll technique to extinguish fire on clothing?			
SUPERVISION				
11	Is there a trained adult supervising the fire and or Kelly Kettle during the session?			
12	Is there a 1:5 ratio of adults to children? <i>There must be close supervision if children are adding fuel to either the fire or Kelly kettle.</i>			
13	Is the person responsible (leader) for using the Kelly kettle fully trained?			
FIRST AID AND EMERGENCIES				
14	Is there a well-stocked, suitable First Aid kit on site? <i>Ensure all adults and children are aware of its location.</i>			
15	Is there a qualified First Aider on site? <i>Treat burns with cool running water and know appropriate action in a serious emergency.</i>			
16	Does the leader have mobile phone reception and the number for the School office?			

If a tick is ticked in the final column, further action is required on the risk assessment record.

D) Tool Risk Assessments

Fixed Blade Knife

Practitioner Name: Hannah Kirby

Date Assessed: 07.04.2023

Risk Benefit Analysis:

- To develop fine and gross motor skills.
- Encourage the development of individual independence and confidence.
- Encouraging teamwork.
- Providing opportunities to manage own risks and behaviour.
- Motivate a sense of pride and achievement whilst working with an 'adult' tool.
- Builds self-esteem
- Learning to whittle



Learning steps	Hazard	Harm	Risk Level (H/M/L)	Measures Taken
Using a fixed blade knife	Sharp blade Removing safety cover of knife Unattended tool	Cutting yourself and others Cutting fingers Cutting leg	Low (due to supervision).	Delivery of Tool talk including PPE. Safe respect position modelled and reinforced (show younger children a picture). Ensure a safe working distance (an arm's length and 2 tools). Ensure individual responsibility is demonstrated. Modelled correct and safe use. Supervision and observation 2 children: 1 adult. (N.B This may change depending on individual skills and age.) Practise with the blade cover on the knife. Ensure a fully kitted First aid kit is available Return the tool to a clearly identified and secure storage box and attach cover.

Loppers

Practitioner Name: Hannah Kirby

Date Assessed: 07.04.2023

Risk Benefit Analysis:

- To develop fine and gross motor skills.
- Encourage the development of individual independence and confidence.
- Encouraging teamwork.
- Providing opportunities to manage own risks and behaviour.
- Motivate a sense of pride and achievement whilst working with an 'adult' tool.
- Builds self-esteem
- Learning to cut through wood.



Learning steps	Hazard	Harm	Risk Level (H/M/L)	Measures Taken
Using Loppers	Sharp blade Unattended tool	Cutting yourself and others Cutting fingers Cutting leg	Low	Delivery of Tool talk including PPE. Partner wears a helping hand glove. Ensure a safe working distance (an arm's length and 2 tools). Ensure individual responsibility is demonstrated. Modelled correct and safe use. Supervision and observation 2 children: 1 adult. (N.B This may change depending on individual skills and age.) Ensure a fully kitted First aid kit is available Return the tool to a clearly identified and secure storage box.

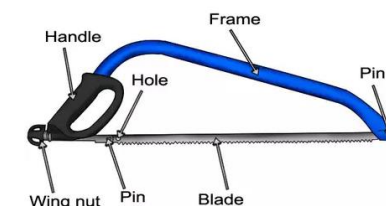
Bow Saw

Practitioner Name: Hannah Kirby

Date Assessed: 07.04.2023

Risk Benefit Analysis:

- To develop fine and gross motor skills.
- Encourage the development of individual independence and confidence.
- Encouraging teamwork and effective communication skills.
- Providing opportunities to manage own risk and behaviour.
- Motivate a sense of pride and achievement whilst working with an 'adult' tool.
- Build self-esteem.
- Learning to cut wood larger than 50p.



Learning steps	Hazard	Harm	Risk Level (H/M/L)	Measures Taken
Using a Bow Saw.	Sharp blade Removing safety cover of Bow Saw Unattended tool	Cutting yourself and others Puncture wound	Low.	Delivery of Tool talk including PPE. Safe respect position modelled and reinforced (show younger children a picture). Ensure a safe working distance (an arm's length and 2 tools). Ensure individual responsibility is demonstrated. Modelled correct and safe use. Supervision and observation 2 children: 1 adult. (N.B This may change depending on individual skills and age.) Practise with the blade cover on the Bow Saw. Ensure a fully kitted First aid kit is available Return the tool to a clearly identified and secure storage box and attach cover.

Bill Hook

Practitioner Name: Hannah Kirby

Date Assessed: 07.04.2023

Risk Benefit Analysis:

- To develop fine and gross motor skills.
- Encourage the development of individual independence and confidence.
- Encouraging teamwork and effective communication skills.
- Providing opportunities to manage own risk and behaviour.
- Motivate a sense of pride and achievement whilst working with an 'adult' tool.
- Participate in woodland management and gardening skills.
- Engage with nature.
- Awareness of dead wood and living wood.
- Provides new experiences.
- Develop an awareness of safety.
- To be able to cleave and or split wood.



