

# Milton Ernest C of E Primary School



## Forest School Health and Safety Handbook

Milton Ernest C of E Primary School

Thurleigh Road

Milton Ernest

Bedford

MK44 1RF

01234 822079

What 3 words: dinosaur, eats, rejoins

## Forest School Location

**Bedfordia Farms Ltd**

Milton House Farm

Milton Ernest

Bedford

MK44 1YU



## Vision

Working Together, Aiming High, Shining Brightly

## Intent

Forest School is a unique method of child initiated outdoor learning. At Milton Ernest Primary School our aim is inspire children through positive outdoor experiences. They will connect with nature and further develop mindfulness and spirituality. Children will have the opportunity to learn about the natural environment, how to handle risks and most importantly to use their own initiative to solve problems and co-operate with others. The children will use full sized tools, play, learn boundaries of behaviour; both physical and social, grow in confidence and self-esteem and become self-motivated.

## Implementation

Forest School builds on a child's innate motivation and positive attitude to learning, offering them the opportunities to take risks, make choices and initiate learning for themselves.

The Forest school learning environment provides opportunities for children to develop self-esteem, self-confidence, to form positive relationships with others, to develop a growing awareness of their emotional needs and the needs of others, to learn to cooperate and work with their peers and adults and to develop strategies in order to take risks within the boundaries of safety.

Every child will receive a block of 6 Forest School lessons each year and each year group will experience a different season. The children go out in all weathers, all year round, exploring and learning from the seasons and environment changes. Appropriate clothing will be worn and during high winds it will be considered unsafe to go into the forest.

The children's interests along with the varied natural resources in our woodland are used to stimulate creative thinking, problem solving and skill development. Each year group will experience a range of activities and a progression of skills and tool use. These will include:

- Field Studies Activities – minibeast hunts, tree identification, life cycle games
- Sensory Activities – games to do with colour, smell, sound, touch
- Bushcraft – shelter building, knot use, fire lighting and cooking, whittling
- Woodland crafts – willow crafts, natural jewellery, weaving, traditional crafts
- Teambuilding and trust games – blindfold games, circle games, problem solving activities
- Wildlife conservation – nest box construction, coppicing, mini beast homes,
- Imaginative and creative activities – story telling, drama, role play, songs, natural art
- Physical play – tree climbing, balancing, log dragging, digging
- Construction – shelter building, stick men, minibeast shelters

One of the principles of Forest School is to promote environmental awareness and encourage sustainability. The children are taught about respect and responsibility for the world around them. Encouraging children to care for the environment is an essential part of Forest School. In order to encourage the children to look after the site we will always leave it tidy and never damage anything growing in it. We will only collect things that are on the ground and leave the area as we found it when we leave. The aim is to promote respect for wildlife, which will be achieved through detailed session plans, evaluation and careful reference to our Woodland Management Plan and Ecological Impact Assessment.

### Impact

The success of forest school allows the children to grow in confidence and self-esteem as a result of the freedom, time and space they are given in their learning. This allows them to demonstrate independence at each individual child's rate and assess risks for themselves.

Activities such as sharing tools and participating in play help teach the children to work together as a group, which strengthens their bonds and social skills.

The sensory experiences provided by Forest School helps prompt language development. Improving communication skills has a positive effect on a child's self-esteem and is a crucial part of their development.

Children will become mindful and have skills that can be applied in all areas of their life.

High levels of interest lead to high levels of attention. Spending time in the woodland is exciting and spiritual for a child. It tends to fascinate them which develops a strong will to participate and concentrate over long periods of time. Subject knowledge in a range of curriculum areas will develop further through enrichment experiences.

The increase in outdoor activity has a positive physical impact. The time spent in the forest contributes towards their physical activity targets. The use of tools and the variety of activities also develops gross and fine motor skills, balance and co-ordination.

Children develop an interest in the great outdoors, a connection with nature and respect for the environment. Encouraging children to develop a relationship with the natural world will help in protecting the environment for generations to come.

