



STOVER
SCHOOL

FOREST SCHOOL
Stover Preparatory
School

THE PURPOSE OF OUR FOREST SCHOOL

Our aim: We aim to provide a Forest School on site which will provide our children with a truly holistic education. This will encourage and nurture their appreciation of the natural world, whilst instilling a sense of personal responsibility for nature conservation in throughout their lives. By using the outdoor environment we hope to encourage and inspire our children to grow in confidence, independence and self-esteem through the mastery of key skills, early learning goals and group tasks. Our Forest School sessions will provide children with the opportunity to explore and experience the natural world through practical activities in the outdoors which will help promote confidence, independence and self-esteem. Also by using resources available in the wood and the children's interests we hope to stimulate further imagination, creativity and enquiry skills.

Forest School works alongside the curriculum to develop practical life skills. Many children will benefit from a more a practical element to their learning and achieve greater levels of success in this context then in a traditional classroom environment. Children will learn to become more confident in their own natural environments and through this deeper understanding acquire knowledge of environmental issues which may well affect them in the future.

Within the Preparatory School our Forest School sessions have been particularly successful in developing our younger children's self-esteem and confidence.





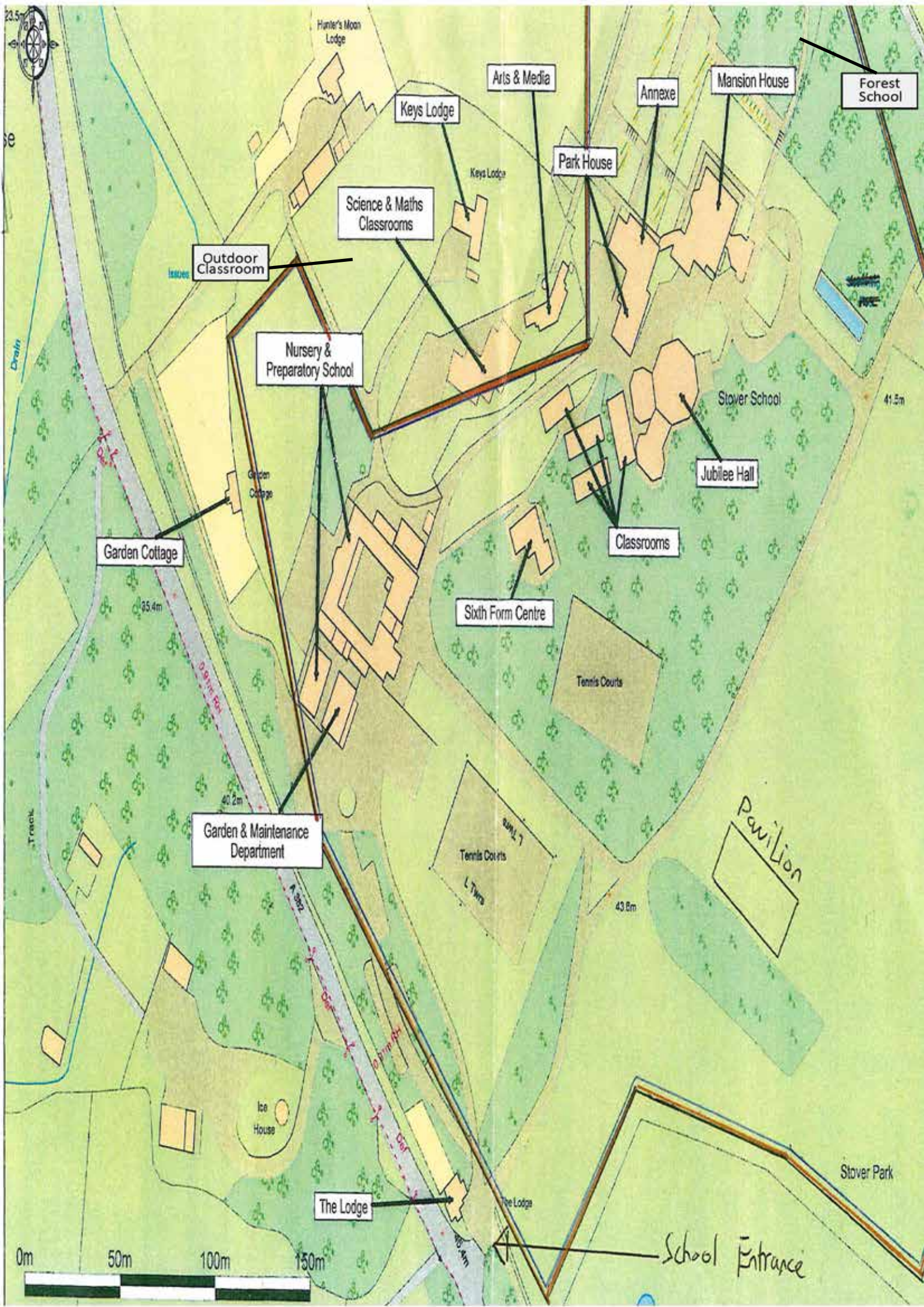
THE ECOLOGICAL IMPACT ON OUR SCHOOL SITE

We have developed a three year plan for the sustainable use of our Forest School site based on the foreseen ecological impact which has been assessed by J. Halse and C. Harrison.

(See appendix notes on ecological impact on site Feb, 2018). Full details of the plan are available on request. Whilst using the Forest School site we aim to minimise the harm caused to plants, species and wildlife. The site may also incur a higher level of erosion due to increased use on a regular basis. During the Forest School sessions the children will be encouraged to be more responsible for the protection of plants and wildlife. We shall also work to improve the site by adding bug hotels and hedgehog houses to encourage further wildlife. The site will be reviewed on a six monthly basis and any maintenance or ecological issues found within the interim period will be feedback to J. Halse.

We will support and follow guidelines set out in the Countryside Code as well as the Forest School Rules. The Countryside Code: There are five sections of The Countryside Code dedicated to helping us learn how to respect, protect and enjoy the countryside: . Be safe, plan ahead and follow any signs. Leave gates and property as you find them; protect plants and animals and take your litter home. Keep dogs under close control; and consider other people.

For more information please refer to the whole school policies and risk assessments online at www.stover.co.uk





RULES OF OUR FOREST SCHOOL

- Do not lean on the cross country guide ropes.
- Switch on listening ears and looking eyes in order to stay safe.
- Use Dragon Steps of Fairy Feet.
- Do not put your fingers or anything else in your mouth – discuss berries and mushrooms
- Stay within the blue boundary rope – we don't go over it, we don't go under it!
- Stay safe by listening to instructions and requests.
- Respond immediately to stop of wolf call back to base.
- Ask an adult for help when you don't feel safe – e.g. when tree climbing
- Take care of our Woodland Den and Forest School sites around the campus

The designated person (s) responsible for Forest School is:

Mrs Claire Harrison









OUR FOREST SCHOOL ROUTINE

A thorough sweep of the site to be completed before each session to check for any litter, glass, animal faeces etc.

- Any such items shall be collected using plastic bags and disposable gloves and removed from the site with all our rubbish when leaving.
- A written record will be kept of each sweep (see Forest session risk assessment record).
- This shall state if any hazards were found and how they were dealt with and by whom.
- Trees will be checked for any broken or dead branches which may fall.
- Report any issues to J. Halse. Keep an updated tree record.
- Check of weather conditions. If it is unduly windy or a thunder storm has commenced, or is imminent, then we will not carry out a Forest School session.

