



Woodland Walkers

Forest School and Bushcraft

Forest school Handbook 2024 - 2025

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What is Forest School?

Forest School takes a holistic approach to the development of participants, fostering a deeper relationship and understanding between the learner and the natural world, encouraging respect and a sense of responsibility for the planet we all live on.

It provides a nurturing environment, forming a community of trust and belonging where each individual is important. The young people decide how to participate, setting their own goals and challenging themselves while working towards achievable tasks. In this way it encourages the ability to recognise and manage risk as well as helping to create positive attitudes towards learning while allowing the participants the chance to discover their own strengths.

The ethos of Forest School is based on a fundamental respect for young people, recognising that everyone has the capacity to learn, while nurturing their curiosity for the world around them. Using the natural environment is the perfect classroom for this. The dynamic environment and changeable seasons provide a countless number of resources allowing for individual expression and use, limited only by the young person's imagination. Being outside is also very calming, allowing us to approach difficult situations and heightened levels of anxiety in a different way.

All children have a right and natural need to play, this is how they learn to deal with the world, understand emotions, build resilience to cope with challenging situations, understand risk and bond with peers. Forest School uses this to help build self-confidence and promote wellbeing, helping each young person to realise, we all have strengths that enable us to overcome difficulties as both individuals and as a group. This approach is extremely important to the Forest School ethos, it allows participants to relax, talk and interact in often a very different way to how they might in a classroom; strengthening bonds with both their peers and teachers.

“Martin Gilbey has led forest school for children from ages 4-11 for St. Bartholomew’s school Since 2019. Martin is passionate about forest schools and outdoor learning. Through questionnaires children consistently put forest school as something they love about school. It allows children to shine in areas that may not always be seen in the classroom - leadership, creativity, independence, problem solving and team work. As well as teaching many skills, Martin ensures Forest school gives the children time and space to explore their own interests, to develop and test their own ideas and he is brilliant at standing back and helping the children to work out their own solutions. There is no better time than now to include Forest School as part of your school curriculum. As well as developing communication skills and physical health it is also a brilliant way to support the development of good mental health. “



Sally Roycroft, Head Teacher, St Bartholomew’s 2015-2022

Forest School Principles

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 and spiritual aspects of the learner.

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

Principle 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.

Principle 6: Forest School uses a range of learner-centred processes to create a community of 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 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



Forest School in Schools

Forest School works very well alongside a school environment, giving young people a chance to take a break from the classroom and enjoy the benefits of being outdoors, while still enabling good learning.

Leaders bring to sessions a range of items termed “loose parts”, these items are open ended in nature and have a variety of uses. This enables Forest School to provide a huge variety of potential tasks, with freedom of choice being key to allowing young people to follow their own interests and develop a love of learning, while coming up with creative ideas and solutions.

Forest School approaches young people from a Holistic point of view, looking at things such as resilience, participation and confidence, it aims to boost young people, enabling them to perform better in class, understand friendships and that failure is an opportunity to learn and improve. Many activities will also have a relevance to the national curriculum covering Maths, English and Science, enabling things that happen out in the woods to become a lightbulb moment for a young person struggling in class.



“Before attending Forest school, she had low self-esteem and was reluctant to participate in class discussions. However, I could see a significant change over the past few weeks. Her confidence has soared in class. She has been putting her hand up and willing to answer questions. She seems more focused also.”

Mrs Irlen, Year 3&4, Class Teacher

Challenging

Building Structures

- Gross motor skills
- Physical activity
- Teamwork
- Working with weights
- Supported risk awareness
- Estimating size
- Completing challenges
- Working with Ropes
- Resilience



Teamwork



Discovery



Identification and Digging

Curiosity
Language
Discovery
Getting dirty
Inspiration
Getting attached to the outdoors
Learn about the woodlands



Story time

Fun and Games

Stories and re-enactments
Forest school games
Imagination
Creativity
Resilience
Listening
Observation
Language
Physical activity



Perseverance



Crafts and tool skills

- Imagination
- Creativity
- Patience
- Perseverance
- Resilience
- Using natural materials
- Fine motor skills
- Responsibility
- Learn Safe tool use
- Learn about and use fires
- Cooking

Resilience



Creativity

Imagination



Freedom to choose

- Play
- Explore
- Freedom of choice
- Interact with nature
- Find an interest

Time to Just be...

Forest school has many different parts to it and sessions can go many ways; this is due to the fact that young people want to play. Forest school uses that natural urge all young people have to play and directs it into learning skills that are fun because it's something they have chosen to do. The woodland itself inspires some kind of emotion in most people, this almost on its own triggers an imaginative response, allowing some young people to create and do things that are often amazing. This could be building a den, a swing, creating a piece of art or finding an insect, young people love to explore, find new things, and to create. Given the freedom and time to just be, young people will teach themselves.



By year group

Early years – Nursery/ Reception

Forest School can assist greatly with an early year's curriculum. Often, Stories will be used to begin sessions, these will lead into a variety of activities such as re-enactment, building homes for animals or games that use our language and senses, before moving into free time and allowing the children to freely choose their activities. Some sessions involve tasks such as peeling carrots or cooking s'mores, along with these and other crafts there is a huge variety of activities and games that cover a variety of skills including fine motor skills, tool use, language, creativity and imagination to name a few.

KS1

Each group is different, stories are sometimes used but as the young people get older, I introduce initial tasks; teaching knots, showing a relevant skill for the day such as working with tools, or pointing out a new flower/tree that has started growing in the area. After this, young people will be given free time in the woods, with the Forest School leader assisting young people to follow their interests, offering advice or assistance to ensure creations like dens or swings are safe for use and helping young people to find information on plants or insects they may find. Some sessions will have set activities planned, this may be a cooking or crafting task. These are done with 2-5 young people at a time, with everyone having a go over that session or group of sessions.

KS2

As young people get older the depth of activities; they do at Forest School changes. Sessions start with a skill or discussion and then lead into either challenges or games that encourage teamwork, discussion and co-operation. Tasks are set as with years KS1 but these will be more challenging, requiring perseverance and patience to complete over sometimes a few sessions. The end result could be a piece of whittling or a piece of apparatus which could be used by others. Where in previous years we may have cooked some treats, which will continue, we will also cook proper meals, requiring a whole range of skills while learning about healthy foods and giving young people the chance to try new things. Free time is still important however, giving the young people time to just be is where they get creative, come up with games, build sophisticated structures and pursue their own interests. It's often nice to have some of the older, young people attend sessions with younger year groups as Marshals, they can then help the younger year groups, while practicing leadership skills and building confidence in themselves.

KS3

The move to secondary school can be an exciting time for many but for others it can be an extremely overwhelming situation. The additional volume of work and more restrictive play times can cause stresses and anxiety's, especially as pupils head into exams. Forest School can be a great addition to any pastoral support system in order to alleviate some of these stresses, helping with emotional wellbeing and teaching skills which enable pupils to relax and focus. While sessions are structured very differently with an older group, the benefits of being in a woodland and given time to just be are just as important. Not every young person enjoys sports, but they still need to be physically active, Forest School offers this with a huge array of activities a young person may choose to do.



"The children I work with love forest school, they are always excited and enthusiastic about the sessions. It is great to see them working together on projects in the woods, developing new skills such as whittling, shelter building, cooking and flora or fauna identification as well as working on their softer skills like teamwork, negotiation, communication and problem solving. Mr Gilbey has a broad skill set and is very knowledgeable about all things bushcraft so the sessions are varied and interesting but always include some unstructured time for the children to explore and try new things which I think is so valuable."

Mrs Cubitt, Year 5&6, Teaching Assistant

School sessions

Every School is individual, with differing age groups, class sizes and ability levels. Woodland walkers works flexibly with schools to provide a Forest School that is fit for the needs of the school, while always following the principles of Forest School itself. In the current climate especially, all schools are faced with the decision of what to supply that will give great results with value for money and most importantly how to fund them.

Sessions can be run in a variety of ways, some ideas but not limited too are;

- Weekly sessions throughout the year, working with a single group.
 - This is the most beneficial way to run Forest School allowing the most time for ideas and skills to develop.
- Six-week blocks of sessions, each block focusing on a specific group/class.
 - These blocks of sessions are generally used as a trial for Forest School, they also work well in schools, enabling every pupil to take part at some point of the school year.
- Alternate weekly sessions, a good option to make forest school cost effective.
- Small group of sessions, done mainly as confidence building sessions over a few days during holidays.

Forest School does many activities that have an element of risk, such as tree climbing, den building, working with fires and sharp tools, to ensure these activities can take place safely and beneficially, all activities have a risk/benefit assessment done. Due to safety, Forest school works best with small groups for at least a two-hour period, the ideal group size is 15 participants with a ratio of 1 adult to 5 young people. Larger groups can be facilitated providing adequate support is available and /or a decision is made to not provide certain activities. Many schools will supply the class Teacher / TA and an additional parent helper for sessions in order to meet suitable ratios for any given age group.

Every session is unique and approached based on a variety of factors, including age, ability, interests and behaviours, most sessions will however follow a standard structure;

- Meet and greet, this always begins the session, we go around the circle asking each person what they have done that week, helping with confidence and language skills, learning to listen to others and respond appropriately. We will then talk about plans for that day. The initial session will also cover information about rules and safety.
- Session part 1, the session will begin, it may start with a story, or it may start with teaching a new skill.
- Half time break, we stop at half time for a drink and biscuit (unless we are cooking).
- Session part 2, Young people take full control, often they may continue with what they started during the first half of the session, but sometimes they will decide to do something else.
- The session always ends with reflection, this is a very important part of Forest School, back in our circle, each person talks about what they did that day, recognising their own and other achievements.



School services

In addition to supplying all needed equipment for Forest School, Woodland Walkers provide several additional services to schools in order to help promote Forest School.

Handbook

This will show Forest School in your setting

The handbook Provided is a reduced version of what you are currently reading and altered to incorporate your own school logo and colours directly reflecting your own school. The document will be provided as an editable word document so the “Forest school in schools” section can be changed to be completely about your own schools’ sessions with Photos and texts.

3 Year management plan

If required a 3-year management plan will be created for the Forest School site, this plan will detail potential changes to the site in order to promote a diverse environment, consider the environmental impact of using the site for Forest School and anything that could be done to benefit the site in the longer term. This does not sadly remove the need for a proper tree survey to take place.

Letters for Parents

Letters requiring permission for a young person to attend Forest School

Media permission letters

Parent helper requests



If you would like to discuss options for your school, please contact me

Email: admin@woodland-walkers.com

TEL: 07714 384005

Assessment for/of learning, recording and reporting

For Forest School to provide a successful learning environment and ensure good practice is maintained, it is important to make observations and continually evaluate the many different activities the children undertake.

During all sessions, evidence will be gathered looking at the following criteria:

- Self-esteem/ confidence
- Overall behaviour
- Relationships
- Independence
- Risk awareness
- Communication skills and language
- Curiosity
- Creativity and imagination
- Physical ability
- Practical skills
- Participation
- Other general observations

Observations will be recorded using notes and pictures during the session, added to any other information gathered at the end from any assisting teachers/ TAs then used to plan future sessions. This enables us to provide the learner with good opportunities in different areas for progression. During each session having a teacher/ TA from the current year group enables us insight, to see how a young person's behaviour changes while at Forest School, as compared to the classroom and how Forest School is affecting their overall learning and development at school.

At the end of each session the Forest School leader will make notes, reflecting on the previous session, using the observations made in order to plan the next, taking into consideration the learner's interests in order to develop their skills and learning further.



Rules of Forest School

Forest School aims to enable children to create the rules that they will work within during a session, we call these group agreements and they may change or have new rules added over a period of time. However, some rules are needed in order to ensure safety therefore we do have some rules that will always be in place. These basic rules as well as any group agreements will be discussed with the children during their first session, with a recap at the beginning of a session when needed, to ensure their safety at Forest School.

- Stay within the set boundaries.
- Must respond to the “1-2-3 where are you” game (used mainly with younger groups)
- If “Fire Circle” is called, everyone must return to the fire circle immediately.
- If whistle is blown 3 times, all Activities must stop immediately and form up at the evacuation point.
- No pick, no lick – nothing goes in your mouth.
- Do not enter the fire circle without permission.
- An adult must give permission and be present to climb a tree (this is considered a 1:1 activity)
- Permission is needed from an adult before any tools may be used (Sharp tools are stored in a locked box)
- Rules for tool use and specific activities must be followed, see Practical skills handbook.
- Do not intentionally damage trees, plants, habitats, animals or insects, (logs covered in moss are not to be used, other than to explore)
- Do not tie ropes or cord around yourself or others, unless given permission to do a task by the forest school leader and the Knots have been checked.
- Long sticks should be dragged or used like a walking stick. They should not be pointing in front of someone.
- Do not run around with sticks.
- Dens built by participants must be checked by a Forest School leader before participants may go inside it to check it is structurally sound.
- Digging equipment may be used in the designated area only and only for their intended purpose.
- Always wash hands prior to eating our snack and at the end of the session.
- Have FUN!

