

# Forest School Handbook

## The Little Firefly Forest School

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## **1.0**

### **An overview**

#### **1.1 Forest School Ethos and the Principles of Forest school**

Forest School is a unique and progressive learning experience, allowing children the opportunity to play in natural surroundings and therefore develop; emotionally, socially and behaviourally. It builds on the individual's self-esteem and confidence through experiences in a woodland environment.

Children participate in activities that enable them to develop their ability to manage risk.

Children engage in motivating and achievable tasks and activities throughout the year and in almost all weathers. Children will work with tools, play, learn boundaries of behaviour; both physical and social, grow in confidence, self-esteem and motivation whilst developing an understanding of the natural world.

A Forest School encourages children to:

- develop personal and social skills
- work through practical problems and challenges
- use tools to create, build or manage
- discover how they learn best
- pursue knowledge that interests them
- learn how to manage failures
- build confidence in decision making and evaluating risk
- develop practical skills
- understand the benefits of a balanced and healthy lifestyle
- explore connections between humans, wildlife and the earth
- regularly experience achievement and success
- reflect on learning and experiences

- develop their language and communication skills
- improve physical motor skills
- become more motivated
- improve their concentration skills

**1.2 At Forest School all participants are viewed as:**

- equal, unique and valuable
- competent to explore & discover
- entitled to experience appropriate risk and challenge
- entitled to choose, and to initiate and drive their own learning and development
- entitled to experience regular success
- entitled to develop positive relationships with themselves and other people
- entitled to develop a strong, positive relationship with their natural world (FSA- Forest School Association).



### 1.3 Forest School principles

- FS is a long-term process of regular sessions, rather than a one-off or infrequent visits; the cycle of planning, observation, adaptation and review links each session – the end aim of our school is that all children will access Forest school on a continual programme that is accessed at least once monthly.
- FS takes place in a woodland or natural environment to support the development of a relationship between the learner and the natural world – Forest School leaders and support staff will embody the FS ethos and ensure children are accessing and learning about the natural world and will develop a healthy and respectful attitude towards our woodlands and all that inhabit them.
- FS uses a range of learner-centred processes to create a community for being, development and learning - A learner centred approach is to be taken by those leading and supporting FS. Adults involved in FS should always model the Forest School pedagogy. Play is an integral part of Forest school and is actively supported throughout. Children and adults are encouraged to reflect during and after Forest School sessions – during this time one can reflect on achievements, overcome challenges and plan for future sessions.
- FS aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners – Forest School leaders and support staff will lead and support sessions with a constructivist approach that enables and encourages child centred learning and development. Children will be encouraged to explore and play, therefore developing a sense of themselves and others.
- FS offers learners the opportunity to take supported risks appropriate to the environment and to themselves – all Forest School activities will be risk assessed in advance for the Forest School leader prior to the session. As well as this, children will develop the ability to make their own risk assessments (supported) and therefore manage their own risk. The Forest School leader will never knowingly encourage an activity that puts a child at serious risk of harm or injury.

- FS is run by qualified Forest School practitioners who continuously maintain and develop their professional practice – Forest School will never be delivered without the presence of a full qualified Forest School leader (Georgina Adams).

#### **1.4 History of Forest School**

Forest School originates in Denmark, where it was discovered that children who had attended forest school during pre-school, arrived at school with strong social and communication skills, having the ability to work in groups effectively, generally had high self-esteem and a confidence in their own abilities. Through this foundation, they were able to raise academic achievements. Although, there have been movements hundreds of years previous to this, that suggest the concept of Forest School is remarkably more historic.

Today it has been recognised for its ability to develop and grow young people, enabling them to build on their social skills, confidence and self – esteem.

#### **1.5 Safeguarding**

*Please note this is an OUTLINE OF CHILD PROTECTION PROCEDURES, our full safeguarding policy can be found saved on our website; <https://www.thelittlefireflyforestschool.co.uk/about>*

#### **STAFF**

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely

- Reassure the child but not make promises which it might not be possible to keep
- Not promise confidentiality – it might be necessary to refer to Social Services
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, rather than ask direct questions
- Ask open questions rather than leading questions
- Not criticise the perpetrator
- Explain what has to be done next and who has to be told
- Identify concerns and record on an internal record form.
- Pass your concerns to the appropriate Designated Safeguarding Lead, Georgina Adams

It is fundamental that Children's basic needs are met before any higher learning can take place (Maslow's Pyramid of Hierarchical Needs).

Staff will ensure that pupils have the following;

Warmth – correct clothing provided

Food- Health Snacks and meals

Drink – Hydrated water /hot drinks

Safe – individuals feel safe both physically and emotionally

This will be ensured by; pupils will be well prepared for Forest School and will attend with known adults. Where necessary, a social story and/or visual timetable will be provided to Forest School.

## **1.6 Behaviour policy**

Please note this is an OVERVIEW of our behaviour policy. The full policy can be found our website;  
<https://www.thelittlefireflyforestschoo.co.uk/about>

### **Our Key Values**

We believe the management of children's behaviour should reflect the values of the school.

