



Blossom Federation

Daubeney, Sebright and Lauriston



Sebright School Forest School Handbook

Forest School Lead Teacher

Gavin Hart

V3: 08/23



Sebright Forest School site location

OS Grid Ref: TQ 34267 83491

Latitude: 51° 32' 3" N

Longitude: 0° 3' 56" W





Handbook first produced in Summer 2019 for launch of Sebright Forest School in September 2019 by Peter Hamlin Assistant Head, Sebright School.

Updated versions:

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Vision Statement

At Sebright School, we strongly believe in the nurture and development of the whole child. Throughout their time at Sebright School, children should experience a wide range of activities, challenges, lessons, trips and workshops. We are empowering children with the skills, knowledge, respect and resilience to be successful in the real world. As practitioners we are ensuring the children are engaged, motivated and can think critically and creatively.

The Forest School at Sebright was set up to continue the child led learning that is so strong in the Early Years. Currently, Years 1 and 2 take part in these sessions. Completing small achievable tasks will ensure children build up their confidence, self-esteem and a sense of achievement.

The main principles of Sebright Forest School are as follows:

- **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.
- **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.
- **Principle 3:** Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.
- **Principle 4:** Forest School offers learners the opportunity to take supported risks appropriate to the environment and themselves.
- **Principle 5:** Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.
- **Principle 6:** Forest School uses a range of learner-centred processes to create a community for development and learning.

With the natural world as the classroom, children will become healthy, engaged, self-motivated and resilient life-long learners.





Communication with all stakeholders

The Forest School ideology is already strongly imbedded in Sebright School.

Any communication with the school's staff can be via meetings (group, singular, formal or informal) or via email. All the staff are aware of Forest School and are supportive.

Letters or emails can be sent to the parents of children attending Forest School sessions before their children start their sessions, explaining what their children will need, what they will be doing and the philosophy and benefits of Forest School. Group or individual meetings can also be set up to aid with this.

Our Sebright Forest School Site in Sebright School

In 2019 we repurposed our old gardening site next to the KSI playground as our Sebright School Forest School site. It was left to rewild over the next few years and is now a diverse site in terms of flora and fauna.

The advantages of having a forest school site are that one can take large groups at once without the additional safety measures needed when taking children off site. Sessions can start quickly as the travel time is greatly reduced. The population of rats had also greatly increased at the previous site (Haggerston Park) after the pandemic, so it is by far safer to hold the forest school sessions in the school grounds. It is also easier to do a thorough safety sweep before each session.

The children still feel connected to nature as the area is mostly enclosed by 10' hedgerows and has several large trees. The base camp is also more of a permanent feature.

Sebright Forest School uses the natural world and resources to stimulate imagination, creativity and investigation.

Activities will include:

- Shelter building
- Natural art
- Learning to use knots and lashings
- Bug hunts
- Physical activities such as climbing and lifting
- Knowledge of flora and fauna
- Using tools to make games, toys, instruments, jewellery, decorations
- Making habitats
- Team building games
- Storytelling
- Exploring!

Links to the curriculum will be made at all times and planning alongside class teachers will help children to make links to what they have learnt in the classroom. At Sebright we follow a topic-based curriculum that will be relevant in the woodland setting too.





Forest School Rules and the Countryside Code

The Countryside Code

The Countryside Code outlines ways to help you enjoy your time in the countryside whilst also being responsible and helping to maintain and protect the environment. Although the Sebright Forest School is situated inside Sebright School grounds, the principles are still the same.

- Be safe, plan ahead and follow signs
- Leave gates and property as you find them
- Protect plants and animals
- Leave no trace and take your litter home
- Be considerate to other people

Sebright Forest School Rules

- Look after your Forest School and leave no trace
- Do not pick anything growing
- Do not put your fingers, or anything else in your mouth
- Stop at the boundary markers
- Maintain the Sebright Standards at all times – The forest is our classroom too!

Children are representatives of Sebright School and will follow the Sebright Standards at all times.

