



FOREST SCHOOL HANDBOOK.



## Contents.

What is Forest Schools?	1
The six principles of Forest School	2-3
Article 31 (UNCRC)	4-5
Forest School at Stoughton Infant School	6
Examples of activities	7-12
Designated person responsibilities	13
Job description	14
First aid certificate	15
DBS check	16
Covered areas of learning	17-19
Forest School rules	20-21
Ways to involve children in woodland management	22-24
Example of previous linked lesson plan	25-26
Fire circle rules	27
Forest School consent form	28-29
Emergency services contact form	30-31
Code of practice / health & safety	32
Examples of Forest School assessment / questioning	33-37
Safeguarding	38
School policy list (reference to school website)	39-40
First aid and Emergencies	41-42
Missing child procedure / toileting	43
Poor weather procedure	44
Personal protective clothing	45
Risk assessments	46-69
Site assessment / 3 year management plan / photos	70-83
Communication with stakeholders	84
Copy of courtesy letter to neighbours	85

Appendix i (School risk assessment membership)

Appendix ii (COVID self- isolation table)

## What is Forests Schools?

Forest Schools began in Scandinavia in the 1950's, using woodland as a classroom enabling children to learn about the natural world. In Denmark it has been part of the Early Years education since the 1980's. It was introduced to the UK in 1995 by Bridgewater College in Somerset.

Research has shown that Forest School has a positive effect on children's confidence, self-esteem and independence as well as increasing physical and social skills.

Pre-school children and older disaffected young people in particular respond well to the gentle challenges and positive atmosphere of Forest School sessions.

Forest School is about getting out into the woods to explore and learn. Exciting and different there's something for everyone of all ages. Children use tools, build shelters, saw wood, whittle sticks, help to light a fire, design and make animal homes, collect things, study bugs, listen to birds the list is endless!

Activities are child centred and child led. Small manageable tasks help children learn to take care of themselves and others, take risks safely and take responsibility.

Adults help children make things happen rather than directing activities. Children are free to roam within the Forest School area to extend their play.

Natural resources are used to stimulate the imagination, creativity and investigation.

## **Principles and Criteria for good practice in Forest School.**

The Forest School ethos has six principles, agreed by the UK Forest School community in 2011. For more information on what Forest School is and how the guiding principles were agreed see the FSA website.

Guiding principles of Forest School are given below; criteria for good practice relating to each are listed directly underneath.

### **Principle 1: Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School.**

- Forest School takes place regularly, ideally at least every other week, with the same group of learners, over an extended period of time, if practicable encompassing the seasons.
- A Forest School programme has a structure which is based on the observations and collaborative work between learners and practitioners. This structure should clearly demonstrate progression of learning.
- The initial sessions of any programme establish physical and behavioural boundaries as well as making initial observations on which to base future programme development.

### **Principle 2: Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.**

- Whilst woodland is the ideal environment for Forest School, many other sites, some with only a few trees, are able to support good Forest School practice.
- The woodland is ideally suited to match the needs of the programme and the learners, providing them with the space and environment in which to explore and discover.
- A Forest School programme constantly monitors its ecological impact and works within a sustainable site management plan agreed between the landowner/ manager, the forest school practitioner and the learners.
- Forest School aims to foster a relationship with nature through regular personal experiences in order to develop long-term, environmentally sustainable attitudes and practices in staff, learners and the wider community.
- Forest School uses natural resources for inspiration, to enable ideas and to encourage intrinsic motivation.

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

- Where appropriate, the Forest School leader will aim to link experiences at Forest School to home, work and /or school education
- Forest School programmes aim to develop, where appropriate, the physical, social, cognitive, linguistic, emotional, social and spiritual aspects of the learner.

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

- Forest School opportunities are designed to build on an individual's innate motivation, positive attitudes and/or interests.
- Forest School uses tools and fires only where deemed appropriate to the learners, and dependent on completion of a baseline risk assessment.
- Any Forest School experience follows a Risk-Benefit process managed jointly by the practitioner and learner that is tailored to the developmental stage of the learner.

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

- Forest School is led by qualified Forest School practitioners, who are required to hold a minimum of an accredited Level 3 Forest School qualification.
- There is a high ratio of practitioner/adults to learners.
- Practitioners and adults regularly helping at Forest School are subject to relevant checks into their suitability to have prolonged contact with children, young people and vulnerable people.
- Practitioners need to hold an up-to-date first aid qualification, which includes paediatric (if appropriate) and outdoor elements.
- Forest School is backed by relevant working documents, which contain all the policies and procedures required for running Forest School and which establish the roles and responsibilities of staff and volunteers.
- The Forest School leader is a reflective practitioner and sees themselves, therefore, as a learner too.

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

- A learner-centred pedagogical approach is employed by Forest School that is responsive to the needs and interests of learners.
- The Practitioner models the pedagogy, which they promote during their programmes through careful planning, appropriate dialogue and relationship building.
- Play and choice are an integral part of the Forest School learning process, and play is recognised as vital to learning and development at Forest School.
- Forest School provides a stimulus for all learning preferences and dispositions.
- Reflective practice is a feature of each session to ensure learners and practitioners can understand their achievements, develop emotional intelligence and plan for the future.
- Practitioner observation is an important element of Forest School pedagogy. Observations feed into 'scaffolding' and tailoring experiences to learning and development at Forest School.

Article 31 of UN Convention of the rights of children ( relevance ) to play.

(From IPA website and UNCRC handbook online).

We need to look holistically at children's lives and hear what affects them. The following statement is made by the International Play Association (IPA):

“ every child has the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts. That member governments shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.”

Play is a mode of being, rather than an activity and is neither time or space bound. It is interwoven into children's everyday lives.

The UNCRC handbook describes play as possibly “the most interesting ( of the group concepts ) in terms of childhood in that it includes activities of children which are not controlled by adults.” Play is undertaken for its own sake and not for prescribed purposes. Characteristics of free play such as control, uncertainty, flexibility, novelty and non-productivity are what produce a high degree of pleasure and simultaneously, the incentive to continue to play. Recent neurological research has found that this type of behaviour plays a significant role in the brain's structure and chemistry necessary for optimal physical and emotional functioning.

# The United Nations Convention on the Rights of the Child

## Article 31

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.





## Forest School at Stoughton Infant School.

Forest School began at Stoughton in 2010, where initially small groups of six children had weekly sessions for a period of six weeks. This was led by Surrey Wildlife Trust within their Green space project and assisted by support staff from the school.

It soon became clear the benefits that Forest School brought to our children.

Three staff were then given the opportunity to complete Forest School training.

It was then decided that all Year 1 and 2 year groups would participate in the Forest School programme as part of our curriculum, and sessions were done on a three weekly rotation afternoons only, sessions lasting 1½ hrs.

Now many years later it has been extended to include both reception and nursery.

Sessions are for 1hr on a three week rotation for reception, year 1 & 2 with nursery having one approximately every five weeks.

Children are in groups of either six or ten depending on child/adult ratio.

The Forest School is now run by Mrs Sue Goodall who is working towards her Level 3 award for Forest School practitioners. Assistance is provided by volunteers who kindly donate their time and are subject to enhanced DBS checks.

The site of our Forest School area is situated within our school grounds to the far right of our playing field. There is a high metal fence that borders the area on three sides and also denotes the school boundary, the remaining side has long logs that separate the Forest School area from the playing field. There are a variety of flora and fauna and examples of these are contained in a separate resource to view.

Pathways have been created for children to use to reduce impact on the environment.

A new large covered shelter within the area has recently been built which will be perfect for very wet days.

The sessions offer a wide variety of activities and some examples are listed overleaf.

# EXAMPLES OF ACTIVITIES

The Forest Schools Programme aims to provide a variety of stimulating activities that allow young people to take managed risk, and use tools they would not normally have access to. The Forest School Leader and their team will offer a wide range of activities and experiences to the children; but they will also be influenced and guided by the needs and interests of the students attending, as well as any agreed focus the school wishes to incorporate. The following is thus a list of general activities and is therefore by no means exhaustive:

- campfire making and campfire cooking
- making hot drinks with a Kellie Kettle
- shelter building – miniature, individual, group
- woodcraft activities i.e.–
  - name cookies
  - mallet making
  - butter knife
  - tent pegs
  - picture frames
  - charcoal pencils
- mud faces and other mud activities
- bird feeders
- blindfold games
- ecology games
- nature identification and conservation.

## ***Possible activities in future to aim for:***

### GAMES

#### GAMES ABOUT ANIMALS:

- Bat and Moth
- Predator and Prey
- Migration Headache
- Deadly Links
- Oh Deer
- Quick Frozen Critters
- Mini-Beast Micro-Hike
- Mirror Walk
- Animal Guessing Game
- Noah's Ark
- What Animal am I?

- Wild Animal Scramble
- Find Your Flock
- Build A Nest
- Pheasants And Foxes
- Bird Calling
- Calling Predators

#### GAMES ABOUT PLANTS:

- Plant Survival Game
- Identifying Trees
- Heartbeat of a Tree
- Why Do We Need Trees
- Charcoal Bark and Leaf rubbing
- Tree Tag
- Nature Duplication
- Identification Game

#### SENSORY GAMES:

- Find A Tree Trust Game
- Blind Walk
- Blind Trail
- Caterpillar Walk
- Blindfold Drum Stalk
- Watcher of the Road
- Earth Windows
- Sound and Colour
- Nature Feely Bag
- Senses Nature Walk

#### OTHER GAMES:

- Web of Life
- Pyramid of Life
- Owls and Crows
- Scavenger Hunt
- Speed Scavenger Hunt
- Eagle Eyes
- Tracking Game 1
- Tracking Game 2
- Un-Nature Trail
- Story Strings
- The Travellers
- Folding Poem
- Tree Guardian Game

- The Map Wheel
- Elements
- Wizards, Giants and Dwarves
- Queen and her Guard
- Capture The Flag
- Double Tag
- Stop
- Assassin
- Evolution
- Sardines
- Fish Fingers
- Killer Frisbee
- Leila's Game
- Wildmen in the Alders
- Foxes and Owls
- Camouflage
- Recon-Hike
- Magic Spots
- Exploring Special Places
- Sunset Watch
- Silent Sharing Walk
- Still Hunting

#### IMPROVISATION GAMES:

- Park Bench
- What are you doing?
- Freeze The Scene
- Shopping channel
- Yes Lets
- Party Guests
- Where Are We Know
- Jumping In
- Narrator

#### CIRCLE GAMES:

- Group Story
- Pass The Clap
- 1-10 Game
- Zip, Zap, Boing
- Change the Sound
- Dream Game
- Remember the Movement

### CREATIVE GAMES:

- Newspaper Towers
- Newspaper Fashion Show
- Newspaper Bridges

### WOODCRAFT ACTIVITIES

- Name Cookies
- Butter Knife
- Making a Mallet
- Picture Frame
- Bird Feeder
- Tent Peg
- Viking Knitting
- Wooden Spoon
- Rustic Stool
- Other Woodcraft Ideas

### ART IN NATURE

- Nature Art
- Mini-Beasts and Mini-shelters
- Mud Sculptures
- Dreamcatcher
- Woodland Mobiles
- Nature Crowns
- Christmas Wreath

### STORIES, POEMS AND FOLKLORE

- Anglo-Saxon Rune Symbols Alphabet
- Sacred Trees
- Mama Africa
- The Legend of the Dreamcatcher
- The Rainbow People

### SHELTER BUILDING

- Building a Natural Shelter
- Erecting a Tarpaulin Shelter

### FIRE ACTIVITIES

- Campfire and the Fire Circle
- Brewing up with a Kellie Kettle
- Fire Steel and Vaseline Sandwich
- Charcloth
- Charcoal Pencils

## CAMPFIRE COOKING

- Toast
- Toasted Marshmallows
- Bannock
- Popcorn
- Roasted Vegetables
- Vegetable Kebabs
- Mulled Juice Drink

## ROPEWORK

### Lashings -

- Square Lashing
- Diagonal Lashing
- Sheer Lashing
- Tripod Lashing

### Stopper Knots –

- Overhand Knot

### Bends –

- Sheetbend
- Fisherman's Knot
- Blood Knot
- Reef Knot

### Hitches –

- Half Hitch
- Two Half Hitches
- Round Turn and Two Half Hitches
- Marline Spike Hitch
- Clove Hitch
- Cow Hitch
- Timber Hitch
- Killick Hitch

### Loops –

- Bowline

### Slipknots –

### Shortenings –

## COMPASS WORK AND NAVIGATION

- Bearings: Using a Compass

- Bearings: Using a Watch
- Bearings: Using the Sun
- Bearings: Using the Moon
- Bearings: Using the Stars

#### NATURE

- Birds
- Bats
- Dormice
- Plants
- Understanding Plants – Activities
- Trees
- Flowers
- Spore Bearing Plants

#### WEATHER

- The Beaufort Wind Scale

#### WOODLAND MANAGEMENT

- Woodland Management for Biodiversity
- Tree Planting
- Coppicing
- Dead Hedging

#### TOOLCARE

- General Tool Care
- General Sharpening
- Axe
- Bow Saw

### Designated Persons Responsibilities.

The designated person is the Forest School leader who must have had the relevant training and whose responsibilities include:

Ensure the site is safe and appropriate to use before start of each session and complete risk assessment.

