



HUJJAT PRIMARY SCHOOL

Forest School Handbook

Hujjat Primary School

Brookshill, Harrow

HA3 6RR

What is Forest School?






Forest School is a long-term holistic learning process that aims to raise self-awareness and self-esteem in participants. Regular sessions take place in a woodland environment, where the landscape itself adds to the experience of learning.

Qualified practitioners, trained in child development, self-esteem and learning theories facilitate sessions to gain personal outcomes for each participant. Forest School can be applied to all age groups and abilities and can be linked to the National Curriculum and Early Years Foundation Stage (EYFS).

Forest School England Definition

Forest School is an inspirational process, that offers children and young people opportunities to achieve, develop confidence and self-esteem, through hands on learning experiences in a local woodland environment.

Forest School England Principles

-  Forest School is for all children and young people.
-  Forest School builds on a child's innate motivation and positive attitude to learning, offering them the opportunities to take risks, make choices and initiate learning for themselves.
-  Forest School is organised and run by qualified Forest School leaders.
-  Forest School maximises the learning potential of local woodland through frequent and regular experiences throughout the year, not a one-off visit.
-  Forest School helps children to understand, appreciate and care for the natural environment.

Sessions of Forest School are child/learner led to accommodate individual learning styles and schemas. Children/learners are encouraged to make choices and follow their own learning. The adult's role is facilitative and enables observation and assessment of the children/learners by the qualified Forest School Leaders.

Teachers, Learning Support Staff and Child Care Workers involved with children/learners who undertake Forest School report significant improvements in independence, self-esteem, social skills and concentration levels. Parents of children involved in Forest School have reported changes in independence, self-esteem, and their child's social outlook.

Who Can Benefit from Forest School?

Children/learners of any age. Considerable experience has been gained in developing Forest School in The Foundation Stage but over the past 5 years this has been extended through the Key Stages in many schools. Considerable work is now being done into Key Stage 3.

Vision statement

Hujjat Primary School

Our **vision** is to create a happy and inclusive school, grounded in Islamic values, where children can indulge their curiosity, develop a lifelong love for learning and build the foundation from which they can grow to become ethical, responsible, and inspirational members of society. Hujjat Primary School reflects the Islamic philosophy of education, which states that acquiring knowledge is not just an intellectual activity, but a religious obligation, to give meaning to life and enrich it, to instil self-discipline, and to promote fundamental human values.

Our **ethos**, through a broad and balanced core curriculum, is designed to foster intellectual curiosity and outstanding academic achievement, alongside a values-based curriculum that develops the virtues of good character, enabling our pupils to change and develop their knowledge into action, for the benefit of our school, our families, our community and wider society. The school promotes universally accepted human values and principles which are British Values but are also the cornerstones of the Islamic faith. This ensures that everyone at our school, adults and children, of all faiths and none, can identify with the same values.

Through our **values-based approach** to education, our aim is to create a nurturing and caring environment, together with high educational standards, in which each child feels safe, valued and supported and therefore confident and motivated to learn at the highest level, ultimately preparing them for a successful life in multi-faith, multi-cultural, modern Britain and beyond.

Our core values include Integrity, Respect, Compassion, Excellence, Service and Gratitude.

Forest school at Hujjat Primary School

Nature is an endowed beauty and mercy for all people. In Islam it is encouraged to reflect on the signs of nature in order to understand the world, ourselves and God. The Quran tells us that human beings are placed on earth as God's representatives or 'Khalifah'. They are trusted to take care of and enjoy the wonders of earth, to be just to ourselves and the world around us. Forest school will be a place for children and adults to engage in the Islamic school values, to act with integrity with the world and people around us, to respect the earth, to have compassion for all living beings, to behave with excellence, to serve the earth with love and have a deep gratitude for the natural beauties we have been given.

Forest School empowers the child to lead learning and takes a holistic approach to education. Children have the opportunity to develop; physically, in resilience, in self-esteem, intellectually and in their creativity. It will be a safe space for children to play and be curious learners, to be confident in the natural world and develop their God-given full potential. We hope this will enrich their life and the community around them, to enjoy the natural world and be caretakers of the earth.