We value:

- The right to feel safe and be safe in our body and feelings;
- The right to learn to the best of our ability;
- The right to be respected and treated with dignity at all times;
- The right to an environment of justice and a sense of fairness;
- The right to reflect listen and learn together after incidents, sharing feelings in regard to how incidents are managed;
- The right to make reparation;

- Equality of opportunity and accessibility for everyone.

All Forest School staff should maintain the standards of behavioural management as seen on a day to day basis at The Little Firefly Forest School, but must remain aware of the Forest School Ethos. The schools points system will remain in place, but it is hoped that Forest School will create a safe and therapeutic environment, therefore enabling the children to succeed.

Please follow the lead of the Forest School Leader at all times and ensure that the children are maintaining a suitable level of appropriate behaviour at all times, whilst being given the opportunity to explore and play with more freedom than they may normally be allowed. Forest School lends itself to a constructivist approach – it is a learner lead environment and this should be embodied when supporting or leading a Forest School session.

If a pupil behaves in an unsafe manner during Forest School, parents of the pupil will be notified. All pupils will be risk assessed on the day and it is the responsibility of the class teacher to inform the Forest School leader of any adverse behaviour leading up to point of leaving for a Forest School session.

## 2.0

### Communication strategy –

This document expresses the goals and intentions of Georgina Adams (Forest School Leaders) regarding Forest School ran at The Little Firefly Forest School. In the case of Forest School, the communication strategy, details who we will contact, when we will contact them, why we are contacting them (about) and how we will do this. It also ensures that we remain in contact with the land owner, to ensure the site remains safe.

<b>Person/ business</b>	<b>About? (What will you be communicating about)</b>	<b>When (How often is communication needed)</b>	<b>How? (E.g. Via email, telephone, letter)</b>	<b>Where? (E.g. FS site, school, town hall)</b>
<b>Parents</b>	<ul style="list-style-type: none"> <li>Initial contact when requesting a place at setting</li> <li>Questionnaires to monitor development (after 6 sessions and again after 12 sessions)</li> <li>Constant contact</li> </ul>	Termly and yearly (academic)	Via letter/ telephone/ newsletter	At IEP/AR meetings. Informal discussions regarding FS may take place on a daily basis when phoning

	<p>through Tapestry</p> <ul style="list-style-type: none"> <li>• Possible volunteering</li> </ul>			parents.
<b>Fellow FS leaders</b>	<p>CPD, good practice, personal development, keeping in line with new practices, learning new and fresh ideas and approaches.</p>	<p>SYVLA foundation meetings - Dates TBC</p> <p>National FSA conference – Dates TBC</p>	Email	
<b>Tree Surgeon/Woodland management team</b>	<p>Tree safety/the health of the trees/ maintaining the trees</p>	<p>Seasonally</p>	Email/face to face	On site
<b>Georgina Adams</b>	<p>FS curriculum, risk assessments, parent volunteers</p>	<p>Half termly</p>	<p>Face to face Meeting to be minuted and shared</p>	On site

			with SLT	
<b>The children participating and due to participate</b>	<ul style="list-style-type: none"> <li>o What is Forest school?</li> <li>o Forest school photos</li> </ul>	Termly/ongoing/ display board, termly assemblies/letter s home/informal discussion/FS session/taster session	Face to face/letter/visual timetables/social stories	On site

## 2.1 Communication

It is essential that positive communication is maintained between The Little Firefly staff, parents, pupils and those working to support The Little Firefly Forest School. Communication will be maintained through ail feedback provided verbally and via Tapestry. Parents will be provided with opportunity to meet with the nursery manager as and when is needed.



### **3.0**

#### **Health and Safety at Forest School**

##### **3.1 Tool use and tool storage at Forest school**

Learning to use tools is integral to Forest School practice.

We use tools in Forest school to develop and build a learners self-esteem and confidence, as well as developing a priceless and valuable (and potentially lifelong) skill set. During Forest School, we will use natural materials to make useful and fun objects, such as;

- Mallets
- Pegs
- Wood cookies
- Whistles
- Many more items

To create such things we need to allow the children to use tools. These tools include;

- Loppers
- Saws
- Knives
- Mallets

To ensure all Forest Schoolers are kept safe whilst using these tools, we ensure;

1. All activities are risk assessed before and during the activity. Primarily by the Forest School leader, but also by the support staff and the children themselves.
2. We will not use tools until the **children are developmentally ready**. We will not use tools on the first Forest School session with a group of children – it will be built up to over time.
3. There will be a high staff to pupil ratio (2:1 and 1:1 for less able children) at all times and the roles of the staff will be made clear prior to the activity.
4. The tool use will be demonstrated by the Forest School leader before the children can have access to the tool
5. Children and adults will devise a clear set of comprehensive and easy to follow rules prior to tool use
6. A signing in system will be in place, to ensure that all tools are returned safely at the end of the session
7. All knives will be kept in a locked box, until they are needed
8. Children will be introduced to the concept of the blood bubble, to support safe tool use. A blood bubble encourages the children to ensure there is a wide space (arm's length in every direction) between them and the next person. All children will be taught to utilise this and respect it when others are using a blood bubble.
9. The correct Personal Protective Equipment (PPE) will be provided, where necessary, to all of those using tools.