Forest School isn't just beneficial to children it is also beneficial to teachers. Observing their class in a different setting allows them to gain a new perspective and understanding of their class.

When children really engage with Forest Schools they will take their experiences home to share with friends and family. This will often encourage families to visit their local woodlands more frequently.

Children will work together, aim high and set themselves challenges and shine brightly with all the things that Forest School has taught them.



# Forest School Rules



- Look after your Forest School
- Do not pick anything growing
- Do not put your fingers or anything else in your mouth
- Stay within the boundary rope, we don't go over it we don't go under it
- Respect each other
- Do not take anything away from Forest School

## **The Countryside Code**

There are five sections of The Countryside Code dedicated to helping us learn how to respect, protect and enjoy the countryside:

- Be safe, plan ahead and follow any signs
- Leave gates and property as you find them
- Protect plants and animals and take your litter home
- Keep dogs under close control
- Consider other people

## Forest School Procedures

The following details what should be carried out before the session, what should be included in the planning and what should be carried out at the end of the session.

Before the session:

- Session thoroughly planned
- Parents informed of sessions and the kit children need
- All staff to read the handbook
- All staff to be aware of risk assessments
- Staff to be briefed on their role
- Undertake a site sweep and complete the sheet as a record
- Adapt any areas in response to the site sweep findings
- Check trees and weather and how this will impact
- Place all equipment needed in trolleys
- Check first aid bag (including water) and place in the trolley
- Pack water for hand washing and hand gel
- Check medical forms and medication
- All children and staff changed into appropriate kit
- Ensure phone is charged and signal is available
- Take Ipad as a record and for uploading photos to Seesaw
- Ensure all children and staff have high vis jackets
- All children to go to the toilet prior to the session
- In hot weather, children to apply sun cream
- All children to be reminded about safe travel to the site
- Lock gate after children have entered the site

Included in the planning:

- Procedures
- Class information – year group, number of pupils
- Session plan (introduction, activities, plenary)
- Curriculum links and learning objectives
- Health and safety considerations
- Equipment needed
- Evaluation and next steps
- Sheet for observations

Session plan:

Put on Forest School clothing – wellies, waterproof suits etc

Count children

Walk to area following the travel plan

Sticky elbows in glade area if appropriate

Discuss safety issues of the day

Walk to base camp

Sit down – mindfulness activity

Discuss rules and safety (emergency procedures – 1,2,3 base camp)

Introductory activity

Reminder of previous activities on offer followed by child centred play

Tidy

Base camp reflection and ideas for next session

End of session procedures:

- Tidy up and account for all equipment
- Place equipment in the trolleys
- Put back anything from the site. Nothing is to be removed
- Wash hands
- Complete a head count of all children
- Remind children of safe travel and follow guidance in the risk assessment
- Lock gate after exiting the site
- Return all equipment to where it is stored.
- Replenish First Aid kit
- Evaluate session and upload photos to Seesaw

## Legislation

We need to comply with the following legislation:

- Health and Safety at Work act 1974

This covers the health and safety of people at work. The aim of the act was to raise the standards of safety and health for all persons at work. All equipment at forest school must be used safely. All skill sessions are to be led by the trained forest school leader. No children or adults may be put at risk by the activities of the person at work. All activities and areas are risk assessed and all persons must follow these.

- Children Act 1989

All children must be within adult to child ratios as published by Bedford Borough Council.

1- 3 for children under 5

1- 8 for children up to 7

1-10 for children up to 11

All children must be given the same opportunity regardless of age, gender, race and need.