A TYPICAL FOREST SCHOOL SESSION

- All children to go to the toilet before leaving
- Put on outdoor clothes and wellies and children to sit ready. (Waterproof all-in-ones will be provided)
- Children will then line up in pairs and form a walking line with the Forest School Leader.
- One member of staff will be the line leader and the other will supervise the back of the line
- We will then walk to one of our Forest School sites – see site map of different Forest School areas.
- On arrival to any of the Forest School learning sites the children will go and sit in a designated area and firstly discuss rules and boundaries.
- Children to help to walk the boundaries and identify for themselves as much as possible any potential hazards.
- Sit together and discuss safety issues again.
- Provide instruction for the session, identifying resources and session focus.
- Children to have time to explore
- Snack time ensuring children have cleaned their hands with wipes first and any allergies addressed.
- Discuss session, allowing children to feedback
- Procedures to be carried out at the end of each session
- Collect resources in container and ensure forest site is tidy (take all rubbish back to school)
- Children will then line up and form their line in pairs with the Forest School Leader
- Wash hands on return and toilet.







CLOTHING CHECK LIST

Clothing checklist for children and adults attending a Forest school session.

1. Woolly hat or Sun hat (apply sunscreen at home)
2. A pair of gloves
3. A Jacket / Coat (waterproofs)
4. Sturdy Footwear – Wellies / Boots
5. An emergency change of clothes and carrier bags for dirty / wet clothing

Forest Leader Equipment

1. Emergency Bag (to be kept in back pack)
2. Register with emergency numbers / contact numbers
3. Medical forms
4. Mobile phone
5. Newspaper
6. Matches and flint firelighter
7. Wet wipes
8. Protective gloves
9. First aid kit including plasters, bandages and scissors
10. Water bottle
11. Fire blanket
12. Carrier bags / Nappy sacks
13. Hot chocolate and snack
14. Risk assessment(s)

Activity Equipment

1. Trowels and rakes
2. Magnifying glasses
3. Binoculars
4. Identification Books (adult) Forest school identification resources / worksheets and games
5. Wildlife puppets i.e. Forest School Woody, Sid the squirrel, Harry the hedgehog, Owl, Fox, ladybird, grass hopper, ant, bumble bee, rabbit and Gruffalo. Story books
6. Buckets / pots. Paintbrushes.
7. String

* Any further equipment taken to the site must be cleared and deemed appropriate by the Forest School Leader.

* Only the Forest Leader (in case of an emergency) will use a mobile phone.

FOREST SCHOOL

IMPORTANT INFORMATION

CARRYING AND LIFTING OF HEAVY OBJECTS

In the Forest School children are encouraged to help with transporting materials to and from our Forest School areas. To roll, lift, and drag and to pull materials, either by using their hands or by using ropes. We encourage safe lifting techniques by bending our knees and keeping our back straight. Safe lifting should always be modelled by adults. Heavier objects should be rolled, lifted or carried by two or more people working together.

TOILETING

Children will go to the toilet before leaving the school. At Forest School children may go for a 'wild wee' in a designated area. Any toilet roll waste will be put into a nappy sack and disposed of at the school. A spade and sawdust will be used to dispose of any faecal waste.

TREE CLIMBING

An adult must be present when children are climbing trees. The ground cover should be checked for sharp objects. Any trees which are deemed suitable for climbing will be marked in some way so that the children know that this tree is climbable. A visual check must be made for loose and rotten branches. Children are permitted to explore to their own limits, however when climbing they must never be higher than the adult present can reach.

Picking up and playing with sticks -Children can carry sticks shorter than their arm's length; however they will be encouraged to think about how close they are to other children. Longer sticks may be dragged or carried with the help of another person. Branches must not be pulled from living trees. Sticks must not be thrown and can only be held at hip height to ensure that they are not poked in someone's eyes or face.

PICKING UP AND PLAYING WITH STONES

Stones may be picked up and transported. Children often like to make patterns and pictures with them or use them in the mud kitchen. Stones may not be thrown!

USING TOOLS

All tools have their own risk assessment. Tools can only be used in a 1:1 ratio with the Forest School Leader present. The Forest School Leader will carry out a tool talk and a separate risk assessment will be carried out (see tool use risk assessments at back of this booklet).

DIGGING

Digging large holes will not be encouraged. Children may carefully move soil to look for insects and their habitats and may dig in the mud; however all mud should be replaced before leaving the forest.

COLLECTING WOOD

Wood may be collected for fire lighting purposes. It is collected in four thicknesses – matchstick sized, pencil sized, thumb sized and wrist sized. This is a good mathematical activity involving sorting and matching. Sticks may be collected for creating pictures and patterns however should be collected sparingly so as not to disrupt creature habitats.

EATING AND DRINKING

We have a nil by mouth policy for anything found in the forest. Children must be reminded not to put their fingers or hands in their mouths or noses. When having drinks and snacks children will use wipes and water to clean their hands before consumption.

ROPE AND STRING USE

If a child has an idea and wants to tie up something, for example a tarpaulin or a swing, an adult will help them as needed, modelling appropriate knots and supporting ideas and decisions through discussion.

FIRE PIT WITHIN THE OUTDOOR CLASSROOM OR LIGHTING A FIRE WITHIN THE WOODS

Creating a fire circle of trust - In week three of Forest School, if all has gone well, and the children have followed all the Forest School rules an open fire will be lit within the fire pit situated within or outdoor classroom. A log square will be placed round the fire box.

Sitting logs will be 1.5m, or at least the height of the tallest child attending the session, whichever is the greater. No one may enter the fire circle perimeter unless invited to do so by the Forest School Leader. Absolutely no running past the fire circle! No items must be carried and placed within the fire circle unless by the Forest Leader. If you need to move around the fire to a new bench you must step out of the circle and walk around the outside of the benches; even when the fire is unlit.

LEAVING THE SITE

We will always follow the Forest School ethos trying to leave no trace that we were in the forest as much as it is reasonably possible. Shelters should be taken down and imported materials need to be removed. All rubbish and toileting items will always be removed.

HEALTH AND SAFETY POLICY

Stover School's Health and Safety Policy and Procedures (separate document) sets out a clear statement of intent regarding the settings approach to the health and safety of its children, staff and visitors to the actual setting. The following is a list of additional policies and measures relating specifically to Forest School sessions:

However many adults accompany Forest School sessions the person in charge is always the trained Forest School Leader. The Forest School Leader has overall duty of care for the children in their charge, but all adults are required to take all reasonable steps to ensure children are safe. All adult helpers must sign and date a form to show that they have read this handbook and appropriate risk assessments and understand and agree to comply with the general operating procedures for Forest School. Whenever sessions are being carried out the Forest School Leader will inform staff of the group's whereabouts and for how long the session should last. The Forest School Leader or Assistant will carry the Emergency Bag.

The Forest School Leader will ensure that the Emergency Bag contains:

Essential survival equipment;

A contact list for each undertaking the activities, and a mobile phone including the Schools telephone number. The Forest School Leader will always carry a mobile phone.

In the event of an emergency, the Forest School Leader will ensure that the schools admin assistant Mrs Martin contacts the emergency services.

The Forest School Leader will review the risk assessments before every session. When tools are used the adult: child ration will always be one to one.