Tool use is not a compulsory activity during Forest School. All tools will be stored in a designated locked cupboard within the school grounds. [In our Forest School, we will not use potato peelers to whittle sticks. Potato peelers can be used to peel vegetables only.](#)

### **3.2 Toileting and handwashing**

Children are to be accompanied by an adult at all times when walking to the toilets. Staff should ensure that the toilet is safe and clean before and after the child has used the toilet.

Staff escorting children to the toilets, should encourage good handwashing at all times.

Forest School leaders are to ensure that handwashing facilities are available on the Forest School site; providing water, soap and paper towels for the Forest Schoolers to use. Children and staff should wash their hands before eating at Forest School, after using the toilet and before leaving the Forest School site. Using paper towels reduces bacteria, but also offers a learning opportunity to teach the children about composting. It is essential that Eco friendly soap is used on site – to minimise ecological damage.

Please note; wet wipes and/or antibacterial gel are not sufficient in killing bacteria and therefore should not be used, unless absolutely necessary.

### **3.3 Refreshments at Forest School**

Access to a snack and drink should be made available during any Forest School session, as it is outdoors, sometimes in cold weather and regularly involves physical activity. What snack is offered, is up to the Forest School leader. Here are some suggestions;

- Fresh fruit/vegetables
- Biscuits/flapjacks
- Marshmallows
- Hot chocolate
- Milk
- Squash
- Water

- o Different snacks may be available if there is a campfire.

Where possible, refreshments that reflect different cultures or are themed to current learning in the classroom should be offered, as this links to other learning opportunities and different areas of the curriculum. Where possible, refreshments should be locally sourced or bought fair trade. Children should be made aware of where their snack has come from to widen their knowledge of sustainability in line with the ethos of Forest School. Forest School leaders and support staff should educate children and involve them in the process of recycling packaging and composting waste food. The Forest School leader should ensure that there are compostable bags available for food waste. All waste products should not be left at the Forest School site (unless there is appropriate provision in place on site, such as recycling/compost bins).

It is fundamental that Children's basic needs are met before any higher learning can take place (Maslow's Pyramid of Hierarchical Needs).

Warmth – correct clothing provided

Food- Health Snacks and meals

Drink – Hydrated water /hot drinks

Safe – individuals feel safe both physically and emotionally

### **3.4 Clothing and Personal Protective Equipment**

Forest School leaders and support staff should be wearing clothing suitable to being outdoors – waterproof trousers and jackets are advisable, as well as waterproof boots, with a steel toe cap. Children may bring hats, gloves and a change of clothes in, particularly during winter months. This is stated in a letter sent to parents, before their child begins Forest School.

Children should wear footwear appropriate for being outdoors. If the weather is wet, then wellington boots and waterproofs will be provided by the school. Children are required to wear waterproof trousers for all Forest School sessions, regardless of the weather. In the summer, a long sleeved top should be worn at all times.

A protective glove will be provided when using tools

It is fundamental that Children's basic needs are met before any higher learning can take place (Maslow's Pyramid of Hierarchical Needs).

Warmth – correct clothing provided

Food- Health Snacks and meals

Drink – Hydrated water /hot drinks

Safe – individuals feel safe both physically and emotionally

We work on the principle that "there is no such thing as bad weather, only bad clothing".

### **3.5 Photography**

- Parents/carers at The Little Firefly Forest School have given their consent for photographs to be or not to be taken. There are some children who are not to be photographed. Check this list prior to sessions. There are some pupils whose pictures cannot be shared on the school website or outside of school.

Photographs taken can be used for educational purposes (within the school).

Photos must only be taken using the school camera.

### **3.6 First aid**

Georgina Adams (Forest School Leader), has undergone full Forest School and Paediatric, First Aid Training. In the event of an incident or emergency, all staff should refer to their emergency duties (which are assigned to each adult). In the event that the FS Leader is injured and unable to fulfil first aid duties, the named 'adult 2', should assume the role of FS Leader and administer appropriate first aid.

### **3.7 Emergency action plan**

In the event of an emergency, each staff member has their own roles and responsibilities. These roles include, keeping the children safe, notifying parents, administering first aid. It is the responsibility of each adult to familiarise themselves with their role, prior to the FS session.