The rules above are set to ensure safety for all participants at Forest school. It is important that all attending adults help and support the children to understand and stick to the rules. Not doing so can make Forest School a dangerous place, possibly meaning a session will need to be stopped or ended.



Clothing and personal equipment

Children are encouraged to be active and explore their surroundings during Forest School, no matter the season or weather. To ensure they can do this and enjoy the full potential of Forest School, the correct type of clothing is important. This protects them against the elements, minor injuries such as scrapes and insects or plants that bite and sting. There will also be plenty of opportunity to get dirty, so please do not wear your best cloths.

Woodland Walkers run Forest School and Bushcraft sessions throughout the year and in all weathers (except high winds or lightning storms).

Our sessions are run outside in a natural woodland environment that in some cases may include a body of water or natural spring, so participants will encounter, but not limited to:

- Insects that may bite or sting.
- Stinging and spiky plants.
- Rough tree barks
- Uneven surfaces
- Water
- Cold & hot weather

While we can never remove all risks by simply using clothing, many risks can be reduced dramatically by doing so. Any participant arriving at one of our sessions without appropriate clothing does so at the own risk and they may be prevented from taking part in some activities. Where clothing is deemed completely inappropriate or a potential risk to safety by the Forest School leader the participant will not be allowed to stay at Forest school.

Below is a list of acceptable/suggested clothing for different types of weather. Please do not wear your best cloths, participants will get wet and muddy, it's all part of the fun!

General Clothing

- Long sleeved top - this can be a long-sleeved T-shirt, jumper or coat but must be worn at all times.
- Full length trousers/bottoms - shorts are not allowed.
- Waterproof coat - We live in the UK and get unexpected rain.
- Suitable footwear:
 - Trainers - are allowed in dry weather but are not ideal due to areas of wet mud.
 - Wellington boots - ideal for most activities except tree climbing and cold weather.
 - Waterproof walking boots - these are ideal for Forest School, providing a good level of protection from water, cold and having a good amount of support and grip.
 - Open toe shoes or shoes with heels are NOT suitable footwear for Forest School.
- A good idea to have on any day but not essential:
 - Waterproof trousers - Participants will be playing near water and need to sit on logs that may still be wet, even if there has been no rain for several days.
 - A change of clothes - Just in case.

Hot Weather Clothing

- Hat - to help protect from the sun.
- Suncream - Please apply suncream prior to the participant attending the session. Staff cannot do this for them due to safeguarding.

Cold Weather Clothing

Getting cold can be uncomfortable and potentially painful, in addition temperatures below 16°C combined with wet weather also comes with the risk of hypothermia. Young people especially, get cold far quicker and easier than adults.

Please ensure they have adequate clothing for their feet, hands and head.

- Waterproof coat with hood - This should be either an outer waterproof shell big enough to wear multiple layers underneath or a warm winter coat.
- Jumper / layers - several thin layers are more effective than one thick layer when trapping body heat. Multiple layers also enable the participant to adjust their clothing as needed.
- Suitable Footwear
 - Wellington Boots- Oversized boots with extra layers of socks work well, without restricting blood flow that may inadvertently cause a participant to get cold.
 - Walking boots - these are great in all but the coldest of weathers.
 - Snow boots - these are great in very low temperatures and often cheaper than walking boots.
- Gloves:
 - Cotton gloves - these are ok in all but the coldest weather but are not waterproof, please ensure the participant has a backup pair just in case.
 - Ski gloves - these are a lot warmer than cotton gloves and generally offer a good degree of waterproof protection.
- A warm hat.

Donation of old equipment

If you have any old clothing items, especially waterproof trousers, coats and boots you no longer have a need for, donations of equipment are always greatly appreciated.

Please hand any old unwanted items in to the Forest School Leader, thank you.

Communication strategy

Headteachers/Managers

A meeting will be had with the head teacher, Manager or another agreed member of staff.

- At the start of the year, to discuss the plans for that years Forest School and determine if there are any specific aims the school have in mind.
- At the end of any group of sessions, to discuss activities, outcomes and plans for future sessions.
- At the end of the school year, to discuss the years Forest School sessions overall impact on learning, Both parents and children's submitted thoughts and opinions and the direction of future Forest School at the site

Landowners

At the end of each school year, contact will be made with the manager of any sites used by Woodland Walkers, with regards to continued access to the Forest School site and to discuss an acceptable management plan for the sites used.

Colleagues and volunteers

Any regular parent volunteers and teachers or TAs will be asked to read the handbook and sign the declaration. At the beginning of a term or a block of sessions, information regarding any planned activities for the current term will be given. This will detail the roles they will take during each activity as well as providing risk assessments where necessary. These will need to be signed by them to ensure they have been made aware of any potential risks and how they will be mitigated.

Parents helping out for a single session, will be given an overview of the intended activities before the session begins, they will be asked to read the parent helper card, along with any relevant risk assessment paperwork. The handbook will also be available for them to read.

Parents

Prior to any block (yearly or six weekly) of sessions beginning. A consent form will be sent home to parents/guardians of any young people that are taking part, It will:

- Give a brief overview of what Forest School is
- List required clothing.
- Ask Permission to attend Forest School.
- Ask for Media privileges.

The consent form must be completed prior to a young person attending forest school.

Young people

The first Session of Forest School will always include a talk about the sessions ahead, rules in place for safety, clothing and the different types of equipment available for their use.

Each session has a segment which includes a reflection period where participants will discuss what they have done and what they would like to achieve in future sessions, this forms part of the planning for future activities.

Session planning for staff ratios, roles and responsibilities

In order to allow the maximum benefit for children attending Forest School, a high ratio of adults to children is required. This enables us to do many activities that may require 1:1 supervision, while still having enough adults available for other activities.

A ratio of 1:5 adults to children is considered good practice, allowing for a range of activities that may require 1:1 support to take place safely, (please see emergency procedures)

During a session the following staff will attend and are responsible for the following:

Forest School leader

level 3 forest school leader with emergency paediatric and Outdoor first aid qualifications (see certificates appendix 3).

Planning and running the sessions.

Demonstrating and supervising tool use.

Overall safety and hygiene.

Primary First aider.

Provide items and equipment to support interests and learning.

Support and encourage young people in their activities.

Providing snacks and drinks.

Assigning responsibilities for other adults during a session.

Make observations, as defined in Assessment for/of learning, recording and reporting

Anything also asked by school staff and volunteers.

One School TA, SEN officer or teacher

Assist in the running of sessions.

Read the Forest School handbook

Support and encourage young people in their activities.

Take part in activities if the young people invite you to do so.

Make observations, as defined in Assessment for/of learning, recording and reporting

Help ensure the young people's safety.

Be brave! Allow young people to take supported risks.

Help with behaviour management.

One or more Parents/volunteers

Read the parent helper card and relevant risk assessments

Support and encourage young people in their activities.

Take part in activities if the young people invite you to do so.

Help ensure the young people's safety.

Be brave! Allow young people to take supported risks.

Daily operating procedures

Prior to the start of the session

The Forest school leader is responsible for ensuring certain checks have been made and that relevant items needed for a session are available and safe to use. It is their responsibility to ensure they have:

- Checked the met office weather report and checked this against risk assessments.
- Visited the site and carried out a daily risk assessment.
- Report to the site owner/manager any damage or cause of concern, to do with the site.
- When appropriate Inform the school office which site will be used for the session.
- Checked the emergency kit bag, including first aid kit is fully stocked.
- Received a list of medical information and completed consent forms for all attending.
- Checked any prescribed inhalers, EpiPen's and other medication.
- Ensure a charged mobile phone with the school on speed dial is ready.
- Gathered any tools or other items needed for the session.
- Ensured all tools are safe to use.
- Checked everyone is wearing appropriate clothing for the weather.
- Ensured appropriate snacks are packed or be willing to face the wrath of the children!

During a session

It's important that during a session a Forest School leader:

- Does regular head counts.
- Keeps an eye on the weather.
- Regularly assesses what children are doing to ensure they are safe.
- Encourages positive behaviour, before, during and after a session.
- Ensures there is adequate coverage of adults and correct ratios when using tools.
- Logs any incidents such as first aid, behavioural or disclosures.

At the end of a session

Once a session is completed the Forest School leader must make sure:

- All tools are checked for damage and put away safely.
- All rubbish is disposed of properly.
- Any logged incidents are reported to the school office.
- All participants know to wash their hands once returning to school.
- Observations are collected from attending teachers.
- A reflection form is completed reviewing the session, making notes for improvements, children's interests, and any ideas they had as well as observations.

Appendix 1

Forest School Policies



Safeguarding policy's

Woodland Walkers Safeguarding policies are formed from several individual policies included within Appendix 1: Forest School Policies, Appendix 2: Risk assessments and Appendix 4: Site risk assessments.

Safeguarding in schools

While working within a school providing Forest School lessons or after School clubs, Woodland Walkers will follow the policies and procedures of the school, if there are any safeguarding concerns or if there is a disclosure whilst at the school, the school's procedures will be followed with the DSL or DDSL notified immediately or at the end of a session as appropriate. Any notes made will be given to the DSL or DDSL, no records will be kept by Woodland Walkers.

School name: Dundale school

DSL: Rebecca Ellis

DDSL: Cerrie Warwick

Laura Millar

Trudi Fryer

Helen Hodgson

Amanda Greenhill

Katie Granger

Tom Whitehead

Policies link: <https://www.dundale.herts.sch.uk/policies/>

School name: Long Marston C of E school

DSL: Mrs Laura Whateley

DDSL: Mrs Laura Annett

Mrs Amy Cleaver

Policies link: <https://www.longmarston.herts.sch.uk/policies/>

School name: Bedmond Academy

DSL: Mrs Lora Grant

DDSL: Miss Jessica Rowley

Policies link: <https://bedmondacademy.org.uk/>

School name: Broadfield Academy

DSL: Mrs R Baggaley

DDSL: Mrs E Nolan

Mrs N Buchanan

Miss J Macqueen

Mrs P Stone

Policies link: <https://broadfieldacademy.org.uk/policies-2/>

Child protection policy

Woodland Walkers takes child protection very seriously; “**We all have a responsibility to help keep children safe. Individuals working with children and young people should have safeguarding policies in place to reduce the risk of harm.** “

Every child has the right to grow up with security in a caring, safe environment, to ensure this happens its important that everyone understands what Abuse is, how to identify abuse and what to do if a situation arises in order to Safeguard every child.

Woodland Walkers will act in accordance with the following legislation and guidance:

[The children Act 1989](#)

[Sexual Offences Act 2003](#)

[The Children Act 2004](#)

[The Equality Act 2010](#)

[What to do if you're worried a child is being abused, 2015](#)

[Working Together to Safeguard Children, 2018](#)

[Keeping Children safe in Education 2021](#)

[The Data Protection Act, 2018](#)

[The General Data Protection Regulations, 2018](#)

[Hertfordshire Safeguarding Children Partnership Procedures Manual \(Electronic\)](#)

[Section 26, The Counter Terrorism and Security Act 2015 \(PREVENT duty\)](#)

[Female Genital Mutilation Act 2003 \(Section 74, Serious Crime Act 2015\)](#)

[Anti-social Behaviour, Crime and Policing Act 2014](#) (makes it a criminal offence to force someone to **marry**. **Includes** taking someone overseas to force them to **marry** (whether or not the **forced marriage** takes place).

[Serious Violence Strategy 2018](#)

[DofE Keeping Children Safe, during Community Activities, After-School Clubs and Tuition”, 2020](#)

Designated safeguarding Lead

Should you have any safeguarding concerns regarding a child or another member of staff, you should act immediately and contact the DSL

Your DSL is: **Martin Gilbey**

The DSL is available at all times, if not on site please contact **07714 384005**

Should the DSL not be available or your concern is regarding the DSL, you should contact your local authority or the Police.

If working in a School, the schools DSL should be contacted in the event of any safeguarding concern. See Safeguarding in schools.

Signs of abuse

Knowing what to look for is vital for the early detection of abuse and neglect. Everyone should be aware of the signs to look for in order to identify children who may need help or protection

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology maybe used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Indicators in a child/ young person	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Indicators in a child/ young person	
Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g., rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators in a child/ young person	
Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer-on-peer abuse) in education and all staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

Indicators in a child/ young person	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in schoolwork habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	

If you have any concerns regarding a child's welfare you should act immediately, follow this policy and speak to the DSL.

Anyone can make a Child Protection Contact Referral to Children's services if necessary

Everyone should be aware of the process for making Child Protection Contact Referrals to Children's Services for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm - from abuse or neglect) that may follow a Contact Referral, along with the role they might be expected to play in such assessments.