Ensure all staff / volunteers have read Forest School handbook and Staff Code Of Conduct Policy.

Ensure staff/ volunteers are are briefed on Forest School session and know where resources, first aid and other equipment will be located.

Ensure that all documentation / lesson plans are taken to site.

Ensure all relevant and appropriate activities are organised and prepared.

Ensure any tools to be used are clean and packed safely.

Ensure all medical information and medication if required is taken to site.

Ensure all first aid, protective clothing, fire blanket, walkie talkie, and emergency whistle are taken to site.

Collect children from class and once outside, with the support of volunteer escort the children to and from the Forest School site.

Ensure children are wearing suitable clothing.

Ensure safety of children and administer first aid if necessary.

Call school office if there is an emergency.

Ensure there is clean water taken to site and Covid guidelines are adhered to.



<b>Post Details:</b>	
<b>Department:</b>	Support Staff
<b>Job Title:</b>	Forest School and Outdoor Learning Lead
<b>Salary:</b>	
<b>Responsible to:</b>	Head Teacher
<b>Responsible for:</b>	
<b>Contract Type:</b>	
<b>Job Purpose Statement</b> Provide a Forest School and Outdoor Learning programme across the school.	
<b>Job description</b>	
<p><b>General Duties:</b></p> <ul style="list-style-type: none"> <li>• To be responsible for, plan and oversee the day to day delivery, organisation and smooth running of a Forest School and Outdoor Learning programme.</li> <li>• To promote learning in an outdoor environment while adhering to the school policies and Forest School ethos.</li> <li>• To be responsible at all times for the well-being of adults, children and wildlife while under your supervision.</li> <li>• To passionately engage the children in Outdoor Learning whilst connecting to the relevant science curriculums.</li> <li>• To ensure the health and safety of all group members while under your supervision.</li> <li>• To maintain the Wildlife Area, tools and equipment.</li> <li>• To prepare and update all relevant risk assessments and overseeing that all staff and volunteers participating in Forest schools follows and acts upon them.</li> <li>• To prepare lesson plans, record pupils learning and access pupils needs.</li> <li>• To oversee the volunteer programme by liaising with volunteers, keeping up to date with regular sign-up sheets and to ensure that they embrace the ethos of Forest School.</li> <li>• To keep up-to-date with promotions offering free outdoor learning resources.</li> <li>• To liaise with the wider community promoting Stoughton infant School and to provide a warm welcome to visitors, parents and Governors.</li> <li>• To keep up-to-date records of permission forms, photograph and allergy lists.</li> <li>• To engage in continuous professional development and keep up to date with relevant First Aid qualifications.</li> <li>• Administer basic first aid as the need arises.</li> <li>• Communicate effectively with school staff about Forest School dates, times and pupil needs.</li> <li>• To lead the School Council, update records and promote our eco ethos throughout the school</li> <li>• To undertake all duties reasonably requested by the Headteacher related to Forest school.</li> </ul>	
<p>This job involves a moderate level of fitness. It involves the lifting, handling and transportation of resources. The role is almost always exclusively outdoors and you will be required to work year round in unpredictable weather conditions.</p>	

# Surrey First Aid Training

## Certificate

Sue Goodall

Successfully Completed a course in  
**Remote Outdoor First Aid**

On  
18<sup>th</sup> & 19<sup>th</sup> January 2020

This is a certificate of competence



16 hour course

Valid for 3 years

Reg office: 4 Saxton House, Guildford, GU2 9JX Tel: 01483 238268 Company number: 6150189

Authorised:  
*Jane Paves*  
Company Director



Marion Parish &lt;mparish@stoughton.surrey.sch.uk&gt;

**Disclosure Result Notification**

1 message

ebulkadmin@crbbabcock.co.uk &lt;ebulkadmin@crbbabcock.co.uk&gt;

10 November 2016 at 19:32

To: MPARISH@stoughton.surrey.sch.uk

Dear **Mrs Marion Parish**

This is an automated notification informing you that a Disclosure **RESULT** has been received.

**Enter the Online DBS system (Application Complete Field) to obtain details of result**

For '**CERTIFICATES WHICH CONTAIN NO INFORMATION**', either keep a copy of this **Result Notification Confirmation Email** by completing the fields below and/or print off and keep on file the Overview page for this application which is located under the **Results Section** in the **Reference** column.

For results which state '**PLEASE WAIT TO VIEW APPLICANT CERTIFICATE**' a 28 day letter will need to be issued by school/establishment requesting applicant books an appointment with designated person to **view** the **original certificate**. Please note that it may take up to a week for applicant to receive their certificate through the post.

**Disclosure Type: Enhanced****MARIA GOODALL****E0526823069****Certificate contains no information****Check against DBS Children's Barred List? YES/NO (delete as appropriate)****Certificate Number:** 001552049214**Issue Date:** 10/10/16**UPDATE SERVICE**

**Applicants can register for the Update Service on receipt of their reference number or within 19 days from the issue date of the certificate.**

**Register for the Update Service via the following website:** <http://www.gov.uk/dbs-update-service>

**If you have any queries regarding the Update Service, please contact Babcock DBS Team on 0800 073 4444 option 3.**

Yours sincerely

Babcock DBS Helpdesk Team  
**Babcock International Support Services Ltd**

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16.

## Some covered areas of learning.

### Health and Safety awareness.

Pupils will start the session by sitting together around the fire circle recalling the safety requirements expected of them and boundary limits. They will discuss within the group the importance of these rules, why they are necessary and the consequences of what could happen if the rules are not followed.

### Know your environment.

These activities give the pupils chance to explore their wildlife setting by looking closer at the habitat around them and within the Forest School area. They will be encouraged to identify the native flora and fauna within their local habitat. They will learn what an ecosystem is and how the world around them is part of that lifecycle.

### It's time for mud pies!

Using natural resources the pupils discover how water can play a vital part in changing the habitat around them. Glorious mud pies are on the agenda as the pupils learn how the natural environment can change from solid to liquid, and are encouraged to add a variety of different resources such as mud, leaves and bark to discover how these things change when water is added.

### Bush craft.

Pupils will learn skills that help to survive within the forest. They will learn how to build shelters and the concept of den building. They will select wood for fires and be taught how to build a fire and different methods of lighting. They will learn the different roles of fire and how it can be used for a range of tasks. Using fire steels they are taught the three elements needed to create fire and discover which natural materials are combustible. The pupils are safely taught how to correctly use a range of small hand tools including bow saws, palm drills and billhooks. This encourages confidence and allows them to try things that they may not otherwise have the opportunity to do.

### Bugs.

An important part of Forest School is to give the children an understanding of the creatures we share our surroundings with. Armed with magnifying glasses, scoops and collecting trays where we focus on 'bug hunts', 'insect life cycles' and 'how to identify an insect' the children are engaged in exciting activities and taught why we should value these minibeasts and the vital role they play in our ecosystem. The

children will learn about animal life cycles and why these processes are an important part of the world we live in. The children are encouraged to be very hands on where safe to do so while learning to respect all living things.

#### Craft carvers.

Using suitable wood for the activity children use saws whittling knives and palm drills to produce various craft items. They will learn how to correctly use the tools and will be encouraged to independently but under close supervision use them. Things the children can make include spinning tops, pendant and pencils. As the children increase in confidence and ability they will be encouraged to become more independent and more creative with resources.

#### Home time.

Children will learn about local wildlife and why the different seasons are important to the life cycles and welfare of these animals. They will learn about hibernation and how before winter sets in these animals need plenty of food supplies and cosy homes to keep them healthy and alive over the winter months. They will be encouraged to think of what would make a warm, safe home for hedgehogs, nesting birds and small mammals and then enjoy trying to build suitable homes for them.

#### Time to eat.

The children will get to prepare and cook a range of food on an open fire, using different techniques, promoting good hygiene and healthy choices.

#### Land art.

Natural art pieces are the focus, inspired by the work of famous artists including Andy Goldsworthy. Using the natural resources from around them such as fallen leaves, twigs, seeds and pine cones and by stirring the children's imaginations they are encouraged to get as creative as possible to produce their very own land art. Photos will be taken and posted on tapestry. Clay is a natural resource therefore an ideal material for the children to use make boggarts or bowls/plaques using natural resources to embellish or make pressing or patterns. These can be air dried and taken home.

#### Loving to learn, learning to love.

These group discussions take place around the fire circle usually at the beginning and ending of a session. This is a time where we come together as a group and share thoughts, ideas and stories. The children are encouraged to reflect on their

time outside ( a sit spot time is allocated for this) and speak openly within the group. These sessions are often when food and drink are shared. This is a special part of Forest School where memories and bonds are often formed and hopefully the seed of loving the world around them has been planted.

## Forest School Rules.

### Woodland area.

We share our woodland site with various flora and fauna which need to be respected and preserved so we will enjoy our Forest School sessions being mindful that we take this into consideration and leave as we found.

### Boundaries.

Children are reminded at start of each session where the boundaries to woodland area are. They are allowed to use the designated footpaths to explore and use all areas contained within the boundaries. The '1,2,3 where are you' system will be used as a verbal way of locating children within the area and calling them to either move to another area or meet back at the fire circle.

### Fire.

Forest School leader will be in control of fire lighting procedure. All children and adults will be sat on logs 1.5 metres from fire around the perimeter. Movement is to be confined to the outside of fire circle (including when no fire to reinforce rule). Children will only enter fire circle if invited to do so by Forest School leader or other adult.

### Sticks.

Sticks may be used but attention is drawn to how to carry correctly. Small ones may be carried, medium to long need to be dragged behind them on the ground always ensuring to check the proximity of other children around. No sticks are to be thrown, or broken off trees. There is a central place where all medium and larger sticks are stored for use, any that are used will need to be replaced at end of session ready for next group. Smaller sticks to be put back on ground where found if possible.

### Tools.

An adult will demonstrate correct use, personal protective equipment and purpose of use.

### Digging.

There is an allocated area to one end of the woodland that can be used for digging. There are buckets, spades and sieves provided and these are not to be used in any other part of the woodland.

### Eating/drinking.

Children are reminded not to put anything in their mouth that they find in the woodland, the only exception being if the Forest School leader has said so. If drinks and snacks are to be consumed then water or hand sanitiser will be provided to wash hands.

### Tree climbing.

As our Forest School woodland is still relatively young we have very few mature trees. The climbing of trees is not encouraged with the exception of one nominated tree.

### Equipment.

The equipment will be placed in a central area and then used as required the children are to be responsible for returning what they have personally used.

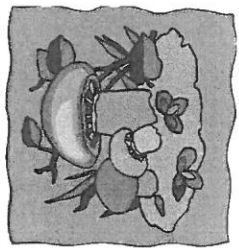
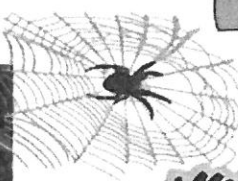
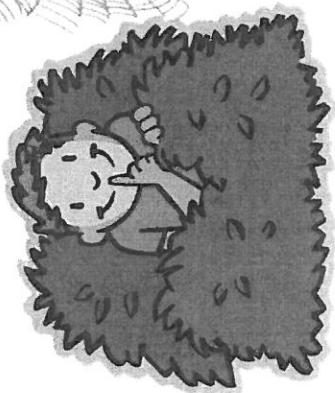
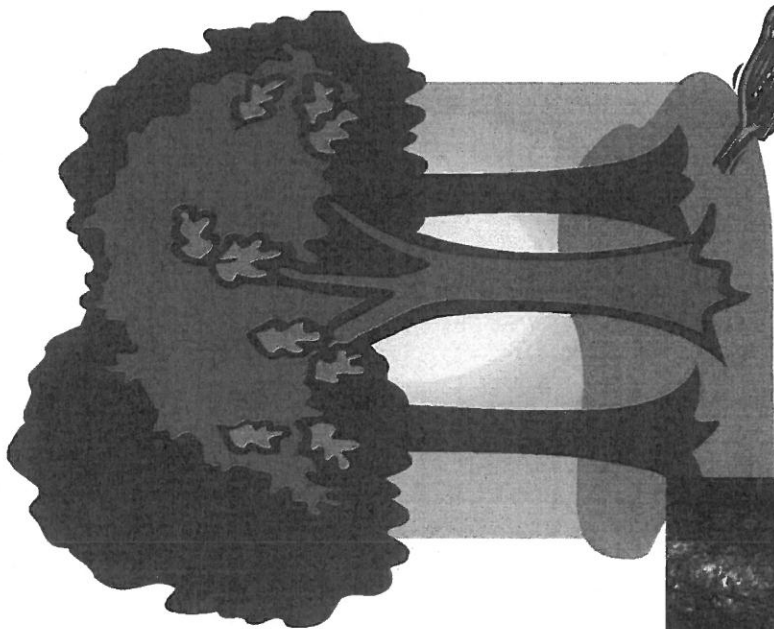


### Ways to involve children in woodland management.

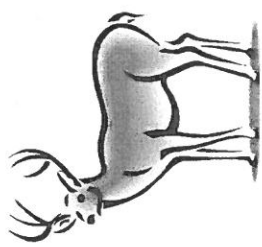
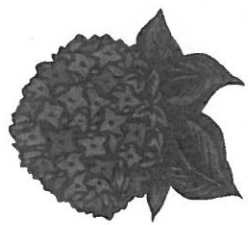
At Stoughton Infant School the children during their Forest School sessions are encouraged to participate in various activities to assist with the management of our wildlife/woodland area, some examples of these are seen below.