<b>Adult 1 Forest School Leader</b>	<b>Adult 2</b>	<b>Adult 3</b>
<p>Carry out emergency first aid to casualty</p> <p>Then remain with the children still on site.</p>	<p>Call emergency services – 999 or 112.</p> <p>Grid ref and post code for The Little Firefly Forest School: SP 76780 12521 HP17 8PZ</p> <p>Will go in the ambulance with the injured child.</p> <p>Notify parent(s).</p>	<p>Remove all children and volunteers from the accident area, keep them calm and reassure them.</p>

<p><b>Missing child</b></p>	<ol style="list-style-type: none"> <li>1. On discovery of missing child use the blowing of the whistle twice procedure and recall rest of the group.</li> <li>2. Commence immediate search of vicinity.</li> <li>3. Refer to emergency roles and</li> </ol>
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	<p>responsibilities – adult one; search for child, adult two; search and call the school/AM, adult three; secure and comfort remaining children.</p> <p>4. Nursery manager will make a decision on when to notify the police, then the parent or guardian.</p>
<p><b>Death or serious incident</b></p>	<ol style="list-style-type: none"> <li>1. Follow emergency action plan (above).</li> <li>2. Remain with causality and remove others in group from the situation, ensuring they are safe.</li> <li>3. Immediately notify emergency services and school</li> <li>5. The police will notify the parents/guardians/next of kin.</li> <li>6. Gain advice on follow up from the police</li> <li>7. Report to RIDDOR and Ofsted.</li> </ol>



<p><b>Stranger or uninvited person</b></p>	<p><b>DO NOT approach intruder, but ask them from a distance to leave the site.</b></p> <ol style="list-style-type: none"> <li>1. Remove children from area and to safety.</li> <li>2. Inform the police.</li> <li>3. If a child is involved the police must be called, and the child/children involved are to be removed from situation and made to feel safe.</li> <li>4. Parents/guardian should be briefed by Nursery manager ASAP or in accordance with advice of the Police, ASAP.</li> </ol>
<p><b>Behaviour Problems</b></p>	<ol style="list-style-type: none"> <li>1. Talk to child involved and initiate restorative physical intervention if necessary.</li> <li>2. Remove other children from the area of risk, if it is deemed to be necessary.</li> <li>3. Inform school and call for help as needed.</li> <li>4. Debrief child after calm down period.</li> <li>5. Log incident.</li> <li>6. Inform parents/guardian</li> </ol>

	<p>7. Create risk assessment, if necessary</p> <p>8. Close supervision and monitoring of behaviour.</p>
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### 3.8 Adult responsibilities

Each adult working at The Little Firefly Forest School session will be made aware of their responsibilities prior to the session. It is the responsibility of each adult to familiarise themselves with their role, prior to the FS session. Adults attending FS should to be remain flexible in their approach whilst ensuring their duties are met. All adults are responsible for monitoring behaviour and safety.

<b>One adult to 4 children. This is an overview of SOME of the responsibilities of Outdoor Nursery Educators.</b>		
<b>Adult 1</b>	<b>Adult 2</b>	<b>Adult 3</b>
<ul style="list-style-type: none"> <li>○ To ensure a working and fully charged mobile phone is available during each session</li> <li>○ To administer first</li> </ul>	<ul style="list-style-type: none"> <li>○ To prepare drinks and snacks during the session</li> <li>○ To prepare handwashing facilities</li> </ul>	<ul style="list-style-type: none"> <li>○ Help children use the handwashing facilities before snack/lunch time</li> <li>○ Help hand out drinks and snacks</li> </ul>

<p>aid</p> <ul style="list-style-type: none"><li>○ To complete observations throughout</li><li>○ To ensure; medication, risk assessments and contact list are available</li></ul>	<ul style="list-style-type: none"><li>○ Wash up</li><li>○ To complete observations of children throughout</li></ul>	<ul style="list-style-type: none"><li>○ Ensure all children are wearing appropriate footwear and clothing before leaving school</li><li>○ To complete observations of children throughout</li></ul>
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#### **4.0 Sustainability and ecological impact**

Good modelling of sustainability is key in ensuring that the Forest Schoolers develop an understanding of the importance of it, not only in relation to Forest School, but to the wider world – past, present and future. Through Forest School, it is hoped that children will develop a relationship with our site, understand what grows and lives there and how we can sustain and look after our site. Where possible, children should be encouraged to take part in small conservation tasks such as planting trees, protecting wild flowers and building mini beast hotels.

Forest School should teach children to;

- Care for themselves
- Care for others
- Care for the planet

Children should be encouraged to;

- Connect with planet survival
- Minimise waste
- Composting
- Take responsibility for their own future
- Understand the potential impacts on the planet

Where possible natural biodegradable materials should be used – for example, sisal rope is used which will biodegrade should it be left behind. However, our agreement with Black Park is that we leave the site how we find it. This includes;

- Not lighting camp fires on the ground (a fire pit is used)
- Not leaving rubbish behind – of any kind
- Not leaving materials behind
- Not breaking branches
- Not damaging any wild flowers/plants
- Not damaging any animal habitats
- Not disturbing any rare or nesting birds

## **5.0 Activity Code of conduct**

### 5.1 Entering and leaving the forest

Children and adults are expected to enter and leave the forest in calm, respectful and safe manner. We will explore the woodland, whilst respecting the fauna and flora that already exists; understanding that we are sharing the woodland alongside them. When leaving, the site must be left exactly as it was found.