You should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. You should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

Hertfordshire authority: 0300 123 4043

SOOHS (Out of Hours Service-Children's Services) – 0300 123 4043

Police:999

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.

Children with special educational needs and disabilities:

Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration.

Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs.

Communication barriers and difficulties.

Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child).

Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.

- A disabled child's understanding of abuse.
- Lack of choice/ participation.
- Isolation.

Peer on peer abuse (child on child)

All staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying).
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence, such as rape, assault by penetration and sexual assault.
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- Up-skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Sexting (also known as sharing nudes or semi-nudes).
- Initiation/hazing type violence and rituals.

All staff should be aware that abuse is abuse and peer on peer abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Furthermore, they should *recognise the gendered nature of peer-on-peer abuse (i.e., that it is more likely that girls will be victims and boys' perpetrators), but that all peer-on-peer abuse is unacceptable and will be taken seriously.*

In order to minimise the risk of peer-on-peer abuse Woodland Walkers:

Have staff available before, during and after a session for any student to raise concerns, knowing that they will be listened to, believed and valued. (Examples should be listed here)

Ensure victims, perpetrators and any other child affected by peer-on-peer abuse will be supported In line with the relevant policies in place

Develops robust risk assessments where appropriate (e.g., Using the Risk Assessment Management Plan and Safety and Support Plan tools).

Have relevant policies in place (e.g., behaviour policy).

Where there is an allegation or concern that a child has abused others, Section 5.1.7 of the Hertfordshire Safeguarding Children Partnership Procedures Manual, 'Children Who Abuse Others':

http://hertsscb.proceduresonline.com/chapters/p_chil_abuse.html

Staff should also refer to Part five of KCSiE (DfE 2021) – '**Child on child sexual violence and sexual harassment**':

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Serious violence

All staff should be aware of indicators, which may signal those children are at risk from, or are involved with serious violent crime.

Increased absence from school

Change in friendships or relationships with older individuals or groups

Significant decline in performance

Signs of self-harm or significant change in wellbeing

Signs of assault or unexplained injuries

Unexplained gifts/new possessions

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex B KCSiE DfE 2021.

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriate trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by following the procedures in this policy and speaking to the DSL.

Prevent: Safeguarding Children and Young People from Radicalisation

Children can be vulnerable to extreme ideologies and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from radicalisation must be part of all school and college safeguarding approaches.

All schools and colleges are subject to the Prevent Duty under Section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions to have “due regard to the need to prevent people from being drawn into terrorism.” Pg 133 KCSiE (DfE 2021).

There are signs and vulnerability factors that may indicate a child is susceptible to radicalisation or is in the process of being radicalised. It is possible to protect vulnerable people from extremist thinking and intervene to safeguard those at risk of radicalisation. Staff must be alert to changes in children’s behaviour, which could indicate that they may be in need of Prevent support. They must act proportionately to the concern using the Prevent ‘notice, check, share’ approach, which may lead to the DSL making a Prevent referral.

Local Hertfordshire County Council guidance on Prevent is featured at 6.25 of the Hertfordshire Safeguarding Children’s Partnership CP procedures

https://hertsscb.proceduresonline.com/chapters/p_prevent_guide.html

Which outlines the specific duties in Hertfordshire. This guidance also features advice on making a Prevent referral. (Please note at the time of writing this policy 6.25 of the HSCP CP procedures is under review)

Domestic Abuse

Domestic abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Dealing with a Disclosure

If a child approaches a member of staff with a Disclosure, and requests the information is kept secret, it's important that the child is told you will only share the information with professionals who need to know in order to keep them safe.

Listen to what is being said without displaying shock or disbelief

Accept what is being said

Allow the child to talk freely

Reassure the child, but not make promises which might not be possible to keep

Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.

Reassure him or her that what has happened is not his or her fault

Stress that it was the right thing to tell

Listen, only asking questions when necessary to clarify what is being said.

Not criticise the alleged perpetrator

Explain what has to be done next and who has to be told

Make a written record (see Record Keeping)

Pass the information to the DSL without delay (if a DSL or Deputy is not available, complete a child protection contact referral if this disclosure indicates that the child may be at risk of immediate harm and/or have been suffered significant harm to ensure reporting to Police and/or Children's Services where necessary is not delayed)

Third Party Disclosures

It's everyone's responsibility to report concerns related to children and make referrals to Children Services and the Police if suspected that a child has been abused or is at risk of abuse.

Therefore, when safeguarding concerns are shared to the DSL it's important to note that there is equal responsibility by the complainant to report the matter also directly rather than assume the responsibility is that of the DSL. If unsure of how to do this speak to the DSL / head teacher and they will advise accordingly.

Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the DSL.

If a staff member receives a disclosure about potential harm caused by another staff member, they should see – *Allegations involving staff/volunteers.*

Record Keeping

All practitioners should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the DSL.

Record as soon as possible after the conversation. Use the Child Protection Recording form.

Ensure the date, time, place is recorded, and any noticeable non-verbal behaviour and the words used by the child. Use the body map on the recording form, to indicate the position of any injuries and a clear description of the injury. Record statements and observations rather than interpretations or assumptions.

Do not destroy the original records in case they are needed by a court.

All records need to be given to the DSL promptly. No copies should be retained by the member of staff or volunteer.

The DSL will ensure that all safeguarding records are secured away in a Locked cabinet with only required personal having access.

Confidentiality

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers.

All staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies.

Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts

Procedures

Please see Appendix 3: KCSiE (DfE 2021) pg.23

If any member of staff is concerned about a child, he or she must inform the DSL. The DSL will decide whether the concerns should be raised to Children's Services and if deemed to have met the threshold a Child Protection Contact Referral will be completed. If a Child Protection Contact Referral to Children's Services is made the DSL will discuss the referral with the parents, unless to do so would place the child at further risk of harm.

While it is the DSL's role to make Child Protection Contact Referrals, any staff member can make a Child Protection Contact Referral to Children's Services if a child is in immediate danger or is at risk of harm (e.g., concern that a family might have plans to carry out FGM, Forced Marriage etc). In these circumstances a Child Protection Contact Referral should be made to Children's Services and/or the Police immediately. Where Child Protection Contact Referrals are made by another member of staff, the DSL should be informed as soon as possible.

If a **member of staff**), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 they must report this to the police via 101. **This is a mandatory reporting duty.** KCSiE (DfE 2021) pg. 131-132:

If the allegations raised are against other children, Woodland Walkers will follow section 4.4 of the Hertfordshire Safeguarding Children Partnership Procedures Manual – Children Who Abuse Others. Please see the anti-bullying policy for more details on procedures to minimise the risk of peer-on-peer abuse.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise and a factual account of any verbal disclosures and observations (record of concern pro-forma is available on the Hertfordshire Grid for Learning).

Particular attention should be paid to the attendance and development of any child about whom there are concerns, or who has been identified as being the subject of a Child Protection Plan and a written record will be kept.

Communication with Parents

Woodland Walkers will ensure the Child Protection Policy is available via the handbook and website

Parents should be informed prior to a Child Protection Contact Referral, unless it is considered to do so might place the child at increased risk of significant harm by:

The behavioural response it prompts e.g., a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed.

Leading to an unreasonable delay.

Leading to the risk of loss of evidential material.

(Woodland Walkers may also consider not informing the parent(s) where this would place a member of staff at risk).

Woodland Walkers will endeavour to ensure that parents understand the responsibilities placed on the staff for safeguarding children.

Where reasonably possible Woodland Walkers will hold more than one emergency contact number for each child KCSiE (DfE 2021) pg. 26.

Further guidance around information sharing can be located within; [Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers \(DfE, 2018\)](#);

Allegations of abuse made against adults who work with children and young people

An allegation is any information which indicates that a member of staff/volunteer may have:

Behaved in a way that has harmed a child or may have harmed a child.

Possibly committed a criminal offence against or related to a child.

Behaved towards a child or children in a way which indicates he or she would pose a risk of harm to children or

Behaved or may have behaved in a way that indicated they may not be suitable to work with children.

This relates to members of staff, supply staff and volunteers who are currently working for Woodland walkers

What staff should do if they have concerns about another member of staff who may pose a risk of harm to children, allegations against a professional:

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, this is to be referred to the DSL.

Where the DSL is the subject of an allegation, you should discuss the allegation with the Local Authority Designated Officer(s) LADO.

Staff may consider discussing any concerns with the designated senior lead (DSL) for safeguarding and if appropriate make any referral via them.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the DSL.

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The DSL will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer (LADO Threshold Guidance may be used to inform this decision – found at

https://hertsscb.proceduresonline.com/chapters/p_manage_alleg.html

Children's Services – 0300 123 4043

SOOHS (Out of Hours Service-Children's Services) – 0300 123 4043

If the allegation meets any of the four criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation requires a child protection strategy meeting or joint evaluation meeting, this will take place in accordance with section 4.1 of the Hertfordshire Safeguarding Children Partnership Procedures Manual.

If it is decided it does not require a child protection strategy meeting or joint evaluation meeting, the LADO will provide the employer with advice and support on how the allegations should be managed.

The DSL, as soon as possible, **following briefing** from the Local Authority Designated Officer inform the subject of the allegation.

For further information see

Hertfordshire Safeguarding Children Partnership Procedures Manual Section 5.1.5 Managing Allegations Against Adults who work with Children and Young People

Where a staff member feels unable to raise an issue with their employer/through the whistleblowing procedure or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

Children's Services 0300 123 4043

NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

What staff should do if they have concerns about safeguarding practices?

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in Woodland Walkers safeguarding arrangements.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.

Safer working practice

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in *Guidance for safer working practice for those working with children and young people in education settings (May 2019) and also Addendum April 2020* available at

<https://www.saferrecruitmentconsortium.org/>

The document seeks to ensure that the responsibilities of Woodland Walkers towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998).

HSCP escalation and complaints procedure link

https://hertsscb.proceduresonline.com/chapters/p_resolution_disagree.html

Anti-bullying policy

Principles and Values

- ✓ Woodland Walkers are committed to ensuring that every child is taught in a safe, happy and caring environment.
- ✓ Everyone has a right to be treated respectfully
- ✓ Bullying is not tolerated at Forest School
- ✓ Woodland walkers takes Bullying and its impact seriously
- ✓ Young people have the right to be supported by caring adults, they will not be left alone to cope with bullying
- ✓ All incidents of bullying will be responded to
- ✓ Woodland walkers has high expectations of behaviour, good behaviour is always acknowledged and supported.

Objectives of this Policy

- ✓ Ensure all participants including staff, parents and young people have an understanding of what bullying is
- ✓ Ensure all staff know the policy on bullying and to follow it promptly when bullying is reported.
- ✓ All young people and parents/guardians should know Woodland Walkers policy on bullying, how to prevent it happening and what to do if it occurs.

The prevention of bullying requires a collective effort with staff, parents, guardians and young people. Together we can help stop bullying.

What is bullying

Bullying is where one or more people deliberately hurt another, either physically or emotionally and where there is an imbalance of power. Bullying is not a one of incident but continual or repetitive.

A young person friendly definition is:

“People doing nasty or unkind things to you on purpose, more than once, which it is difficult to stop.” (Safe to Learn, DCSF 2007)

Bullying can be

Emotional, being unfriendly, excluding, tormenting (e.g., hiding books, threatening gestures), making negative comments towards someone

Physical, pushing, kicking, biting, hitting, punching or any use of violence

Racial, racial taunts, graffiti, gestures, It should be noted that racist incidents are required to be defined as ‘any incident which is perceived to be racist by the victim or any other person.’ Some of this will constitute racist bullying but not all

Sexual, unwanted physical contact or sexually abusive comments

Homophobic, because of, or focusing on the issue of sexuality (‘Homophobic language and abuse can start at a young age where young people may call each other “gay” or “lesbian” without really understanding what it means. If such usage is not challenged at this stage, it can appear acceptable, making it more difficult to address in later life.)

Verbal name-calling, sarcasm, spreading rumours, teasing

Cyber bullying (the use of ICT, particularly mobile phones and the internet, deliberately to upset someone else).

Bullying can take place any ware, during sessions, the playground, toilets, on the journey to and from Forest School and cyberspace. It can take place in group activities and between families in the local community.

The effect of behaviour on the recipient – not just the intention of the perpetrator – is significant in deciding whether to treat an incident as bullying. Single incidents of hurtful behaviour may still leave the targeted young person fearful of repetition and should always be addressed. This is particularly relevant to cyberbullying, when a single incident may have an ongoing impact. It is recommended that bullying is designated as any hurtful behaviour that leads to fear of recurrence.

Why is it Important to Respond to Bullying?

We know that bullying does not stop without help. Ignoring the problem simply signals to the bully that he or she can continue to behave badly

Bullying hurts. No one deserves to be a victim of bullying.