Parents will be communicated with regularly and updated about forest school via the Seesaw app

All staff and volunteers will be subject to DBS checks prior to working with the children

- Liability Insurance

All sites must have third party liability insurance

The insurance company has been informed that the school will be carrying out forest school sessions including tool use and fire

- Equality Act

The Equality Act is a law which protects you from discrimination. It means that discrimination is now against the law in almost all cases. The Equality Act applies to discrimination based on:

- Age
- Race
- Sex
- Gender reassignment
- Disability
- Religion or belief
- Sexual orientation
- Marriage or civil partnership
- Pregnancy and maternity



### Essential Equipment List

- Register with emergency numbers/contact numbers
- Medical forms
- Mobile phone
- Newspaper
- Wet wipes
- Protective gloves
- Sun cream
- Plasters
- Bandages
- Scissors
- Water bottle with water for drinking/washing
- Thermal wrap sheet
- Map of woodland area
- Pamphlet on hypothermia and first aid
- Container for inhalers
- Carry bag for dirty/wet clothing

### Clothing List (for everyone and all seasons)

- Woolly hat/sun hat
- Gloves
- Jacket/waterproof coat
- Fleece/sweatshirt
- Long trousers
- Spare socks
- Stout shoes/wellies/boots
- An emergency change of clothes and a carrier bag for dirty/wet clothing

### Sun Policy

- Ensure the children have plenty of fresh drinking water on site
- Children are wearing caps or hats
- They have sun cream on
- There is plenty of shade
- Time outside is kept to a minimum during high temperatures

### Travel Policy

Forest School Sessions will take place off site at Bedfordia Farm.

The adults and children will all be wearing high visibility jackets and will be briefed about risks when walking to the forest school site.

They will walk in pairs with the Forest School Leader at the front and other adults in the middle and end of the line.

The children will walk out of school and follow the road down to the A6 and then continue to follow the path along the A6.

They will enter the site through a secure gate which will be locked behind them.

All children will gather in a circle in the glade area.

The same procedure will be followed when leaving the site.

Please see attached risk assessment for walking around the village.

## Milton Ernest Walks Risk Assessment

Date Produced: September 2019

Date of next review: September 2022

Area of Concern	Hazards Identified	Persons at Risk	Current Risk Factor	Actions to be taken	New Risk Factor
Walking in the Village	<p>Risk of injury from passing traffic</p> <p>In a public place - risk from unknown persons</p> <p>Children wandering off and becoming lost</p>	Adults / Children	M	<p><b>Ensure ratios are correct (See educational visits policy)</b></p> <p>Rules clearly explained before setting off</p> <p>Appropriate adult ratios</p> <p>Hi Viz jackets to be worn by accompanying adults</p> <p>Hi viz jackets to be worn by children where appropriate. One each if there are enough or one per pair with the outside person nearest the road wearing the jacket.</p> <p>Children to walk – not run</p> <p>Keep to the pavement in pairs and keep as far away from the road as possible</p> <p>Close supervision and reminders at all times</p> <p>Adults evenly spaced along a line of children ensuring there is an adult at the front and the back</p> <p>Adults remain vigilant and carry out regular headcounts.</p>	L

### Medical Information Form - child

Child's Full Name	
Date of Birth	
Contact Name and relationship to child	
Home Address	
Phone numbers	Home Work Mobile
Doctor	Address Phone

#### Has your child had any of the following?

Illness	Comment	Medication needed Please specify
Asthma/Bronchitis		
Sight/hearing difficulties		
Heart condition		
Diabetes		
Epilepsy		
Allergies: e.g. pollen, nuts, materials		
Have you ever been stung by a wasp or bee? If yes, describe the reaction		
Date of last tetanus injection		

**Signed:**

**Date:**

NB – Form to be sent out to parents prior to attending forest school sessions

### **Medical Information Form - Adult**

Full Name	
Date of Birth	
Emergency contact	
Emergency Contact Phone numbers	Home Work Mobile
Doctor phone number	

#### **Do you have any of the following?**

<b>Illness</b>	<b>Comment</b>	<b>Medication needed Please specify</b>
Asthma/Bronchitis		
Sight/hearing difficulties		
Heart condition		
Diabetes		
Epilepsy		
Allergies: e.g. pollen, nuts, materials		
Have you ever been stung by a wasp or bee? If yes, describe the reaction		
Date of last tetanus injection		

**Signed:**

**Date:**

## SAFETY SWEEP EVIDENCE

Before each Forest School session there will be a safety sweep of the Forest School site to look for and assess immediate risks. All safety sweeps will be recorded and filed by the Forest School Leader.