LEGISLATION RELATED TO POLICIES AND PROCEDURES

- . Health & Safety at Work Act 1974
- . Children's Act 1989
- . Liability Insurance
- . The following laws and guidance
 - Disability Discrimination Act
 - Race Relations Act
 - Sex Discrimination Act
 - DBS Checks
 - Every Child Matters

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All of our school policies and precedures can be found at www.stover.co.uk/2082/school-information/handbooks-and-policies/

Risk assessment guidelines and forms - A visual site risk assessment is carried out every week and a daily check (sweep check) made before every session. In addition, an activity risk assessment will be in place for any activity that may require it, such as stick whittling, wood cutting, shelter-building, and fire-lighting. Additional risk assessments will be carried out for children whose behaviour or medical condition demands them.

The risk assessment process is as follows: We look for any hazards. We decide who might be harmed and how this might happen. We evaluate the risks and decide whether the existing precautions are adequate or whether more should be done. We record our findings.

We review our assessments and revise them as necessary. We inform all adults accompanying the group and require them to sign to show they have read and understood the concerns. We take a copy with us in our emergency bag.

RISK ASSESSMENT FOR TOOLS

General rules for tool use

All tools must have an individual risk assessment

Always give a tool talk prior to use.

Ensure safe storage at school by the Outdoor Leader Mr Ayer.

Ensure safe storage and responsibility by Forest School Leader at the Forest School Site

Never walk around with tools

Always make sure they are clean and sharp before using them.

When using tools with children it should only be with the Forest School Leader

When using tools there is a designated tool area where the Forest School Leader and child will sit when using the tool

First aiders and first aid kit to be close by

WHEN USING A PENKNIFE

Must be with Forest School Leader

Tool Talk - Talk with the children about the way you hold and use a pen knife

Always sit down when using the penknife

Ensure penknife is closed and locked when not in use and when no longer required stored in a locked tin.

Open the penknife away from you sitting down with plenty of room around you

Always ensure children are supported when using the penknife on a one to one basis.

WHEN USING A BOW SAW

Ensure guard is in place when not in use

Must only be used with a Forest School Leader

Always use in the designated tool area

Use the bow saw with a saw horse

Tool Talk - Talk with the children about the way you hold and use the bow saw

Ensure safe storage and safe handling in Forest School

WHEN USING A MALLET

Must be with Forest School Leader
One to one supervision for children
Keep in cover when not in use and store in tool bag
Remind others in vicinity to stay clear of tools
Tool Talk - Talk with the children about the way you hold and use a mallet

WHEN USING A POTATO PEELER

Must be with Forest School Leader
Glove to be used on hand not using tool
One to one ratio for supervision of children
Use in designated area for tools
Keep in cover when not in use and store in tool bag / locked tin
Remind others in vicinity to stay clear of tools
Tool Talk - Talk with the children about the way you hold and use a potato peeler

SAFEGUARDING CHILDREN, CONFIDENTIALITY AND FOREST SCHOOL

Stover School fully recognises its responsibilities for child protection and for Confidentiality. Our Safeguarding Children Policy, which applies to all staff and volunteers working in the setting, has six main elements:

We practice safe recruitment in checking the suitability of staff and volunteers who work with children.

We continually raise awareness of child protection issues and equip children with the skills needed to keep them safe.

We develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.

We support children who have been abused in accordance with his / her agreed child protection plan.

We establish a safe environment in which children can learn and develop.

We ensure that pupil and parental rights are respected and that vulnerable individuals are protected from risk or exploitation.

In addition, adults working within Forest School need to appreciate that when children feel comfortable and content, when their instinct to trust and risk-take is encouraged, they may be moved to disclose information which they might otherwise keep to themselves. Any volunteer or member of staff who finds that a child is telling them something which concerns them should follow these simple steps: listen, but ask NO leading questions. Remember that you must not promise to “keep a secret”. The general rule is that adults should make it clear that there are limits to confidentiality at the beginning of the conversation.

. comfort the child if appropriate. Inform the Designated Safeguarding Officer(s) as soon as possible, and make a written record of the concern.

Designated safeguarding lead: Mrs Helen Notman Tel: 07710 093867

EQUAL OPPORTUNITIES, INCLUSION AND FOREST SCHOOL

We are committed to the idea that there should be equal opportunity for all. Our policies help to ensure that we promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We undertake to ensure that all our children: feel secure and know that their contributions are valued; appreciate and value the differences they see in others; take responsibility for their own actions; are able to participate safely in clothing that is appropriate to their religious beliefs; are taught in groupings that allow them all to experience success; use materials that reflect a range of social and cultural backgrounds; have a common curriculum experience that allows for a range of different learning styles; are set challenging targets that enable them to succeed; participate fully, regardless of disabilities or medical needs.

AN INCLUSIVE FOREST SCHOOL

Children and parents are encouraged to think about the usefulness of their clothing for outdoor activities, and to be aware that they are likely to take some of the mud home with them after a session. We encourage a measure of risk-taking, always under close adult supervision, and actively foster friendships and collaboration between children who do not always get along in the usual course of events. Forest School activities are always designed to produce success and enjoyment. The forest environment is one to which we all have an entitlement and we believe the happy experiences we have there will linger in the memory for years to come. Children with medical needs or disabilities will be helped so they can take as full a part as everyone else in Forest School sessions. Those with challenging behaviour are risk-assessed and may need one-to-one supervision, but their entitlement remains the same.

FIRE POLICY

We aim to use fire safety as part of the Forest School experience. Fires must only be lit after a risk assessment has been carried out and they must only be within the fire circle area. There must always be a trained adult present within the fire circle when a fire is lit or hot embers remain – it must never be left unattended. There must be an adequate supply of water close to the fire area to ensure there is enough water available to extinguish the fire if it gets out of control. A fire blanket must be brought into the woodland to wrap round someone if their clothes become alight. Fire proof gauntlets should be kept at the fire area to allow adults to pick up hot items. Before visiting the area the children should have had the opportunity to ask questions and be given information about fire safety. When at the fire area the rules should be demonstrated for the children to see. There should be no more than 2 people, adults and children, within the fire circle next to the fire at any one time. The best position for cooking is on one knee so you can move backwards easily and remain stable. Long hair should be tied back and scarves removed.

MEDICAL PROCEDURE

Parents shall be asked to complete a Medical form when they give permission for their child to attend Forest School. The form shall be carried at all times in case of emergency (see Appendix).

ACCIDENT AND EMERGENCY PROCEDURE

If an emergency occurs on a visit the Forest School Leader should maintain control of the group overall. She/ He - will, however, delegate responsibility where necessary, so all adults accompanying the visit must read and sign the visit handbook before the trip begins.

The Forest School Leader will: Establish the nature and extent of the emergency as quickly as possible. (See Scenarios) Ensure that the entire group are safe, kept together and looked after. All other adults will be informed as soon as possible and allocated roles which may be changed as required. Establish the names of any casualties and get immediate medical attention. All attendee's names and medical details will be in the emergency bag. A first aider and first aid kit must be available at all times. Phone for an ambulance, if appropriate. Ensure that a member of staff accompanies casualties to hospital with any relevant medical information. Inform Mrs Martin and the school of the name of the casualty, details of their injuries, date, time and location of incident, plus any actions taken so far. The Forest School Leader or her representative will notify parents, and police if necessary, providing as full a factual account of the incident as possible. An accurate record of all relevant facts and witness (es) details must be written down as soon as possible to preserve any vital evidence. . An accident report will be completed and RIDDOR steps taken as necessary. Any receipts for expenses must be kept for insurance purposes. NB: No-one in the group is to speak to the media. Any enquiries from journalists must be referred to the Leader. No-one in the group should discuss legal liability with other parties, nor sign anything relating to accident liability without clear advice from the Local Authority.