### 5.2 Fire building and safety

The Forest School leader is wholly responsible for the lighting of the fire. A fire should never be left unattended – with an adult with the fire at all times. A fire square/triangle will be created to ensure the fire is secure. A fire will not be lit unless all fire safety equipment is present

- Water
- Watering can
- Burns kit
- First aid kit
- Fire glove
- Mobile phone

We will not run near a fire and children will be asked to sit on the seating provided around the fire circle 1.5 metres from the fire. If you wish to move seats you must leave the fire circle and walk around. Nothing should be thrown into the fire and no one should reach over/across the fire at any time. **A full risk assessment must be made before a fire is lit.**

### 5.3 Tree climbing

Tree climbing is allowed during Forest School after a full risk assessment has been made. The Forest School leader must ensure that the tree the children intend to climb is safe (look for rotten or loose branches and ensure the tree is live). An adult must be present when a child is tree climbing, whilst not being invasive to the child's play and development. Children should only try to climb as high as they are able to safely and comfortably. This should be judged based on the individual ability and age of each child – it is not a one size fits all matter.

### 5.4 Den building

Den building using ropes and tarpauling are all encouraged at Forest School; a full risk assessment should be made prior to these activities. Children may use sticks to build their own dens. All dens must be taken apart before leaving Forest Schools. Adults should do a dynamic risk assessment if the children find an already constructed den and wish to explore it. This risk assessment should include checking the structure inside and out and ensuring that it is safe.

### 5.5 Rope use

We encourage the use of ropes to gather materials and transport things; we do not use ropes to tie anybody up with. If a child would like to use a rope to build a swing or put up a tarpauling then an adult should support and supervise this. Ropes are a good way of demonstrating knots to the children.

### 5.6 Playing with sticks and stones

Children may want to transport rocks and logs/sticks. This is allowed in Forest School. Children should be taught about insects live under larger logs and dead wood and that this should not be moved. Children should be allowed to play freely with sticks, but adults should use their initiative to stop play if children are using sticks as weapons. When carrying sticks, children should be taught to be aware of the distance from them to other children.

### 5.7 Digging at Forest School

Digging large holes is not encouraged. Children may carefully move soil to look for insects and their habitats using lolly pop sticks, fingers or small sticks found within the forest but deep holes should not be made.

### 5.8 Tool use

All tools have their own clear code of conduct for correct use which will include consideration of specific personal protective equipment, correct use of a specific body posture, and consideration of the appropriate types of activity that each tool may be used for.

### 5.9 Boundaries

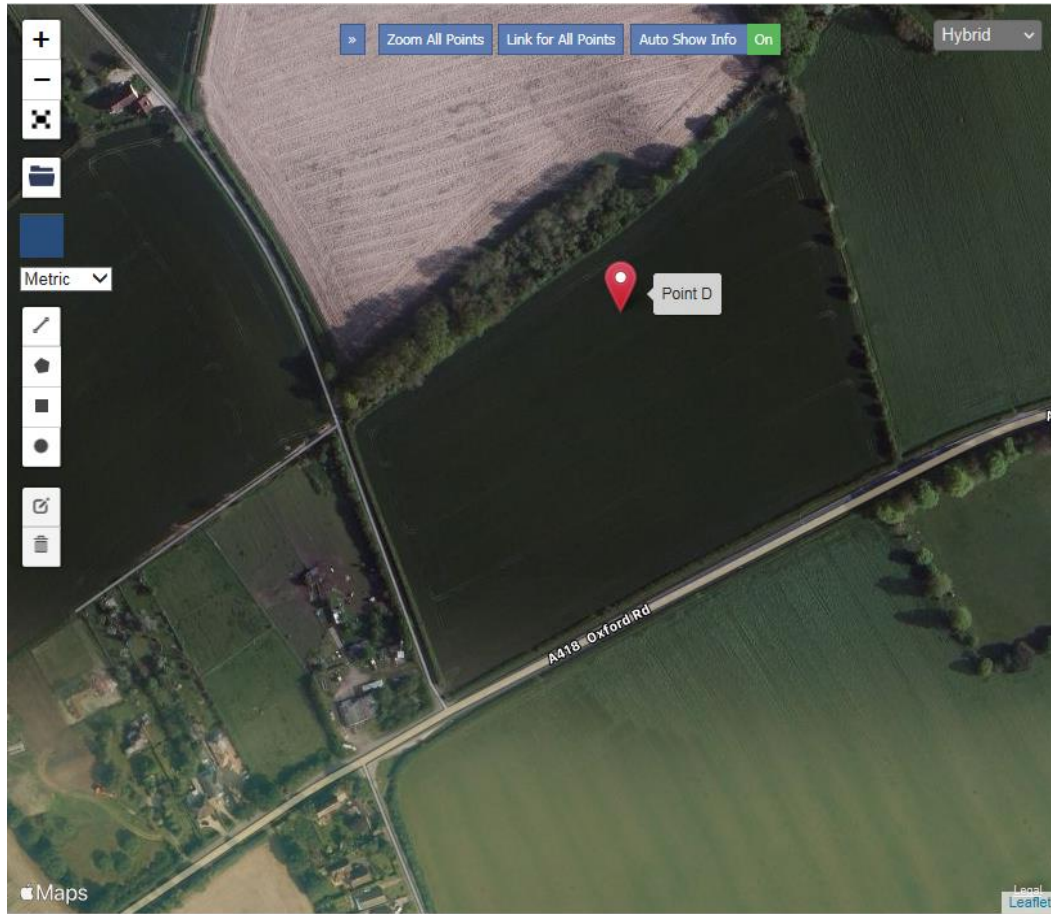
The Forest School leader will set boundaries at the start of every session, using their own methods. Children and adults should stay within the boundaries throughout the Forest School session.