Bullying has the potential to damage the mental health of a victim. It may impact on social and educational development.

Young people who are bullying need to learn different ways of behaving.

Perpetrators and Victims

Bullying takes place where there is an imbalance of power of one person or persons over another. This can be achieved by:

The size of the individual,

The strength of the individual

The social status of the individual

The numbers or group size involved

Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc

Staff must remain vigilant about bullying behaviours. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Many of the signs listed below can be noticed in a young person who is bullied but also in a young person that bullies. This young person also has the right to be helped to change his/her attitude towards others.

Signs and Symptoms for Parents and Staff

A young person may indicate by signs or behaviour that he or she is being bullied or is a bully. Adults should be aware of these possible signs (be aware that this is not an exhaustive list):

Unexplained injuries

Reluctance to discuss injuries

Improbable excuses

Fear of going to school

Feigned illness

Poor self-image

Poor concentration

Bed wetting

Excessive fidgeting

Loss of confidence

Anger or abusive behaviour

Tearfulness

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility.

Prevention

We use a variety of methods to support children in preventing and understanding the consequences of bullying

As part of Forest School values, we promote positive behaviour

We have discussions around respect for each other

Games and challenges to get young people working together

Having young people support each other

If a young person feels that they are being bullied then there are several procedures that they are encouraged to follow

Ask for help

Tell a friend

Tell an adult whom you feel you can trust

Tell a parent or adult at home whom you feel you can trust

Discuss it during fire circle time

Remember it is not your fault

Keep a log of incidents

Visit [www.https://anti-bullyingalliance.org.uk/](https://anti-bullyingalliance.org.uk/)

Don't give up

Following an incident Woodland Walkers will...

Take young people seriously

Listen carefully to the young person through discussion. acting quickly to establish facts and to speak to all concerned parties, if possible, on the same day. The discussion will aim to explore the possible causes and consequences of the action as well as the feelings of those involved. A flexible approach is essential as each situation will be different. Suggestions for improving the situation are made.

Record the initial observations and discussions on the incident form.

Young people who have been bullied will be supported by:

Offering an immediate opportunity to discuss the experience with the Forest School leader or another member of staff of their choice.

Reassuring the pupil that they have done the right thing by speaking out and reassure them that appropriate action will be taken

Offering continuous support

Ensuring safety

Working to restore self-esteem and confidence.

Informing parents to support the young person.

Young people who have bullied will be helped by:

Discussing what happened

Discovering why they became involved

Exploring different perspectives as appropriate

Establishing all hurtful behaviour and explaining the need to change

Informing parents to support change in the young person

The following sanctions shall apply:

Warning and possible consequences. Following discussion, if a young person has bullied another, they will be given a warning by the Forest School leader informing them that their behaviour is unacceptable. Time will be spent with the Forest School leader at the fire circle area, discussing their behaviour and ways to improve it.

Parental Involvement. The Forest School leader will inform parents/guardians about the incident/s and their young person's behaviour and will seek their support.

Meeting with parents. An appointment will be made for parents to meet the Forest School leader to discuss what happened, reasons for the behaviour and strategies for immediate behaviour improvement.

In the most serious of cases, exclusion from a number of sessions.

Recording of Bullying Incidents

All bullying and racist incidents are recorded and monitored and reported to the LA. See appendix 2.

All incidents of bullying will be discussed with all relevant staff and parents of the young people involved, in order that everyone can be vigilant and that further incidents by the same young people may be prevented from happening in the future.

The Forest School leader will record bullying using the bullying and harassment record and monitoring form and ensure that all incidents are monitored.

Advice to Parents

PARENTS should....

Take any claims of bullying seriously

Tell your young person that it's not their fault if they are being bullied

Reassure the young person by telling them that you will inform the Forest School and

That keeping quiet only helps the bully to continue bullying

Watch for signs of intimidation (as explained above)

Inform the Forest School leader if you are at all concerned

Do Not:

Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.

Encourage your child to retaliate.

Both of these will only make the problem much harder to solve.

Behaviour Policy

Behaviour

At Forest School we instil virtues such as courage, compassion, perseverance, respect, friendship and truthfulness, our aim is to encourage positive behaviour and create an exciting learning environment which is both safe and fun. This is done in the following ways:

We aim to build relationships and trust with the young people, this is vital to ensure Forest School is a positive experience and that the young people feel they can talk openly and freely with adults.

At Forest School children are allowed to give input, make their own decisions and realise they have control over their own learning and activities.

Adults lead by example, showing good behaviour and creating an atmosphere where everyone is treated as an equal. Praise is given to young people based on effort, a process or skills used, instead of the end result.

Reflection and self-appraisal of the learner's own activities are used often, allowing them to recognise their own achievements, boosting confidence and self-esteem.

Creating opportunities for the young people to learn and work together, developing social skills, learning to share and try new things.

Being in the woodland environment tends to have a calming effect on the participants.

The young people will take part in the creation of the rules required to keep everyone safe at Forest School (group agreements), empowering them and helping them to understand that their opinions matter.

Inappropriate behaviour

We recognise that an acceptable level of behaviour is something to aim for and improve, developing over time in the same way we look at academic achievement.

Should a situation arise where a young person's behaviour needs addressing we will follow the below steps:

We will first try to ascertain what the cause is, talk to them and see if we can re-engage them with current activities in a positive way.

We will take them to one side, a verbal warning will be given and a reminder of the importance of acceptable behaviour and any group agreements.

They will be given time out away from the rest of the group (2-5 minutes depending on age).

Should a young person receive three-time outs in a single session, this will be reported to the class teacher or other appropriate adult depending on setting. (For information purposes)

Should a child's behaviour put either themselves or others at risk of harm. The following steps will be taken:

Depending on setting, the young person will either be escorted back to the school by the attending teacher/ TA, or the parent/guardian will be contacted and asked to collect their young person early

Should a young person's behaviour be exceptionally unsafe, they may be excluded from the next session

An incident report will be completed by the Forest School leader.

Confidentiality with Client

Woodland Walkers take confidentiality very seriously, all school's policies, procedures and their responsibilities in relation to them are read by the Forest School leader. All confidential information regarding medical and consent for both adults and children are kept by the Client, with restricted access and is only shared with relevant parties as stated in the Clients privacy policies.

A necessary overview of allergies and permissions linked directly to Forest School will be kept with the first aid kit during sessions. Only qualified Forest School staff and relevant school staff will have access to this information, **not volunteers or parent helpers.**

Media

Personal devices are not to be used by anyone at Forest School for the purpose of taking any media including audio, video or still images.

Any media taken, including video, audio or still images will only be taken on a dedicated work device. Images may be used to showcase the things participants do during a session and are placed on woodland walkers Instagram.

(<https://www.instagram.com/woodland.walkers>)

- Images containing the face of an individual will only be used where a signed media permission form has been obtained.
- Images are taken with best effort to not show a participants face. where this has not been possible for some reason, the participants face will be blurred out or covered with a sticker (image) so that the participant can't be identified.
- Where Woodland Walkers has been made aware not to take media of a specific participant for any reason then none shall be taken.

While working in schools, attending staff members may use a school device to take media of participants in line with their e-safety policy.

Equal opportunities at Forest School

Forest School is about the inclusion of everybody and treating each individual with respect, regardless of ethnicity, belief, age, gender, disability or background. It is our aim to foster positive attitudes and interaction between those of differing views and mutual respect between boys, girls and those without a fixed gender.

Cancellation Policy

Forest School takes part at all times of the year in all weathers, be it rain, sun or snow. That said there are some situations where it is simply too dangerous to take a trip into the woods.

When considering safety due to the weather we will use the met office as the indicator of safe weather.

- Strong winds can bring down trees and branches, any wind speeds or gusts over 35mph make the woodland simply unsafe.
 - we will instead look to do activities on the school grounds, away from trees.
- Lightning is extremely dangerous when around trees.
 - The session will be carried out indoors if there is lightning.
- Temperatures of 0c or less
 - When temperatures are 0c or below We will make sure children are appropriately dressed and keep them active. We will monitor the situation and if it's thought necessary, shorten the session or do a session indoors, especially if the extreme cold is also combined with rain.

Staff ratios are extremely important for every child's safety at Forest School. Should an appropriate level of adult help not be available, due to illness or other circumstances, we will reduce the number of potential risky activities or have to cancel a session.

Cancelling Forest School is always a last option, agreed by both the Forest School Leader and the headteacher or senior lead. Sadly, the decision to cancel may be on the morning of a session. If possible, when a session is cancelled, we will try to do indoor activity's instead, such as knots or and games related to the woodland environment. Please see the weather risk assessment for more information (appendix 2).

Complaints procedure

Every effort is made at Forest School to provide a fun and engaging learning environment for those attending. However, should you feel our standards fall short of your expectations, or you are unhappy with regards to any other issue. Please contact either the Headteacher or the Forest School leader directly.

Martin Gilbey

Tel: 07714 384005

Email: admin@woodland-walkers.com

Health and Safety

Toileting policy

Children are asked to use the toilets as part of getting ready to go to Forest School no matter which site we are using. However, should children need to use the toilet during a session:

Toilet facilities are easily accessible on the sites used by Woodland walkers if needed, younger children may need to be escorted by a member of staff (dependant on age).

Hygiene facilities will be provided during a session to wash hands. One bowl for rinsing off any large debris and a second under a suspended water butt with tap containing warm water. Soap will be provided for washing hands and paper towels for drying. Children will be asked to wash their hands before snack time and on returning to school

A separate bowl is provided for washing up utensils that may have been used during a session.

Snack time

During a session a snack and drink is provided should the children want one.

Snacks depend on the week and can be:

- Biscuit, always available
- Marshmallow, vegan option available (raw or cooked over fire)
- Bannock bread (cooked over fire or in skillet)
- Pancakes (topped with lemon, sugar or syrup, cooked in skillet)
- Various fruit (raw or toasted over fire)
- Additional options if the children make a request. (That are within reason)

Drinks:

- Juice (orange or summer fruits)
- Water
- Hot chocolate (during winter)

Food Hygiene and safety

All food taken to Forest School will be kept stored in sealed containers once the manufacturers packaging is opened. We will make best efforts to keep food clean with anything contaminated in some way or passed its expiration date being disposed of.

Any food debris or other rubbish will be collected in a rubbish bag and disposed of properly by the Forest School Leader at the end of the session.

Wild Foods

At the beginning of Forest School, we teach the children about no pick, no lick and the importance of not putting anything into their mouth, without the permission of the Forest School leader.

Children will learn about the plants in the woodland, how to identify them and tell them apart from potentially harmful species. On occasion children may have the chance to try some of the plants, berries or leaves they find. This will only be allowed when the plant can be 100% positively identified, with no room for error.

Lost Children

The protection and safeguarding of children are of prime importance to Woodland Walkers.

Boundaries are clearly set out during the first session with a recap at the beginning of each session thereafter. The high ratio of adults to children means there will always be someone watching.

When working at sites used by the general public, we teach a game called "1-2-3 where are you" In the event we think a child is missing we firstly play this game. The children know they must respond to this with, "4-5-6 I'm over here" come out of hiding and be seen by an adult, at this point the child will receive praise for hiding so well, then play can resume

Should the child not respond, "Fire Circle" will be called and everyone will return to the fire circle where a headcount will be taken. If a child is still missing, the school will be called immediately, additional staff will be requested and the emergency services called on 112.

Practical skills and activities

Risk Assessments

Forest School happens outside at all times of the year in a changing environment and many activities have potential to cause harm if not managed effectively and competently. For the Safety of all participants Woodland Walkers will;

- Ensure a full site risk assessment is conducted. (This is continually monitored throughout the year and updated accordingly)
- A tree survey report has been done and referenced in the Site Risk assessment were applicable.
- Have an Emergency Evacuation plan for all Forest School sites.
- Have risk assessments for all activities that take place at Forest School
- Have a current DBS check.
- Have an up to date paediatric and outdoor First aid qualification.
- Have a level 3 Forest School Leader Qualification

Tools

Prior to use all tools will be stored in a locked box, Tools are monitored during use by the Forest School leader and returned to the locked box when finished with.

The children will not use tools until they are ready to do so both physically and emotionally. They will be introduced slowly to each type of tool with full regards to health and safety and subject to a risk benefit assessment, all

assessments can be found in appendix 2. Each tool assessment will detail, the required ratios of adults: children for safe use, any required PPE, and specific method of use, to prevent injury to either themselves or others.

All new tools are introduced to the group as a whole but each child will learn how to safely use it through smaller groups or 1:1 teaching depending on age. Any adults that participate at Forest School will receive basic tool training in the safe use of tools, prior to being allowed to supervise the children.

Tool maintenance

All tools are checked prior to a session by the Forest School Leader, should a tool become faulty it will be marked with red tape and not used, identified faulty tools are not brought to a session so they are not accidentally used.