- Treat yourselves and others with respect
- Treat all property with respect
- Behave sensibly and safely (around school – i.e. no running)
- Achieve your best at all times
- Be kind and help others
- Listen without interrupting
- Respond to an instruction straight away
- Always be in control of your own behaviour





Detailed Activity-Based Rules

Boundaries

Before each session begins children are made aware of how far that they can explore. If children move to explore hidden areas an adult should also move into the cover deep enough to be able to see the children but also allowing the children the freedom to explore independently. If you lose sight of a child shout “1...2...3... where are you?” The children have been taught to respond “1...2...3...I am here!”. This enables the leader to trace children who have strayed. Children who are known to need 1-1 support are given the support needed. The children are also taught “1...2...3... back to base camp” and will return to the established base camp immediately.

Stick play

Children can carry sticks shorter than their arm’s length but are encouraged to think about how close they are to other children. Longer sticks may be dragged and not lifted above waist height. Sticks must not be thrown or used as swords for fighting. Sticks must not be pulled from living trees.

Stone play

Children can play with stones and use them for creative activities but throwing of stones is strictly forbidden. They should be encouraged to be respectful of the insects and wildlife under the stones.

Collecting objects in the area

Care should be taken when picking up any objects in the Forest School. A safety sweep is carried out before the session to ensure any litter or drug paraphernalia isn’t present. Children will be required to wash their hands at the end of the session and can also use antibacterial gel during the session.

Rope and string use

Rope and string can be used in creative activities, den building and knot practice for example. Children are not permitted to tie other children or adults up and should remember to leave no trace. All rope and string will be collected at the end of each session. In order to make a swing, additional adult support may be required to hook the rope over a high sturdy branch. Children are reminded to be safe when hanging from ropes – especially avoiding the risk of having the rope tie around their neck.

Use of tools

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

Eating and Drinking

Food is not permitted during Forest School and the children are actively encouraged to not put anything in their mouths. Water is available to drink from the allocated adult who has brought the water and cups.





Digging

Children should stick to the designated digging area away from tree roots and habitats. They should remember to leave no trace and not leave any holes at the end of the session.

Carrying and transporting

Children are encouraged to roll, lift, drag and to pull materials, either by using their hands or by using ropes. We encourage safe lifting by bending our knees and keeping our back straight. Safe lifting should always be modelled by adults. Heavier objects should be rolled, lifted or carried by more people working together.

Tree Climbing

An adult must be present when children climb trees in the Forest School. The ground cover should be checked for 'sharp objects' and the tree marked as suitable for climbing. A visual check must be made for loose and rotten branches. Children are permitted to explore to their own limits or to a maximum height of 1.5m. Adults should be near enough to catch if a child should fall but far enough away to not be invasive to the children's exploration.

Fires at Forest School

At the end of each term, we may have a fire in the Forest School of our school grounds. A separate risk assessment will be carried out with Barry Kimpton, the Site Manager.

When lighting a fire, the Forest School leader will take control of the operation and all accompanying adults will be briefed before we start. The person in charge of the fire safety and management will wear a clear and visible symbol as a visual cue to the children, a high visual jacket for example. A lit fire will not be left unattended at any point. A fire may not be lit until it has been confirmed to all that our fire safety equipment is in place. Open fires will be built within a fire square.

An open fire will be lit within a fire square. A fire circle using log sitting stools may be established around the perimeter, 2.0m from the fire square. No one may enter the fire circle perimeter unless invited to do so by an adult. There is no running past the fire circle. No items must be carried and placed within the fire circle unless by an adult. If you wish to move around the fire to a new stool, you must step out of the circle and walk around the outside of the log circle. Even when the fire is unlit, we will treat it as if it is lit.





Ecological Impact

The role of the Forest School Lead Teacher will be that of monitoring the use of the area and ensuring its sustainability and minimising the environmental impact of our sessions. Duties will include:

- Teaching the children about the growth cycles of the flora – not to pick or damage new buds or seedling and only to pick up sticks and leaves that are on the ground
- Children not to use areas that have been excessively wet or muddy because of the rain. This can compact the ground making the soil less fertile.
- Flora and Fauna audits to be carried out to ensure impact is kept to a minimum
- Constant review of the three-year sustainability plan

Three-Year Sustainability Plan of the Sebright School Site

Year 1

September – December

- Nature audit: including photographs of Autumn flora and fauna
- Site assessment
- General risk assessment including poisonous plants
- Setting up of Basecamp
- Develop resources
- Set out areas for activities – e.g. basecamp, digging area, swinging area etc.