- . Opportunities to create more wildlife habitats i.e. log piles, bug hotels, and design/make bird boxes.
- . Use tools to help with clearing of wildlife area, i.e. assisting with cutting overgrown Trees, shrubs, nettles etc.
- . Be taught the value of natural materials that are found in a woodland and use skills also taught to produce a tool, object or piece of art.
- . Develop flora/ fauna knowledge to help understand positive/ negative impact of Human activity in such areas. Use discussion , games and other activities.
- . Learn the value of recycling natural materials once used i.e. for transient art , that need to be placed back if possible.
- . Involve in future plans, offer ideas for designing new areas, boundaries and assist with planting of trees, flowers and shrubs.
- . Think about ways to protect flora/fauna i.e. creating a natural barrier to stop daffodils/bluebells being trampled and help maintain the established growth.
- . Show and demonstrate good understanding of the effects of non- organic materials left in the environment i.e. litter picking so site remains safe for wildlife.
- . Continuous reflection on own impact within the woodland area by remembering to Follow the rules.

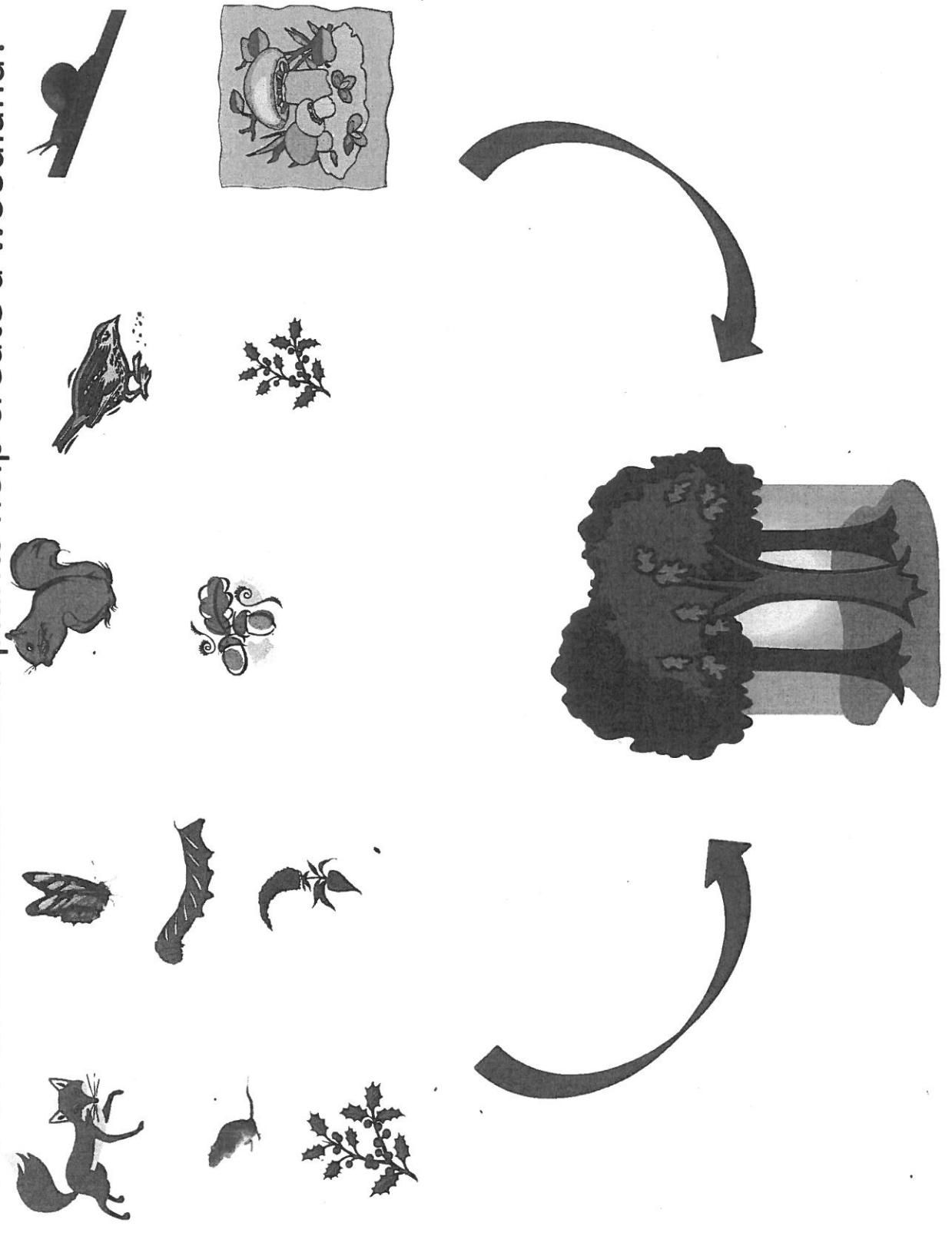
# Woodland Ecology?



# What's in a woodland?



How do these creatures and plants help create a woodland?



<b>Date:</b>	<b>Year Group:</b>	<b>Session:</b>
<p><b>Learning Objective:</b>                  To learn how to take care of our environment.</p> <p>To practice turn-taking and develop good listening skills.</p> <p>Children are to work as a team to assist in the restoration of the Wildlife Area. Children should be taught why we need to take care of the land, what can cause damage to our land and how we can go about protecting it.</p>		
<p><b>Teaching activities:</b></p> <p>Adults are to explain that the Wildlife Area needs looking after. Ask the children why they think that this is. As a group look for signs that the Wildlife Area is looking damaged or in need of some repair. Explain to the children, how we are going to repair the pathways using wood chipping which has been donated.</p> <p>Adults to demonstrate the safe use of tools and wheelbarrows.</p> <p>Forest School activities should be offered to all children after twenty minutes of the session, should they wish to do so.</p> <p><b>Key Questions:</b>                  What are the differences you can see in the wildlife area? How could you describe it? What do flowers need to grow? How do you think the area has changed by using it every day? What can we do to help the wildlife and the land? How can we use this tool safely? What would make it easier?</p>		
<p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>● Saw</li> <li>● Drill</li> <li>● Twine</li> <li>● Birdfood</li> <li>● Lard</li> <li>● Wheelbarrow</li> <li>●</li> </ul>	<p><b>Eco Points:</b></p> <ul style="list-style-type: none"> <li>● Waste Minimisation</li> <li>● Energy</li> <li>● Water</li> <li>● Healthy Living</li> <li>● Global dimension</li> <li>● Biodiversity</li> <li>● School grounds</li> <li>● Litter</li> </ul>	

<p><b>Success Criteria:</b> Children <b>should</b> be able to safely use equipment demonstrating good turn-taking. Children <b>must</b> be able to explain how we can look after the Wildlife Area. Children <b>could</b> demonstrate leadership skills.</p>	
<p><b>Additional information/Feedback</b></p>	

### Fire circle rules.

- . Weather must be risk assessed before any fire takes place.
- . The Forest School leader must be present.
- . There must be two adults present at the session.
- . The Forest School leader must be present at the fire at all times.
- . The fire must be lit in the middle of the fire circle.
- . Seating logs are to be 1.5 metres away from the fire.
- . Materials to be checked for suitability to be burned.
- . Children must not walk inside of the fire circle unless supervised and instructed by an adult.
- . The fire bucket and water bucket must be kept next to the lit fire.
- . The fire must be extinguished appropriately at the end of session.
- . Children must recall fire rules prior to the fire being lit.
- . Sticks must not be thrown into the fire by adults or children.
- . Children to walk around the outside perimeter of seating logs to change position or if engaging in a different activity.



10 September 2020

**Stoughton Infant School**

Stoughton Road  
Stoughton  
Guildford  
Surrey  
GU2 9ZT

Email:

[mparish@stoughton.surrey.sch.uk](mailto:mparish@stoughton.surrey.sch.uk)

Phone: 01483504172

Website:

<http://www.stoughton.surrey.sch.uk/>

**Forest School consent .**

# Forest Schools

From September every child will have the opportunity to experience Forest Schools. Forest School is an exciting learning experience for children using the outdoors. This experience will compliment classroom learning and involve various activities including exploring the woodland, learning about what woodlands are used for and developing skills such as communication, teamwork and independence. Some activities will involve the safe use of basic tools and using fires to make small snacks.

Activities will be run by Mrs Goodall our resident Level 3 Forest School Practitioner (in training ) and supported by volunteers.

Please complete the following permissions below by Friday 25th September 2020.

Permission granted for my child to attend Forest School's session.

Yes

No

I consent for photos to be taken which may be used for publicity by the school or Surrey Wildlife Trust.

Yes

No

Medical conditions/allergies: Please list below

**Name:**

**Date:**



Emergency Services Contact Form.

Duration of Forest School: 1hr sessions.

Day and times of sessions: Tuesday 9.10am - 10.10am, 10.45am – 11.45am,  
1.30pm – 2.30pm.  
Wednesday 9.15am – 10.15am, 10.45am – 11.45am,  
1.30pm – 2.30pm.  
Thursday 9.10am – 10.10am, 11.15am – 12.15pm,  
2.00pm – 3.00pm.  
Friday 9.10am – 10.10am, 11.00am – 12.00pm,  
1.30pm – 2.30pm.

Location of Forest School: Playing field (eastern edge)

Host school: Stoughton Infant School,

Address: Stoughton Road, Guildford.

Postcode: GU2 9ZT

Contact number: 01483 504172

Grid Reference: OS 145 986517

Forest School Leader: Mrs Sue Goodall.

Contact names: Denise Broad, Hayley Roberts, Marion Parish.  
( School Office team )

Mobile Phone coverage  
or alternative: Walkie Talkie system used.

Nearest landline: School office ( number as above ).

Designated Safety  
Point for group: By the Dragon Field.

Nearest A&E: The Royal Surrey County Hospital,  
NHS Foundation Trust,  
Egerton Road,  
Guildford,  
GU2 7XX

Details needed by the Emergency Services.

Your name:

Your telephone number:

Details of exact location of incident within setting:

Address:

Post code:

Grid reference:

Best Emergency vehicle access point:

Nature of problem and/or severity of injury:

Need for 4x4 or helicopter:

Code of Practice for working with children from  
Stoughton Infant School.

In our provision of Forest School, there is one full time member of staff who is the Forest School Leader (Level 3 Forest School Practitioner) and one volunteer helper. Any children who require extra support will have their usual TA with them for the duration of all sessions.

It is our aim to give all participants a positive and rewarding experience, through independence and responsibility.

We aim for participants to feel safe, respected and their contributions and input valued.

All Stoughton staff are DBS checked and volunteers are requested to complete that process also.

The staff/adult to student ratio is 1 adult – 5 (6) students.

Parental consent forms are required before sessions commence.

A copy of the Staff Code of Conduct Policy can be seen on next page and is given to all volunteers for their attention.

Health and Safety.

Comprehensive health and safety procedures and instructions are in place for all Forest School sessions, activities and tools. The Forest School Leader will hold ( or be working towards ) a relevant Level 3 Forest School Leaders qualification, which includes training in the tools used and types of activities offered in the programme. As well as the areas of Health and safety covered in this handbook and within Health and Safety policy viewed on school website a set of detailed risk assessments are in place to cover all aspects of the programme. Operating procedures are in place for using forest school skills and tools.

## Forest School Assessment

Name	Understands how rules keep us safe	Is responsible for personal safety and follows rules	Understands that people, animals and plants have needs	Understands personal responsibility in preserving and improving the environment	Makes a contribution to the group through teamwork and co-operation	Recognises that personal behaviour affects others and modifies it appropriately	Listens, follows instructions and communicates with confidence	Recognises personal contribution to the group and consequently has good self esteem

## Learning sheet for Forest School

(Change with the seasons)

Name of Plant or animal Species	Seen √	Fact	Question
Silver birch		You can tell a Silver Birch by its white trunk.	What does the trunk feel like?
Hazel		They have tiny red flowers in the Spring	The fruit of the Hazel tree is called?
Daffodil		Is the national flower of Wales	What time of year do you see Daffodils?
Blackbird		The boy Blackbird (male) has a very orange beak	What do blackbirds like to eat?
Dogwood		In the olden days the wood was used for making weapons and tools	What is the colour of the branches of Dogwood
Daisy		Comes from the words 'Days-eye' because at night it closes up and opens like an eye in the day.	What colours can you see on a daisy?
Stinging nettle		The nettles are covered in tiny hairs. These are what sting.	What can Stinging Nettles be used for?
Woodlouse		Woodlice need water because they lose it through their poo and shell	Where do woodlice like to live?
Worm		Are good for compost as they make the soil rich in nutrients.	How do worms move?
Ground beetle		There are over 400,000 different types of beetle.	How many legs does a beetle have?
Centipede		Centipedes have between 20 and 300 legs.	What do they eat?

## Key Questions

- Which season are we in ?
- Can you tell me what changes you can see to the wildlife area?
- How can we stay warm in the winter?
- What could happen if we didn't keep warm?
- Why is exercise good for keeping warm?
- What happens to the wildlife in the winter?
- Why is important that they get enough food?
- What kind of homes might they need in the winter?
- How can we help their survival?
- In this country, wildlife is important to us. Why must we respect the importance of this?