Hazard	Harm	Risk Level	Measures Taken
Sharp blade	Cutting yourself and others	Low	Delivery of Tool talk including PPE.
Balance barriers	Bumps and bruise.		Safe respect position modelled and reinforced (show younger children a picture).
Unattended tool	Puncture wound		Ensure a safe working distance (an arm's length and 2 tools). Ensure individual responsibility is demonstrated. Modelled correct and safe use. Supervision and observation 1child:1 adult. (N.B This may change depending on individual skills and age.) Practice verbal soft, medium, hard. Ensure a fully kitted First aid kit is available Return the tool to a clearly identified and secure storage box and attach cover.

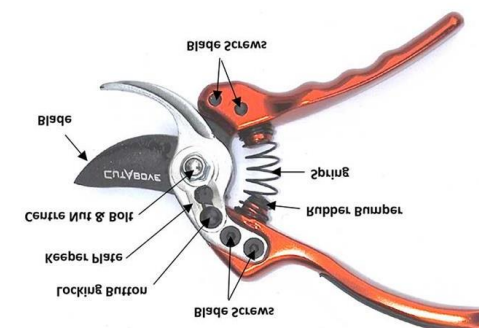
Secateurs

Practitioner Name: Hannah Kirby

Date Assessed: 07.04.2023

Risk Benefit Analysis:

- To develop fine and gross motor skills.
- Encourage the development of individual independence and confidence.
- Encouraging teamwork and effective communication skills.
- Providing opportunities to manage own risk and behaviour.
- Motivate a sense of pride and achievement whilst working with an 'adult' tool.
- Participate in woodland management and gardening skills.
- Engage with nature.
- Awareness of dead wood and living wood.
- Provides new experiences.
- Develop an awareness of safety.
- Cut wood smaller than a 1p.



Learning steps	Hazard	Harm	Risk Level (H/M/L)	Measures Taken
Using secateurs.	Sharp blade Spring lock handles Unattended tools	Cutting yourself and others Pinching the skin. Puncture wound.	Low	Delivery of Tool talk including PPE. Safe respect position modelled and reinforced (show younger children a picture). Ensure a safe working distance (an arm's length and 2 tools). Ensure individual responsibility is demonstrated. Modelled correct and safe use. Supervision and observation 2 children: 1 adult. (N.B This may change depending on individual skills and age.) Ensure the lock is working and is on. Ensure a fully kitted First aid kit is available Return the tool to a clearly identified and secure storage box.

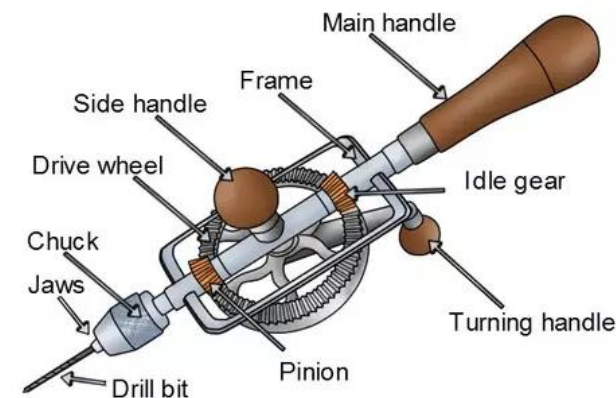
Hand Drill

Practitioner Name: Hannah Kirby

Date Assessed: 07.04.2023

Risk Benefit Analysis:

- To develop fine and gross motor skills.
- Encourage the development of individual independence and confidence.
- Encouraging teamwork and effective communication skills.
- Providing opportunities to manage own risk and behaviour.
- Motivate a sense of pride and achievement whilst working with an 'adult' tool.
- Participate in woodland management and gardening skills.
- Engage with nature.
- Awareness of dead wood and living wood.
- Provides new experiences.
- Develop an awareness of safety.
- Drill holes in wood.



Learning steps	Hazard	Harm	Risk Level (H/M/L)	Measures Taken
Using a Hand Drill.	Sharp drill bit snapping or slipping off target. Balance barriers Unattended tool Drill bit heating up.	Cutting yourself and others Bumps and bruises. Puncture wound Burns.	Low	Delivery of Tool talk including PPE. Safe respect position modelled and reinforced (show younger children a picture). Ensure a safe working distance (an arm's length and 2 tools). Ensure individual responsibility is demonstrated. Modelled correct and safe use. Supervision and observation 2 children: 1 adult. (N.B This may change depending on individual skills and age.) Use on a flat surface. Ensure a fully kitted First aid kit is available Return the tool to a clearly identified and secure storage box.