Once we feel it is safe to do so, the children will be taught 1:1 how to check a tool, ensure it is safe to use and applying the tape should they find it faulty. All children are taught not to use a tool marked with red tape.

Tree climbing

Children must first seek an adult's permission before climbing any tree.

The children are told they:

Can't climb in high winds or if it's wet

Must be supervised by an adult 1:1

Only one child can climb at a time

Their feet must go no higher than the supervising adult

Ropes

Ropes are used for many activities at forest school due to their multitude of uses. Any ropes found to be damaged or frayed are discarded and not used. The children are informed about rope use, the risk of rope burns and that they are not allowed to tie ropes around their necks at any time, or other parts of their body without an adult experienced with knots ensuring it is safe.

Fires

Fires are used at Forest school to heat water, in a Kelly kettle and to cook food items over a fire pit. We use only natural materials when lighting fires, no accelerants. Before any fires are lit, it is carefully assessed to ensure it is safe to do so and that all controls are in place. All risk assessments can be found in appendix 2.

Detailed tool use information

For in depth information regarding the correct use and maintenance of tools and other equipment please see the practical skills handbook.

Allergies

Forest School is a safe and fun place for the majority of participants however sessions take place outdoors in a natural environment so there is always a potential risk to select individuals that may be exposed to specific elements.

Below is a list of potential categories that participants will likely come across while at Forest School,

Nuts

There are many trees in the woods that produce nuts including beech, pine, oak, horse chestnut, hazel and more.

Fruits

Many trees and plants produce fruits and berries of varying types.

Fungi

Mushrooms and rotting vegetation can be found throughout the woodlands.

Insects

Insects that bite or sting are ever present.

Where a participant has a known allergy the Forest School Leader must be made aware, and any prescribed medications must accompany the participant to Forest School.

It is the responsibility of parents/guardians and/or participants to decide if an allergy possess a significant risk to them prior to taking part in a session. This can be discussed with the Forest School Leader or School prior to taking part in a session.

First Aid

The Forest school leader must have up to date qualifications in both paediatric and outdoor first aid to lead Forest School. Please see appendix 3 for copies of current up to date certificates.

During Forest School a First aid and burns kit is carried at all times along with other emergency kit, this is located:

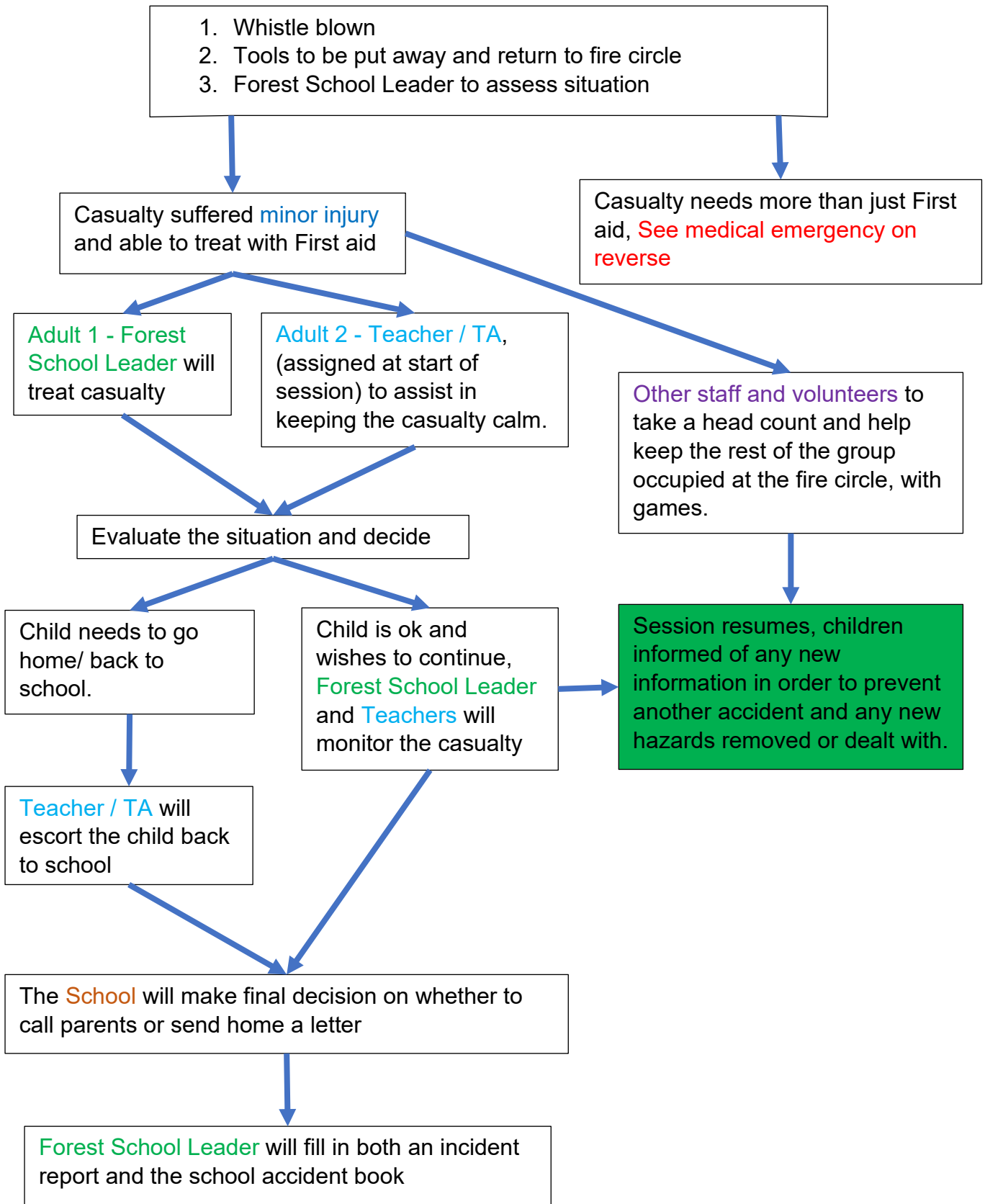
At the refreshments table

and is accessible to the Forest School Leader and attending school staff only, **not volunteers or parent helpers.**

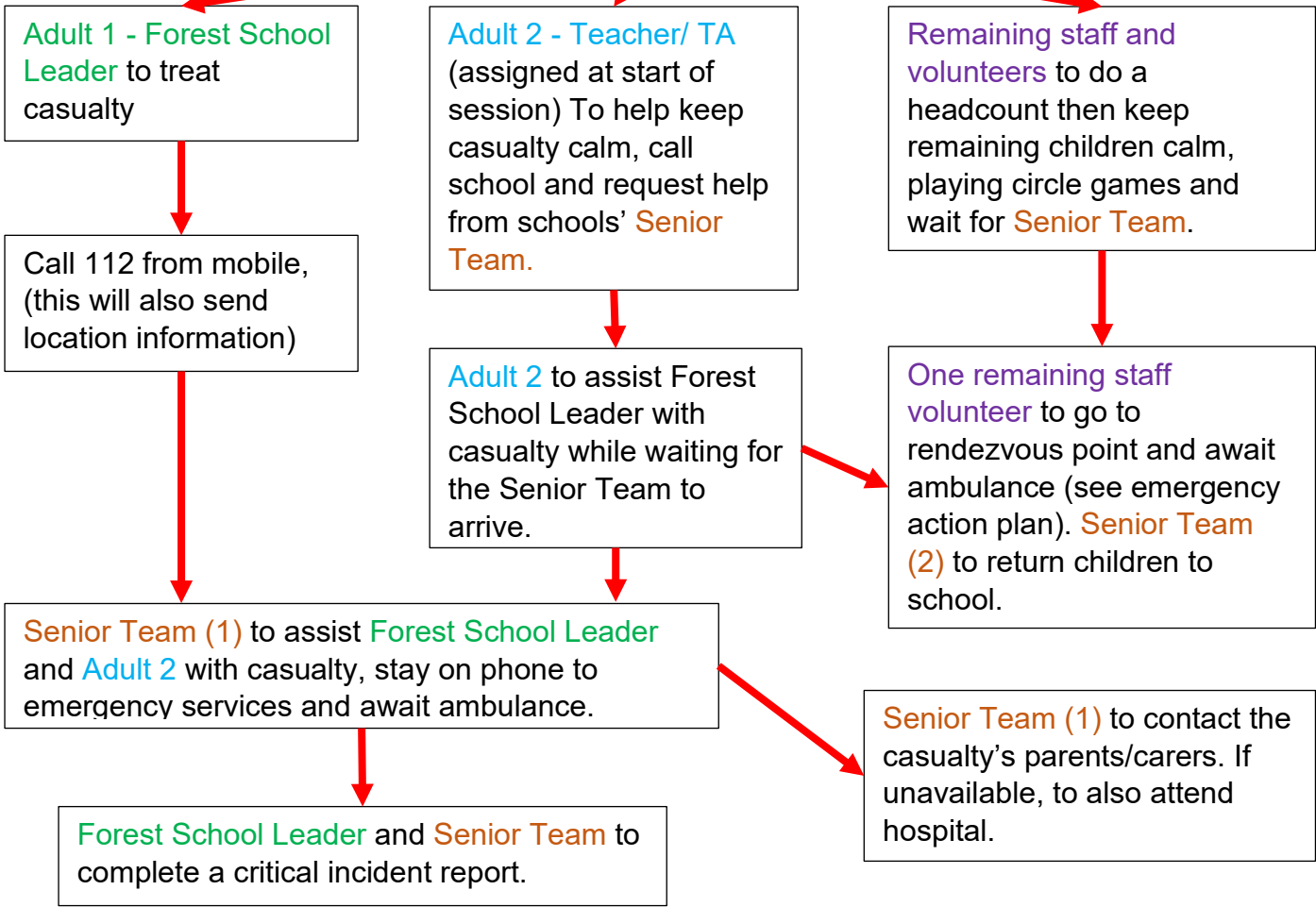
The emergency kit contains a full first aid kit, burns kit, medical information for participants and other items that may be useful in an emergency. A full list is below. It is the responsibility of the Forest School Leader to ensure everything listed is present and fully stocked.

Emergency Kit:	First aid kit BS-8599 compliant and Burns kit contents:	BS-8599 Quantity	Actual Quantity
<ul style="list-style-type: none"> • First aid kit (BS-8599 compliant) • Blanket and role mat • Small tarp • Torch • Fire blanket (removed and kept by any active fire) • Emergency action plans • Emergency First aid procedures • Casualty monitoring card • Incident report form • Sharpie marker pen • Medical penlight 	Latex and powder free gloves	6 pair	
	Conforming bandage	1	
	Triangular bandage	2	
	Waterproof plasters	40	
	hypoallergenic plasters	0	
	Large wound dressing	1	
	Medium wound dressing	4 (+2) *	
	Finger dressing	1	
	Wound cleansing wipes (alcohol free)	20	
	Eye pads	2	
	Face shield	1	
	Safety pins	6	
	Tuff cut scissors	1	
	Burn dressing	1	
	Burn shield gel sachet	0	
	Cling film	1 roll *	
	Adhesive tape	1 roll	
	Eye wash (sterile/drinking water)	1 litre	
	Eye bath	0	
	Foil blanket	1	
	CPR face shield	0	
	Tick remover	0	
	Tweezers	0	
	Carried in pocket		
	6" Israel haemorrhage control bandage	1 *	
	Celox powder	1 *	
	*Advised		

Emergency First Aid Procedures



Medical emergency, if the casualty can't be treated by a single first aider, please follow this chart



Location information:
See emergency action plan for site

Telephone contact numbers:
Martin Gilbey,
Forest School Leader:
Tel :07714 384005

Additional contact:
Name:
Tel:

Extra information to include when calling 112:

- Casualty age, gender, medical history
- Awake/conscious
- Breathing
- Any serious bleeding
- Any chest pains
- What happened?

These questions will not slow the emergency response but will enable first aid advise!