## Key Questions

- Who can tell me what season we are in?
- How can you tell?
- What changes do you notice?
- Can you describe the colours of Autumn?
- Why do we have different seasons?
- Why do leaves change colour?
- Why do the leaves fall off the trees?
- What happens to the hours of daylight in Autumn?
- Why is important that we make ourselves seen when it is dark?
- What effect does the dark/cold have on the wildlife?
- What can we do to keep safe?
- What can we do to help look after the wildlife?
- What festivals can you think of this time of year?
- Do you know who celebrates them and why?
- What colours would you associate with these festivals?

## Key Questions

- What can you notice about the wildlife area?
- Why do you think changes have happened to the trees and plants?
- What happens in spring?
- What do the plants and trees need to grow?
- Why is important that the plants receive sunshine?
- Can you name the plant parts?
- Describe the plant parts?
- What colours can you see?
- How many leaves/petals can you see
- How can we help the plants to grow?
- Why do think the plants are important to our wildlife?



## Safeguarding.

At Stoughton Infant School we are committed to safeguarding and promoting the welfare of children and young people and ensure this commitment is shared by all staff and volunteers.

We have a child protection and safeguarding policy in place and all staff, governors and volunteers must be aware of this and other related policies. These are all available to view on the school website.

Our designated Safeguarding Lead (DSL) is:

Sarah Carrington- [head@stoughton.surrey.sch.uk](mailto:head@stoughton.surrey.sch.uk).

Our deputy Safeguard Lead is:

Claire Marrow- [clairemarrow@stoughton.surrey.sch.uk](mailto:clairemarrow@stoughton.surrey.sch.uk).

Both can be contacted on: 01483 504172

If the Forest School leader is concerned about a child's welfare or a disclosure of any kind is made, this will be recorded including observations or conversations either direct or overhead. It will then be reported without delay to the DSL.

A comprehensive list of school policies can be seen on the following page.



# Stoughton Infant and Nursery School

[Home](#) | 
 [Safeguarding Children](#) | 
 [Our School](#) | 
 [Parent Information](#) | 
 [Curriculum](#) | 
 [Diary](#) | 
 [Year Group Pages](#) | 
 [Contact](#)

## School Policies

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Stoughton Infant School is a member of the Athena Schools Trust (AST), and is covered by a number of AST policies. Details of these policies can be found on the AST website - [Link here](#)

Accessibility Plan 2020-2023

Admissions Policy 2019-2020

Admissions - Staff Supplementary Form 2019-2020

Admissions - Staff Supplementary Form 2020-2021

Admissions Policy 2020-2021

Anti-Bullying Policy

Attendance Policy

Behaviour Policy

Charging and Remissions Policy

Child Friendly Anti-Bullying Policy

Child Protection & Safeguarding Policy

Education of Looked After Children Policy

Educational Visit Policy

E-Safety Policy

Early Years Foundation Stage Policy

Equality Policy

Facebook Policy

First Aid Policy

Health and Safety Policy

Homework Policy

Learning and Teaching Policy

Marking and Feedback Policy

Nursery Admission Policy 2019-2020

Nursery Admission Policy 2020-2021

Photographic Images

Positive Touch Policy

Privacy Policy

PSHE Policy

Religious Education

Special Educational Needs Policy

Surrey Guidance for Supporting Pupils with Medical Conditions

Tapestry Policy

Whistle Blowing Policy

## First Aid and Emergencies.

The relevant details must be recorded on the Emergency Services Contact Form. This form must be filled in prior to the start of the Forest Schools Programme, and its location known and accessible to all relevant persons during every session. Leaders to ensure adequate lines of communication prior to the start of the programme. This will entail checking that mobile phones have network coverage or that there are suitable lines of communication with the school office in case of emergencies.

A Designated Safety Point needs to be identified before the start of the Forest School Programme. This needs to be recorded on Emergency Services Contact Form, and made known to everyone on their first session. In the event of an emergency, all staff and students are to gather here before departing as a group.

At all times there will be at least one qualified First Aider on site: leaders must be qualified first aiders. Qualified first aiders will be identified at the start of each session and are the only person allowed to administer first aid.

A comprehensive First Aid pack ( Red Safety Bag) is always taken on site and placed so that everyone knows its whereabouts. This will include a full size first aid kit and a smaller one. The smaller one is to be taken with a group if they are working/playing away from vicinity of the main group. Contents must be restocked as soon as possible if used. These kits to be checked before start of each session.

The first aider must be aware of participants medical details before the start of the programme. These details are kept on file and brought to each session.

All accidents are to be recorded in first aid accident book kept in the Red Safety Bag, class teacher and parents then informed.

Any injured persons should be made comfortable and if necessary the emergency services contacted by phone. The school has overall responsibility for first aid on school grounds.

### In the event of a minor accident:

- . Activities should be stopped temporarily.
- . Injuries to be assessed and first aid administered.
- . Forest School session may continue if minor injury.
- . If appropriate member of staff should take injured parties to local clinic or A&E.
- . Medical details must accompany injured party .If accident involves a student, parent should be informed and given choice to meet at clinic / A&E.
- . Minimum staff levels will need to be addressed or session will be abandoned and other children escorted back to class.

. All accidents recorded in full in accident book in Red Safety Bag. Parents informed.

In the event of a serious accident:

- . Activities must be ceased and tools collected in. Injuries assessed and appropriate first aid administered.
- . Alert school office with regard to situation.
- . If required call 999 for emergency services and give information on Emergency Services Contact Form.
- . First aider to stay with injured party .
- . One staff member to accompany children to designated safety point. Other staff members to position themselves at relevant points to guide emergency services injured party.
- . Medical details must accompany injured party.
- . Parent will be informed of accident, injury, action taken and destination of injured persons.
- . Record accident fully in accident book in Red Safety Bag including details of any witnesses and action taken. Copy given to the parent.

### Missing child procedure.

Our Forest School area is contained on a very secure site and whilst there is woodland two thirds is ground cover and low shrubs so visibility is good, however in the event of a child deemed to be missing the following procedure would be followed.

- . The 1, 2, 3 routine would be carried out. To firstly have everyone freeze and then be instructed to return to the fire circle.
- . A head count would be done to check for children present.
- . The volunteer would stay with children at circle whilst the Forest School leader searches Forest School area. This would only take between 5 –10 minutes.
- . If missing child still not found school office would be contacted by walkie talkie and informed of the situation.
- . The office team would then organise other members of staff to come to Forest School area and search school site.
- . Remain at Forest School area until relieved by other staff and then escort group back to class.
- . Head Teacher would decide on next steps.

### Toileting.

The children are requested to use the toilets before they are collected at the beginning of the session. As each session is only an hour long it is a rare for a child to need to go, but should the need arise there is a school building in close proximity available for use and they will be taken by either the volunteer or the Forest School leader.

## Poor Weather Procedure.

Forest School activities will be carried out in the designated woodland area unless weather conditions are extremely poor. So weather conditions will be monitored on a daily basis and relevant action taken as appropriate.

When weather is rainy shelter will be provided by one wooden hide or at least one tarpaulin erected by the children as an activity or erected by staff before children's arrival. Equally during hot weather these could be utilised as appropriate shade.

In hot weather participants need to be kept hydrated and water/squash will be provided.

In cold weather a hot drink is provided.

Appropriate clothing worn.

Recently a large outdoor shelter has been built situated just within the Forest School boundary which is always available for activities if very heavy rain.

Under the following identified weather conditions the session will be cancelled and rescheduled:

- . Gale force winds that mean a real possibility of falling branches, thus rendering the area too dangerous for use.
- . Extreme wet/cold conditions especially if children are dressed inappropriately and hypothermia is a possibility.

## Personal Protective Clothing.

Relevant protective clothing is important for the safety of all and is there to ensure students can enjoy using tools and undertake activities they would not normally be allowed to do – it MUST be worn. The following will therefore be provided for use:

- . Rigger gloves or their equivalent to be worn where appropriate. Gloves should only only be used on hand(s) using the implement with certain tools.
- . Hard hats are to be used when using the bow saw and felling larger trees.
- . Welder gloves are to be used for removing things off the fire.

Relevant protective clothing is also important for the health and wellbeing of those participating. Being cold and sitting around in wet clothing is uninspiring, demotivating and can increase the risk of accidents. Students should therefore arrive with relevant protective clothing in relation to weather i.e.

- . Sun hats, sun cream, and insect repellent for warm weather.
- . Hats, scarves, gloves, fleeces and coats for cold weather.
- . Waterproof jacket and trousers plus wellies ( or suitable equivalent ).
- . Suitable shoes for outdoor campfire activities.



# Risk Assessments.

A simple equation can be used as a basis:	Risk factors: 1-3 = low, improve where possible; 4-9 = medium, improve as soon as possible; 10+ = high, unacceptable, reduce risk before work carried out
• Risk = Hazard Severity x Likelihood of Occurrence	
<u>The likelihood of occurrences should be assessed on a scale of five:</u>	<u>The hazard severity should similarly be assessed on a scale of five:</u>
<b>5 Likely</b> - An injury is probably going to occur	<b>5 Very High</b> - multiple deaths
<b>4 Common</b> - An injury is likely to occur more than three times in a working year (doing this activity every day)	<b>4 High</b> - death to an individual
<b>3 Occasional</b> - An injury is likely to occur two or three times in a working year (doing this activity every day)	<b>3 Moderate</b> - injury or disease capable of keeping more than one person off work for 3 or more days
<b>2 Possible</b> - An injury may occur once in a working year (doing this activity every day)	<b>2 Slight</b> - injury or disease capable of keeping one person off work three or more days
<b>1 Not Likely</b> - An injury may occur less than once in a life time through this activity	<b>1 Low</b> - minor injury to one individual

Stoughton Infant School							
Risk Assessment Form – Forest Schools						Date	
Activity : Forest Schools						Updates reviewed	
Stoughton Infant School Grounds						10/9/20.	
Assessed By Michelle Anslow – forest school co-ordinator							
Reviewed By Sarah Carrington – Head Teacher							
Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Precautions	New Likelihood of Occurrence	New Hazard Severity	
				Action to be taken to reduce the risk		New Risk Factor	
Pupil injured, lost or separated from group as a result of inadequate supervision	2	3	6	Ensure one member of supervising staff is forest school and first aid trained, competent and understands their role. Sufficient supervision-group size ratio one adult to 6 children. Briefing to all on what to do if separated from the group. Head Counts by leaders particularly at arrival/departure points and when separating and reforming groups. Volunteers not to be left in charge of children during a forest school session. Children requiring the toilet can be escorted by volunteer.	1	2	2
Exposure to weather. Cold injury, heat injury, over-exposure to the sun.	3	2	6	Consider possible weather conditions and plan appropriate programme, clothing and equipment. Plan for pupils who may not bring suitable clothing – check before departure or bring spares Daily weather forecast obtained and plans adjusted accordingly. Children should not be taken outside in stormy weather (risk of lightning strikes, falling branches/trees/flooded areas).	1	2	2
Special needs of specific pupils – medical, behavioural, educational.	3	4	12	First aid cover accessible and appropriate. Leaders know how to call emergency services. Forest school staff to be given a list of children with asthma, allergies and medical conditions that may require attention. Take advice from SENCO if appropriate. Make necessary arrangements for individual pupils including individual risk assessment and additional staffing as necessary. Mobile phone and radio to be taken out with the session.	3	2	6
Splinters, grazes from wood	2	1	2	Brief participants to be aware of rough ends of materials. Participants may use gloves if they wish.	1	1	1

reviewed by Sue Goodall

Infection from touching objects, i.e. Wells	2	4	8	1	4	4
Accident in use of tools, secateurs, loppers, bow saws	2	4	8	2	3	6
Inappropriate use of sticks	3	3	9	2	3	3
Burns and Scalds when using kettle/pans/flask	3	3	9	1	3	3
Injury from fire	3	4	12	2	4	8
Burns to mouth from marshmallows	4	1	4	2	1	2
Trips, slips and falls	3	3	9	2	3	6
Inappropriate use of peelers/knives	2	3	6	1	2	2
Injury from carrying logs	2	2	4	1	2	2
Stings and bites from insects/nettles	2	3	6	1	3	3
Rash or reaction to plants	2	2	4	1	2	2
Slip or trip into the pond	3	2	6	2	2	4
Intruder within the forest school area	1	4	4	1	3	3
<b>Risk factor: 1=low 16=high</b>						

# Stoughton Infants School

## Risk Assessment Form -- General everyday risks

Site Assessed: **Tools/Activity**  
 Site Location: **Stoughton Infants**  
 Assessed By: **reviewed by sue goodall**  
 Date: **10/9/20**

Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Precautions Action to be taken to reduce the risk.	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Splinters, grazes from wood.	2	1	2	Brief children to be aware of rough edges of materials and how to handle safely. Be aware of others around them. Children can use gloves if they wish.	1	1	1
Inappropriate use of sticks.	3	3	9	Explain and demonstrate to children how to take care when moving canes/sticks. Keep a safe working distance to others.	2	3	6
Burns and scalds when using kettle.	3	3	9	Show how to use kettle on a flat surface to avoid spillage. Instruct the use of handles when lifting off the fire using a safety glove. Ensure children keep a safe distance when pouring water from kettle and explain how the kettle, steam and water is hot.	1	3	3
Injury from fire.	3	4	12	Fire circle rules to be explained and adhered to - don't walk across, stay at least a metre away, only approach the fire when supervised and ask to by an adult, no running. Fire bucket/blanket to be kept next to the fire.	2	4	8