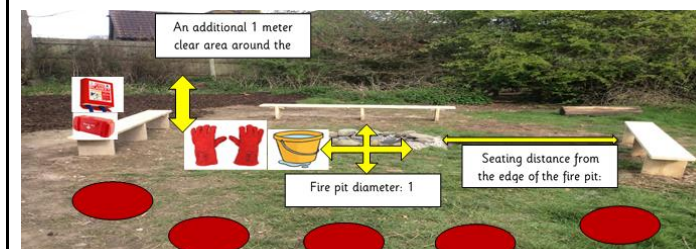
F) Fire and Cooking risk benefit

Practitioner Name: Hannah Kirby

Date Assessed: 07.04.2023

Risk Benefit Analysis:

- To understand the heat triangle and awareness of fire
- To understand own risks and behaviour
- Promote working as a team.
- Develop resilience and relationships.
- To develop ability to manage risk.
- Provide opportunities for children to identify trees when collecting firewood
- To understand how to build and extinguish a fire for a purpose – environmental responsibility.
- Encourage emotional and spiritual reflection
- Develop the ability to cook for a purpose and basic food hygiene.



Learning steps	Hazard	Harm	Risk Level (H/M/L)	Measures Taken
Preparing a fire Cooking on a fire	Individuals falling into the fire Burns/ scalds Cuts from using a knife during food preparation Uncontrollable spread of a fire Uncooked food Cross contamination Behaviour	Burn/ Scalds Food poisoning Allergic reactions Smoke inhalation	Medium	Correct PPE to be worn (heat proof gloves) Correct First Aid Kit to be readily available including a fire blanket and access to clean running water. Ensure fire health and safety has been discussed with the group. Model the respect position and Stop, Drop and Roll. 1:2 ratio supervision at all times. Follow food hygiene guidelines from Food Standards Agency. Check allergies with individual classes. Hand wash station or hand gel (away from the fire). Use correct utensils to handle and transport food. Distinct preparation stations for children with allergies. Dry summer / high winds- fire not lit. No use of meat. Fire extinguished before leaving the site. Clear boundaries and distances from the fire pit to seating area. Leader to be responsible to make the judgement on the behaviour of each group to determine if they are ready to respect and keep safe during a fire session. Adhere to the two metre perimeter round the fire pit and ensure that it is free from litter and other flammable materials to minimise the spread of the fire.

G) Building shelters and Den building

Practitioner Name: Hannah Kirby

Date Assessed: 07.04.2023

Risk Benefit Analysis:

- Develop fine, gross motor development and hand eye- coordination
- Working as a team and persevering
- Using ropes and cords for a purpose whilst applying and developing knowledge
- Achieving an end goal and building a sense of achievement
- Life skills to build a shelter
- Using the natural world and nature for a real purpose- connecting with nature.



Learning steps	Hazard	Harm	Risk Level (H/M/L)	Measures Taken
Building a structure Using tarpaulin Using logs and branches Using ropes/ cords	Low lying branches falling Walking into the rope Tripping Shelters collapsing Falling from a height	Bruises, cuts and grazes Sprains Broken bones Rope burn	Medium	Adult ratio 1:5 Strong and brightly coloured cord to be used. Children and Leaders discuss the healthy strong trees to use.- leader to know and assess the trees before the session Ensure there is a clear canopy. Leader to check knots for strength during the session Dragging sticks Model tying knots Check weather before attending and building shelters Demonstrate how to store the cord and rope after use Count cord and ropes back in at the end of the session Shelters to be taken down at the end of each session

H) Risk Assessment and Environmental Impact Assessment

Risk Assessment: Forest School

Location/ area assessed Owner: Site description: Water:	Forest School (Rangers) The Coppice Primary School Birmingham Small woodland and pond in school grounds next to open field. Fenced in on one side (backs onto houses) and wooden post and rope marks field boundary. Rope boundary access to woodland. Combination lock to access pond area. No public access, can attract out of hours use by local youths. Running water tap (not drinking water)	Date	07.04.2023
Assessment completed by	Hannah Kirby	Person(s) consulted	Billy Hutt

Probability (Prob)	5= Very Likely, 4= Likely, 3= Quite Possible, 2= Possible, 1= Unlikely	Low	0-8	Low risk no action required
Severity (Sev)	5= Catastrophic, 4= Major, 3= Moderate, 2= Minor, 1= Insignificant	Medium	9-15	Medium risk ensure adequate controls are in use
		High	16-25	High risk stop operation and implement adequate control measures

This Risk Assessment and identified Control Measures have been established following consultation with Management, Supervisory and Operational staff
 Staff acknowledgment as to their understanding of the control measures to be applied is included as the last page to this document