Appendix 2

Risk benefit assessments





Risk Assessment – Weather

Tel: 07714 384005
Email: admin@woodland-walkers.com

Weather type	What is the health and Safety Hazards?	What risks do they pose and to whom?	Level of risk	What measures have been taken to reduce the risk? (Control measures)	Level achieved
Wind	Any wind	Smoke being blown around	Unacceptable	Children and adults will move so not to breath in the smoke	Acceptable
		Dust being blown around	Unacceptable	Ensure First aid eye wash water is available	Acceptable
		Deadfall from trees falling on participants	Unacceptable	Site checked prior to sessions beginning each day for any potential dead fall risk. Canopy above constantly monitored; trees regularly surveyed by qualified arboriculturist	Acceptable
	Winds > 15mph	Potential to blow embers from Fire and Risk of a fire becoming out of control	Unacceptable	Wood fire used only in a designated, sheltered location, if available (See Fire and Kelly kettle controls p56 and site risk assessment)	Acceptable
Small twigs/ branches, could fall from trees, especially from older or sick trees		Unacceptable	The canopy is checked every session and monitored throughout; areas deemed to be at risk will be cordoned off until they can be made safe	Acceptable	

	Steady wind or gusts of 35mph or more	High risk of Falling trees and branches	Unacceptable	Forest school done in a backup safe location away from trees or session cancelled	Acceptable
Precipitation	Any rain	Soaking participants / Hypothermia (temp also less than 16C)	Unacceptable	Participants to be wearing waterproof Jackets, trousers and footwear and monitored during session by First aider	Acceptable
		Roots and trees become slippery	Unacceptable	Tree climbing should not take place on smooth barked trees. Rough bark trees should be assessed individually. Participants told to be careful when moving around the site.	Acceptable
	Persistent drizzle/ mist	Reduced Visibility	Unacceptable	Boundary's reduced and restricted as needed to ensure participants are visible and kept safe	Acceptable
	Heavy rains	Soaking participants	Unacceptable	Tarp shelters put up prior to session or during as needed. Participants to be wearing waterproof Jackets, trousers and footwear.	Acceptable
Snow	Cold and wet		Unacceptable	Participants to wear Hats and gloves (preferably waterproof) and extra layers of clothing, Fire may be lit to provide a warm space	Acceptable
	Snowball fights		Unacceptable	Check areas used to gather snow and likelihood of foreign body's being trapped in the snow. Dynamically assess the situation and decide if it is safe to continue	Acceptable

		Trip hazards and hidden spiky plants	Unacceptable	Participants reminded to take extra care when moving around the site, areas known to be spiky will be marked clearly.	Acceptable
Temperature	Temperature < 0c	Frostbite, Hypothermia, trench foot, chilblains	Unacceptable	Fire used to provide warm area, Participants monitored and session shortened, if necessary, if severe cold is also combined with rains, we may seek to do indoor class.	Acceptable
	Temperature 1c < 16c	Hypothermia, trench foot, chilblains especially if it is also wet	Unacceptable	Ensure children are wearing correct clothing for the weather including waterproofs and kept active, sessions monitored and shortened if necessary.	Acceptable
	Temperature > 25c	Dehydration, overheating, heat exhaustion, heatstroke	Unacceptable	Extra drinking water will be carried in hot weather, made available throughout the session with regular prompts to get a drink, If the canopy is out there is a good amount of shade, if not we will erect shelters as needed. correct clothing – long sleeved top required, sun cream and hat advised	Acceptable
Lightning	Lightning	Electrocution	Unacceptable	Outdoor session cancelled, seek to do indoor nature class	Acceptable
Sun	UV damage	Sun burn, cancers	Unacceptable	Shade /shelter provided, correct clothing – long sleeved top required, sun cream and hat advised	Acceptable
Other	Met office warning announcing to stay indoors	Varied	Unacceptable	Outdoor session cancelled or seek to do indoor nature class	Acceptable
Assessor: Martin Gilbey		Signed: Mr M.J.Gilbey		Job title: Forest School Leader	Date: 5/9/24



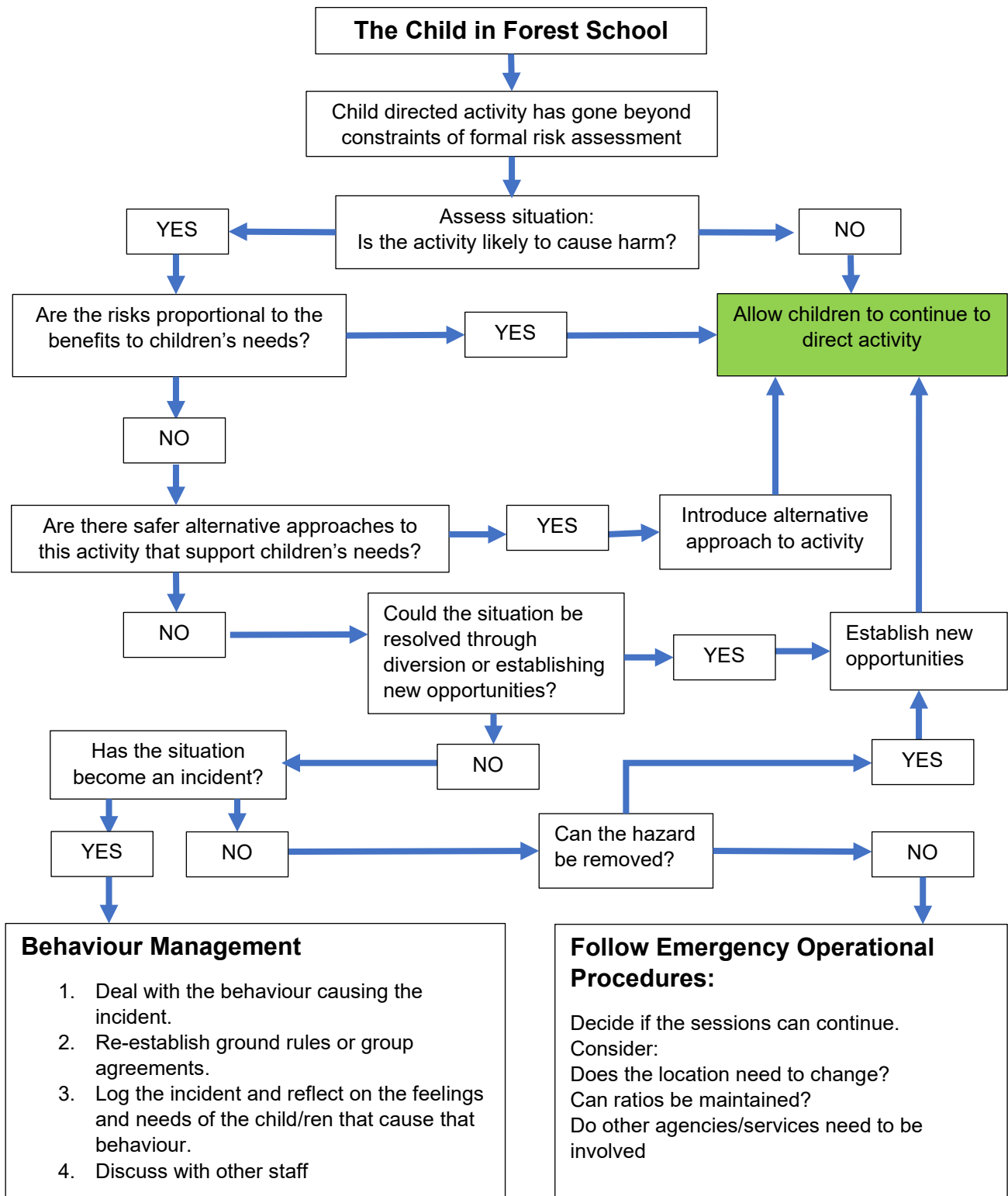
Risk Benefit Assessment – Child led activity's

Tel: 07714 384005
Email: admin@woodland-walkers.com

<p>Activity/Process/Operation</p>	<p>Giving participants freedom to choose what they do is an important part of Forest School, items that are supplied often have a multitude of different uses so the creativity of participants is key in what they create and do. Many of the common tasks, Den building, swings, tools and others are covered in separate RA's. but often young people individually or as a group, will create something new or go about a task in a different way, when this happens, we use a dynamic risk assessment (p52) to assess the situation alongside the other risk assessments for other activities.</p> <ol style="list-style-type: none"> 1. IS IT SAFE!!! If not, can the participant think of a way to make it safe? 2. Is it beneficial (Failure is an opportunity to learn as well) 	
<p>Generic Benefits Why are we doing this?</p>	<p>A great deal of growth can come from letting the children decide their own activities:</p> <p>Empowering children. Creativity. Risk awareness. Social and communication skills. Language. Teamwork. Learning about uses of the environment. Other benefits may include but not limited to, both gross and fine motor skills, resilience, emotional development, learning about weights, measurements, leverage, knots.</p>	
<p>What is the health and Safety Hazards?</p>	<p>Hazards like the Task are likely to be varied, consider all other appropriate risk assessments combined to mitigate the risk of injury to participants.</p>	
<p>What risks do they pose and to whom? (See checkpoint 2)</p>	<p>Splinters, cuts, bruises, strangulation, rope burns, trips</p>	<p>Estimate risk level Acceptable/Unacceptable (see checkpoint 3)</p>

What measures have been taken to reduce the risk? (Control measures) (See checkpoint 1,4,5-11)	Qualified first aider present, along with full first aid kit. High ratio of adults to children, spread over the area. Risk assessments for individual activities, cross referenced. Safe use of tools explained to participants Dynamic risk assessment procedure in place	Level achieved Acceptable/Unacceptable	
What further action is needed to reduce the risk? (State action / specify dates)	Child led activities need to be constantly monitored while they are taking place, using both existing risk assessments and the dynamic risk assessment	Dates: reviewed after every session	
Assessor: Martin Gilbey	Signed: Mr M.J.Gilbey	Job title: Forest School Leader	Date: 5/9/24

Forest School Dynamic risk assessment



Original document by Dan Rees-Jones Playwork Partnerships 2008

Adapted by Lily Horseman and BEYCP Play Team July 2008

Adapted for Forest Schools by Kindling www.Kindlingplayandtraining.co.uk 2011



Risk Benefit Assessment – Natural material collection

Tel: 07714 384005
Email: admin@woodland-walkers.com

Activity/Process/Operation	Gathering natural material for crafts, building activities or fires	
Generic Benefits Why are we doing this?	<p>There will often be times when materials will need to be gathered, Children doing this will have a chance to develop many skills</p> <ul style="list-style-type: none"> Work with size Work with colours Work with weight Social skills Co-operation Team work Learning about different materials and uses Learning about habitats 	
What is the health and Safety Hazards?	<ul style="list-style-type: none"> Insect nests Stinging plants Phototoxic plants Trip hazards on ground layer such as roots Lifting heavy logs/branches 	
What risks do they pose and to whom? (See checkpoint 2)	<ul style="list-style-type: none"> Anyone gathering items has a chance to be affected Being stung/ bitten by insects or plants Sap getting onto skin from phototoxic plants Tripping over 	<p>Estimate risk level Acceptable/Unacceptable (See checkpoint 3)</p>

What measures have been taken to reduce the risk? (Control measures) (See checkpoint 1,4,5-11)	Qualified first aider present, along with full first aid kit High ratio of adults: children Daily risk assessment of area includes looking for insect nests, and harmful plants (FS RULE – no pick, no lick) We do not pick living parts of plants and do not put anything in our mouths without permission from a suitable adult. Children warned of the potential harm and how-to ID plants and nests Reminded to be careful where they are walking Shown correct way to lift heavy items	Level achieved Acceptable/Unacceptable	
What further action is needed to reduce the risk? (State action / specify dates)	None.	Dates	
Assessor: Martin Gilbey	Signed: Mr M.J.Gilbey	Job title: Forest School Leader	Date: 5/9/24



Risk Benefit Assessment –

Tel: 07714 384005
Email: admin@woodland-walkers.com

Den Building

Activity/Process/Operation	<p>Dens are a fun building activity for children that have a vast range of benefits. Dens may be built using natural materials such as tree branches and leaves or from tarpaulins using cords</p>
Generic Benefits Why are we doing this?	<p>Teamwork Selecting correct materials. Overall, physically active. Pushing/ pulling logs and branches improves gross motor skills and strength Understand measurements and selecting correct size branches. Understanding weight, relevant to size and type of materials. Learning about structures. Learning to be risk aware and safely testing something they have built. Self-esteem and confidence, through completion of a task. Social skills and language through co-operation and teamwork. Opportunity for creative expression through design and decoration.</p>
What is the health and Safety Hazards?	<p>Chance of structure collapsing. Collecting materials. Disturbing an insect nest. Carrying large branches. Tree roots and holes during collection Plants like stinging nettles Using larger branches incorrectly (above head)</p>

What risks do they pose and to whom? (See checkpoint 2)	<p>The risks are primarily towards the participants.</p> <ul style="list-style-type: none"> Participant being crushed Large branches landing on head Splinters and minor scrapes Biting / stinging insects / plants Poking someone with a branch Tripping over 	Estimate risk level Acceptable/Unacceptable (See checkpoint 3)	
What measures have been taken to reduce the risk? (Control measures) (See checkpoint 1,4,5-11)	<p>Qualified first aider present, along with full first aid kit. High ratio of adults to children, spread over the site. (FS rule – Dens) An adult must check any structure before the children are allowed inside. (FS rule - Sticks) Sticks should be carried as a walking stick, being dragged behind, used as a walking stick or carried by two or more people. (One at each end), sticks should not point forwards. The area will have been risk assessed prior to the session to check for any insect nests and dangerous/harmful plants Children are taught about any flora that may harm them in some way. No running while carrying materials. Discussion about sensible use of logs, especially those above head height.</p>	Level achieved Acceptable/Unacceptable	
What further action is needed to reduce the risk? (State action / specify dates)	This will be constantly checked during a session using a dynamic risk assessment, changes will be made if needed and this assessment updated.	Dates Constantly reviewed	
Assessor: Martin Gilbey	Signed: Mr M.J.Gilbey	Job title: Forest School Leader	Date: 5/9/24