### **6.0 Location and grid reference**

Grid ref and post code for The Little Firefly Forest School: SP 76780 12521 HP17 1PZ



### 6.1 A map of The Little Firefly Forest School



## 7.0 Woodland Management plans

### 7.1 The Little Firefly Forest School

Factor	Where	Current situation	Target situation	preventative measures	monitoring	method of management	timescale
Pathways	<ul style="list-style-type: none"> <li>main walkways</li> <li>walkways into woods</li> </ul>	<ul style="list-style-type: none"> <li>Mud/grass path entering woods</li> <li>Create pathway throughout woods</li> </ul>	<ul style="list-style-type: none"> <li>School staff to complete a dynamic risk assessment on arriving at site</li> <li>General site risk assessment to be complete prior to session, taking in consideration weather</li> </ul>	<ul style="list-style-type: none"> <li>discourage digging on paths</li> <li>ensure children have appropriate footwear</li> </ul>	<ul style="list-style-type: none"> <li>check each visit</li> </ul>	<ul style="list-style-type: none"> <li>Roads might need repairing – this can be brought to the attention of site owner</li> </ul>	Ongoing

New Trees	Throughout woodland	<ul style="list-style-type: none"> <li>New trees are growing throughout the woodland</li> </ul>	<ul style="list-style-type: none"> <li>Ensure ch are aware of new trees</li> <li>Identify new trees when walking through woods</li> <li>Explain that new trees need time to grow</li> <li>Do not allow ch to grow on new or young trees</li> </ul>	<ul style="list-style-type: none"> <li>tree covers for protection from wildlife if necessary or appropriate</li> <li>Do not allow ch to climb on new or young trees</li> </ul>	<ul style="list-style-type: none"> <li>keep check on trees planted</li> </ul>	Ongoing checks/dynamic risk assessments	Ongoing
Nettles	on main walkways	<ul style="list-style-type: none"> <li>growth over paths</li> </ul>	<ul style="list-style-type: none"> <li>Ensure ch are wearing the correct clothing when in the woodland (long trousers, long sleeves)</li> <li>Make ch aware of nettles</li> <li>Use cleared walkways</li> </ul>	cut back to path edge	each visit	at risk assessments/dynamic risk assessments	Ongoing

Deadwood	Piles throughout woodland		<ul style="list-style-type: none"> <li>a deadwood pile for insects to thrive</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to put leave deadwood where they find it to reduce disruption</li> <li>Encourage ch to find fallen wood/sticks to build mini beast hotels etc</li> </ul>	discourage children from disrupting dead wood	regular building of mini beast homes/bird nests etc.	Ongoing
Fire Circle	In clearing of woods	Fire pit will be used minimize damage to the grass area	A space for all children to sit and gather and have a fire.	Maintain and fix sections that may become broken or worn.	Check each visit for damage.	Children can help maintain the area.	Ongoing

As frequent users of the forest we can observe changes. It is our responsibility to ensure we are using the woodland safely and respectfully.

## 8.0 Appendix

### 8.1 Risk assessment

<b>RISK ASSESSMENT</b>			<b>DATE:-</b> Ongoing		<b>ACTIVITY BEING ASSESSED:</b> Tree Climbing and use of ropes for swings		<b>LOCATION BEING ASSESSED:</b> The Little Firefly Forest School  Phone: N/A	
<b>Establishment – The Little Firefly Forest School</b>					<b>Assessment by: Georgina Adams</b>		<b>Date:</b> Ongoing	
<b>Hazard/ Risk</b>	<b>Who is at Risk?</b>	<b>Initial Risk Rating</b>	<b>Normal Control Measures</b>	<b>Are Control Measures in Place</b>  Y/N/NA	<b>Are Control Measures Adequate</b>  Y/N/NA	<b>Additional Control Measures</b>	<b>Residual Risk Rating</b>	
Scratches and abrasions from trees or ropes	Pupils and staff	4	<ul style="list-style-type: none"> <li>• Children to wear adequate clothing, including long sleeves and trousers</li> <li>• Children briefed on safety – assessing condition of the tree, checking for brambles etc</li> <li>• Ropes will not be used to hold onto when supporting body weight; seats or grips to</li> </ul>	yes	yes	<ul style="list-style-type: none"> <li>• Gloves available to wear if necessary</li> </ul>	3	