POSSIBLE SCENARIOS

First Aid - Ensure the rest of the group is safe – where appropriate delegate responsibility.

If appropriate, remove the danger or people from the danger. Qualified Nurse on site/ First Aider called to check ABC, administer First Aid and if necessary call for further assistance (999 or 112). A walkie talkie will also be used if no signal is available. Have medical form details available in emergency bag and call parent / carer as appropriate. Record full details through incident procedures back at school. Follow up to parents as usual.

LOST OR MISSING CHILD

As soon as a child is found to be missing, make an immediate search of the vicinity. Assemble rest of children and ensure they are kept safe. Call Mrs Martin / school on 01626 354505 to alert them to contact parent / carer and police. Follow settings Lost or Missing child policy

SERIOUS ACCIDENT

Administer First Aid procedures. Stay with casualty, but ensure that the rest of the group is removed from the situation and is safe. Call school to alert them to contact next of kin and police as soon as possible.

IRREGULAR OCCURRENCE, UNINVITED PERSON / STRANGER

The intruder will be challenged and asked to leave politely. If a child is involved then the police should be called and the child / children involved should be removed from the situation and made to feel safe. Parents / carers should be briefed by Forest School Leader as soon as possible. Social services contacted as required.

POOR WEATHER CONDITIONS

If trees blowing more than 20 degrees, or if the Forest School Leader feels uncomfortable the area should be left taking the safest route available. Alternative areas to be used instead i.e. indoor area / outdoor shelter / school site (away from trees).

BEHAVIOUR PROBLEMS

See schools current behavioural policy. Remove other children from area of risk, if deemed necessary. In extreme cases, trained members of staff to use appropriate restraint techniques. Allow child to calm down and then discuss unwanted behaviour with them. Incident to be logged. Parents / carers to be informed. Discuss importance of staying safe and the need for the child to follow Forest rules and boundaries. The children may be excluded from attending for a session or period of time if deemed appropriate to level of risk to either themselves or others.

TRAVEL TO AND FROM THE SITE

A maximum of thirty children will be taken on Forest School sessions at any one time. For example Nursery and Reception Class or alternatively Reception and Year 1. Children will be arranged in a line and given a partner to hold hands with. All children must stay behind the Forest School Leader. A second member of staff shall walk behind all the children. The group will then follow a set route which has been risk assessed for use.

USING PEDESTRIAN PATHS TO GET TO THE FOREST SCHOOL SITE

There is a road to cross at which point the Forest School Leader will check that the roads are clear before acting as road crossing person. Children will then proceed to the Forest School site. When leaving the site the children will follow the same procedures as the journey to the site, but in reverse. If the school campus is put onto "lock down" a member of the Staff team will contact the Forest School Leader to advise of the situation. If this situation arises the Forest School group will remain at the site until confirmation that they may return. If necessary the Forest School Leader will contact the police for further advice.

SHELTERING AND TOILETING POLICY

Sheltering - In the event of very extreme weather e.g. high winds, thunderstorm, the usual forest school session will not take place. A simplified activity will take place at the school in its place. During each Forest School session we will ensure that shelter is provided from sun and rain. The trees in the forest will provide good sun cover. We will also erect shelters from tarpaulins, or provide other outdoor shelter if it is felt it is needed. We will take ground tarpaulins to provide comfort in the cooler months.

Toileting - We will ask the children to use the toilet before leaving the setting. If the children need to go to the toilet we have tissues and a spade to dispose of the waste. All adults supporting the Forest School are DBS checked so we are able to support children with toileting but we will try to ensure a staff member accompanies the children where possible. We anticipate the children will need less support with this activity as the sessions increase. Any children requiring a change of pull-ups will be changed. The soiled pull-up will be triple-bagged and removed from the wood at the end of the session. These children should bring spare pull-ups in their back-pack.

ECOLOGICAL IMPACT

The Jungle Area / Wood – This piece of woodland (shown on the site map) contains many species of flora and fauna. There are Oak, an Aspen grove, Douglas Firs and Scots Pine. Some areas and hedges contain gorse and bracken, other areas contain Laurel and Holly, yet others are colonised by Larch or Silver Birch. Bramblings and siskins can be detected in winter, feeding with resident finches among the conifers. In spring you can sometimes see the great spotted Woodpecker. In summer, migrant Willow-Warbler, Chiffchaff and Blackcap can be heard. In spring, the wood boasts a carpet of bluebells. While Fungi such as Fly Agaric are some of the delights of the woodland floor in autumn. Other flora is more modest. The wood also has numerous species of butterfly and moth has also been recorded in the wood, such as Brimstone and Red Admiral and the Elephant hawk-moth. Animals in the forest include foxes, badgers and grey squirrels.

ECOLOGICAL IMPACT ON AND SUSTAINABILITY OF THE SITE

With Forest School groups attending the site each week it is important that we carefully monitor any impact we have on the pathways we use to get to the site as well as the site itself. Whilst using the Forest School site we shall try and minimise the harm caused to local plant species and wildlife. During the Forest School sessions the children will learn and be encouraged to be more responsible for the protection of plants and wildlife. We will do our best to leave the site as we found it once each session is finished. Any structures that have been built must be taken down all holes dug will be filled in and any insects returned to habitat and all equipment, resource and rubbish will be taken back to the setting. At all times we will abide by the Countryside Code as well as The Forest School Rules.

A GUIDE TO MINIMIZING IMPACT ON THE ENVIRONMENT WHEN CARRYING OUR ACTIVITIES

Mini beast hunt - This may damage current habitat and organism, may also damage fungi and small plants. Limit the number of mini beast the children collect. Where possible return the insects to their homes. Encourage the children to look and observe.

Collecting wood - Dead wood is important to any forest ecology as it has a multitude of uses, from homes for mini beasts to beds for fungi. Limit the frequency of fires one per six week programme. Evaluate the amount to dry, dead wood before having a fire. Collect only the minimum amount required. Try to have an area of dead wood conservation.

TREE CLIMBING, SHELTER BUILDING AND SWINGS DAMAGE TO TREES

Restrict these activities to suitable trees that will tolerate them. Always take down any Shelters/dens built before leaving the site.

COLLECTING NATURAL MATERIALS

Damage to plants – some plants are more sensitive to losing their leaves or flowers than others. Ensure leaves or flowers are taken from fallen parts. Ensure children understand that they should not pick if the plant is growing.

FIRES

Changes in soil chemistry can lead to increases in PH levels, carbon phosphorous etc. which can be harmful to some plants, whilst other essential nutrients may be depleted. Fire can travel underground to roots even after appearing to be extinguished. Only have one fire per every three week session and only have the fire in a fire basket or storm Kettle. If possible dispose of ash into patches of nettles or remove ash from site.

COOKING/FOOD

Food waste may attract animals to the site or increase number of certain species, potentially leading to adverse changes in biodiversity. Any food waste being from cooking on the fire or from the sessions snack should be boxed or put in rubbish to be removed from the site upon leaving.