1 = lowest risk 12 = highest risk

## Stoughton Infants School Risk Assessment Form – General everyday risks

Site Assessed: Stoughton Infants		Tools/Activity Stoughton Infants		Date: 10/9/20					
Assessed By: reviewed by SUE GOODALL		Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Precautions Action to be taken to reduce the risk.	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
		Burns to mouth from marshmallow.	4	1	4	All children to blow on marshmallows for at least 30 seconds once removed from the flame. Any that catch fire must be removed from the flame immediately and extinguish thoroughly before eating.	2	1	2
		Trips, slips and falls.	3	2	6	Ensure participants are wearing suitable footwear and are aware of particular hazards along the footpaths.	2	2	4
		Inappropriate use of knives/peelers	2	2	4	Teach correct use of peelers and knives, following correct safety procedures.	1	2	2
		Injury from carrying logs.	2	2	4	Brief participants to take care when moving logs, bending knees and straight back to avoid back injuries. Encourage rolling and sharing of loads.	1	2	2

1 = lowest risk 6 = highest risk

# Stoughton Infants School

## Risk Assessment Form – Supervision

Date: 10/9/20

Site Assessed: Stoughton Infants  
 Site Location: Stoughton Infants  
 Assessed By: reviewed by Sue Goodall

Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Precautions Action to be taken to reduce the risk.	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Children left unattended	1	3	3	Adequate ratio of adults to children at all times. Parent helper not to be left alone. Toilet runs should be supervised by support staff or volunteer helper, Forest School Leader to stay with children.	1	3	3
Inappropriate supervision or behaviour from adults	2	3	6	All volunteers are to be DBS checked after one supervised session. All staff and volunteers should be given clear guidelines of rules and acceptable behaviour.	1	3	3

1 = lowest risk 6 = highest risk

**Stoughton Infants School**  
**Risk Assessment Form - Bow saw**

Site Assessed: **Stoughton Infants** Date: **10/2/20**  
 Site Location: **Stoughton Infants**  
 Assessed By: **reviewed by SUE Goodall**

Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Precautions Action to be taken to reduce the risk.	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Storage-slippage creating cuts and gashes	<b>2</b>	<b>2</b>	<b>4</b>	Cover being on saw at all times	<b>1</b>	<b>1</b>	<b>1</b>
Maintenance-slippage creating cuts and gashes	<b>2</b>	<b>2</b>	<b>4</b>	Visual inspection. Check tension, loosen blade when not in use. Check for rusts and breakages.	<b>1</b>	<b>1</b>	<b>1</b>
Transportation-slippage creating cuts and gashes.	<b>3</b>	<b>2</b>	<b>6</b>	Carried along side by frame with guard on.	<b>2</b>	<b>1</b>	<b>2</b>

1 = lowest risk 6 = highest risk

# Stoughton Infants School

## Risk Assessment Form - Loppers

Site Assessed:		Stoughton Infants		Date: 10/9/20			
Site Location		Stoughton Infants					
Assessed By: reviewed by Sue Goodall							
Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Precautions Action to be taken to reduce the risk.	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Storage, bruising, pinching.	2	1	2	Stand upright with the two handles down as in a more stable position. Not to lay flat.	1	1	1
Maintenance, slipping whilst pinching, cutting, bruising, slashing.	2	2	4	Only to be done by an adult. Keep blade pointed away from maintainer.	2	1	2
Transportation- pinching, cutting, bruising, gashing.	3	3	9	Carry with two hands, blades pointing down.	2	2	4
Using-repetitive strain and bruising.	2	2	4	Use gloves for this action. Follow instructions.	2	1	2

1 = lowest risk 9 = highest risk



# Stoughton Infants School Risk Assessment Form - Fire Steel

Site Assessed: Site Location		Stoughton Infants						Date: 10/9/20	
Assessed By: reviewed by Sue Goodall		Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Precautions Action to be taken to reduce the risk.	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
	Storage	1	1	1	1	Kept in a tin away from children. When all finished with, needed to be counted in and put away.	1	1	1
	Maintenance-check for wear and tear.	1	1	1	1	Renew any excessively worn steels.	1	1	1
	Transportation-steels flying if swung, bruising, bumps and cuts.	2	1	2	2	Carried in hand and not swung by string.	1	1	1
	Using-heavy use can cause steel to fall out, sparks in eyes, repetitive strain injury, burns.	3	2	6	6	Take breaks to prevent bruising or repetitive strain. Follow instructions.	2	2	4

1 = lowest risk 6 = highest risk.

# Stoughton Infants School Risk Assessment Form – Tools

Tool Assessed: Knives		Date: 10/9/20					
Site Location: Stoughton Infants		Assessed By: reviewed by Sue Goodall					
Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Precautions Action to be taken to reduce the risk.	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Storage – Folding lock knives	2	2	4	Stored in tin in a locked cupboard within the school.	2	1	2
Maintenance – cuts gashes and pinching	2	2	4	Sharpen in a safe manner, using the correct procedure with blade under full control. Keep sharp. Don't leave lying around put away when finished using or lay down in a visible place if about to use again.	2	1	2
Transportation – Jabbing, cutting, gashing, pinching	3	3	9	Transport folded or if have sheathes – sheathed. Hand back to leader if finished with.	2	3	6
Using – cuts, grazing, gashes	3	3	9	Make sure lock is on so blade doesn't close. Use in the correct manner within blood bubble, hands resting on knees in a comfortable seated manner. Do not stick in wood or ground.  Follow the tools instructions.	2	3	6

1 = lowest risk 9 = highest risk

# Stoughton Infants School Risk Assessment Form – Tools

Tool Assessed: Secateurs Site Location: Stoughton Infants Assessed By: reviewed by Sue Goodall		Date: 10/9/20					
Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Precautions Action to be taken to reduce the risk.	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Storage – Pinching, cuts, grazing, gashes, bruises	2	2	4	Make sure the lock is on keeping the blades closed for when picking it up. Always do this when finished with the tool. Lay flat on shelf.	2	1	4
Maintenance – slashes, cuts, grazes, pinching, slipping	3	2	6	When sharpening the blades make sure the blade is away from the operator and the sharpening stone or tool is moved over the blades not the blades over the stone. Keep fingers flat against the blades whilst sharpening and make sure the secateurs 'arms' are apart whilst doing it.	2	2	4
Transportation – jabbing, slashing, cutting	2	2	4	Always carry sheathed or holding the handles with the blades locked using the locking mechanism, with the blades facing downwards.	1	2	2
Using – repetitive strain, bruising, nipping, cutting	3	2	6	Make sure breaks are taken if the task includes a lot of cutting. Wear gloves when operating to reduce the bruising.	2	2	4

1 = lowest risk    6 = highest risk

# Stoughton Infants School Risk Assessment Form – Tools

**Tool Assessed:** Brace and Bit  
**Site Location:** Stoughton Infants  
**Assessed By:** reviewed by Sue Goodall  
**Date:** 10/19/20

Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Precautions Action to be taken to reduce the risk.	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Storage – Putting the tool into bag/cupboard, bruising, piercing	1	2	2	The bit must be removed from the brace. Care must be taken removing the bit.	1	1	1
Maintenance – oiling, could cause slippage cuts and bruising	1	1	1	A very slight chance of risk	1	1	1
Transportation – Remove bit. If with bit piecing, cutting or bruising	2	1	2	Remove the drill bit	1	1	1
Using – working in pairs, slipping causing piercing, splinters from jamming in wood, cuts and bruising	2	2	4	The person bracing holding the wood needs to be wearing gloves. If bit gets stuck seek assistance from leader. Do not try to remove unless confident with wood. Follow instructions on tool sheet.	2	1	2

1 = lowest risk 4 = highest risk

# Stoughton Infants School Risk Assessment Form – Tools

Tool Assessed: Kelly Kettle		Date: 10/9/20					
Site Location: Stoughton Infants		Reviewed by: Sue Goodall					
Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Precautions Action to be taken to reduce the risk.	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Storage – lid coming off causing bruising from falling	1	1	1	Careful removing the kettles from and to storage	1	1	1
Maintenance – No issues(?)	0	0	0		0	0	0
Transportation – with boiling water	3	3	9	Make sure empty. Carry with gloved hands. Do not attempt to pick up by the body. Follow the tool sheet instructions	2	2	4
Using – Burns and scalds	3	3	9	Participants need to be briefed that kettles need to be used on level surfaces to avoid spillage. When lighting the fire instruct the use of handles when lifting off the fire – not at the top but at the side. Don't use cork. Use the chain to pour. Put wood in from the side not above. Keep safe distances from the pourer. Ensure anyone everyone is aware of the fire bowl being hot after use.	1	3	3

1 = lowest risk 9 = highest risk

# Stoughton Infants School Risk Assessment Form – Tools

**Tool Assessed:** Billhook  
**Site Location:** Stoughton Infants  
**Assessed By:** reviewed by Sue Goodall

**Date:** 10/9/20

Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Precautions Action to be taken to reduce the risk.	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Storage	1	1	1	Putting the cover on for storing.	1	1	1
Maintenance – sharpening may incur gashes and cuts	2	2	4	Make sure correct positioning with blade facing away when sharpening. Check handle that the head is not lose.	2	1	2
Transportation – gashes, cuts and bruising	2	2	4	Similarly check handle tightness, make sure sheath is on.	1	1	1
Using – may incur gashes, cuts and bruising	2	3	6	Check handle tightness. Correct positioning, make sure the correct way of using has been taught. Following the procedure in 'Safe Use of Forest School Tools' sheet. Make sure sheath is put on after using. Do not hold handle with a gloved hand.	2	1	2

1 = lowest risk 6 = highest risk

# Stoughton Infants School Risk Assessment Form – Tools

Tool Assessed: Peelters		Date: 10/9/20					
Site Location: Stoughton Infants							
Assessed By: reviewed by Sue Goodall							
Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Precautions Action to be taken to reduce the risk.	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Storage –	2	2	1	Stored in tin in a locked cupboard within the school.			
Maintenance – cuts gashes and pinching	2	2	4	Sharpen in a safe manner, using the correct procedure with blade under full control. Keep sharp. Don't leave lying around put away when finished using or lay down in a visible place if about to use again.	2	1	2
Transportation – Jabbing, cutting, gashing, pinching	3	3	9	Transport folded or if have sheathes – sheathed. Hand back to leader if finished with.	2	3	6
Using – cuts, grazing, gashes	3	3	9	Make sure lock is on so blade doesn't close. Use in the correct manner within blood bubble, hands resting on knees in a comfortable seated manner. Do not stick in wood or ground.  Follow the tools instructions.	2	3	6

1 = lowest risk 9 = highest risk.

# Stoughton Infants School

## Risk Assessment Form – Bad weather/high winds

Date: 10/19/20

Site Assessed: **Tools/Activity**  
 Site Location: **Stoughton Infants**  
 Assessed By: *reviewed by Sue Goodall*

Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Precautions Action to be taken to reduce the risk.	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Falling branches	2	3	6	Assess weather suitability before entering is area. Stay away from trees in high wind	1	2	2
Equipment being blown around	2	2	4	Make sure all fs equipment is safely secure in the event of high winds. Tarps to be checked daily and tied accordingly.	1	1	1

1 being the lowest risk, 6 being the highest risk



# Stoughton Infants School

## Risk Assessment Form - Tree Climbing

Date: 10/9/20

Site Assessed: Stoughton Infants		Stoughton Infants		Stoughton Infants		Stoughton Infants		Stoughton Infants		Stoughton Infants	
Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Precautions Action to be taken to reduce the risk.	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor				
Poking, scratching, grazing, falling, breaking.	3	3	9	Children should be told not to climb the trees in the Wildlife Area. Adults should explain that our trees are too young and small. They are not suitable for climbing at this time. It should be explained that climbing trees may interrupt nesting birds.	2	1	2				

Assessed By: reviewed by Sue Goodall

1 = lowest risk 9 = highest risk

# Stoughton Infants School Risk Assessment Form - Tarp shelter

Site Assessed: Site Location		Tools/Activity Stoughton Infants		Date: 10/9/20					
Assessed By: reviewed by SUE GOODALL		Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Precautions Action to be taken to reduce the risk.	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
		Trip Hazard	3	3	9	Advise of shelter positioning, show how to use safely. Use neon paracord or highlight ropes.	1	2	2
		Risk of collapse	1	2	2	Explain how to use carefully and the importance of not hanging from the wooden frame	1	1	2
		Storm damage	2	2	4	Check for stability and damage before each session	2	1	2
		Bruises and scratches by falling into the wooden frame	1	2	2	Warnings of looking where you walk and to act sensibly when underneath	1	1	1

1 = lowest risk 9 = highest risk

# Stoughton Infants School Risk Assessment Form - Fire Steel

Site Assessed:

Site Location

Stoughton Infants

Assessed By: *reviewed by Sue Goodall*

Date: *10/9/20*

Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Precautions Action to be taken to reduce the risk.	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Storage	1	1	1	Kept in a tin away from children. When all finished with, needed to be counted in and put away.	1	1	1
Maintenance-check for wear and tear.	1	1	1	Renew any excessively worn steels.	1	1	1
Transportation-steels flying if swung, bruising, bumps and cuts.	2	1	2	Carried in hand and not swung by string.	1	1	1
Using-heavy use can cause steel to fall out, sparks in eyes, repetitive strain injury, burns.	3	2	6	Take breaks to prevent bruising or repetitive strain. Follow instructions.	2	2	4

*1 = lowest risk 6 = highest risk*

# Stoughton Infants School Risk Assessment Form – Tools

**Tool Assessed:** Palm Drills  
**Site Location:** Stoughton Infants  
**Assessed By:** reviewed by Sue Goodall  
**Date:** 10/9/20

Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Precautions Action to be taken to reduce the risk.	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Storage – slipping, cuts, grazes and piercing	2	1	2	Very slight possibility of an incident occurring. Make sure use by holding the handle when putting away	1	1	1
Maintenance – same as above	2	1	2	See above	1	1	1
Transportation – same as above, slipping and tripping whilst carrying	2	2	4	Make sure put back in the tin/container when finished using. If have to carry tuck hold firmly with the handle not pointing forward but downward.	2	1	2
Using – slipping, gauging, cutting, bruising.	2	2	4	Don't use into the hand make sure well supported and being drilled into wood. Care taken when removing the drill from wood. Swivel wood around the bit instead of trying to untwist via the handle	2	1	2

1 = lowest risk 4 = highest risk.