			be added if needed				
Falling from a height (due to rope failure)	Pupils	10	<ul style="list-style-type: none"> <li>• Only high quality rope, with load strength in excess of requirements (climbing rope) to be used</li> <li>• No swings to be made that are above waist height</li> <li>• All knots/ connections/ components to be tested and approved by Qualified Staff before any usage</li> <li>• Children instructed to only climb as ‘high as the adult supporting them’.</li> </ul>	yes	yes	<ul style="list-style-type: none"> <li>• Ropes to be stored safely and dried after use</li> </ul>	4
Falling from a height (due to slipping, exceeding abilities)	Pupils	10	<ul style="list-style-type: none"> <li>• Children briefed about safe climbing</li> <li>• Staff monitoring and assistance if needed</li> <li>• Children encouraged to climb within limits – activity to cease if this is ignored</li> <li>• Celebrate and model good practise – e.g. feet on different branches, not climbing if wet, checking branches before committing weight to them</li> </ul>	yes	yes		4

Impact injury (swinging onto others or nearby objects)	Pupils	5	<ul style="list-style-type: none"> <li>• Check that any swing is made within a clear area, with no objects within the area</li> <li>• Children to be briefed on where is safe to stand whilst swings are used</li> <li>• Swings to be constructed at a distance from tree trunks that prevents impact</li> <li>• Supervision and monitoring by staff</li> </ul>	yes	Yes		2
<b>Generic Risk Management</b>	<ul style="list-style-type: none"> <li>• Visit leader appointed, with Forest Schools Training and extended first aid training (currently G. Adams)</li> <li>• High level of staffing</li> <li>• Children not to climb or use swings without direct supervision</li> <li>• Outdoor and Burns First Aid kit, spare clothing, hats/gloves scarves, emergency blankets, hot drink in flask and school mobile to be carried visit leader</li> <li>• Risk assessment discussion to be had with all children before leaving for an activity, and dynamically whilst on visit</li> <li>• Visit leaders to visit and risk assess site before visit, only using areas that are familiar and known to be safe</li> </ul>						
<b>Date of Review:</b> June 2019	<b>Reviewed by:</b> Georgina Adams			<b>Comments:</b>			

## **GUIDANCE ON USING GENERIC RISK ASSESSMENT**

Health & Safety legislation requires every employer to adequately assess the risks to the health & safety of his/her employees to which they are exposed whilst they are at work. The risks to the health & safety of persons not in his/her employment arising out of or in connection with any work activity must also be assessed. These assessments should also identify and record any group of employees particularly at risk; and be formally recorded.

### **What is a Risk Assessment?**

A risk assessment is a careful examination of how people may be harmed from a particular activity or situation. The assessment will help you to identify the likelihood of harm and whether you can reduce the risk to a reasonable level, through the introduction of control measures.

**Hazard:**

A hazard is defined as something with the potential to cause harm.

**Risk:**

A risk is the likelihood of potential harm from the hazard being realised. This is usually evaluated by considering the likelihood of the harm occurring and the potential severity of the harm.

**RISK ASSESSMENT MATRIX**

	Minor Injury	First Aid Injury	3 Day Injury	Major Injury	Fatality
Remote Possibility	1	2	3	4	5
Might Happen	2	4	6	8	10
Feasible	3	6	9	12	15
Highly Probable	4	8	12	16	20
Invariably Happen	5	10	15	20	25

**RISK FACTOR ACTION TABLE**

**Risk Factor**

16-25  
10-15  
6-9  
3-5  
1-2

**Action Required**

Unacceptable Risk – Immediate action required  
Risk reduction required – High priority  
Medium risk – Action required so far as is reasonably practicable  
Low priority – Further risk reduction may not be feasible or cost effective.  
Low risk – No further action require



8.2 Risk Benefit form

### Risk Benefit Assessment

<b>Setting/ Site</b>	The Little Firefly, Buckinghamshire	<b>Who is covered by the assessment?</b>	Forest school leader/support staff and pupils attending
<b>Forest School Leader</b>	Georgina Adams	<b>Date assessment completed</b>	26.07.2019
<b>Location Grid Reference</b>	SP 77275 12150	<b>Signed</b>	G.Adams

<b>Activity / Process / Operation</b>	Exploring woodland, tree climbing and using ropes to build a rope swing
<b>Generic Benefits Why are we doing this?</b>	<p>Benefits include;</p> <ul style="list-style-type: none"> <li>• Develop self-confidence and successfully deal with significant life changes and challenges</li> <li>• Developing enterprising behaviour</li> <li>• Promote physical and fitness health and development</li> <li>• Promote Mental and emotional health/wellbeing</li> <li>• Encourage Healthy lifestyles</li> <li>• Will support achieving stretching national educational standards at primary school</li> </ul>