January – March

- Nature audit: including photographs of Winter to Spring flora and fauna
- Set out areas for activities – e.g. basecamp, digging area, swinging area etc (if worn).

May – July

- Nature audit: including photographs of Spring flora and fauna
- Possible low-level planting in low footfall areas – look at native species.

August

Site rested

Year 2

September – December

- Nature audit: including photographs of Autumn flora and fauna
- Identify areas in need of recovery and possibly move areas – such as the digging area.
- Climbing tree relief
- Identify weeds or poisonous plants
- Establish activity areas.

January – March

- Nature audit: including photographs of Winter - Spring flora and fauna

May – July

- Nature audit: including photographs of Summer flora and fauna

August

Site rested





Year 3

September – December

- Nature audit: including photographs of Autumn flora and fauna
- Review activity areas and move as required

January – March

- Nature audit: including photographs of Winter - Spring flora and fauna

May – July

- Nature audit: including photographs of Summer flora and fauna
- Possibly replenish or replant in any damaged areas

August

Site rested





The Sessional Procedures for Forest School

Before the session

- Check first aid kit and necessary medication
- Complete risk assessments
- Safety sweep and record findings
- Check equipment and count in
- Brief adults and helpers on focus for the session today
- Check children's suitability of clothing
- Toilet
- Register
- Ensure 1:1 or specific children's needs are catered for
- Count out children and ensure all adults know how many children there are
- Remind children of rules and expectations and head out!

During the session

- Welcome routine and aims for the session
- Reinforce rules and identify boundaries
- Identify risks for the day and how to manage them
- Model specific skill or task that will be covered that session
- Reinforce forest school ethos with attending adults
- Count children regularly

After the session

- Children return to basecamp for plenary and reflection
- Clean and count in tools and equipment
- Register
- Count children and head back to class
- Lock away any tools
- Clean any items that couldn't be cleaned in the forest
- Dry and fold up any borrowed clothing and see if any need washing for next week





Additional Adults' Roles and Responsibilities

- To be clear of the Sebright Forest School handbook
- To be aware of responsibilities in case of an emergency
- Supporting children where necessary when on site
- Modelling the expectations and rules
- Taking children to the toilet
- Taking photos
- Observing the children and making notes
- Supporting of the tidying of the site before the children leave
- Know when to stand back!

Job cards can be developed and handed out during sessions to guide and assist additional adults when at Forest School.

What to say instead of “Be careful!”

Help the children foster awareness by saying:

- Notice how...?
- Do you see...?
- Try moving....?
- Try using your...?
- Can you hear....?
- Do you feel...?
- Are you feeling...?

Help the children problem solve by saying:

- What's you plan...?
- What can you use...?
- Where will you put...?
- How will you get...?
- Who will help you with...?





Legislation and Health and Safety Policies

As our Forest School is our outdoor classroom, the same legislation applies.

- Health and Safety at Work act 1974
- Children’s Act 1989
- Liability insurance
- Disability Discrimination Act
- Race Relations Act
- Sexual Discrimination Act
- DBS checks
- Every Child Matters
- School Policies: Safeguarding Policy
- GDPR

Health and Safety at Work Act

The HASWA outlines the responsibilities of employers (in this case the Forest School Leader) and also of employees (being additional adults working in the group). The main considerations relevant to Forest School sessions are detailed below:

Employers must	How this will be done
Tell you about the risks to your health and safety	Adults will be asked to read the risk assessment(s) at the beginning of the session
Tell you how to do your job safely	The Forest School Leader will introduce the adults involved in the activities and inform them of safety considerations
Ensure that safe working practices and appropriate polices are in place to safeguard its staff and users	Adults will record accidents and incidents, and review whether they could have been avoided. The Forest School Leader will make appropriate changes to procedures and policies, as necessary.
Inform you how to get first aid	The Forest School Leader will have a First Aid kit and administer first aid
Tell you what to do in an emergency	Staff will be given a copy of the handbook with procedures
Provide you with the protection you may need to fulfil your role	Relevant safety equipment will be given to anybody who needs it
Take care of their own health and safety and that of people who may be affected by what they do (or don’t do)	Adults must actively manage risks by reporting, reducing or removing them where possible, providing it is safe to do so.
Co-operate with others on health and safety, and not interfere with, or misuse anything provided for health and safety or welfare	Follow the health and safety advice given during the session by the Forest School Leader, or seek advice if uncertain.

The Forest School Health and Safety Policy is an addition to the School Health and Safety Policy and does not change the school’s policies on Health and Safety.

For Forest Schools to run safely, the Forest School Lead Teacher will:

- Ensure that at least one qualified first aider is on site at all times
- Establish and maintain a safe and healthy environment





- Follow policy and practice found in the Handbook
- Make sure all adults on site have knowledge of all guidelines
- Ensure that all adults are familiar with all emergency procedures, reporting and recording
- Make and share risk assessments before sessions
- Ensure that additional adults are aware of their responsibilities towards the children
- Fully investigate any accidents and use information for future risk assessments
- Make sure all safety equipment is in good working order
- Keep to the recommended adult:child ratio

The Forest School Lead Teacher is responsible for the maintenance of the first aid kits and any tools that are used on site.

In the event of a fire, the school emergency bell can be heard on the Forest School site, plus we will be informed by use of a mobile phone from the school office. We have a register of pupils in Forest School and also the class teacher has a copy of the pupils that are in the session. As a group we will join the rest of the school on the KS2 playground and follow the drill as normal.

First Aid

The Forest school Lead Teacher should always have an up to date paediatric first aid qualification. Additional adults should also have first aid qualifications to ensure the children are kept safe. The school policy of recording injuries should be followed at all times. In the event of a serious injury, the Forest School Lead teacher will call for an ambulance and contact the Head of School.

Pupil responsibility for Health and Safety

- Following the Sebright Standards and procedures plus any instructions given in an emergency.
- Taking reasonable care of themselves and others
- Co-operating with Forest School Lead Teacher and any other staff and volunteers on site
- Using equipment in the way they have been instructed
- Remembering to use personal protective equipment provided when needed
- Dressing appropriately for weather conditions and safety
- Abiding by all safety requirements when using a fire pit
- Reporting to the Forest School Lead Teacher or staff member of anything they think could be harmful or dangerous on site





Essential Equipment for Forest School

- First Aid Kit
- Handbook
- Medical information
- Medication for children and adults
- Risk Assessments
- Mobile phone
- Water
- Whistle
- Accident forms
- Appropriate clothing
- Tools and equipment



Clothing

The following requirements for Forest School will supplement the school uniform policy. This clothing ensures children are kept safe and comfortable in the natural environment.

Footwear: Sturdy shoes or waterproof wellingtons will ensure children can get a good foothold and not get wet socks! If children come to school in light sandals or canvas shoes, they can borrow the school wellingtons.

Trousers and long sleeves: Long trousers and long sleeves should be worn to protect legs and arms from brambles, nettles, insect bites and possible sunburn.

Waterproof trousers and jackets: The Sebright parent association has fundraised to ensure all children will have waterproof jackets and trousers. The size and suitability will be assessed by the adults.

Cold weather wear: Children will be responsible for wearing their own clothes to keep them warm in the colder months. These items of clothing should fit underneath their waterproofs. Hats, gloves and scarfs should also be encouraged to keep children warm.

Hot weather wear: Children should wear their own hats and have their sun block applied before they come to school in the morning. Adults cannot apply sunblock onto children.

The Forest School Lead Teacher will ensure children are suitably dressed before leaving for the site.





First Aid Kit

A green box first aid kit suitable for primary school aged children will be regularly checked and equipment replaced after use.