Site

	Hazard	Harm caused by hazard	People at risk	Initial			Existing control measures	Residual			Measures to be taken
				Sev	Prob	Risk		Sev	Prob	Risk	
1	Brambles/ nettles	<i>Cuts, grazes and stings</i>	Group, leader and other adults.	2	4	8	Adults to cut back any overhanging brambles/ nettles back during daily site sweep. Long sleeves and trousers to be worn by all attending the site. Alert and show children of any risks.				Take First Aid kit to each session. Cut back any overhanging/ grown brambles.
2	Insect stings/ bites	<i>Stings, anaphylactic shock</i>	Group, leader and other adults.	3	3	9	Sting relief cream in First Aid Kit. If child feels un well and shows signs of Anaphylaxis (blotchy skin/rash, rapid onset of breathing) call for First Aider immediately.	2	3	6	Take First Aid kit to each session. Take class medical box to each session.
3	Hazardous substances (e.g animal faeces)	<i>Illness, contamination or disease</i>	Group, leader and other adults.	2	3	6	Adult to remove any animal faeces if seen. Children instructed not to touch any animal poo and to tell an adult immediately. All children to wash hands at the end of the session.				Complete site check prior to the session. Remove substances when possible.
4	Poisonous Plants (e.g berries and mushrooms)	<i>Vomiting, allergic reaction, poisoning and nausea.</i>	Group, leader and other adults	3	3	9	Children understand rules that they are not to touch/eat berries or mushrooms. Show children mushrooms and berries on site so children are aware. Discuss how they can make you poorly. All children to wash hands after session.	3	2	6	No pick, no lick- rule to be addressed in safety talk at the start of each session. Wash hands after session.
5	Getting lost	<i>Wandering out of the boundary, lost or upset.</i>	Group or other adults.	2	3	6	Show children boundary ropes and state that we must not go outside the boundary without an adult. Children to ask adult an adult to go to the toilet. Nursery & Reception to be escorted to toilet.	2	2	4	Headcount to be completed in and out of the site. Discuss boundary ropes in daily safety talk.

							Y1 & Y2 to use Y5 toilets (within view of site).				
6	Weather	<i>Hyperthermia Sunstroke</i>	Group, leader or other adults.	3	3	9	Take into consideration the weather forecast prior to the session. Staff to ensure group wear appropriate clothing. Children will take their water bottles to the site in warm weather.	1	5	5	Check weather forecast. Cancel session due to adverse weather. Wear appropriate clothing. Plan a water stop break during warm weather.
7	Hazardous materials (litter)	<i>Cuts</i>	Group, leader or other adults.	2	3	6	A daily site sweep is completed before children enter woodland area (past the seating area).	3	2	6	Daily site sweep. Remove litter when possible-wear gloves and use a litter picker. Take rubbish away from site.
8	Tripping hazards (roots, holes, tree stumps)	<i>Falling, cuts, bruises, injury to body</i>	Group, leader or other adults.	3	3	9	A daily site sweep is completed before children enter woodland area (past the seating area)	2	2	4	Daily site sweep. Alert group if there are any raised hazards on the site.
9	Boundary security	<i>Group safety, getting lost</i>	Group or other adults	3	3	9	On daily site sweep adults will check the boundary posts to ensure they are clearly marked and stable.	2	3	6	Daily safety sweep. Remind group of boundary during daily safety talk.
10	Den building	<i>Head injuries, bumps, bruises, cuts, concussion.</i>	Group, leader or other adults.	3	3	9	Model how to set up a den. Ensure canopy is clear of hanging branches. Where possible build on flat ground.	2	2	4	Model safe den set up.
11	Climbing trees	<i>Falling, injury to body, getting body part stuck in tree.</i>	Group, leader or other adults.	3	3	9	Climbing trees should be at discretion of adult on site. Adult supervision at all times. Tree should be checked prior to children climbing. Check for good space, no harmful plants, thick strong	2	2	4	Take First Aid kit to site. Check trees before climbing. Adult have a charged mobile phone to call office for First Aider if necessary.

							branches – can hold weight of adult during safety sweep. Children only climb a tree with a friend to help them. Children only climb as high as friend and only on branches thicker than own arm. Children call for adult assistance if stuck.				
1 2	Tire swing	<i>Swinging into tree/other children. Cuts/bruises.</i>	Group, leader or other adults.	3	3	9	Children to be shown how to line up behind tree. Model to children how to <u>sit in tire swing</u> – getting in legs first towards the tree (not on top of tire). Children understand expectations that children go around tree when a child is swinging. Adult to check swing in safety sweep. Trees to be checked annually by Tree surgeon.	2	2	4	Model sitting inside the swing and lining up. Check swing during session safety sweep. Check trees annually.
1 3	Tools Scissors, shaft knife, bow saw, loppers, secateurs, hand drill)	<i>Cut, injuries</i>	Group, leader and other adults	5	3	15	Tools are always checked and counted before each session, at the end of a session the tools are recounted. Only use in an adult supervised activity. Tools to be used in cornered off 'tool area'. Children are instructed that they do not run when holding tools and that tools are held facing the floor when being carried. Adult to of had sufficient training in tool use. Adult to follow individual tool procedure. Model how to use to children first. Assist children with handling/using tool.	5	2	10	Tools to be locked in safe place. Ratio 1:1 Tools talk to be delivered before using a tool.