TOILET USE

Wet wipes contain plastic. Designated toileting area will be set up. All faeces will be buried. Wet wipes or toilet paper will be placed in a nappy sack and removed from site with rubbish at end of session.

Toilets are checked by the Designated Safeguarding Officer, Mrs Helen Notman.

FOREST SCHOOL

REFERENCES

L. Pound (2009) How Children Learn 3: Contemporary thinking and theorists: An overview of contemporary educational and psychological theorists.

Mel Mc Cree (2012) Early Antecedents to Forest School in the UK

S. Knight (2011) Risk and Adventure in Early Years Outdoor Play: Learning from Forest Schools

Stover School Policies and Procedures – Online at www.stover.co.uk

Tavey (2007) London's Forgotten Children: Thomas Coram and the Founding Hospital Gillian Pugh.



Den Building Risk Benefit Assessment Form

Date: 10.05.19	Assessed by: Claire Harrison	Checked / Validated by:	Location: Stover grounds	Assessment ref no:	Review date: 10/5/2021
<u>Task / premises:</u> Den Building <u>Environmental factors/ time of year:</u> Wet grass at times, mole hills at times					

Activity	Hazard	Who might be harmed and how	Benefits of activity	Existing measures to control risk	Risk rating/result
Carrying sticks and branches	Poking/hitting other people, falling and poking/impaling self	Stick carrier and others in vicinity by being poked or hit by branches and sticks; back injury from lifting heavy objects.	Wood is carried from place to place as a part of project work	Teach: pupils to walk whenever carrying sticks/branches; to bend at the knees and carry sensible weight branches; branches are not to be used as swords, spears (unless that is the aim), etc.; large branches should be dragged by one end or carried by two people at both ends, but not carried vertically or by one person holding the middle of the branch; carry at waist height; be aware of others who are carrying.	M/A
Moving around woodland area or in vicinity of branches/sticks	Getting poked in the eye, light scratches	Any participant - branches sticking out into open space could poke people's eyes or otherwise scratch bodies.	General movement during any activity	Cut low branches on trees that pose a significant risk to eyes with secateurs prior to activity, leaving blunt and insignificant stumps. Advise pupils moving around felled branches with twigs sticking up of danger to eyes and to take care. Help to break the worst of these off/bend them down if possible.	M/A

*Risk Rating: L = low risk, M = medium risk, H = high risk danger of hospitalisation or fatality
Result: T = trivial, A = adequately controlled, N = not adequately controlled, action required, U = unknown risk*

Activity	Hazard	Who might be harmed and how	Benefits of activity	Existing measures to control risk	Risk rating/result
Building dens	Branches coming down on people's heads.	Any participant under the structure if unsecured branches come down on them.	High creativity, team-building and motivational content	Teach participants that branches should only be as thick as their own arm (or leg) or smaller. Teach participants to secure each branch before leaving it. Teach participants to avoid rotten wood (and how to identify it) (can have a 'wood inspector' that they need to check with).	L/A
Hornets', Bees' or Wasps' nests	Stings	Any participant - stings, possibly multiple, possibility of anaphylaxis	As for all outside activities	Check site ahead. Teach participants to let leaders know if they see any and to stay away/not aggravate them. Know where any necessary epi pens are.	H/A
Animal faeces	Germs leading to illness	Any participant who might come into contact with this	As for all outside activities	Check site ahead. Teach participants to let leaders know if they see any and to stay away. Flag and fend off participants from area, either by roping off area, standing in front of it or with a 'poo flag' (stick with orange tree tape). Leader can remove it if adequate tools/bags are available.	L/A
Walking around in the area	Trip Hazards - holes, roots, stones, etc.	Any participant	As for all outside activities	Teach participants not to run and to be aware of trip hazards. Significant hazards may need to be removed/filled/covered over.	L/A
Covering structures with foliage	Pine needles/leaf fragments in eyes	Any participant	Finished-off dens	Teach participants to be aware of each other's actions and to stay away from foliage being added to areas of the den, particularly not to be under it. Teach participants with foliage in their hands to be aware of others and not to throw the detritus into the air but to place it.	L/A

*Risk Rating: L = low risk, M = medium risk, H = high risk danger of hospitalisation or fatality
Result: T = trivial, A = adequately controlled, N = not adequately controlled, action required, U = unknown risk*

Action plan					
Ref No	Further action required	Action by whom	Action by when	Done	

Risk Rating: L = low risk, M = medium risk, H = high risk danger of hospitalisation or fatality
 Result: T = trivial, A = adequately controlled, N = not adequately controlled, action required, U = unknown risk

RISK ASSESSMENT FOR STOVER SCHOOL 'OUT AND ABOUT' ACTIVITY

Potential hazard with risk	Risk Group	Risk Level: Low, Medium or High	Controls already in place	Further action required or taken
Low Branches Minor head injury	All	Low	Pupils to be advised to be observant as they move around the site	
Brambles Minor injury	All	Low	Pupils to wear appropriate clothing and be briefed to take care moving around Areas with lots of brambles to be avoided	Any bramble patches likely to cause particular problems to be removed by Grounds Staff
Uneven pathways and surfaces Rabbit holes etc. Trips and falls – minor injury	All	Medium	Brief pupils about moving around safely. Appropriate footwear to be worn	
Weather Too cold, hot, wet	All	Low	Appropriate clothing to be worn for the weather Check weather forecast before planning activities	Activities to be cancelled if weather conditions too severe
Weather Too windy: debris in eyes, falling branches	All	Medium	All wooded areas to be avoided in windy conditions.	Cancel activities if any likelihood of falling branches
Plants Poisoning from ingestion and allergic reactions	All	Low	Nil by mouth policy unless pupils instructed to eat parts of particular plants Lead adult and all adults assisting to be made aware of any pupils known to have specific plant and food allergies, including hay fever. Pupils to carry epi-pen if normally carried throughout the school day. Pupils must wash hands after activity sessions and	

				before eating or drinking	
Falling deadwood Minor to serious injury	All		Medium	Many of the trees in the school grounds are mature. Regular checks of their condition are made and appropriate action taken	Lead adult to inform Grounds Staff if any incidents of falling deadwood occur or look likely to occur
Bees, wasps, insects, snakes Stings	All		Low	These are natural inhabitants of the outdoors and pose no risk unless provoked. Teaching staff must be aware of any children allergic to specific insects. If stung, children should seek first aid from teacher in the first instance and teacher will supervise child(ren) to the school Medical Centre as deemed necessary.	
Soil and animal faeces Tetanus, Leptospirosis (Wells disease) and Toxocariasis (roundworm) and other infections.	All		High – tetanus, Wells disease and roundworm Low – other infections	Everyone must wash their hands thoroughly after each activity session and before handling food and drink. Cover any cuts or abrasions before activity sessions. Avoid any areas where animal faeces is found and lead adult to remove if appropriate. Stover School has a policy that the public may not exercise dogs in the school grounds	Lead adult to carry disposal bags, gloves and hand sanitiser Gloves to be made available Prevent animals from entering the garden where possible
Glass and other litter Cuts and infections (tetanus)	All		Medium	Children instructed not run anywhere in the garden and to be sure not to bump into the greenhouses. Children not to open greenhouse door or enter greenhouses unless directly	Any broken panes of glass in greenhouses to be reported to Grounds Staff so repair/replacement can be effected. Gloves to be used when clearing a disused area of