- 6 x Medium Sterile Dressings
- 2 x Large Sterile Dressing
- 3 x Triangular Bandages
- 12 x Safety Pins
- 3 x Eye Pad Sterile Dressings
- 60 x Sterile Adhesive Dressings (Plasters)
- 30 x Sterile Cleansing Wipes
- 1 x Adhesive Tape
- 9 x Nitrile Disposable Gloves (Pairs)
- 3 x Finger Sterile Dressings
- 1 x Resuscitation Face Shield
- 2 x Foil Blanket
- 2 x Hydrogel Burn Dressing
- 1 x Shears
- 2 x Conforming Bandage
- 1 x Koolkids Washproof Plasters (Pack of 120)
- 1 x Gauze Swabs (pack of 100)
- 1 x Emergency Spill Sachets
- 1 x Green Case





Weather and Cancellation Policy

Children will be encouraged to attend Forest School in all types of weather and wear suitable clothing to keep comfortable.

“There is no such thing as bad weather... just bad clothes!”

Unfortunately, in some cases, we may need to cancel the forest school session at short notice. This decision will be made by the forest school lead teacher.

- Wind
 - If the risk of falling branches is too high, we will have to cancel the session.
- Rain
 - The children will attend the session when it is raining. However, during periods of sustained heavy rain we may need to cancel to protect the ground and maintain the forest school site.
- Snow and Ice
 - Snow can be very exciting during forest school sessions. However, if the risk of slipping due to ice is too great, we may need to cancel the session.
- Hot weather and Sun
 - Children should have sun block applied before coming to school and have the necessary clothing to protect from sun burn. If the heat is unbearable and the risk of sunstroke and dehydration is too great, we may need to cancel the session.

Travel Policy

The children will get changed in the classroom/corridor and will walk across the playground to the Forest School site. If the children were to leave the premises, then Sebright's standard risk assessment and travel procedures would be put in place.

Toileting considerations

The children will be encouraged to go to the toilet before we go out to the Forest School area. If, however, they do need to use the toilet they can be accompanied to the toilets near the KSI playground.





Medical and Emergency Contact Details

The Forest School Lead Teacher is responsible for taking along the medical details of all children and staff for each session.

The medical information sheets that the school keeps on all children will be laminated and included in the first aid kit.

In the event of needing to contact a child's parent, a call will be made to Ms Corpe's mobile or the school office. They will then be able to contact the parents.

Terry Corpe, Head of School:

07810 155 857

School Office:

020 7739 6531

The Forest School Lead Teacher's first aid certificate can be seen below and expires in
XXXXXXXXXX





Medical Information Form

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:





Risk Assessment

Sebright follows a 5-step approach to risk assessment for all Forest School activities:

- Look out for hazards
- Decide who may be harmed and how
- Evaluate the risks and decide whether existing controls are adequate or whether more should be done
- Record findings, including daily amendments to standing risk assessments based on site visits and observations
- Review assessments on a regular basis (or if circumstances change, which may affect the rigour of the assessment) and revise if necessary

A Sebright School Risk Assessment form needs to be filled out when using the forest school site. This form also includes the risk benefits and management required to ensure children are safe.

This risk assessment will be carried out once a term and is a working document that can be changed if required.

A separate risk assessment for the use of fires at the Sebright School site should also be carried out before fires are lit.

When cooking we would make sure to refer to Sebright Food Hygiene.

When constructing dens or making swings we would also refer back to the Sebright Risk Assessment as well as making considerations and managing materials used and the site as well as monitoring.





Sebright Forest School Risk Assessment

Date..... Signed.....

Trip hazards	M	Safety sweep of the area. Highlight any roots that poke up. Maintain the no running rule	Physical development, walking on uneven terrain
Low branches	M	Remove low branches that pose a risk to eyes	Being aware of surroundings
Loose branches and tree damage	M	Remove any large, dead branches overhead if possible. Rope off any dead trees or dangerous branches	Being aware of surroundings
Brambles	L	Not many brambles at our site but teach children about tripping and scratching	Physical development
Insect bites, ticks and stings	L	Session on insect bites First aid kit	Life skills – you’re going to get bitten again and now you’ll know what to do
Poisonous plants	L	Sessions on identification of poisonous plants Maintain the no pick no lick rules No eating at the forest school site	Independence and self- regulating behaviour
Harmful litter	M	Safety sweep	Knowing not to touch discarded rubbish as it could be dangerous
Weather considerations	L	See separate forest school weather policy	Resilience and fun being out in all weathers
Faeces	L	Safety sweep will look for poo. Children to be vigilant and notify adults if found	Identify the types of animals at our site by the poo
Tool usage	M	Follow separate risk assessments Teach about blood bubble and responsible use	Develop fine motor skills, independence, self- regulation