<b>Date:</b>	<b>Time:</b>	<b>Weather:</b>
<b>Name of Forest School Leader:</b>		

Checklist	Yes/No	Comments
Fallen branches		
Low branches		
Protruding thorns		
Brambles/nettles		
Slippery areas		
Broken glass/needles		
Vandalism/intruders		
Weather effects		
Standing water		
Boundary line/fence		
Base camp		
Tool area roped off		
Emergency rucksack		
Equipment ready		
Spare clothes		

Other hazards identified:
Action taken:
Signature:

## Fire Policy

Fire at Forest School will always be supervised by a Forest School leader. Fires will never be left unattended and will be safely extinguished before leaving the site. Safe fire practice will be taught and adhered to during every fire session held. All fires will be in base camp with a fire square around them. They will be within a fire basket and never straight on the ground. All obstacles and trip hazards will be removed from the fire circle.

Relevant equipment will be accessible during each session and available near to the fire - water bucket, fire-proof gloves, fire lighters, fire strikers, fire sticks, wood, newspaper, cotton wool

Leaners will be taught, and consistently reminded of, the fire pit rules from their very first visit to the area. These are:

- Seating logs will be minimum of 1.5 - 2m away from the fire pit
- Walk around the outside of the logs until everyone is behind a log
- Step over the log and sit down
- When the session has ended, stand up and step back over the log.
- Keep the area around the fire circle free from obstacles
- NEVER walk across the fire circle
- NEVER throw anything into the fire
- When invited to work on the fire with an adult, make sure to approach the fire pit slowly, assume the one knee position and listen to the adult supervising
  - When changing position, stand up, step back over the log and walk around the fire circle, step over the log and sit down

### Fire Lighting

- Forest School Leader trained in how to construct and light a fire

### Safety and Responsibility

- Fire bucket and first aid kit sited close to the fire
- Only the Forest School Leader is permitted to light a fire unless children are under the direct supervision of the leader
- Fires are lit using a striker, firelighter, cotton wool, newspaper and kindling
- No flammable liquids are used to light or accelerate fires
- Only wood is to be burnt
- Wood must be placed into the fire using a fire glove

### Extinguishing

- All fires must be extinguished at the end of the session
- Wood is spread and water is added from the fire bucket
- Fire basket is emptied when cooled

### Cooking and eating at Forest School

Programme leaders, adults and volunteers need to be aware of the following when cooking and eating during Forest School sessions:

- Open fire cooking only happens in the fire pit area
- One knee position must be used at all times when cooking over the fire
- Everyone must wash their hands before handling food
- All food must be stored in appropriate containers
- Equipment must be clean before using, and cleaned after use
- All dietary requirements must be researched, recorded and met during sessions
- All food must be cooked correctly
- All waste must be disposed of correctly after each session
  - No meat to be cooked during forest school sessions



### Risk Assessment for an Open Fire

The purpose of an open fire is to offer the children an acceptable risk activity to enhance their learning opportunities. If we only provide a sanitised environment and risk adverse activities children will not explore and discover the world for themselves, they will only experience a safety conscious environment. However, safeguards must be in place to ensure the activity is at an appropriate level for their abilities and understanding without turning the activity into a safety first pursuit.