				supervised by adult. Remove any litter from the garden prior to using garden with children. As above to prevent risk of tetanus from rusty objects	the garden
Unclear boundaries Pupil lost or separated from group	Pupils	Low		Clear boundaries set at start of each activity session	
Carrying sticks	Pupils	Low		Pupils reminded to carry sticks carefully. Adults to be alert	
Heavy objects Injury caused from lifting	All	Low		Adults and pupils to use safe lifting techniques when lifting. Shown to bend knees and not back for all lifting activities. Group encouraged to ask for help. All adults to use correct lifting techniques to model. Any branches, logs longer than the pupil's arm to be dragged, not lifted	Manual handling training for adults
Blindfold Activity Walking into objects	All participants	Low		Briefing to explain how to lead a person safely, how to communicate effectively and dangers to watch out for. Check for hazards before activity.	
Uneven Ground: trips and falls	All participants	Low		Briefing to explain how to lead a person safely, how to communicate effectively and dangers to watch out for. Check for hazards before activity.	
Blindfold tied too tight	All participants	Low		Lead adult to explain how to adjust blindfolds	
Tools Saw, mallet, loppers,	All	Medium		Tool talk at beginning of every use. Correct glove	

seccateurs: minor to severe injury			<p>use. Safe working distances. Good Clear communication. Close supervision by adults. Tools kept packed away when not in use Knives not be used by pupils All whittling by pupils done using vegetable peelers</p>	<p>Benefits of activity</p> <p>Build self-confidence. Resilience. Ability to take responsibility for own actions. To realise the effects of your behaviour on others.</p> <p>To learn and retain information about how to keep yourself and others safe in a range of situations.</p>
<p>Fire and Cooking Burns, scalds, fire spreading</p>	All	Low	<p>Fire pit constructed by lead adult; fire pit placement and soil type considered during constructed and location agreed with Grounds Staff. Lead adult to supervise fire lighting. Group to be shown the correct way to light fires with reinforcement each session. Safe distance between fire area and pupils. Group taught how to stand and move around not through area. No Hazards near area. No burning sticks to be removed from fire Water bucket kept by fire at all times. Fire to be fully extinguished before leaving site. Implements provided to remove hot items from fire. Leader to demonstrate safe practice. No un-natural items to be placed in the fire. Group informed of environmental impact of burning plastics etc</p> <p>Zipboil assembled and used for cooking in the Outdoor Classroom by lead adult;</p>	

				<p>Ensure fire bucket is full and to hand. Ensure a first-aid kit is to hand.</p> <p>Set up the cooker on a level bench inside the fire-pit area. Lead adult to be responsible for lighting the cooker and monitoring the effects of any breeze on the flame. Assemble wind-shield if necessary.</p> <p>Safe distance between cooker and pupils. Group to be taught to sit sensibly around the table whilst the Zip boil is in operation. No hazards near the area. Lead adult to ensure the cooker is disassembled and put away safely once activity is completed.</p>	
<p>Guide Ropes Where tents have been assembled on site, risk of Trips and falls – minor injury.</p>	All		Low	<p>Pupils to be advised to be observant as they move around the site.</p> <p>Lead adult to ensure guide ropes and pegs are secure.</p>	

Risk Benefit Assessment Form for Bow Saw, Folding Saw, Secateurs

Date: 10/052021	Assessed by: Claire Harrison	Checked / Validated by:	Location: Stover Preparatory School	Assessment ref no:	Review date: SUMMER 2022
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Task / premises:

Using bow and folding saws. knife and secateurs (pruning shears)

Environmental factors/ time of year:

Saws should be in good repair, with blades attached tightly to handles. Surfaces that handler is to stand on and place branch on should be stable and not slippery. Knife work should be done sitting down, preferably on a bench/log, on which no one else is sitting in an area designate the 'carving area'.

Activity	Hazard	Who might be harmed and how	Benefits of activity	Existing measures to control risk	Risk rating/r result
Carrying bow saw	Cut by sharp saw teeth whilst moving around	Saw handler, others in area	Safe use of saw learnt, wood cut for projects Builds strength. Improves cross motor function	Teach handlers to hold saw down at their side whilst carrying it and to hang it safely or place it on a table when not using it.	L/A
Sawing with bow saw	Cut by teeth when sawing	Saw handler or others in vicinity	Safe use of saw learnt, wood cut for projects Self-confidence. Develops an 'I can attitude'.	Teach handlers to hold branch firmly against a surface/sawhorse with hand well away from cutting area. A 'buddy' may be asked to help hold the branch still, on the side of the handler away from the cut. Handler should stand side-on to cutting action with legs/body stable and well out of the arc of the saw should it slip. No other children should be within the 'blood bubble' of the saw's reach. An adult may want to assist pupil from the opposite side of the branch, holding the other end of the saw. Pupil should 'let the teeth do the work' and not force saw. Advise handlers that at the end of the cut, saw may suddenly come down through an arc towards them.	L/A

Activity	Hazard	Who might be harmed and how	Benefits of activity	Existing measures to control risk	Risk rating/r result
Carrying folding pruning saw	Cut by sharp teeth whilst moving around	Saw handler, others in area	Safe use of saw learnt, wood cut for projects Self-esteem	Teach handlers to fold the saw closed when moving from one area to another. Teach handlers the keep fingers clear from the folding area when folding it closed.	L/A
Sawing with folding pruning saw	Cut by teeth when sawing	Saw handler or others in vicinity	Safe use of saw learnt, wood cut for projects Builds on skills learnt	If on a branch that can be moved, place on a stable surface/sawhorse and follow risk-control measures for bow saws. If cutting branches in situ, keep non-sawing hand well away from cutting plane. Approach cut with body side-on to keep it away from the arc of the saw should the saw slip. No other children should be within the 'blood bubble' of the saw's reach. 'Let the teeth do the work' and do not force saw. Advise handlers that at the end of the cut, saw may suddenly come down through an arc towards them.	L/A
Using pruning shears (secateurs)	Cutting fingers, impaling with sharp ends	Handler and others in vicinity	Safe use of pruning shears learnt and small branches cut to help with projects Strengthens team bonds Teamwork and consolidates safe feel using learning	Teach handlers to carry shears with lock on, held down at their side. Teach handlers that the branches these are designed to cut can be as thick as a finger, so fingers must be kept as far away from the cut as possible. Teach handlers to make cuts singly and deliberately, and not in a hurried or frenzied fashion. Teach handlers to keep secateurs locked closed whilst anyone else is in their 'blood bubble'. Teach all participants to stay clear of others when cutting, and not to try to point at where to cut whilst secateurs are still unlocked and open.	M/A

Activity	Hazard	Who might be harmed and how	Benefits of activity	Existing measures to control risk	Risk rating/r result
Carrying blunt-ended carving knife	Lacerations	Handler and others in vicinity	Knife is transported to an area where it can be used safely Teaches how to use sharp objects/knives safely	Knife will be transported 'clicked' into its sheath at all times. Prior to the safety talk, knife will either be transported to the site by an adult, or within an closed bag/box by a pupil who is with an adult. Following a safety briefing, knife should be moved around the site either by an adult or by a participant who has demonstrated the correct level of responsibility to keep the knife in its sheath.	H/A
Carving with blunt-ended carving knife	Laceration	Handler and others in vicinity	A versatile tool for carving aspects required for many projects This is a great skill for a developing forest explorer to focus on the why's and how's of safe tool use.	No other children should be within the 'blood bubble' of the knife's reach. Impart the sharpness of the knife to participants and the importance of following the safety rules at all times. Demonstrate taking knife out of sheath, and that the hand holding the sheath must be fully on the sheath, as this is an easy way to cut hand as knife is withdrawn from the sheath. Show participants the 'triangle of death' made by the legs/crotch, where main arteries could be severed, and impart the severity of the dangers. Demonstrate keeping legs together and carving with knife away to the empty space to the right[left] side of the right[left] leg, keeping that 'blood bubble' space clear at all times. Demonstrate carving/cutting away from the body at all times, not allowing knife to become caught or cut too deeply. Demonstrate and remind participants that knife should be sheathed whenever not in use.	