# Stoughton Infants School Risk Assessment Form - Hand Drill

Date: 10/9/20

Site Assessed: Stoughton Infants  
 Site Location: Stoughton Infants  
 Assessed By: reviewed by Sue Goodall

Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Precautions Action to be taken to reduce the risk.	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Storage-putting the tool into bag/cupboard, bruising, piecing.	1	2	2	The bit must be removed from the brace and stored in tin before putting in cupboard.	1	1	1
Maintenance-oiling, could cause slippage cuts and bruising.	1	1	1	Take care	1	1	1
Transportation-Slipping and cutting hand, piecing skin while carrying.	1	3	3	No walking while holding a drill. Only to be used supervised and around the fire circle.	1	1	1
Using-slipping causing piercing, splinters, cuts and bruises.	2	2	4	The person bracing and using the drill must be wearing gloves. Follow instructions.	2	1	2

1 = lowest risk 4 = highest risk

# Stoughton Infants School Risk Assessment Form – Fire

Site Assessed: Fire and fire circle

Site Location: Stoughton Infants

Assessed By: *reviewed by Sue Goodall*

Date: *10/9/20*

Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Precautions Action to be taken to reduce the risk.	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Trip Hazards	3	3	9	Keep the area in and around the fire circle (in and out) clear of unnecessary sticks. Inform all of the likelihood of trips and that they need to be watchful.	2	2	4
Slippery logs/ rolling when sitting on them	3	2	6	(Has already happened a handful of times with the grown-ups due to our weight). Make sure the logs are steady before sitting down. Check over for wetness before sitting on.	1	1	1
Moving glowing embers around, spitting wood and throwing sticks onto the fire.	3	3	9	Only the grown-ups involved in setting up the fire should be anywhere near the fire. Moving embers around should be done carefully maybe using a fire proof glove if available, tongs or other sticks. Minimise spitting wood by getting to know the types of wood that do this and ensure only dry fuel. Throwing sticks on the fire should be discouraged.	2	2	4
Smoke in the eyes, inhaling and coughing.	4	2	8	Inclining head away from smoke. Sitting in a more appropriate place. Using drier wood.	3	1	3
Burns, blisters,	4	3	12	Minimise handling of embers and 'live' fire. Use gloves where appropriate. Use other means of picking up live fire.	2	2	4
Fire circle and associated hazards like cooking nearby the fire – similar hazards to above. Walking around the fire area (distance from fire to fire circle)	4	3	12	Running round the fire circle should be discouraged and also going inside the fire circle when not working on the fire. When cooking it was suggested to have an inner ring with smaller logs which they can lean on with their sticks for marshmallows.	3	2	6

*1 = lowest risk 12 = highest risk*

# Stoughton Infants School

## Risk Assessment Form - shelter building

Date: 10/9/20

Site Assessed: Tools/Activity  
 Site Location: Stoughton Infants  
 Assessed By: reviewed by Sue Goodall

Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Precautions Action to be taken to reduce the risk.	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Trip Hazard	2	2	4	Advise of shelter positioning, show how to use safely	1	1	2
Risk of collapse	1	2	3	Explain how to use carefully and the importance of not hanging from the wooden frame	1	1	2
Scratches	1	1	2	Children to be reminded to be aware of others when using sticks and following advice of no running	1	1	2

1 = lowest risk 4 = highest risk

# Stoughton Infants School Risk Assessment Form - snow

Site Assessed: <b>Tools/Activity</b>		Date: 10/19/20					
Site Location <b>Stoughton Infants</b>							
Assessed By: <i>reviewed by Sue Goodall</i>							
Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Precautions Action to be taken to reduce the risk.	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Slip or fall	2	2	4	Adults to check pathways for ice and hidden hazards. Children to wear suitable footwear. Walk and not run on the paths.	1	1	2
Heavy snow fall from shelters	2	1	3	All shelters and tarps are to be checked thoroughly. Where possible remove excess snow from top of tarp shelters	1	1	2
Snowballs	2	1	3	Children to be reminded of safety when playing with the snow. Not to throw snowballs in faces	1	1	2

1 = lowest risk 4 = highest risk



## Site Assessment 10/9/20

Site Name	Stoughton Infant School Wildlife Area
Location	Stoughton Infant School Stoughton Road Guildford Surrey Gu2 9ZT  Bottom of playing field
OS grid reference	OS 145 SU986517
Landowner	Surrey County Council – Stoughton Infant and Nursery School

Main points of site management plan produced by Forest School Leader	
<ul style="list-style-type: none"> <li>▪ The site needs to be checked and maintained to adhere to Health and Safety standards.</li> <li>▪ The ecological impact and sustainability of the site must always be taken into account before any works or lessons are taught.</li> <li>▪ The site must be maintained by mowing paths, coppicing trees and pruning shrubs.</li> <li>▪ All work in the wildlife site must be undertaken with the guidance of the Forest School Leader.</li> <li>▪ Removal of excess nettles and brambles throughout Spring and Summer and when necessary.</li> </ul>	

Within the grounds of the school there are a large number of mature trees. This is not reflected in the Wildlife Area. The largest trees nearest the to the Wildlife Area are outside of the boundary of the school grounds. The trees such as the beech , which is at the beginning of the area, sheds its leaves and mast over the area and school field. The same can be said of the pine trees which are in

neighbouring gardens and do provide needles and cones for the use of fire making/activities.

## Flora and Fauna within the Wildlife Area

Starting with the top and working down i.e. the canopy layer to the ground layer.

The trees that are present within the wildlife area are large enough to be classified as a canopy, albeit a small one due to the nature of their sizes – small to medium. The canopy is made up of six species.

The shrub layer is considerably more established and is made up of ten species, however, the field layer by far surpasses this with the presence of at least twenty – four species.

The amount of quality plants in evidence is a good learning resource for the school and in particular Forest School. This will increase as time goes by as more planting is introduced.

## Tree and Shrub species

Canopy	Cherry Hawthorn Hazel Robinia Silver Birch Field Maple
Shrub Layer	Apple Blackthorn Cherry Dogwood Flowering Currant Hawthorn Hazel Plum Rowan Sweet Briar
Field Layer	Bracken Bramble Burdock Buttercups Buddleia Daisy Dock Ivy Ox Eye Daisy Lavender Nettle Poppy Ragwort Rosebay Willow Herb Yarrow
Ground Layer	Moss Fungi

## Wildlife Species

Nesting Birds	Several nests on site, mainly Dove and robin. Nest boxes have just been removed due to weathering so will need replacing as soon as possible.
Hedgehogs	Hedgehogs are frequent visitors to the Wild Area during Spring, Summer and Autumn. The site has been made hedgehog friendly.
Reptiles	Palm Newts have been found in previous years settling underneath logs.
Invertebrates	Spiders, woodlouse, earwigs, millipedes, centipedes, crickets, grasshoppers, bees, wasps, butterflies,
Mice and Voles	There are plenty of signs of mice and voles but have not been able to formally identify.
Foxes	Clear signs of fox presence

## 3 Year Management Plan

### Forest School Area

#### **Introduction**

This management plan is for the purpose of monitoring and assessing the suitability of the wildlife area provided by Stoughton Infant School for the use of daily Forest School sessions. It is based on an environmental and ecological Impact Assessment of the site. Since the increase in Forest school sessions, there has been a greater need to manage the land so that Forest school can continue to be sustainable and embedded into our rich and diverse curriculum.

#### **Site Description**

The Wildlife Area is a linear site approximately 100m long located at the bottom of the school playing field. A couple of medium size trees start the area at a point; the area then narrows out into an arc to reach its widest point of about 20m. The area consists of the varying ecological layers, ground, field, scrub and canopy.

To have an understanding of the effects on the site an Ecological Impact assessment was carried out.

#### **Use of the Site**

##### **Past uses**

The site has been used to run Forest School sessions for the past seven years. These have been for two hourly sessions every afternoon. In addition to this, Wildlife Club and class outdoor learning sessions have also made use of the area.

Outside contractors have in the past helped to maintain the Wildlife Area, however recently they have worked too closely to the edge resulting in newly planted shrubs and established flora being strimmed down and destroyed. The contractors have become overzealous in maintaining pathways resulting in too much flora occurring damage; this has had a knock on effect to the ecological impact of the wildlife within the area.

## Present uses

The Wildlife Area is currently being used for daily Forest School sessions; three sessions per day over a four-day week. A minimum of thirty children per day use the area, with a maximum of ninety children per day.

## Future Uses

As above.

## Impacts of use

- Trampling/foot traffic; Compacting the ground and squashing ground layer plants and grasses. This has caused significant erosion, in particular to the forest pathway underneath the tree canopy and to the fire circle area. The smaller pathways are also displaying signs of stress. Tree roots have become exposed which as well as causing concern for the welfare of the trees, this also has serious health and safety implications by causing potential trip hazards along the pathways.
- Scorched ground; the school has allowed a central fire area directly on the ground. This has made an impact on the ground, however it is kept to a minimum and within the fire circle.  
This has caused some change to the quality of the soil in this small area.
- Depletion of dead wood; fallen branches and sticks have been collected up and used for firewood instead of being allowed to provide a food/habitat source for invertebrates.
- Use of hazel coppice for wood working; some Forest School tasks need the use of green wood. We have the use of two hazel trees which can be cut for Forest School activities.
- The sheer presence of people within the Wildlife Area may affect food webs and habitats by causing disturbance. This could impact species numbers and add to their decline.
- Damage to trees; climbing, swinging and breakages to trees will impact their growth and sustainability.
- Poor maintenance; work which has been carried out poorly or to a sub-standard has impacted the growth and development to the vegetation, this has been noticeable where the cherry trees have been cut incorrectly causing them stress and fighting for survival.

## Reducing the impacts

- It is not possible to reduce the Forest school foot traffic, therefore measures need to be put into place to protect the site. Pathways need to be filled on a twice yearly basis with wood chipping to level them out and cover trip hazards. Yearly sowing of wildflowers and planting of additional trees will help slow down the erosion or ground layer plants and shrubs. Significant rest breaks may be considered for the Wildlife Area and use of other parts of the school grounds as an occasional alternatives (pond area, sensory garden and vegetable garden).
- Fires should be used on a rotation basis, alternating between sessions. Throughout the summer months' fires should be kept to a minimum. The fire circle will be kept in the same location to minimise further disruption.
- To reduce the impact of using up all the dead wood on site, wood needs to be brought in from other sites for use in the Forest School. Forest school Leader needs to advertise for wood donations as well as seeking out own sites in out of school time. Wood from pruning, coppicing and tree felling that takes place within the school grounds will be transferred by Forest School Leader to Wildlife Area to be reused.
- The Hazel will be harvested from one tree at a time to establish a rotation of coppiced branches.
- Children must be taught to walk within the pathways and not trample across the wild areas to help conserve habitats and food sources.
- Tree climbing will not be encouraged with Forest School Leader giving clear guidelines on acceptable tree behaviour. New trees will be funded from external sources to replace and replenish existing trees. This can be from sites such as The Woodland Trust which offer free trees for schools.
- Future works carried out in the Wildlife Area will have to be approved or carried out by Forest School Leader with minimum disruption and impact to the ecology of the site.



ASSESSED IMPACT OF RUNNING FOREST SCHOOLS.