1 4	Sticks	<i>Cuts and bruises</i>	Group, leader and other adults	2	3	6	Remind children about rules - we drag sticks. Model to children how to drag a long stick and never wave them around.	2	2	4	Model dragging sticks.
1 5	Pond dipping	<i>Falling into pond, drowning, Poisoning (blue-green algae)</i>	Group, leader and other adults	5	3	15	Pond area to be clearly signposted with warning. Pond area to be locked at all times (code 0000 to open lock). Adult to only take small groups of 10 children by the pond. Set clear rules with children before entering pond area. Children must sit on the second pavement slab back from the pond until instructed to do otherwise. Children instructed not to lean over pond.				Model how to pond dip without leaning over pond (kneeling and sitting back on your bottom). Supervision at all times. Do not use area when wet and slippery. Ensure appropriate footwear is worn. No eating in pond area. Hands to be washed after session.
1 6	Fire	<i>Burns, scalds, fire spreading, Pupils and others could suffer smoke inhalation.</i>	Group, leader and other adults	5	3	15	Children taught to never walk into fire circle the term before experiencing a fire. Set clear and consistent rules. Fires are not light in windy or tinder dry conditions and have at least 1.5m between fire surround and seating logs. No gloves or scarfs to be worn. Staff managing fire will have sufficient training. Qualified first aider to be on site. Supervision of use required at all times. Children who do not follow rules will be removed from fire pit area. Fire put out slowly using watering can and adult to check area is no longer hot/ alight.	5	2	10	Take First Aid Kit to each session. Access to cool running water nearby. Bucket of water next to fire circle to extinguish. Fire blanket to be hung up close by. Senior management team informed of fire lighting prior to session. Leader to remain by the fire at all times. Ratio of 1:5 to be adhered to. More adults will be needed if children have additional needs.

1 7	Mallets	<i>Bumps/ bruises</i>	Group, leader and other adults	2	4	8	Wear thick gloves. Adult supervision and children taught/modelled how to use Mallet properly. Follow Mallet procedure.	2	3	6	Model how to use tool. Tool talk to be delivered.
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Environmental Impact Assessment: The Coppice Primary School

Assessor: Hannah Kirby

Assessment Date: April 2023

Impact: + positive / - negative / N/A					Duration: 1 (0-1 years)/ 2 (2-5 years)/ 3 (5-15 years) 4 (> 15 years)/ 5 (permanent)				
Impact focus:	Canopy	Shrub/ Trees	Field Fungi/ bramble level	Habitats & Invertebrates (worms/ snails/ insects etc)	Nesting Birds	Dead wood	Green wood	Footpaths- soil	Animals
Fire/ cooking <i>Smoke may disturb areas. Collect deadwood for fire fuel.</i>	-2	-2	-2	-2	-2	-2	-2	-2	-2
Den / shelter Building <i>Shelters are taken down after each session to ensure there is minimal damage to tree branches. Shelters are avoided being built below bird nests.</i>	-2	-1	-1	-2	-2	-2	-2	-1	-1
Creating pathways <i>As pathways are created it could damage the current ground soil and animal habitats. Paths will only be created if there are no evident living/ nesting animals.</i>	N/A	-5	-5	-5	-1	-5	-5	-5	-5
Minibeast identification <i>Minibeast hunting will only involve hunting and not damaging their natural habitat. Minibeasts will remain on the site after the session. We have created a Minibeast hotel to ensure there is a good habitat for minibeasts.</i>	N/A	-1	-1	-1	-1	-1	-1	-1	-1
Collecting natural materials <i>Natural materials will only be collected from the ground that have already fallen.</i>	N/A	-1	-1	-1	-1	-1	-1	-1	-1
Wood cutting	-2	-1	-1	-1	-1	-2	-2	-1	-1

<i>This could reduce supplies of wood.</i>									
Tree climbing <i>A strong tree will be used, this tree will be alternated over the course of the year.</i>	-2	-1	-1	-1	-1	-1	-1	-1	-1
Tyre swing <i>A strong tree has been used.</i>	-2	-1	-1	-1	-1	-1	-1	-1	-1
Noise level <i>The site is only used either in the morning or afternoon session with a maximum of 30 children.</i>	-1	-1	-1	-1	-1	-1	-1	-1	-1
Pond dipping <i>Any animals will be returned to the pond.</i>	-1	-1	-1	-1	-1	-1	-1	-1	-1
Tool use activities <i>This could reduce supplies of wood.</i>	-1	-1	-1	-1	-1	-2	-2	-1	-1

I) Woodland Management Plan

Forest School Three Year Woodland Management Plan (2023-2026): *The Coppice Primary School.*