Hazard	Harm	at Risk	existing measures/ new measures	who will do it?
Fire & heat	burning to skin & clothes	all	<ul style="list-style-type: none"> <li>• Fire will be in the base camp within a fire basket</li> <li>• All hair to be tied back and any dangling items to be removed</li> <li>• Only the Forest School Leader will light the fire unless children are under 1 to 1 supervision by the leader.</li> <li>• Fire to be lit using the procedure set out in the training involving the use of strikers, cotton wool, firelighters, kindling and newspaper</li> <li>• Build the fire: Use kindling in 2 layers in a Jenga pattern, add 2 scrunched up sheets of newspaper, add more kindling on top, light with strikers, cotton wool and fire lighters, add more dry firewood, introduce larger pieces, keep fire at no higher than the knee</li> <li>• Supervision of the fire, Forest School Leader to be sat beside fire at all times while alight or hot embers remain, to ensure children do not have unsupervised access.</li> <li>• All resources needed should be close to the fire so the leader does not need to leave</li> <li>• Children will be given rules and safety advice and dangers of fire prior to visiting the fire.</li> <li>• Fire circle to be 1.5 to 2m away from the fire</li> <li>• Children will only be invited into the fire circle by the Forest School Leader. They will walk at all times.</li> <li>• A fire square to be placed around the fire and secured in place</li> <li>• All working with fire should be on one knee.</li> <li>• If children need to move due to smoke, they step back over the log and walk around the fire circle</li> <li>• First aiders and first aid box will be available.</li> <li>• Fire proof gloves to be used when adding to the fire</li> </ul>	HD
Fire out of control	Burning to skin and clothes and damage to area.	all	<ul style="list-style-type: none"> <li>• As above</li> <li>• Fire will be in a fire basket to prevent the fire escaping the area.</li> <li>• The fire will not be under overhanging trees which may catch alight.</li> <li>• A good supply of water will be available to put out flames and dampen heat.</li> <li>• Fire will not take place on windy days</li> </ul>	HD

Hazard	Harm	at Risk	existing measures/ new measures	who will do it?
Falls into fire	burning to skin & clothes	all	<ul style="list-style-type: none"> <li>• As above</li> <li>• Children have a safety brief before entering the fire pit area.</li> <li>• When cooking etc. everyone at fire should be on one knee to remain stable.</li> <li>• Maximum of 3 people at fire (inc. adults).</li> <li>• All large obstacles/ trip hazards to be removed from the fire circle</li> </ul>	HD
Smoke	inhalation, irritation	all	<ul style="list-style-type: none"> <li>• The wind direction will be constantly assessed and children advised to move safely out of smoke direction.</li> <li>• Dry suitable wood used to prevent excess smoke.</li> </ul>	HD
Heat from hot embers.	burning to skin & clothes	all	<ul style="list-style-type: none"> <li>• When the fire activity is finished the embers will be spread out with a fire stick.</li> <li>• Afterwards, the fire will be put out with a bucket of water.</li> <li>• When cooled, the fire basket will be emptied.</li> </ul>	HD
Kelly Kettle	Burning and scalding	all	<ul style="list-style-type: none"> <li>• As above in general section</li> <li>• Ensure spout is 90 degrees to the hole and the bung is removed</li> <li>• Follow training procedure for lighting Kelly kettle</li> <li>• Input fuel through the top chimney using a fire glove</li> <li>• Do not overfill kelly kettle</li> <li>• Ensure use on a flat and stable surface</li> <li>• Move Kelly kettle using two hands on the handle</li> <li>• Extinguish the fire using water from the bucket</li> <li>• Pour using handle and chain for bung – lip to lip before you tip!</li> </ul>	HD