Risk Assessment Form: Forest School Fires

Description of task and specific area being assessed

Risk Forest School Fire Sessions

Location	<i>Assessment Details</i>
School Sebright Forest School site (corner KS1 playground) Name of Assessor Position Held	Risk Assessment 1 Date of Assessment Planned Review Before next fire session

Hazard	Risk	<i>Individuals Affected</i>
Small camp fire at the edge of the KS1 playground in the forest school site	Fire spreading out of control Injury to children / adults	Children / adults at forest school Anyone close to the site

Control Measures already in place

No fire events previously at Sebright – however fire safety policy should be followed

Calculation of risk (use risk calculator overleaf)

Seriousness (A)	4	Likelihood (B)	1	Risk =AxB	4
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Control Measures required to reduce risk (if other than minimal risk)

+1 meter distance markers from fire pit
 Bucket of water at hand
 Fire no higher than knee height
 Always attended by Forest School lead teacher
 No children touch the fire or add wood to the fire – responsibility of the Forest School Lead
 Run through all safety precautions with children before hand
 Ensure fire is fully out before leaving site





Calculation of residual risk (use risk calculator overleaf)

Seriousness (A)	4	Likelihood (B)	1	Risk =AxB	4
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Action Plan

<i>Action</i>	<i>By whom</i>	<i>By when</i>	<i>Date completed/signature</i>
Forest School lead to prepare and inspect site before fire event		Every event	Ongoing

Line Manager's sign off

I agree with the risk assessment recorded above.

Signed: _____ Position: _____ Date: _____

Staff Member: _____

Signed: _____

Risk calculator

Seriousness (A)	Rating	Likelihood (B)	Rating
Fatality	5	Very likely	5
Major injury to several people	4	Likely	4
Major injury	3	Possible	3
Minor injury	2	Unlikely	2
Trivial injury	1	Very unlikely	1

Risk = Seriousness (A) x Likelihood (B)

Score	Risk	Action required
1 to 3	Minimal	Control measures should be kept under review
4 to 8	Low	Control measures should be fine tuned to reduce risk further if possible
9 to 12	Medium	Control measures should be improved within 2 weeks, consider an alternative lower risk activity
13 to 25	High	Activity NOT to proceed until risks addressed. Seek immediate advice from LBH Head of Health and Safety (Education)





Safety Sweep

This form must be completed before each session at Sebright Forest School.

Name:	Date:	Time:
Checklist	Y/N	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 ruck sack		
Equipment ready		
Spare clothes		
Dead wood		
Poo removal		

Signature.....

A copy of each sweep will be filed away in the forest school risk assessment and safety sweep folder at the end of the session.





Risk Management of Tools and Equipment

We will remind children of the Sebright Standard: Treat all property with respect. Children will be taught specific skills and techniques to keep the tools and equipment clean, safe and in good working order. Damaged or blunt tools should not be used and the Forest School Lead Teacher will be responsible for regular checks. If a tool does break on site the adults and children will notify the Forest School Lead Teacher immediately.

In Addition General Rules for Tool Use:

- **All tools must have an individual risk assessment.**
- Ensure safe storage in a locked cupboard at school/nursery with nominated Forest School Leader access and responsibility.
- Ensure safe storage and responsibility by Forest School Leader at the Forest School site.
- Never walk around with tools.
- Always make sure they are clean and sharp before using them.
- When using tools with children it should only be with the Forest School Leader.
- When using tools, you have a designated tool area where you and the children sit when using the tool.