Area	Current situation	Aims	Monitoring	3 Year Plan
Paths	Brambles and nettles growing over the main paths. Paths becoming boggy during wet weather.	Keep the paths clear of brambles and nettles. Put wood chippings down during wet weather to decrease the slipperiness of the paths.	Review and monitor growth by taking photos each term.	Y1 - Monitor pathways, improve pond area to use as a second site Y2 - Cut back brambles and keep on top of 2nd site. Y3 - Add in new paths/ extend current paths to widen
Deadwood	Supply is starting to dwindle.	Maintain a good supply.	Groups to replace wood used for fires/ crafts.	Y1 - Identify trees to be cut down/ coppiced Y2 - Coppice hazel trees along the fence to create more light Y3 - Coppice another area to add light
Animals and their habitats	Bug hotel and minibeasts live under fire circle logs.	Include bird boxes and maintain a good supply of resources in the Bug Hotel. Maintain and care for current existence of animals and habitats.	Encourage groups to add and check animal habitats. Record habitats/ animals identified.	Y1 - Identify and record habitats. Add supplies to Bug Hotel. Y2 - Build and locate bird boxes. Y3 - Continue to monitor and improve.
Nesting Birds	Nests in taller trees. Birds present in the woodland.	Protect nests	Identify and record nests and birds seen in the Woodland.	Y1 - Identify birds and nests in the woodland Y2 - Observe and maintain trees Y3 - Observe and maintain trees
Fire Circle	Current fire pit will need to be moved as it has been in use for the past 2 years.	Fire circle to be moved to the alternate area at the end of the FS site.	Move back to the original site after 5 years.	Y1 - During the summer term, move to the alternative fire pit area Y2 - Maintain this area
Pond Area (2nd site)	Overgrown area - not used due to this	Clear overgrown/ dead plants and trees. Provide a 2nd seating area.	Identify plants/ trees and their condition.	Y1 - Identify trees to be cut down Y2 - Add new logs and set up a second fire circle Y3 - Maintain

Nettles and Brambles	The bottom end of the site is mainly brambles and nettles with no access to the children.	Open up this space by clearing the brambles and nettles to provide a longer woodland and less usage on the rest of the main site.	Identify the brambles/ nettles and monitor growth.	Y1 - Clear brambles and nettles Y2 - Observe and cut back when necessary Y3 - Maintain
Shrub/ ground layer	Shrubs and bushes are located throughout the site.	Add more shrubs and trees to the boundary edges.	Identify and monitor current growth.	Y1- identify existing shrubs. Y2- plant shrubs around the boundary edges. Y3- maintain.
Canopy	Lots of tall trees, provide a good wealth of shade but can also affect flora and fauna growth.	Coppice trees in shaded areas. Keep a balance of shade during summer months.	Identify trees to coppice Use any wood cuts for woodland arts and crafts.	Y1- identify trees and observe patterns of shade over the four seasons. Y2- observe and coppice. Y3- maintain.
Designated tool area	There is no current safe working areas for tools use.	Create and develop a designated tool area (pond site). Provide logs and wooden work benches.	Measure and abide in tool use distance safety measures.	Y1- obtain wooden logs/ benches. Y2- clear area (pond site) and set up logs. Y3- re measure and maintain.
Shed	One shed next to the sheltered area with resources.	Keep shed tidy and accessible. Label boxes. Add new resources.	Ensure all staff return resources back to the shed and into the correct location/ trays.	Y1- tidy and label resources. Y2- add new resources based on staff suggestions. Y3- maintain.
Wooden built shelter area	A wooded, seated shelter area divided into to parts: storage and seating. Roof needs to be repaired- damaged due to bad weather.	Replace / fix roof. Tidy storage area.	Check shelter annually. Ensure all staff tidy storage and seating area when they leave the site.	Y1- ask caretaker to fix roof. Tidy storage area and ask staff to maintain. Y2- create woodland art to decorate storage area. Check roof/ wood. Y3- maintain.
Boundary posts	Wooden boundary posts and rope mark out the boundary of the site. One of the posts has fallen down which has affected the boundary.	Fix the boundary post. Cut back bushes affecting posts.	Check and maintain posts termly.	Y1- ask care taker to fix boundary post and cut back bushes affecting posts. Y2- maintain. Y3- maintain.
Willow shelter	No shelter/ structure. A good source of willow plant on site.	Create a willow dome/ structure to use and reduce overgrown willow.	Weave willow together as it grows. Maintain.	Y1- collate willow (coppice). Y2- create structure with willow. Y3- weave and add more willow to structure.