Signed: Harley Dowe

Date: July 2022

Review Date: September 2022

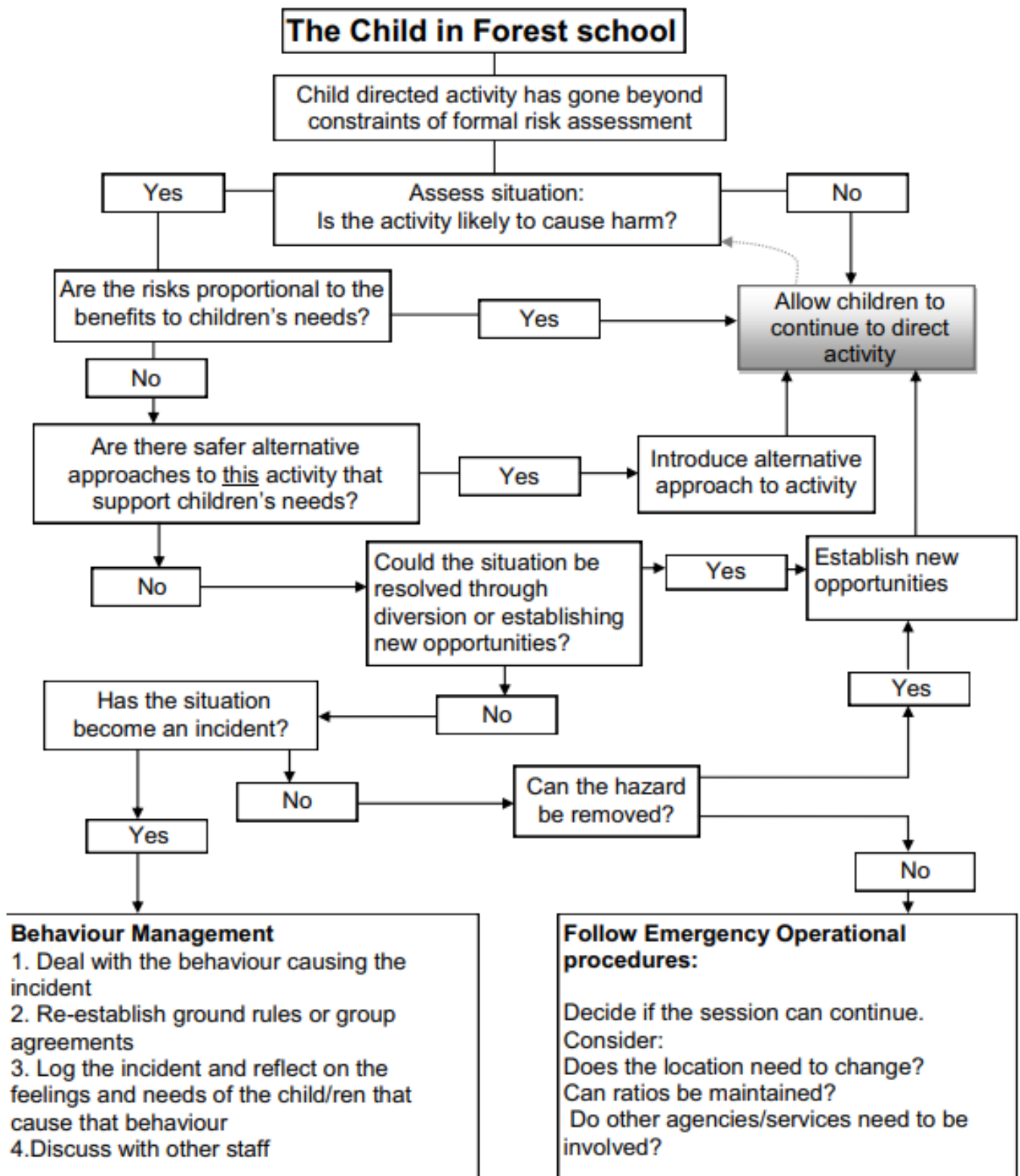
## Tools

All participants must ensure that the tools are used correctly and safely.