LOCATION: Stoughton Infants School Forest School Area

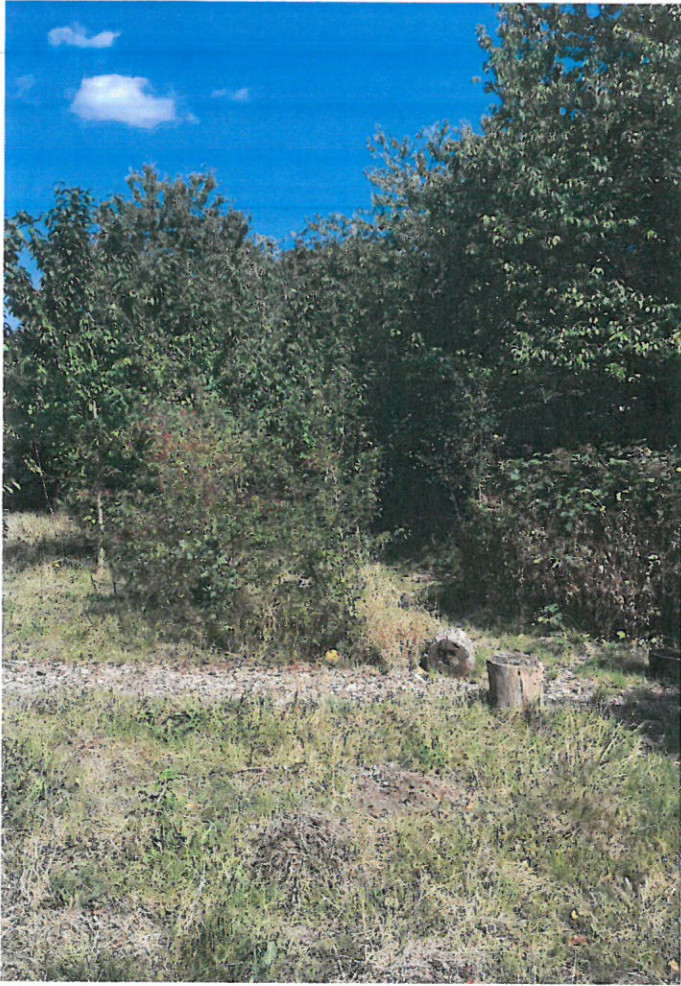
Score: 1 = low 5=high

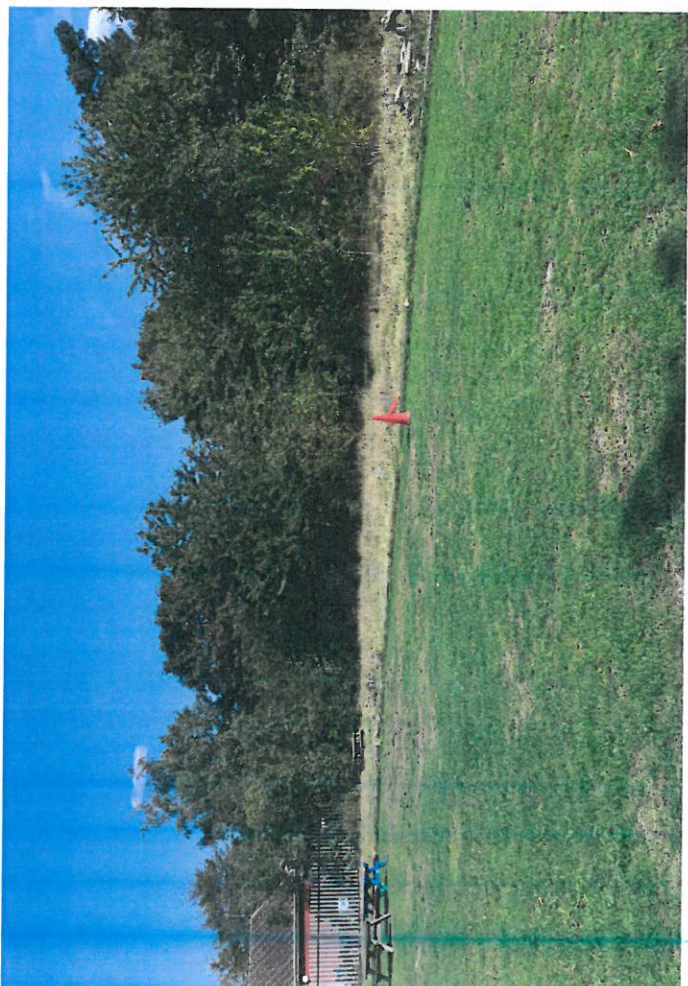
	WILD LIFE	BIRD LIFE	SOIL	GROUND LAYER	FIELD LAYER	SHRUB LAYER	CANOPY LAYER
People pressure trampling	2	2	4	4	3	2	1
Fire on ground	4	2	3	2	1	1	3
Fire in container	1	1	2	2	1	3	1
Removing dead wood	4	3	2	3	2	2	1
Use of deadwood on site	4	2	2	3	2	2	1
Cutting live wood	3	2	1	3	3	3	3
Using trees and shrubs for support	2	2	1	2	3	4	5
Bringing organic (dead) materials on site	3	3	3	3	3	3	3
Collection of live herbaceous material	3	2	2	3	4	4	4
Mini-beast hunt	4	3	3	3	2	3	1
Bringing non-organic materials on to site	4	4	4	4	4	4	2

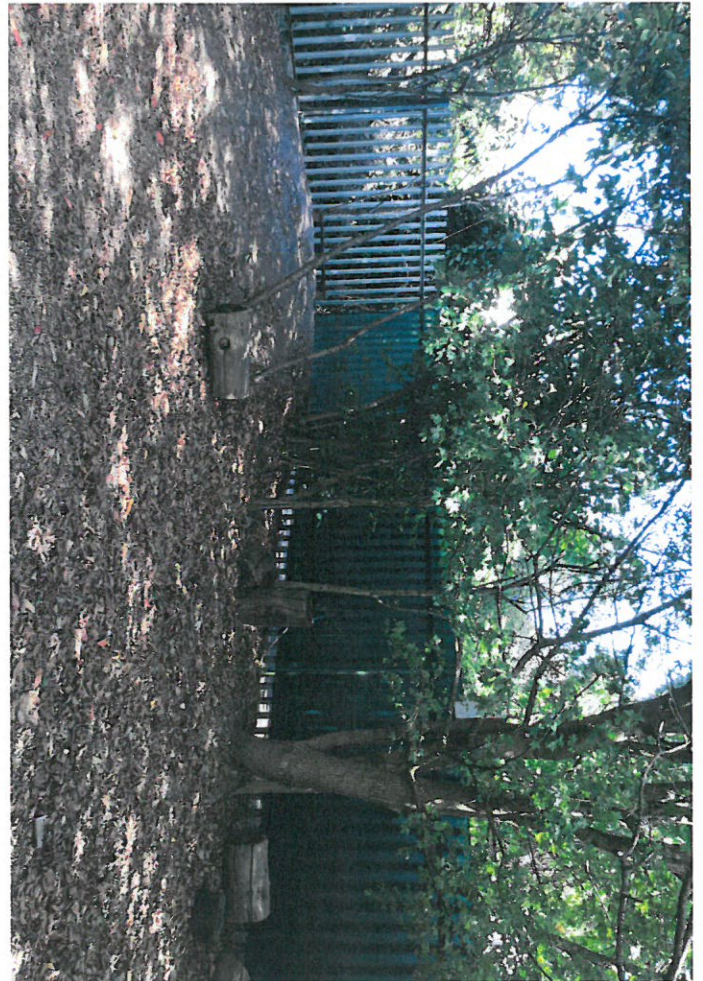
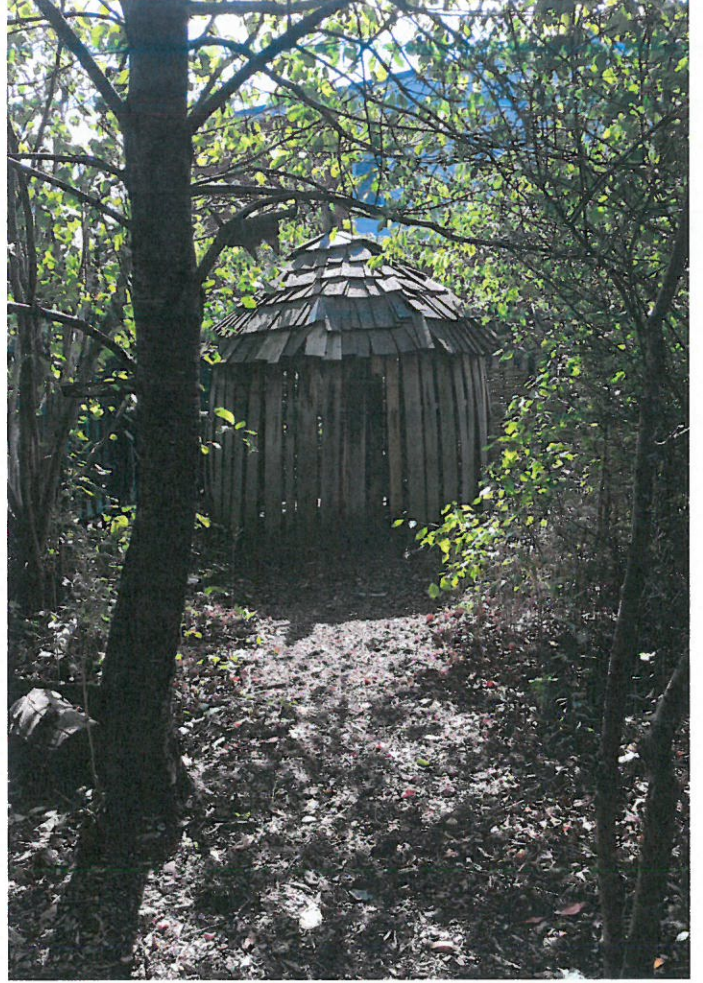
### 3 Year Management Plan table

USE	YEAR 1	YEAR 2	YEAR 3
People pressure trampling	Keep people to main ground layer area to minimize damage.	Same as year 1	Same as year 1
Fire on ground	Fire area is to be maintained in one place to minimize problems elsewhere	Same as year 1	Same as year 1
Fire in container	Damage is minimal in a container. Move container away from shrubs	Maintain	Maintain
Removing dead wood	An external supply of native to the area wood may be supplied. Re-supply to area removed from.	Maintain	Maintain
Use of deadwood on site	Similarly to the above	Maintain	Maintain
Cutting live wood	Rotation of cutting will need to be carried out. Starting with coppice already in use (awareness that woodland is quite small so large quantities of wood won't be a good idea to maintain sustainability)	Move to a different coppice stool to allow previous one used to grow and recover	See Year 2
Using trees and shrubs for support	Care must be taken when doing this to ensure damage is not done. Create awareness in children and leaders	Same as Year 1	Same as Year 1
Bringing organic (dead) materials on site	Make sure they are kept in specific places	Same as Year 1	Same as Year 1
Collection of live herbaceous material	Monitored regularly not over harvesting. If plants taken from one area allow for regrowth (a rotation) similar to cutting wood. Or take small amounts from different areas so minimize disturbance	Same as Year 1	Same as Year 1
Mini-beast hunt	Encourage children to consider how they do this. Always replace any logs or materials as found or close enough too. If done weekly make sure the area used in the previous week is not disturbed.	Same as Year 1	Same as Year 1
Bringing non-organic materials on to site	As these kind of materials are quite obvious to children they may be hazardous. Keep one particular for this purpose or remove at the end of sessions to another part of school	Same as Year 1	Same as Year 1

\* To be reviewed and amended if appropriate for Year 2.









## Communication with stakeholders.

Lines of communication with stakeholders at Forest School are very important. Below are ways currently used.

### Governors:

- . Any changes to the area or running of are either communicated by email or brought to their attention by the head teacher at governor meetings.

### Teachers:

- . Through direct communication at school.
- . Via email for the preparation of class groups.
- . Via Tapestry for posts on class sessions.

### Parents:

- . Introduction evening for new reception children where Forest School is mentioned as part of our curriculum.
- . Via parentmail for Forest School consent, class groups, dates and times of sessions, suitable clothing and weather updates.
- . Information on school website and also weekly newsletters for added Forest School information, updates, or requests for donations.
- . Via Tapestry for information on Forest School sessions and photos of children's experience in the woodland.

### Volunteers:

- . Via parentmail requesting volunteers.
- . Via phone to confirm dates/times availability.
- . Via direct communication before session to share relevant information.
- . Via the Forest School handbook.

### Neighbours:

- . Via a courtesy letter hand delivered informing of Forest School times, dates and any activities that may affect them i.e. smoke from campfires.

### Children:

- . Direct communication.
- . Via Tapestry which they use to reflect on Forest School experiences.



18 September 2020

Dear Residents

This is a courtesy letter to inform you that at Stoughton Infant School our Forest school sessions will be resuming the week beginning Monday 28<sup>th</sup> September 2020.

They are timetabled from Tuesdays –Fridays and are within normal school hours. Your garden indirectly backs onto the designated Forest school area, which is situated at the eastern edge of our playing field. I hope this will not inconvenience you in any way.

Kind regards

A handwritten signature in cursive script that reads "Sue Goodall".

Mrs Goodall  
Forest School Leader

**Stoughton Infant School**  
Stoughton Road  
Guildford  
Surrey GU2 9ZT

**Headteacher: Mrs Sarah Carrington**  
**T:** 01483 504 172  
**E:** [infants@stoughton.surrey.sch.uk](mailto:infants@stoughton.surrey.sch.uk)  
[stoughton.surrey.sch.uk](http://stoughton.surrey.sch.uk)





# Department for Education

## Confirmation of risk protection arrangement (RPA) membership

The Department for Education's risk protection arrangement (RPA) is a voluntary arrangement for academies, free schools and local authority maintained schools. It is an alternative to insurance through which the cost of risks that materialise will be covered by government funds.

The following academy trust or multi-academy trust is a member of the RPA.