Tyre swing	A tyre swing for children to sit inside and swing on.	Investigate moving the swing to reduce tree damage.	Relocate swing every two years.	Y1- identify healthy strong trees (tree surgeon) Y2- attach swing to new location. Y3- maintain and identify next location with tree surgeon.
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J) Tool use and safety talks

Tool	What they are used for	Respect position	Safe distances	Tool usage in Forest School session.
Bow Saw	Cut cord wood larger than a 50p piece.	Kneel down. 	2 arms and a tool away from anyone.	Cutting branches larger than a 50p piece.
Bill hook	Cleave or split wood.	90 degree angle. 	2 arms and a tool away from anyone.	Splitting wood. Cutting shrubs and bushes.
Loppers	Lop wood smaller than a 50p piece.	Good position of the feet. Partner might hold branch.	2 arms and a tool away from anyone.	Cut / lop branches.
Pen knife	Whittling wood.	Work away from the body and legs, with arms over legs. 	2 arms and a tool away from anyone.	Whittle wood/ whittle willow to use for toasting marshmallows.
Hand drill,	Drilling wood and conkers.	Kneel down.	2 arms and a tool away from anyone.	Drill holes in conkers.
Secateurs	Cut wood smaller than a 1p piece.	Controlled footing. Helping hand should have a PPE glove.	2 arms and a tool away from anyone.	Cut thin branches

Bow saw:



This is my Bow Saw. I use it to cut wood larger than a 50p piece.



This is the PPE I use, a glove on my helping hand.



This is the handle.



This is the blade.



This is the sharp cutting edge.



I hold my Bow Saw like this by holding the top handle blade facing the floor.



I walk with my Bow Saw like this.



I pass my Bow Saw like this, with the blade facing down.



When I am not using my Bow Saw I put it on the ground with the cover on, blade facing inwards and the handle facing outwards.

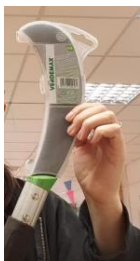


When I have finished using my Bow Saw I put it back into the lockable tool box or bag.



I use my Bow Saw two arms and a tool away from anyone.

Bill hook:



This is my Bill Hook.
I use it to cleave or
split wood.



The helper wears a
glove PPE. I do not
use gloves.



This is the handle.



This is the blade.



This is the sharp
cutting edge.



I hold my Bill hook
like this (blade facing
down).



I walk with my Bill
Hook like this.



I pass my Bill Hook
with two hands one
pinching the nose
and one on the
handle.



When I am not using my Bill
Hook I put it on the ground
with the cover on, blade facing
back and the handle facing
forwards.



When I have finished using my
Bill Hook I put it back into the
lockable tool box or bag.



I use my Bill Hook
two arms and a tool
away from anyone.

Loppers:



These are my Loppers. I use them to lop wood smaller than a 50p piece.



The helper wears a glove PPE. I do not wear gloves.



These are the handles.



This is the blade.



This is the sharp cutting edge.



I hold my Loppers like this (tucked under the arm, blade forwards and holding lower arm of tool).



I walk with my Loppers like this.



I pass my Loppers with the handle first and two hands on the tool like this.



When I am not using my Loppers I put them on the ground with the blade facing backwards and handles forwards.



When I have finished using my Loppers I put it back into the lockable tool box or bag.



I use my Loppers two arms and a tool away from anyone.

Pen Knife:



This is my Pen Knife.
I use it for whittling
wood and cutting
string.



This is my PPE, I
wear a glove on my
helping hand.



This is the handle.



This is the blade.
This is the blade
cover.



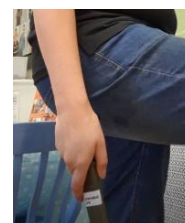
This is how I take
the knife out of the
cover.



This is how I hold
it.



This is how I pass my
knife.



This is how I walk
with my knife.



I use it two arms and a tools
away from anyone.



I use my tool
working away
from my body
and legs.



I temporarily store my knife on top of my
glove on next to my foot. When I have finished
with my knife I will place it back into the
lockable tool box.



Hand drill:



This is my Hand Drill. I use it to drill small holes.



This is the handle.



This is the turning handle.



This is the drill bit.



I hold my Hand Drill like this.



This is how I walk with my Hand Drill like this.



I pass my Hand Drill like this.



When I am not using my Hand Drill I place it on the floor with the drill bit pointing backwards.



When I have finished using my Hand Drill I put it back into the lockable tool box or bag.



I use my Hand Drill two arms and a tool away from anyone.

Secateurs:



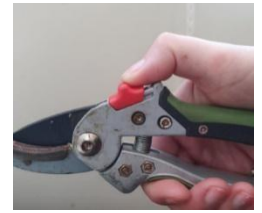
These are my Secateurs. I use them to cut wood thinner than a 1p piece.



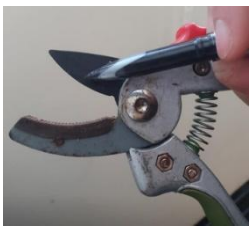
I do not wear gloves for PPE but my helper does wear gloves for PPE.



This is the handle.



This is the blade lock. I can take off the blade lock like this.



This is the sharp cutting edge.



I hold my Secateurs like this, holding the handles with the lock on and the blades pointing backwards.



I walk with my Secateurs like this with the lock on, holding the handles and blade pointing backwards.



I pass my Secateurs like this.



When I am not using my Secateurs for a short time, I place them down on the floor handle facing forwards and the blade pointing to me.