Risk Benefit Assessment –

Tel: 07714 384005

Email: admin@woodland-walkers.com

Fire & Kelly Kettle

<p>Activity/Process/Operation</p>	<p>Fires have many uses at Forest School, boiling water for drinks and hygiene, cooking food and staying warm on cold days. Boiling water using a Kelly kettle for hygiene such as hand washing and first aid, as well as making drinks. Cooking food such as marshmallows, Bannock, omelettes etc. During cold weather, a fire may be lit to help provide a warm respite. During Dry conditions, a camping gas stove is used instead of an open fire.</p>
<p>Generic Benefits Why are we doing this?</p>	<p>Fire is an important tool that is used for food, hygiene and to keep warm. Using it for these reasons during a session will: Help children to understand fire as a tool and to respect it Understand the dangers of a fire Learn about fire safety equipment Learn how a fire can be detrimental to the environment Learn about what is needed for a successful fire. (Fire triangle) Learn about different materials and their use in fire. Learn that some trees/plants are toxic when burnt, while some others can affect the taste of anything cooked over it. Children will learn how to light fires; this is a great confidence builder, that encourages perseverance and uses fine motor skills As children grow and learn how to be safe around fires, they will begin working in pairs to manage the Kelly kettle, this will help develop social, language and communication skills. Learn how to cook on an open fire Allow them to be involved with health and hygiene at Forest School (using Kelly kettle). Learning what a rolling boil is. (age/ability dependant)</p>
<p>What is the health and Safety Hazards?</p>	<p>Fire Wind Environmental conditions Hot foods, water, cooking containers</p>

	Unsafe fuels (wood and plants)	
What risks do they pose and to whom? (See checkpoint 2)	The risks can affect everyone, children, adults: Burns Scalding Food poisoning Poisoning through use of incorrect fuels Setting fire to surrounding area	Estimate risk level Acceptable/Unacceptable (See checkpoint 3)
What measures have been taken to reduce the risk? (Control measures) (See checkpoint 1,4,5-11)	Qualified first aider present, along with full first aid and burns kit Forest school leader has level 2 Food safety qualification Emergency plan created for each site Fire blanket and 10L water is allocated for and kept next to the fire Any Fire type is supervised by an adult at all times Anyone working around the fire must use the 3-point contact (kneeling) position Kelly kettle raised off ground on suitable, stable platform. Knowledge of local trees and plants, their uses and information regarding toxicity is known by the Forest School leader All fires done at the fire circle are in a raised firepit or designated ground firepit, to prevent spread of fire and lessen environmental impact Fires only used when it is safe to do so (FS rule - Fire circle) do not enter fire circle without permission Fire circle rules set during first session and re-enforced at the start of each session thereafter Long hair must be tied back. (Hair bands are always available) Gauntlets will be worn when adding fuels or handling hot implements Firepit – children may add fuel with permission and supervision, bearing in mind 3-point contact rules (kneeling on one knee) Kelly kettle - After-market green whistle attachment added to signal water is boiled, this will be removed for older/more advanced users in order to teach about rolling boil and ensuring water is safe to drink In Dry conditions, consider environmental situation and consult individual site RA. In Drought conditions a wood fire must not be used A camping gas stove may be used instead, this must still be placed on a raised and secure surface, must be checked to ensure its in good working order and not leaking.	Level achieved Acceptable/Unacceptable

What further action is needed to reduce the risk? (State action / specify dates)	Every fire should be considered individually,	Dates Constantly reviewed	
Assessor: Martin Gilbey	Signed: Mr M.J.Gilbey	Job title: Forest School Leader	Date: 5/9/24



Risk Benefit Assessment – Campfire cooking

Tel: 07714 384005
Email: admin@woodland-walkers.com

Activity/Process/Operation	Cooking sessions at Forest School will involve cooking marshmallows, Baked apples, making nettle tea or preparing and then cooking a meal such as omelettes. The range of things we cook is extensive so participants always get a say in what they would like.	
Generic Benefits Why are we doing this?	<ul style="list-style-type: none"> Confidence and self esteem Bonding with peers and teachers New skills Learning to use fire as a tool Language skills Fine and gross motor skills Learning to respect a fire Cook and try new food 	
What is the health and Safety Hazards?	<ul style="list-style-type: none"> Fire Toxic woods Undercooked foods Spoiled Food Hot cookware Cross contamination <li style="color: red;">Allergies 	
What risks do they pose and to whom? (See checkpoint 2)	<ul style="list-style-type: none"> Burns to those working with fire or handling cookware Food poisoning Poisoning from using toxic woods Anaphylactic shock Also see risk assessment “fire” 	<p>Estimate risk level Acceptable/Unacceptable (See checkpoint 3)</p>

<p>What measures have been taken to reduce the risk? (Control measures) (See checkpoint 1,4,5-11)</p>	<p>Qualified first aider present, along with full first aid and burns kit Forest school leader has level 2 food safety qualification Allergies – A full list of participants allergies will be ascertained prior to any cooking going ahead. any prescribed medications/epi-pens must be bought with the participant to the session and will be kept with the First aid kit Nut products and those that may contain nuts are not used at Forest School. Fire blanket and extra 10L water is carried when having a fire. Fire supervised by an adult at all times. Food is kept in its manufacturers packaging until use Opened unused food will be stored in sealable containers and labelled A cool box with ice blocks is used to keep food cold Food past its expiry date is disposed of Cooked meat will be probed to confirm it is cooked Chopping boards and tools for specific (meat/vegetable etc) tasks supplied Hand washing station supplied, with water, soap and towels Protective gauntlets used when using skillet or other hot implements Long stick used when cooking marshmallows, Bannock on a stick Also see risk assessment “Fire” for further control measures</p>	<p>Level achieved Acceptable/Unacceptable</p>	
<p>What further action is needed to reduce the risk? (State action / specify dates)</p>		<p>Dates</p>	
<p>Assessor: Martin Gilbey</p>	<p>Signed: Mr M.J.Gilbey</p>	<p>Job title: Forest School Leader</p>	<p>Date: 5/9/24</p>



Risk Benefit Assessment –

Tel: 07714 384005
Email: admin@woodland-walkers.com

Sharp tools

<p>Activity/Process/Operation</p>	<p>There are many crafts and activities at Forest School which require the use of various tools. These include peelers, knives, axes, Billhooks, hand/palm drills, saws and awls.</p> <p>Those of a young age/ability will begin with vegetable peelers, peeling carrots. The aim is a focus on safety as well as control, with the peeler being used off to the side as per instructions and away from the user, the user must also not be waving the peeler around when they stop to for example listen to instruction. Any sharp tool use with younger people is done 1:1</p> <p>Once the base safety has been established and is constantly displayed, the peeler will be replaced with a safety tipped knife, (this knife has a blunt point). This will first be used for bark removal to make sticks to cook with, gradually increasing tasks to require more difficult knife use like simple carving work. Ratios are increased at this point depending on behaviours and ability</p> <p>Once the learner shows a good level of competence and safety with a knife, a full knife will be used, this allows for finer carving/wood works and therefore more detailed projects can be done.</p> <p>Saws are used in a variety of situations including building structures, doing crafting tasks or processing fire wood, at Forest School we use either a bow saw for larger tasks, this is done with two young people working together or a pruning saw for smaller tasks.</p> <p>Drills and Awls are used for making holes in different types of materials mainly for crafting tasks.</p> <p>Axes and billhooks are used for crafting tasks to split wood, or for processing firewood. Axes are only used with older Participants that reliably show they have good behaviours and listen.</p>
<p>Generic Benefits Why are we doing this?</p>	<p>Beginning to use peelers and then knives are of great benefit to fine motor skill use, as well as helping to increase strength in the hands and wrists.</p> <p>Listening skills</p> <p>Doing many woodwork projects with a knife also require patience and determination.</p> <p>Safety considerations are constantly re-enforced making the user aware of their surroundings to ensure a safe working space at all times.</p> <p>The children will also begin to understand that a knife is a tool which should be respected and has its place, it is not a toy or a weapon.</p> <p>Confidence through being given trust.</p>

	Creativity with crafts Challenging themselves to make items		
What is the health and Safety Hazards?	Knives, Axes and to a lesser extent, but still worth noting vegetable peelers, are sharp items designed to cut. This danger affects both the user and those immediately around the user (see controls)		
What risks do they pose and to whom? (See checkpoint 2)	Using any sharp tool comes with safety concerns, mainly in the form of cuts, which can be very severe if the knife, Axe or saw are misused and especially to certain parts of the body, even peelers can do a severe amount of damage if used incorrectly. Anyone using sharp tools or in the immediate area could possibly be harmed.	Estimate risk level Acceptable/Unacceptable (see checkpoint 3)	
What measures have been taken to reduce the risk? (Control measures) (See checkpoint 1,4,5-11)	Qualified first aider present, along with full first aid kit. High ratio 1:1 with forest school leader supervising new learner. High ratio, no more than 1:5 with competent and trusted students, supervised by trusted member of staff, who is also competent or forest school leader. Helping hand (hand not holding the tool) will wear a protective glove. Thumb guard worn when using paring technique, (advanced users only) Safety instructions discussed, including: seating position, hand/knife grip, not waving knife, always cutting away from themselves. Safety risks discussed regarding blood bubble (area around user), triangle of doom (area between legs) and the wrists. Knife/ peeler used, based on ability/age of learner, with trust earned to move to the next, please also see above "Activity/Process/Operation". Axes only used with older students and supervised 1:1 Saws always supervised 1:1 All crafts take place in the designated crafting area only.	Level achieved Acceptable/Unacceptable	
What further action is needed to reduce the risk? (State action / specify dates)	I will review this practice both during and after use and re-assess the risks and controls should it be necessary.	Dates Constantly reviewed	
Assessor: Martin Gilbey	Signed: Mr M.J.Gilbey	Job title: Forest School Leader	Date: 5/9/24



Risk Benefit Assessment – Ropes, cord, string and pulleys

Tel: 07714 384005
Email: admin@woodland-walkers.com

Activity/Process/Operation	<p>Ropes play an important role at forest school; they are used for many activities including but not limited to:</p> <ul style="list-style-type: none"> Building small structures like tripods. Building larger Den structures Putting up tarpaulin shelters. Making swings, rope ladders etc Zip lines (for toys), although the children may try to make one for themselves. Many crafts may require the use of smaller diameter pieces of cord or string. 	
Generic Benefits Why are we doing this?	<p>Ropes and string are an amazing resource for the children with literary hundreds of applications, through their use ropes:</p> <ul style="list-style-type: none"> Are used creatively for art. Problem solving (how do I suspend my hammock?) To create new objects, such as chairs and ladders. To create games. Patience and perseverance Resilience Challenging Gross and Fine motor skills Learning about different knots and their uses. Using pulleys and leavers to move/lift weight 	
What is the health and Safety Hazards?	<p>Ropes and string are a minor risk; however, they do pose a risk to the user and those in the vicinity</p>	
What risks do they pose and to whom? (See checkpoint 2)	<p>There is a small risk to the children and those around them of:</p> <ul style="list-style-type: none"> Strangulation Rope burns Tripping 	<p>Estimate risk level Acceptable/Unacceptable (See checkpoint 3)</p>

	<p>Whipping Trapping fingers in pulleys There is also possible environmental impact if not removed from the site at the end of the session</p>		
<p>What measures have been taken to reduce the risk? (Control measures) (See checkpoint 1,4,5-11)</p>	<p>Qualified first aider present, along with full first aid kit. High ratio of adults to children, spread over the area. Children are taught about rope safety and the risks. (FS rule – Ropes) Children are not to tie ropes around themselves, they must seek an adult experienced with knots if this is required for any reason. Ropes and cord used are of a bright colour and therefore easily visible when both used and collected at the end of a session Strings and wool are generally used for crafts at the fire circle area, with permission from an adult they may be used else ware if there is good reason. Pulleys are mostly of small non weight bearing design and pose little risk to injury Heavy duty pulleys may be used of some weight bearing activities, if operation involves hands being close to a pulley, gloves must be worn. All use of Heavy-duty pulleys must be supervised by an adult</p>	<p>Level achieved Acceptable/Unacceptable</p>	
<p>What further action is needed to reduce the risk? (State action / specify dates)</p>	<p>It is possible the children may come up with a plan or idea that is completely unforeseen, due to this, the use of ropes will be constantly assessed using the dynamic risk assessment, I will update this risk assessment or create a new one for a specific activity should it be required.</p>	<p>Dates Constantly reviewed, see below</p>	
<p>Assessor: Martin Gilbey</p>	<p>Signed: Mr M.J.Gilbey</p>	<p>Job title: Forest School Leader</p>	<p>Date: 5/9/24</p>