	<ul style="list-style-type: none"> <li>• Will support achieving personal and social development and enjoyment of recreation</li> <li>• First hand experiences of life and growth; endless opportunities for creativity and imagination; improved</li> <li>• Improve vision</li> <li>• Promotes social Skills</li> <li>• Increases attention Span</li> <li>• Reduces Stress</li> <li>• Provides Vitamin D</li> <li>• Learning opportunities linked to; PSHE, R.E, Science, geography, literacy and numeracy</li> <li>• Supports fine motor development</li> <li>• Develops listening and communication skills</li> <li>• Develops the ability to manage own risks</li> <li>• Develops social skills</li> <li>• Develops team building skills and the ability to lead a team</li> <li>• Builds on self-esteem and self-belief</li> <li>• Helps a child to overcome and face challenges, as well as learning to accept when a challenge cannot be overcome</li> <li>• An opportunity for staff to observe children in a non-classroom setting</li> <li>• An opportunity to learn and address academic inequalities in a supportive and inclusive environment</li> <li>• Develops a better understand and appreciation of our environment and the importance of looking after it</li> <li>• Potentially improves behaviour</li> </ul>
<b>What are the Health and</b>	1. Potential harmful plants

<p><b>Safety Hazards?</b></p>	<ol style="list-style-type: none"> <li>2. trip and slip hazards</li> <li>3. falling branches</li> <li>4. lake (water)</li> <li>5. potentially dangerous insects</li> <li>6. ticks</li> </ol>	
<p><b>What risks do they pose and to whom?</b> (See checkpoint 2)</p>	<ol style="list-style-type: none"> <li>1. Poisoning – all involved</li> <li>2. Fractures/sprains/bruises/cuts – all involved</li> <li>3. Head injury – all involved</li> <li>4. Bites/infection - all involved</li> <li>5. Lyme disease – all involved</li> </ol>	<p><b>Estimate Risk Level</b>                  Acceptable / <b>Unacceptable</b>                  (See checkpoint 3)</p>
<p><b>What measures have been taken to reduce the risk? (Control Measures)</b>                  (See checkpoint 1, 4, 5-11)</p>	<ol style="list-style-type: none"> <li>1. Children and staff are aware of the ‘no hands in or near mouth’ rule when in Forest School. Hand washing facilities will be provided for regular handwashing, particularly before meal times.</li> <li>2. Staff will continually monitor learners and FS leader will ensure that children are made aware of the unevenness of the forest ground and ask them to be aware of where they are running/walking. A first aid kit and first aider will be present at all times.</li> <li>3. A woodland management plan in place ensuring that trees are maintained and checked for lose or fallen branches. Children will be made aware of the risk of falling branches</li> </ol>	<p><b>Level Achieved</b>   <b>Acceptable</b></p>

	<p>before FS and staff will remain vigilant. A first aid kit and first aider will be present at all times.</p> <p>4. There are no known species that will cause a fatality or serious injury at The Little Firefly Forest School, however, children will not be having physical contact with the insects they find – they will be using a plastic bug finder. All insects will be released back into their natural habitat. Staff will remain vigilant at all times and a first aid kit and first aider will be present at all times.</p> <p>5. Children will be made aware of what a tick looks like. Children will always wear clothing that covers legs. Staff will visually check children’s visible skin on arriving back to school. A first aid kit, including a tick remover and first aider will be present at all time.</p>	
<p><b>What further action is needed to reduce the risk?</b> (State action / specify dates)</p>	<p>None known at this time</p>	<p><b>Dates</b></p>
<p><b>Assessor</b> Georgina Adams</p>	<p><b>Signed by:</b> (checkpoints 12, 13 and 14)</p>	
<p><b>Job Title</b> Nursery Manager/Forest School leader</p>	<p><b>Head of Establishment / Manager:</b> Georgina Adams</p>	

<b>Date of Assessment</b> 27.07.2019	<b>Date:</b> 27.09.2019
<b>Review Date</b> (checkpoint 13)	

<b>All adults accompanying Forest School and Outdoor Learning in a regular supporting role must read and sign this Risk Assessment (checkpoint 14)</b>	
<b>I have read and agree to abide by the Risk Assessment</b>	
<b>Signature</b>	<b>Name</b>
<b>Date</b>	

Checkpoints

1. Has all health and safety information been obtained?
2. Consider the number of persons exposed
3. Estimate initial risk level – Acceptable / Unacceptable
4. Consider if elimination or safer substitution
5. Considered all necessary control measures including procedural and technical controls
6. Are the above controls to the required standard and regularly maintained?
7. Have emergency action plans been considered?
8. Have employees (and other persons) been adequately trained / instructed and informed?
9. Has adequate supervision been provided?

<b>Specific Action / Planning Points</b>

10. Consider if personal protective equipment is required.
11. Is health surveillance required?
12. What arrangements have been made for monitoring the assessment?
13. How often is the assessment reviewed?
14. Has the assessment been drawn to the employee's attention?