When I have finished using my Secateurs I put them back into the lockable tool box or bag.



I use my Secateurs, two arms and a tool away from anyone.

K) Neighbours, Landowners and Volunteers of the site letter

Dear Neighbours of The Coppice Primary School Forest School site.

At, *The Coppice Primary School* we are fortunate to have our own safe and exciting Forest School woodland and pond area where children can learn about the natural world and experience the outdoors! Our Forest School area is located within our school grounds on our field. The area is a large and flat open space which is enclosed by natural boundaries. The wooded area has a variety of trees, a base camp seating area, a wooden sheltered area and lots of fresh air! Forest School embraces pupils to access and explore the outdoor environment and natural world in all seasons and weather. During Forest School sessions children are encouraged to build their self-esteem, teamwork and independence through experiencing achievable tasks in their natural world whilst care taking their environment. Each session is tailored to meet the needs of individuals within the class group and is continuously developed as the children grow in skills and confidence. The children are invited to use a range of safe tools under 1:1 supervision, knots, woodland crafts, shelter building and natural world identification of trees, plants and animals. The above activities always take place in our own Forest School site on our own grounds.

Forest School as defined by the Forest School Association as:

“an inspiration process that offers all learners regular opportunities to achieve and develop confidence and self-esteem through hands on learning experiences in a woodland or natural environment with trees.”

(Forest School Association, 2013).

Forest School at The Coppice Primary School:

Forest School sessions will be led by Miss Kirby, Mrs Russell, Mrs Chivers or Mrs Flynn who are all trained and qualified Level 3 Forest School Practitioners. We comply with the ratio 1:5 for Forest School sessions, there is always at least one other staff member to ensure a safe session. Mrs Russell and Miss Kirby are also qualified Outdoor Paediatric First Aiders. When a trained Forest School practitioner is unavailable, the Class Teacher will lead a ‘Forest Rangers’ session. A Forest Rangers session will take place on the same site however this will **exclude** the use of any tools and fire and the ratio 1:15 will be used. All of our Forest School sessions are fully inclusive and planned so that all of our pupils, including our SEND pupils can fully participate. The risk, benefits, safety and welfare of Forest School sessions are paramount and therefore all risk assessments and benefits have been carried out for all activities prior to each session. However, accidents and incidents may occur due to the risk of some activities. Forest School sessions enable children to learn and self-assess risk within a controlled environment which is an important life skill. Tool use is always carried out under 1:1 adult supervision.

Ecological impact:

An Ecological Impact assessment of the site is completed and used to contribute towards a three-year management plan. This is to ensure, sustain and organise the management of our woodland area and considering the biodiversity.

Fire and noise:

The children will be accessing the woodland site throughout the school day between 9am and 3pm. Towards the end of a term (Christmas, Easter, Summer) we may light a fire to encourage fire building and safety. On these days you may experience some smoke, we apologise in advance for this.

Many Thanks,

Miss Kirby
Level 3 Forest School Practitioner

N) Health and

*We need to keep nice and
the Forest today. Heads,*

Head:

1. **Branches-** *What might happen to the branches? Is it safe to stand under when its windy or thundery weather? No they might fall on our heads.*
2. **Birds & nests-** *What lives in the trees? Do we shake the trees/ home? No they might fall out.*
5. **Flying animals- bees/ wasps sting.** *How could we stop these coming close to us? Stand still. Pollen & nectar-sweet- wash hands and faces.*
6. **Low hanging branches/ eyes-** *Where are we going to look? Use our eyes to look around.*
7. **Moving-** *How are we going to walk around? Walk around- time to think and look.*

Safety talk

*safe when we go into
shoulders, knees and*

Shoulders:

1. **Brambles & stingers-** *What can we wear to protect our arms? Long sleeves and trousers.*
2. **Warm day short sleeves-** *Where shall we walk? We can keep to track/ path.*
3. **Berries-** *Do you think we should eat these? No pick No lick- berries might make us sick.*

Knees:

1. **Boundary-** *Where do you need to stay? Keep in the boundary.*
2. **Hole in the fence or boundary-** *What should I do? Tell my leader.*
3. **Dogs/ other animals-** *Is it sensible to run if you do not like dogs? How can we stand? What about our fingers? Arms across chest and tuck fingers in to show that you do not like dogs.*

Toes:

1. **Footwear-** *What type of shoes can we wear? Closed toe and hard shoes.*
2. **Log-** *What could you do if you see a big log or bramble on the ground? Call "log" & step over it.*
3. **Holes: badgers/ foxes/ rabbits-** *Are you going to stick a stick in the animal holes? Rubbish? Leave the holes for the animals to live in. No poking.*
4. **Poo-** *What kind and what can you do If you see it? Tell my leader.*
5. **Glass & needles-** *What can you do if you see these? Tell my leader.*
6. **Mushrooms & berries-** *can I eat these from the Forest? No pick no lick.*