Penknife

- Must be with the Forest School Lead Teacher
- Always sit down when using the penknife
- Ensure penknife is closed and locked when not in use
- Maintain a “blood bubble” with plenty of room around you
- Open the penknife away from you sitting down
- Always use the penknife away from your body
- Always insure that the children are supported when using the penknife on a 1:1 or 1:2 ratio dependant on their age and experience



Potato Peeler

- Similar rules for the penknife
- Sit down when using the potato peeler
- Always use the peeler away from your body
- Maintain a “blood bubble” when in use.
- Replace the peeler to the tool box when finished



Bow Saw

- Ensure that the guard is in place when not in use
- Must only be used with the Forest School Lead Teacher
- Must only be used in the designated tool area
- Must be used with a safety glove on the hand that is keeping the wood steady
- Should be used with a saw horse where possible
- Talk to the children about how to hold a bow saw





- Ensure safe storage and safe handling in Forest School

Bill Hook

- Ensure that the bill hook is in its protective sheath when not in use
- Must only be used with the Forest School Lead Teacher
- Must only be used in the designated tool area
- Ensure safe storage and safe handling in Forest School
- Talk to the children about how to hit the Bill Hook for example how to pull the bill hook out if it gets stuck and how to strike it with another piece of wood



Pruning Saw

- Ensure that the guard is in place when not in use
- Care must be taken when folding out the pruning saw maintaining a “blood bubble”
- Must only be used with the Forest School Leader
- Talk to the children about how to hold a Pruning Saw
- Ensure safe storage and safe handling in Forest School



Loppers and secateurs

- Ensure that the lock is in place when not in use
- Care must be taken when unlocking and maintaining a “blood bubble”
- Talk to the children about how to use loppers and secateurs responsibly and sustainably. i.e the best place on the plant to prune
- Ensure safe storage and safe handling in Forest School





Dynamic Risk Assessment

If there were any change in circumstances the Forest School Leader would have to calmly assess the situation. The children should be brought back to basecamp where another supervising adult can occupy them whilst the Leader deals with the situation. As we are on the school premises, heading back into the building as a group could also be useful. The Head of School or School Office would be called if required. All attending adults would be briefed beforehand on the emergency procedures and informed of where to find emergency numbers. Any incident can be recorded on the days Safety Sweep form and the Head of School would also be informed.

If there is an injury to the Forest School Leader, then a supporting adult would have to make the call to the Head of School or School Office by mobile. A laminated card containing the Emergency Details and Phone Numbers should be attached to the Emergency Rucksack or First Aid Kit.

Emergency Procedures

Missing child :

1. Forest School Lead Teacher to call group to base camp or designated safe area
2. Forest School Lead Teacher to take register to clarify who is lost
3. One staff member to take the group for story/singing whilst other adults look for child
4. Start search close to camp
5. Search for 5 minutes and then contact Ms Corpe, Head of School on her mobile immediately. Continue search
6. Phone emergency services and school to contact parents
7. Take advice from policy

First aid incident (Minor)

- Take advice from Forest School Lead Teacher
- All Sebright staff members can administer minor first aid
- Fill out accident form

First aid incident (Major)

1. Call children back to base camp, supervise and keep them calm
2. Be ready to follow evacuation procedures if instructed to by Forest School Lead Teacher
3. Upon instruction from Forest School Lead Teacher, call emergency services on mobile
4. Call school office or Ms Corpe's mobile to inform them of emergency, ask for assistance.
5. School office to contact parents





Evacuation / School fire alarm

- Return to base camp
- Supervise assembled line of children as they leave forest school until they arrive safely back at school.
- Follow instructions from Forest School Lead Teacher

Camp Fire

We will be making our fires in the school grounds.

Insurance and School Policies

Copies of all policies relating to Sebright School can be found on our website:
<https://www.sebright.hackney.sch.uk/about-us/policies>

Covid Protocols

Up to date government guidelines should be followed.

Please note, if hand sanitiser is used, children should wash their hands in running water first.



“There is no way that we can help children to learn to love and preserve this planet if we don’t give them direct experiences with the miracles and blessings for nature.”

Anita Olds