Risk Benefit Assessment – Tree climbing, swings, hammocks and ladders

Tel: 07714 384005
Email: admin@woodland-walkers.com

Activity/Process/Operation	Climbing trees, making and playing on swings and ladders or putting up tight lines challenge participants in a range of ways. Participants will learn how to tie knots, select appropriate resources and a safe site to set up, creating larger tasks requires teamwork and participation not just in the building but also the setting of rules around their creation to ensure its safe.	
Generic Benefits Why are we doing this?	Challenging Teamwork Resilience Risk awareness Fun Learn knots Create safe structures Practice balancing skills Patience	
What is the health and Safety Hazards?	Falls from height Ropes (see ropes risk assessment)	
What risks do they pose and to whom? (See checkpoint 2)	Injuries from falling Strangulation Rope burns	Estimate risk level Acceptable/Unacceptable (See checkpoint 3)
What measures have been taken to reduce the risk? (Control measures) (See checkpoint 1,4,5-11)	Qualified first aider present with first aid kit High ratio adults: young people Any frayed or damaged rope is not used for weight bearing activities, damaged sections will be removed and used for other tasks were applicable, otherwise disposed of. All rope/cord work must be checked by the Forest School leader before use (FS rule – Tree climbing) Tree climbing has specific rules:	Level achieved Acceptable/Unacceptable

	<p>Can't climb in high winds or if it's wet Must be supervised by an adult 1:1 Only one child can climb at a time Their feet must go no higher than the supervising adult (dependant on tree and ability of young person, higher may be allowed after an individual risk assessment for that tree)</p> <p>Swings may not be made to take someone more than 1.5m (Height of forest School leader is approx. 1.7m) from the ground The seat and all knots used for a swing must be checked by the Forest School leader before use Hammocks are for relaxing and for gentle swinging only No more than two people may use the hammock at a time Tight lines, lower line is not to be set more than 50cm from the ground Ladders set to allow climbing higher than 1m from the ground, require 1:1 supervision Any potential landing area from a fall must be clear of potential hazards such as but not limited to sharps stones, roots, etc</p>		
<p>What further action is needed to reduce the risk? (State action / specify dates)</p>	<p>Will be monitored and adjusted as needed</p>	<p>Dates</p>	
<p>Assessor: Martin Gilbey</p>	<p>Signed: Mr M.J.Gilbey</p>	<p>Job title: Forest School Leader</p>	<p>Date: 5/9/24</p>



Risk Benefit Assessment -

Tel: 07714 384005
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Digging

Activity/Process/Operation	Using hand tools such as trowels and forks to dig areas of mud, clay and stones, these resources get used in lots of different ways for crafts or making paint.	
Generic Benefits Why are we doing this?	Discovery Creativity Get messy Gross motor skills	
What is the health and Safety Hazards?	Getting caught by a trowel or fork Dirt being flicked around Holes created from digging Glass and sharp flints	
What risks do they pose and to whom? (See checkpoint 2)	Dirt in the eyes of any users and those in close vicinity Tripping by anyone not realising a hole has been dug Cutting themselves on sharp stones or glass in the ground	Estimate risk level Acceptable/Unacceptable (See checkpoint 3)
What measures have been taken to reduce the risk? (Control measures) (See checkpoint 1,4,5-11)	Qualified first aider present, along with full first aid kit. High ratio of adults to children, spread over the area. Safe digging is talked about with participants Children told about sharp items that could be buried and to be careful. Gloves used if not using a tool Specified digging area used. Monitored continuously to ensure tools are used correctly and not treated like toys Depending on soil state, e.g., particularly dry, goggles may need to be worn.	Level achieved Acceptable/Unacceptable

What further action is needed to reduce the risk? (State action / specify dates)		Dates	
Assessor: Martin Gilbey	Signed: Mr M.J.Gilbey	Job title: Forest School Leader	Date: 5/9/24



Risk Benefit Assessment – Secateurs and loppers

Tel: 07714 384005
Email: admin@woodland-walkers.com

<p>Activity/Process/Operation</p>	<p>Both Secateurs and Loppers are used to cut small diameter branches, to either remove them from a tree / plant or shorten the length of a small diameter piece of deadwood.</p> <p>Loppers are easier for smaller children to use due to the length of the handle's providing better leverage but can be cumbersome. (See control measures)</p> <p>Loppers will enable the cutting of small to slightly larger diameter branches.</p> <p>Secateurs are generally less cumbersome but will only cut smaller items, for many young children they are difficult to use.</p>	
<p>Generic Benefits Why are we doing this?</p>	<p>Both gross and fine motor skills are used when using these items. Increasing hand, wrist and arm strength.</p> <p>Loppers will require teamwork and communication.</p> <p>Learn about the safety controls in place, which would also apply to scissors used both at home and school.</p> <p>They will learn about different plant and tree uses, different types of wood density's as well as protections for some types of trees / plants and the invasiveness of other species. This will then feed into Knife and other tool use projects.</p>	
<p>What is the health and Safety Hazards?</p>	<p>Secateurs and Loppers are cutting devices that use an anvil system to improve the strength of a cut.</p>	
<p>What risks do they pose and to whom? (See checkpoint 2)</p>	<p>Both Secateurs and Loppers have the potential to cause devastating injuries to both the person using them and/or the assistant, including the loss of both fingers and toes.</p>	<p>Estimate risk level Acceptable/Unacceptable (See checkpoint 3)</p>

<p>What measures have been taken to reduce the risk? (Control measures) (See checkpoint 1,4,5-11)</p>	<p>Qualified first aider present, along with full first aid kit. Only one set of loppers/secateurs to be in use at any time Forest school leader must supervise new learner. Competent and trusted students will be able to take loppers or secateurs to a required tree/plant, supervised by either a trusted member of staff, who is also competent or forest school leader. Helping hand/s (not holding the tool) will wear a protective glove. Assistants helping with loppers will wear protective gloves on both hands. Items cut must be below head height, unless a helmet is worn. Safety instructions discussed and demonstrated with participants</p>	<p>Level achieved Acceptable/Unacceptable</p>	
<p>What further action is needed to reduce the risk? (State action / specify dates)</p>	<p>No further action required at this time.</p>	<p>Dates</p>	
<p>Assessor: Martin Gilbey</p>	<p>Signed: Mr M.J.Gilbey</p>	<p>Job title: Forest School Leader</p>	<p>Date: 5/9/24</p>



Risk Benefit Assessment - Flint knapping/ stone bashing

Tel: 07714 384005
Email: admin@woodland-walkers.com

Activity/Process/Operation	Bashing rocks together to break them apart or using a billet to do the same job, a billet is a piece of wood weighted at one end, or a piece of antler.		
Generic Benefits Why are we doing this?	Discovery Curiosity Perseverance Trial and error		
What is the health and Safety Hazards?	Sharp pieces of rock/flint Hitting fingers with rocks/ heavy items		
What risks do they pose and to whom? (See checkpoint 2)	Cuts Pieces flying about, potential blinding to all in vicinity Bruises	Estimate risk level Acceptable /Unacceptable (See checkpoint 3)	
What measures have been taken to reduce the risk? (Control measures) (See checkpoint 1,4,5-11)	Qualified first aider present with first aid kit High ratio adults: children Area allocated for this activity Gloves worn by participants Goggles worn by participants and those in close proximity	Level achieved Acceptable /Unacceptable	
What further action is needed to reduce the risk? (State action / specify dates)	Will be monitored and adjusted as needed	Dates	
Assessor: Martin Gilbey	Signed: Mr M.J.Gilbey	Job title: Forest School Leader	Date: 5/9/24



Risk Benefit Assessment – Hot glue gun

Tel: 07714 384005
Email: admin@woodland-walkers.com

Activity/Process/Operation	Using a cordless hot glue gun to stick a range of craft items together		
Generic Benefits Why are we doing this?	Will help in some crafts allowing creativity		
What is the health and Safety Hazards?	Hot glue Hot parts of tool		
What risks do they pose and to whom? (See checkpoint 2)	Burns to anyone getting glue on them or less likely touching hot parts of the tool	Estimate risk level Acceptable/Unacceptable (See checkpoint 3)	
What measures have been taken to reduce the risk? (Control measures) (See checkpoint 1,4,5-11)	Qualified first aider present with first aid kit Adults will apply the glue with younger children as its too big for small hands Older children may be able to do this themselves with correct PPE A glove must be used on the helping hand Gluing must be done over a suitable surface to prevent any glue that may drip landing on legs or anything below.	Level achieved Acceptable/Unacceptable	
What further action is needed to reduce the risk? (State action / specify dates)		Dates	
Assessor: Martin Gilbey	Signed: Mr M.J.Gilbey	Job title: Forest School Leader	Date: 5/9/24



Risk Benefit Assessment – Woodland games

Tel: 07714 384005
Email: admin@woodland-walkers.com

Activity/Process/Operation	There are many games played at Forest School, focusing on the senses, teamwork and co-operation		
Generic Benefits Why are we doing this?	Physically active Teamwork Co-operation Resilience Create and follow rules Emotional development Using our senses		
What is the health and Safety Hazards?	Tripping over roots, in holes Being hit in the head by low branches Sharp stones in ground		
What risks do they pose and to whom? (See checkpoint 2)	Injury from tripping over Poked in eye by branches		Estimate risk level Acceptable /Unacceptable (See checkpoint 3)
What measures have been taken to reduce the risk? (Control measures) (See checkpoint 1,4,5-11)	Qualified first aider present with first aid kit Appropriate safe area should be selected for any games Any potential landing area from a fall must be clear of potential hazards such as but not limited to sharps stones, roots, etc		Level achieved Acceptable /Unacceptable
What further action is needed to reduce the risk? (State action / specify dates)			Dates
Assessor: Martin Gilbey	Signed: Mr M.J.Gilbey	Job title: Forest School Leader	Date: 5/9/24

Checkpoints

1. Has all health and safety information been obtained?
2. Consider the number of persons exposed
3. Estimate initial risk level – Acceptable / Unacceptable
4. Consider if elimination or safer substitution
5. Considered all necessary control measures including procedural and technical controls
6. Are the above controls to the required standard and regularly maintained?
7. Have emergency action plans been considered?
8. Have employees (and other persons) been adequately trained / instructed and informed?
9. Has adequate supervision been provided?
10. Consider if personal protective equipment is required.
11. Is health surveillance required?
12. What arrangements have been made for monitoring the assessment?
13. How often is the assessment reviewed?
14. Has the assessment been drawn to the employee's attention?

Specific Action / Planning points

Appendix 3

Certificates



This is to certify that

Martin Gilbey

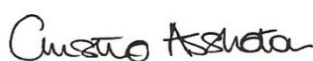
has achieved the following Qualification

**Open College Network West Midlands Level 3
Certificate for Forest School Leaders**

This certificate is accompanied by a unit transcript which shows the unit achievements



Qualification Approval No: 603/2406/5
Learner ID: 18104514
Award Date: 16 Apr 2019
Certificate No: 5841622



Christine Assheton
Chief Executive Officer
Open College Network West Midlands

Regulated by



Ofqual

For more information see <http://register.ofqual.gov.uk>





The person named below has successfully completed

Forest Schools First Aid

MARTIN GILBEY

Delivered in Accordance with Currently Accepted First Aid Practice

Course Completed On: 26 Sep 2021

Certificate valid for 3 years

Retake this course before: 25 September 2024

Certificate No. 163274608496371

Instructor: Brendan Goswell

Instructor No. 3000148

Signed 
Training Director

Validate Cert



Endalen Adventure Training
ProTrainings Approved Centre 91033
Training Contact No. 07595902780



Highfield Qualifications

Certifies that

Martin J Gilbey

has successfully passed an assessment in
Highfield Level 2 Award in Food Safety in Catering (RQF)

Qualification number 603/2033/3

Date of award 28 November 2018

Certificate number FS2317244

M. Woods

Course Director

CPL Training Limited

Training Organisation



Jason Sprenger - Chief Executive
Highfield Qualifications





This is to certify that

Martin Gilbey

has attended stage one:

Safeguarding Children Training

Hosted by St Bartholomew's C of E VA School, provided Face to Face on:

Tuesday 3rd May 2022

Valid for 3 years from date of training



This course was facilitated by:

Louise McCourts

Louise McCourts

Child Protection School Liaison Team
Hertfordshire County Council

Thank you for taking the time to read this handbook.

If you have any queries please contact

Martin Gilbey

Tel: 07714 384005

Email: admin@woodland-walkers.com

Mushroom men illustrations by ©Chloe Gilbey