**NAME OF MEMBER ORGANISATION:** Stoughton Infant School

**MEMBERSHIP NO/URN:** 146259

**MEMBERSHIP PERIOD:** 01 September 2020 to 31 August 2021

**RPA MEMBERSHIP RULES:** Standard

**(1) EMPLOYER'S LIABILITY**

Limit of Indemnity Unlimited

**(2) THIRD PARTY PUBLIC LIABILITY**

Limit of Indemnity Unlimited

**(3) PROFESSIONAL INDEMNITY**

Limit of Indemnity Unlimited

**(4) PROPERTY DAMAGE**

Loss of or damage by any risk not excluded to any property owned by or the responsibility of the Member including property the responsibility of the Member due to a lease or hire agreement Cover

Limit Reinstatement value of the property

**NOTES:**

1. Indemnity is subject to the RPA membership rules.
2. In accordance with the provisions of paragraph 1 of Schedule 2 of the Employers' Liability (Compulsory Insurance) Regulations 1998 (SI 1998/2573), the Secretary of State for Education hereby certifies that any claim established against the named member organisation above in respect of any liability to the employees of the kind mentioned in section 1(1) of the Employers' Liability (Compulsory Insurance) Act 1969 will, to any extent to which it is otherwise incapable of being satisfied by the aforementioned employer, be satisfied out of moneys provided by parliament.
3. A General Principles Clause is included.

Signed:  Dated: 01 October 2018 Tony Foot  
Director of the Funding and Analysis Directorate



# Department for Education

## RPA Team Contact Details

### Reporting a New Claim

Submit via: [www.rpaclaimforms.co.uk](http://www.rpaclaimforms.co.uk)

### Urgent Incident Notifications

Phone: 0330 058 5566

## Claims Updates or Queries

Phone: 0330 058 5566

Email: [rpa@topmarkcms.com](mailto:rpa@topmarkcms.com)

## Overseas Travel Emergencies & Urgent Incidents

Phone: 0203 475 5031

## Overseas Travel Pre- travel Advice & Guidance

Website: <https://traveltracking.northcottglobalsolutions.com/default.aspx>

Username: NGS.Topmarksolutions

Password: topmarksolutions2018

Please email the following for access to E-Learning library:

[t2ops@northcottglobalsolutions.com](mailto:t2ops@northcottglobalsolutions.com)

## Queries on the Risk Management or Cover Provided

Phone: 0117 976 9361

Email: [RPAAdvice@willistowerswatsonsecure.com](mailto:RPAAdvice@willistowerswatsonsecure.com)

Access to the RPA cover helpdesk is available 9.00 to 17.00 Monday to Friday excluding bank holidays.

For assistance accessing the RPA Risk Management Portal: [RMBluesupport@willis.com](mailto:RMBluesupport@willis.com) **Queries on**

## Funding or How to Join/Leave the RPA

Email: [Academies.RPA@education.gov.uk](mailto:Academies.RPA@education.gov.uk)



Department  
for Education

## Confirmation of Risk Protection Arrangement (RPA) Overseas Travel

The Department for Education's risk protection arrangement (RPA) is a voluntary arrangement for academies, free schools and local authority maintained schools. It is an alternative to insurance through which the cost of risks that materialise will be covered by government funds.

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**NAME OF MEMBER ORGANISATION:** Stoughton Infant School

**MEMBERSHIP NO/URN:** 146259

**MEMBERSHIP PERIOD:** 01 September 2020 to 31 August 2021

The RPA includes cover for school trips overseas travel which is summarised below. Please see membership rules for full cover.

### OVERSEAS TRAVEL INCLUDING WINTER SPORTS Limit

Medical Expenses, Repatriation and Emergency Travel Per person £10,000,000 Baggage Per person £2,000 in total (inner limits apply)

Money Per person Per event £5,000  
£750

Cancellation, Curtailment, Change of Itinerary £4,000  
Replacement, Rearrangement and Per person Per trip £250,000

Political and Natural Disaster Evacuation Per person Per trip  
£10,000 £80,000

Missed Departure Per person £1,000 Disruptive Pupil Expenses Per event £5,000 Loss of Passport/Travel


Documents Per person and/or trips £2,000 Search and Rescue Expenses Per event £100,000

Kidnap Consultants Costs Per person and/or trips £250,000

Piste Closure Per day per person Total Per person £35 per full day of closure £350

Legal Expenses Per person £50,000 Personal Liability Per occurrence £5,000,000 Personal Accident Per Person Death and capital benefits £100,000 **NOTES:**

1. Indemnity is subject to the RPA Membership Rules.
2. Cover applies to any school trip, excursion or work experience placement anywhere in the world which is related to education; commences during the RPA Membership Year and involves travel outside of the school boundaries. Includes winter sports trips.
3. **Emergency Contact Details: 0203 475 5031**

Signed:  Dated: 01 October 2018 Tony Foot  
Director of the Funding and Analysis Directorate

  
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**Table 1: Self Isolation Advice for Schools:**

Version 1.0 (updated 27<sup>th</sup> August 2020)

What to do if...	Individual action needed	School action needed	Return to school when	Register / payroll code
<p>A child has COVID-19 symptoms</p> <p>Or</p> <p>A staff member has COVID-19 symptoms</p>	<ul style="list-style-type: none"> <li>Do not come to school</li> <li>Contact the school daily</li> <li>Self-Isolate</li> <li>Get a test <a href="https://self-referral.test-for-coronavirus.service.gov.uk/antigen/name">https://self-referral.test-for-coronavirus.service.gov.uk/antigen/name</a></li> <li>Inform the school immediately of the test result</li> </ul>	<p>Inform AST that a child / staff member is awaiting a test (<a href="mailto:dstevens@athenaschools.co.uk">dstevens@athenaschools.co.uk</a>).</p> <p>Inform AST of the test result once received (by phone if positive; by email if negative).</p>	<p>The test is returned as negative.</p> <p><i>If positive, please see next line.</i></p>	<p>Pupil: Code X</p> <p>Staff: Sickness</p>
<p>A child tests positive for COVID-19</p> <p>Or</p> <p>A staff member tests positive for COVID-19</p>	<ul style="list-style-type: none"> <li>Do not come to school</li> <li>Contact the school daily</li> <li>Self-Isolate for at least 10 days</li> <li>Inform the school immediately of the test result</li> </ul> <p>Staff only:</p> <ul style="list-style-type: none"> <li>You should not work if ill</li> <li>If you feel well within 10 days, you should work from home, but should not return to school.</li> </ul>	<ul style="list-style-type: none"> <li>Inform AST immediately (01483 447366)</li> <li>Contact the Surrey and Sussex Health Protection Team (0344 2253861) for advice.</li> </ul> <p>Keep AST informed throughout discussions with the HPT; ideally arrange a three-way video call to discuss actions.</p>	<p><i>If ill when tested:</i> 10 days have passed since the positive test <i>and</i> the child is feeling better.</p> <p><i>If not ill when tested:</i> 10 days have passed since the positive test or 10 days after the child became ill (whichever is later).</p> <p>NB – An individual can return after 10 days even if they still have a cough or loss of sense of smell / taste. These symptoms can last for several weeks once the infection has gone.</p>	<p>Pupil: Code I</p> <p>Staff: Sickness (Pandemic)</p>
<p>Someone in a child or staff member's household has COVID-19 symptoms</p>	<ul style="list-style-type: none"> <li>Do not come to school</li> <li>Contact the school daily</li> <li>Self-Isolate</li> <li>Household member to get a test: <a href="https://self-referral.test-for-coronavirus.service.gov.uk/antigen/name">https://self-referral.test-for-coronavirus.service.gov.uk/antigen/name</a></li> <li>Inform the school immediately of the test result</li> </ul> <p>Staff only:</p> <ul style="list-style-type: none"> <li>You should work from home on tasks agreed with your line manager.</li> <li>If home working is not possible in your role (and the school agrees with this) then you will be given paid leave while self-isolating.</li> </ul>	<p>Keep a record of this and contact family to query test results if not provided within 24 hrs.</p>	<p>The household member test is returned as negative.</p> <p><i>If positive, please see next line.</i></p>	<p>Pupil: Code X</p> <p>Staff: Self Isolate (able to work) or Self Isolate (unable to work)</p>
<p>Someone in a child or staff member's household has tested positive for COVID-19</p>	<ul style="list-style-type: none"> <li>Do not come to school</li> <li>Contact the school daily</li> <li>Self-Isolate for 14 days (even if the individual has tested negative for COVID-19)</li> <li>Inform the school immediately of the test result</li> </ul> <p>Staff only:</p> <ul style="list-style-type: none"> <li>You should work from home on tasks agreed with your line manager.</li> <li>If home working is not possible in your role (and the school agrees with this) then you will be given paid leave while self-isolating.</li> </ul>	<p>Inform AST that child / staff member is self-isolating due to being a close contact of an infected person. (<a href="mailto:dstevens@athenaschools.co.uk">dstevens@athenaschools.co.uk</a>).</p>	<p>14 days have passed since the family member tested positive.</p> <p>The child / staff member must continue to self-isolate for the full 14 days even if they personally test negative for COVID-19.</p>	<p>Pupil: Code X</p> <p>Staff: Self Isolate (able to work) or Self Isolate (unable to work)</p>

What to do if...	Individual action needed	School action needed	Return to school when	Register / payroll code
NHS Test and Trace have identified a child or staff member as a 'close contact' of someone with COVID-19	<ul style="list-style-type: none"> <li>Do not come to school</li> <li>Contact the school daily</li> <li>Self-isolate for 14 days (even if the individual has tested negative for COVID-19)</li> </ul> <p>Staff only:</p> <ul style="list-style-type: none"> <li>You should work from home on tasks agreed with your line manager.</li> <li>If home working is not possible in your role (and the school agrees with this) then you will be given paid leave while self-isolating.</li> </ul>	Inform AST that child / staff member is self-isolating due to being a close contact of an infected person. ( <a href="mailto:dstevens@athenaschools.co.uk">dstevens@athenaschools.co.uk</a> ).	14 days have passed since the individual was contacted by NHS Test and Trace.  The child / staff member must continue to self-isolate for the full 14 days even if they personally test negative for COVID-19.	Pupil: Code X  Staff: Self Isolate (able to work) or Self Isolate (unable to work)
A child or staff member is planning to travel / has travelled to a destination requiring quarantine	<ul style="list-style-type: none"> <li>Do not take unauthorised leave in term-time</li> <li>Consider quarantine requirements and FCO travel advice when booking travel; consider possibility of quarantine requirement, even if not in force at the time of booking</li> </ul> <p>If returning from a destination requiring quarantine:</p> <ul style="list-style-type: none"> <li>Do not come to school</li> <li>Contact the school daily</li> <li>Self-Isolate for 14 days (even if the individual has tested negative for COVID-19)</li> </ul>	Keep a record of which individuals are not attending due to quarantine requirements.  Staff will not normally be permitted leave during term-time. Staff needing to quarantine during term time should discuss this with their headteacher and may be granted on an exceptional basis. Such leave will normally be unpaid.	14 days have passed since the individual returned from travel.  A negative COVID-19 test does not remove the need for a 14-day quarantine.	Pupil: Code X  Staff: Self Isolate (able to work) or Unpaid Leave
A child has received medical advice that they must resume shielding	<ul style="list-style-type: none"> <li>Do not come to school</li> <li>Contact the school as advised by the Headteacher / Pastoral Team</li> <li>Shield for as long as recommended by medical advice</li> </ul>	Keep a record of which individuals are not attending due to shielding requirements.	When restrictions are lifted, or medical advice is that your child can attend school again.	Code X
A member of staff has received medical advice that they must resume shielding	<ul style="list-style-type: none"> <li>Contact the Headteacher to discuss the advice that you have been given.</li> <li>The school will discuss the situation with you and agree appropriate working arrangements. This may involve your role being modified or you being asked to work from home for a period of time.</li> <li>Do not come to school until you have discussed the situation with the Headteacher</li> <li>Once arrangements are agreed, continue to adhere to these until restrictions are lifted or medical advice changes.</li> </ul>	<ul style="list-style-type: none"> <li>Request a copy of the medical advice.</li> <li>Agree appropriate working arrangements that are in line with medical advice and government guidance.</li> <li>Inform AST of the measures that you have implemented: <a href="mailto:smackenzie@athenaschools.co.uk">smackenzie@athenaschools.co.uk</a></li> <li>In most circumstances, it is envisaged that arrangements can be made for a staff member to either work from home, or to safely fulfil a school-based role. Please discuss with AST before confirming any other outcome.</li> </ul>	When safe working arrangements have been agreed with the Headteacher.	Staff: Self Isolate (able to work) or Self Isolate (unable to work)
A member of a child or staff member's household has been asked to self-isolate by NHS Test and Trace  Or  A member of a child or staff member's household is in quarantine at home following travel	<ul style="list-style-type: none"> <li>The child may continue to attend school</li> <li>If any member of your household has symptoms of COVID-19, you should self-isolate immediately and the ill person should get a test: <a href="https://self-referral.test-for-coronavirus.service.gov.uk/antigen/name">https://self-referral.test-for-coronavirus.service.gov.uk/antigen/name</a></li> </ul>	None	Provided that the individual has <i>not</i> been asked to self-isolate or quarantine, and no member of your household has symptoms, they can attend school.	Pupil: Code / \\  Staff: N/A