Risk Rating: L = low risk, M = medium risk, H = high risk danger of hospitalisation or fatality

Result: T = trivial, A = adequately controlled, N = not adequately controlled, action required, U = unknown risk

Risk Benefit Assessment Form for using the permanent fire pit area to cook over an open fire

Date: 10/5/2021	Assessed by: Claire Harrison	Checked / Validated by:	Location: Outdoor classroom fire pit, Stover Prep School	Assessment ref no:	Review date: SUMMER 2022
<p>Task / premises:</p> <p style="text-align: center;">Cooking over a fire in the permanent fire pit area</p> <p>Environmental factors/ time of year:</p> <p>Take winds into account. At dry times off year, err on the side of caution if wind is more than just a gentle breeze. In these cases, decide to either keep fire smaller or not light a fire altogether. Keep participants away from the downwind side of the fire and/or generally away from the fire's edge if the wind is gusty or changing direction.</p>					

Activity	Hazard	Who might be harmed and how	Benefits of activity	Existing measures to control risk	Risk rating/result
Being around the fire pit area when a fire is lit/being lit	Tripping or bumping or otherwise falling into/towards fire.	Any participant – burns, soot in eyes	<p>All fire-related activities, such as cooking, toasting marshmallows, creating a 'feel' for the session</p> <p>Peer bonding</p> <p>Self confidence</p> <p>Develops unique skills set for life</p>	<p>Pupils must remain seated on benches within the fire circle. They may only be invited into the fire circle by an adult for a particular job, only a small number at a time. They must walk slowly when moving within the fire circle, looking out for trip hazards. When they come to the fire [to cook, etc.], they should kneel on one knee or bend over from standing, but should be aware to keep the space behind them clear so they could throw themselves back if any danger should occur.</p>	H/A

Activity	Hazard	Who might be harmed and how	Benefits of activity	Existing measures to control risk	Risk rating/result
<p>Extinguishing the fire</p> <p>Bringing a fire back under control</p> <p>Extinguishing a person whose clothing has caught fire</p>	<p>Putting out fire/controlling fire if it should get too big</p>	<p>Fire risk to participants/ site residents if a fire spreads or is not put out adequately</p>	<p>All fire-related activities, such as cooking, toasting marshmallows, creating a 'feel' for the session</p> <p>Teaches children how to manage and keep safe around fire</p> <p>Resilience</p> <p>Morals</p>	<p>- For extinguishing the fire or otherwise controlling it, at least one bucket of water (preferably 2) should be on hand at the fire pit site from the time the fire is lit. There is a tap on the side of Clockhouse (hard so to spot amidst the stone) where the drive slopes upwards and there should be 2 buckets left at the Outdoor Classroom at all times. When extinguishing fire with water, add small amounts at a time if possible so there is less steam and you can see any remaining hot coals. Move logs around/roll upwards to ensure that all sides are fully extinguished. Ensure that ground is fully saturated in case any embers have become covered over. A fully extinguished fire should be cool enough to be able to <u>touch/pick up charcoal/earth by hand.</u></p> <p>- If a fire is getting too big or out-of-control, using a stick/poker/fire gloves to spread the logs away from each other within the fire pit circle is often enough to bring the size down.</p> <p>- If a participant's clothing catches fire, take action to smother the fire immediately, by rolling limb/person on the ground and/or smothering with a fire blanket and/or dousing with water.</p> <p>- *There is a fire blanket in the wooden box that can be used to control a fire that is spreading and/or extinguish fire on any participant's clothing by wrapping them/smothering the fire with it.*</p>	<p>H/A</p>

Activity	Hazard	Who might be harmed and how	Benefits of activity	Existing measures to control risk	Risk rating/result
Adding wood to a lit fire	Burning hands while feeding wood in Burns/cinders in eyes from lit sticks being waved around	Participants in fire circle and those in proximity to them	Being able to actively build the fire themselves Self-confidence Self-esteem	<ul style="list-style-type: none"> - Pupils should have been invited into the fire circle to add wood, keeping numbers to a minimum. - <u>Only</u> wood should be placed on a lit fire. - Participants should <u>place</u> sticks on from the edge, holding sticks towards their end, not throw them on. - Once a stick is in the fire, it <u>stays</u> in the fire and may not be removed and/or waved around. 	M/A
Sitting/working around the campfire	Smoke in eyes Breathing in excessive amounts of smoke	Participants within or on edge of fire circle	All fire-related activities, such as cooking, toasting marshmallows, creating a 'feel' for the session Responsibility Trust	<ul style="list-style-type: none"> - Participants working inside the fire circle should take a step back away from the fire before moving to a new location out of the smoke. If smoke changes direction, they should take steps back in between stages of working at the fire. At all times, they should keep aware of trip hazards and move slowly. - Participants sat on the benches on the periphery of the fire circle may need to move places. If moving to another bench is required, they should move to it by exiting the fire circle and moving around the <u>outside</u> of the furniture. At all times, they should keep aware of trip hazards and move slowly. 	L/A

Activity	Hazard	Who might be harmed and how	Benefits of activity	Existing measures to control risk	Risk rating/result
Toasting marshmallows	Burns from molten marshmallows that stick to skin	Any participants	Marshmallows around a fire keep everyone motivated and happy, and are virtually expected. Fun Team skills Builds on relationships Opportunities to build own set of skills with limited support	<ul style="list-style-type: none"> - Remove marshmallow from stick before eating (if a stick is to be cut/sharpened, please refer to risk assessment for secateurs and knives.) - Before removing from stick, participants should count "1 marshmallow, 2 marshmallow, 3 marshmallow..." up to 10 to ensure adequate time is given for it to cool. - Keep legs (especially bare legs) and arms from being under marshmallow as it is pulled off of stick. - Keep a bucket of <u>clean</u>, cool water nearby to place a burned body part into immediately if a burn should occur. - Avoid using short 'kebab' skewers as these tend to require hands to be too close to the fire. Cut thin green branches from the willow at the edge of the fire area instead. 	L/A
Using the cooking tripod for cooking	Burns from hot metal Scalds from hot food/water	Participants within the fire circle area	<p>Cooking over the fire</p> <p>Good listening</p> <p>The need to adhere to safety guidelines and simple instructions</p>	<ul style="list-style-type: none"> - Ensure that tripod is firmly planted into the ground, with legs spread enough to give it adequate stability should it get knocked. - No participant should touch or lean on one of the tripod legs once the fire is lit. - Fire gloves should be used to clip/unclip hanging items from the (hot) chain. - The fire circle should be clear of unnecessary participants when implements are being taken off the chain or put onto chain. - Even after fire is extinguished, tripod and chain may still be hot and participants should be instructed not to touch this. 	M/A