General rules for tool use:

- Tools are safely stored in school (in locked toolbox) and will be checked by programme leaders before and after each session
- All tools must have a separate risk assessment
- All tools will be used in the designated tool area (Base Camp)
- Tools should be clean and sharp before use
- Clear rules will be set out at the beginning of the tool session
- Leaders will ensure that relevant tool talks are delivered correctly before any tools are used
- Learners will be supervised at all times whilst using any of the tools

# Forest School Dynamic Risk Assessment



## Emergency Procedures

### Minor Injury

In the event of a minor injury, the following procedures should take place:

- First aider to look after and treat the injured person
- Injured person to continue with the session once treated
- Incident recorded and parent informed
- If injury requires the child to go back to school, the child returns to school with an adult.
- Other children continue with activities if safe to do so
- If the ratios or situation mean that is unsafe or inappropriate to continue, Forest School Leader to call 1,2,3 base camp and children return to the base camp area
- Activities then adapted to be safe in line with ratios or return to school

### Serious injury - Ambulance procedure

First aider to stay with injured person who will assess, monitor and treat. Adult helper to support.

Forest School Leader to gather children using 1,2,3 base camp or 1,2,3 come to me.

Children to be taken back to school if possible or removed to the glade area. Safety of the children will be maintained by the remaining staff away from the incident.

Adult helper to call the emergency service/s that you require on 999/112 from a mobile

Notify a member of Senior Management who will in turn notify the parent and send help to the site.

Give as much information about the patient and their location as possible:

- Who has been injured
- What their injuries are
- If they have any medical conditions
- Where on the site the patient is
- The directions to the site and the patient

Arrange for someone to stand by the access gate to direct the emergency services.

Ensure any equipment involved in the accident is retained and unaltered

Injury should be recorded using the relevant procedures with all relevant parties informed including Bedford Borough Council and Bedfordia. Log facts, events and times

### Missing person procedure

The following procedure should be instigated and followed by the Forest School Leader responsible for a group in the event of any person (adult or child) going missing from the Forest School group.

- Carry out 1, 2, 3 base camp routine. This signals that everyone should move to the Forest School camp.
- Conduct a head count to check that all other members of the group are present
- Have a members of staff stay with the group at the Forest School circle and await further instructions.
- Send the remaining staff and volunteers to search the immediate area for an agreed length of time (e.g. 5 minutes). Arrange for them to return to the agreed meeting place at an agreed time.
- Ensure that each of the searchers has a mobile phone
- Searchers should stay within an area they know and be aware of their own safety.
- If the missing person is not found in the agreed length of time, everyone should walk to the school. Here the rest of the group can wait in safety and comfort.
- Alert school staff to the fact that there is a missing person.
- Organise a second search party. Any staff member who knows the site can be recruited to help this second search. Searchers should work in pairs with at least one carrying a mobile phone.
- Arrange for them to search for a specified length of time (e.g. 20 minutes) and return at an agreed time. If the missing person is not found by this second search, then with SLT consent, contact the police.

### Fire procedure

In the event of a fire that cannot be put out quickly and safely by the Forest School Leaders:

- Gather everyone together in a safe location, conduct a head count and evacuate area to Milton Ernest School Site
- Alert SLT and instruct one person to call the fire brigade and give directions to the site – see location on front of handbook
- Arrange for someone to stand to direct emergency services.

### Evacuation of site

If site needs to be evacuated, follow the following procedure:

- Gather all children and staff by calling 1,2,3 base camp
- Conduct a head count
- Leave the forest school site following the travel policy and risk assessment
- Return to school
- Leaders return to site when safe to collect equipment

### Adult Down Procedure

- Attend to casualty and qualified first aider administers first aid as appropriate
- Inform emergency services if required
- If the adult is the Forest School Leader, remaining teaching staff assume responsibility for the children. They will follow the serious injury emergency procedures as detailed above.

## Emergency Card

Copy of Emergency card to be attached to the forest school bag at all forest school sessions

### Emergency Card

Forest School Leader: Harley Dowe

Name of setting : Milton Ernest C of E Primary School

Name of Forest School Site: Bedfordia Farm

Post code: MK44 1YU

What 3 words: dinosaur, eats, rejoins

### Emergency Procedure:

**Forest School Leader:** Get children to base camp or to an area safely away from the incident. Return to school if appropriate

**First Aider(Helper 1):** Deliver appropriate first aid and call 999/112

**Helper 2:** Contact school office who will contact parent and send help to forest school site. Then support first aider. Meet and direct emergency services



### Toileting procedures

- Children will go to the toilet before and after Forest School sessions
- If the toilet is needed, adult can take the child back to school as long as this does not impact on the safe ratios needed for the activities to take place.
- In a situation where the child cannot go back to school, they may have a wild wee. This will be in a safe area away from the other children. Wipes will be provided along with hand washing equipment and hand gel.