Activity	Hazard	Who might be harmed and how	Benefits of activity	Existing measures to control risk	Risk rating/result
Cooking over the open fire with the fry pan or other metal pan	Burns from hot pan or hot food if pan tips	Participants in the vicinity of the pan in the fire circle	Cooking over the fire Trust Listening skills Patience	<ul style="list-style-type: none"> - Create a <u>stable</u> base using stones or bricks for the pan to rest on evenly over the fire. The pan should not be 'tippy' when it is resting on these. - Handle pan and any metal implements that have been over the fire using heatproof fire gloves. Keep handles from sticking unnecessarily far out, and warn participants within the fire circle to stay clear of the handle. - Beware of spitting oil, particularly if raindrops/water gets sprinkled into pan. - When removing hot pans/lids/kettle from fire, have a path clear of participants to a flat table surface or clear ground area <u>before</u> removing. Keep pans level and beware of spitting oil/juices. - Use heatproof fire gloves to remove the kettle from the tripod. - If kettle is very full, be aware that it may spit boiling water from spout/lid and/or tip out easily from spout. - When removing hot kettle from fire pit area, have a path clear of participants to a flat table surface or clear ground area <u>before</u> removing. - When pouring water from kettle, ensure cup/basin is stable and any participants' hands (and legs) are well clear. Do not pour directly where participants are seated. Prepare at a table first and distribute. - If using for washing up, add some cool water to bowl <u>first</u> and then hot water. Check temperature <u>before</u> using/allowing to be used. 	M/A
Boiling water using the camp kettle	Burns from hot metal and boiling water	Participants within the vicinity of the kettle	Making hot drinks Warm water for washing up	<ul style="list-style-type: none"> - Use heatproof fire gloves to remove the kettle from the tripod. - If kettle is very full, be aware that it may spit boiling water from spout/lid and/or tip out easily from spout. - When removing hot kettle from fire pit area, have a path clear of participants to a flat table surface or clear ground area <u>before</u> removing. 	M/A
Using boiling/hot water	Burns from boiling water	Participants within the general fire area or at tables	Hot drinks Hot washing up water	<ul style="list-style-type: none"> - When pouring water from kettle, ensure cup/basin is stable and any participants' hands (and legs) are well clear. Do not pour directly where participants are seated. Prepare at a table first and distribute. - If using for washing up, add some cool water to bowl <u>first</u> and then hot water. Check temperature <u>before</u> using/allowing to be used. 	M/A

Activity	Hazard	Who might be harmed and how	Benefits of activity	Existing measures to control risk	Risk rating/result
Making hot drinks	Burns from boiling water	Participants within the general fire area or at tables	Hot drinks	<ul style="list-style-type: none"> - If using water for hot chocolate, add cold water/milk or allow to cool adequately before allowing participants to take. Warn participants that contents will still be hot. They should sit whilst drinking. If using for coffee/tea/hot chocolate, consider using a 'pump action' flask to pour hot water into individual cups. 	M/A
Chopping food with knives	Lacerations, puncture wounds	Participants using knives Participants within the 'blood bubble' vicinity of the knife	Participating in cooking over the campfire	<ul style="list-style-type: none"> - Participants should use knives designed for the purpose under the close supervision of an adult, on a table, in an area designated for the purpose. - Explain the 'blood bubble' to participants: no other participant should be within the easy reach of an arm swing when holding the knife. Knife user should be aware of the dangers of cuts to inside of legs and inside wrists where arteries are. - Participants should be shown how to chop food safely, using the thicker end of the knife, keeping fingers well away from the cutting area, holding the food piece firmly and curling the finger tips away when knife approaches them at the end. - Knives should be covered when not in use and should remain on the cutting board at all times. - An adult should wash the knife. 	M/A
Preparation of food in the campfire area	Bacterial infections	Participants who eat the food produced	Outdoor cooking	<ul style="list-style-type: none"> - Cutting boards and utensils should be clean. - Table areas to be used should be generally sprayed and wiped with a disinfectant spray if possible. - All participants handling food should wash their hands with soap and water before handling. - Water used should be from a clean source. 	M/A
Cooking campfire 'twist' bread	Trip hazard	Participants moving around the fire circle	A simple campfire cooking project	Make participants aware of trip hazards, follow normal rules of minimal movement around the fire circle.	

Risk Rating: L = low risk, M = medium risk, H = high risk danger of hospitalisation or fatality

Result: T = trivial, A = adequately controlled, N = not adequately controlled, action required, U = unknown risk



Newton Abbot, Devon, TQ12 6QG Telephone: 01626 354505

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Stover School Forest School Permissions Form

Name of Child:

I agree to my child taking part in Stover School Forest School activities at regular intervals during the coming academic year. Sessions will be led by our fully qualified Forest School staff. I understand my child will need to bring their own wellington boots and appropriate outdoor clothing.

I understand that my child may, at an appropriate level, have opportunities to work with hand tools and small fires through the course of their Forest School work.

I understand that my child will work in groups containing 1 adult to 4 children for 3 year olds, 1 adult to 6 children for 4-5 year olds and 1 adult to 10 children for over 5 year olds at all times.

Photographs/ Video Recordings

I give permission for my child / children to be photographed whilst at Forest School and for these to be used in the child's achievement books, school records and press releases or publications.

Transport

I give my permission for my child / children to be transported by Forest School in an emergency medical situation.

Sun Cream

I give my permission for my child to have sun cream applied, when necessary

Medical Information

I confirm that the medical information I have supplied to the school is fully up to date.

Insect stings

As an additional precaution, we are required to ask you in more detail about allergies and insect stings.

My child has never been stung by a wasp / bee

My child has been stung by a wasp / bee and made a normal recovery

My child has been stung by a wasp / bee and had an allergic reaction

If you ticked this last box, we will get in touch with you to get further details.

I give permission for my child to have insect repellent applied when necessary

Allergies

My child has the following food allergy/allergies:

Data Protection and GDPR

All information provided is covered by the Data Protection Act 1998 and is strictly confidential. I understand and agree to the above being held by Stover School and their Forest School Leader.

To be given emergency treatment / first aid if necessary when attending a Forest School program.

Indemnity Statement

Taking part in Forest School activity is conditional on individuals recognizing that these activities are activities where the potential for misadventure exists, including personal injury. Participants shall be aware of and accept these risks and agree to be responsible for their own actions and involvement.

I declare that in the event of any claim of compensation for an incident, the claim will only be against another party directly involved in that incident.

No compensation will be sought from the Company or directors unless they are found, by law, to have acted in a negligent or illegal manner.

It must be remembered that safety is the responsibility of ALL participants who are each responsible for the safety of themselves and other participants.

All safety rules and procedures must be followed.

Any hazards found in / on the site must be reported to a Forest School Leader who will take all reasonable steps to ensure every participant is made aware of the hazard.

I declare that I have read and agree to the content of this document. I have discussed the content with my child/ren and made them aware of their responsibilities.

I can be contacted on (Home no.) Or

..... (Mobile no.)

Signed

Date

*Please inform us as soon as possible of any changes to mobile phone or contact details.



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