## Insurance



### 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.

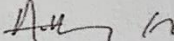
The following local authority maintained school is a member of the RPA.

<b>NAME OF MEMBER ORGANISATION:</b>	Milton Ernest CofE Primary School
<b>MEMBERSHIP NO/URN:</b>	109613
<b>MEMBERSHIP PERIOD:</b>	01 April 2022 to 31 March 2023
<b>RPA MEMBERSHIP RULES:</b>	VC

(1)	<b>EMPLOYER'S LIABILITY</b>
Limit of Indemnity	Unlimited
(2)	<b>THIRD PARTY PUBLIC LIABILITY</b>
Limit of Indemnity	Unlimited
(3)	<b>PROFESSIONAL INDEMNITY</b>
Limit of Indemnity	Unlimited
(4)	<b>PROPERTY DAMAGE</b>
	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:   
Tony Foot  
Strategic Finance Director

Dated: 01 April 2022



Department  
for Education

## Environmental Impact

Sessions will be limited to one 2 hour session each week. After each session, the forest will be left to recover with no disturbances by adults for 7 days.

The woodland is surrounded by pathways created by Bedfordia. Forest School will use these pathways to limit the impact of footfall on the surrounding area.

In order for the woodland to recover from use, areas should be managed carefully and used on rotation. This includes digging areas and climbing trees. The impact of footfall in around the base camp will be monitored. This has been positioned in a natural clearing with very little growing in it to limit the impact on flora and fauna.

Children will be reminded of the rules of no picking so that they have ownership of the sustainability too and no flora will be lost as a result. The children need to take some ownership of the sessions and the area and a clear understanding of the impact of their actions on the environment

There is no need for felling of trees as there are natural clearings throughout the forest. Some pruning is needed for safety reasons and coppicing of hazel to encourage growth and provide wood for Forest School.

Some of the areas of nettles will need to be cut back so that children can access more areas, however, there will still be large areas of nettles to encourage wildlife into the area.

Mini beast areas will be created to limit the disturbance of animal life in the forest. These will be rotated and repositioned.

As the woodland is used it is important to monitor the impact of usage so that you can move to another area before permanent damage is done.

### Three Year Management Plan

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Establish base camp and fire pit	Prune any overhanging or low branches	Audit equipment
Take photos of areas for impact over time	Rotate the digging area, trees for climbing and minibeast area	Develop access and use of the pond area by cutting back and providing a space for dipping
Observe and identify flora and fauna in the area. Take photos and create ID charts	Invite parents for a parent and child Forest School session	Create bird boxes to encourage more wildlife into the area
Set up a digging area, climbing trees and minibeast log area	Take new photos to analyse the impact on the woodland area	Rotate the areas again
Secure the boundary	Cut back and clear some of the nettles to open up more areas of the forest to the children	Prune and coppice trees to encourage growth and provide safe access to the woodland
Rope off the pond area	Create more Forest School leaders by training staff	Monitor the paths into the woodland area. If footfall is having an impact, contact Bedfordia to discuss how this can be managed.
Contact tree surgeon parents for supplies of wood for stumps, whittling, den building etc	Discuss clearing some of the glade area for mindfulness activities	

## Policy Links

All policies can be found in the policy folder, on the website and on the school server

Relevant policies:

- Anti bullying
- Safe guarding
- Confidentiality
- Behaviour
- Child protection
- Data protection
- First aid

## Declaration

I have read and understood the Forest School Handbook:

[illegible]