Communication with all stakeholders

Our stakeholders: Children, parents, all staff, trustees, governors

<u>Children</u>	<p>Before session – prepare children for session During session – rules and instructions After session – feedback sessions</p> <p>Display boards for children to revisit learning.</p>
<u>Parents</u>	<p>Information about Forest School can be accessed via our Handbook, the Hujjat Primary newsletter and letters to parents.</p> <p>We will aim to have a weekly blog on the school website during the period of time we have Forest school sessions running.</p> <p>Parent teacher meeting/reports to update parents on children's progress.</p>
<u>Staff</u>	<p>Volunteers and staff involved will be communicated with before, during and after sessions (rules, plans, instructions, observations, feedback etc).</p> <p>Inset sessions and CPD will be set to train/inform volunteers/staff.</p> <p>Information about Forest school can be accessed via the Handbook for all staff. To be read, understood and signed by all volunteers and staff involved.</p> <p>Display boards to document activities and post information and updates.</p>
<u>Trustees/governors</u>	<p>Information about Forest School can be accessed via our Handbook, the Hujjat Primary newsletter and letters to parents.</p> <p>We will aim to have a weekly blog on the school website.</p>

History of Forest School area

The Forest school area that will be in use is part of the school site (backyard and front playground). The school has been in use as a Primary school since it's opening in 2020. The outdoor area has been used as part of national curriculum subjects and has been furnished throughout the years (base camp, mini shelter, plant beds) and is still growing.

There was a block of forest school sessions that ran during Spring 2023.

Landowners agreement

Hujjat Primary School has an agreement with the DfE for the lease of the building and land.

Forest school rules

- We stay within the boundaries of Forest School.
- We need to be dressed appropriately for the weather.
- We behave safely and responsibly with tools and resources.
- We leave Forest school as we found it and do not take anything away with us.
- We show respect and care for the natural environment and do not pick anything that is growing. We only use sticks, leaves, flowers and so on from the ground.
- We do not eat anything we find or put our fingers in our mouths.
- We come back to base camp when called and we do not walk across base camp. (3 whistles in an emergency)

Countryside code

The Countryside Code for visitors is your guide to visiting the countryside. It includes the rules you must follow when you're enjoying parks and waterways, coast and countryside.

<https://www.gov.uk/government/publications/the-countryside-code/the-countryside-code-advice-for-countryside-visitors>

Respect everyone

- be considerate to those living in, working in and enjoying the countryside
- leave gates and property as you find them
- do not block access to gateways or driveways when parking
- be nice, say hello, share the space
- follow local signs and keep to marked paths unless wider access is available.

Protect the environment

- take your litter home - leave no trace of your visit
- do not light fires and only have BBQs where signs say you can
- always keep dogs under control and in sight
- dog poo - bag it and bin it in any public waste bin or take it home
- care for nature - do not cause damage or disturbance

Enjoy the outdoors

- check your route and local conditions
- plan your adventure - know what to expect and what you can do
- enjoy your visit, have fun, make a memory

Know the signs and symbols of the countryside

The arrows show the legal and recorded rights of way for different user groups

Footpath



Bridleway



Restricted Byway



Byway open to all traffic



Permissive Path

Follow advice on local signs as landowners voluntarily provide access to these paths and choose who can use them. Some open access areas are also made available in the same way.



National Trail

National Trails are created for walking, with horse-riding and cycling possible on some trails or trail sections.
www.nationaltrail.co.uk



Open Access

You can walk and explore away from paths.

www.openaccess.naturalengland.org.uk

For further information visit www.gov.uk/countryside-code

Forest school sessional procedures

Procedures to be carried out before each session:

- A thorough sweep of the site will be done before each session to check for any litter, glass, animal faeces, etc. Any such items should be collected using plastic bags and disposable gloves.
- A written record will be kept of each sweep. This should state if any hazards were found and how they were dealt with. Trees will be checked for any broken or dead branches which may fall.
- A check will be made of the weather conditions, and the short-term forecast. If there is extreme heat, unduly windy, a thunderstorm has commenced or is imminent then it will not be advisable to carry out a Forest School session.

Procedures to be carried out during each session:

- Put on protective clothing and footwear.
- Apply sunscreen as necessary.
- Count the children.
- Walk to the area, discussing things to be seen on the way.
- Discuss any safety issues of the day.
- Walk to base camp.
- Sit down; discuss rules and any safety issues again. It is advisable to walk the boundary for at least the first session, possible more dependent on the age and Forest School experience of the children.
- Recap on previous activities and ideas
- Introduce new activity idea.
- Mindfulness
- Role model/support and encourage.
- Drink and snack

Procedures to be carried out at the end of each session:

- Discuss the session with children, allow the children to choose to give feedback. Review of session. What did you enjoy? What shall we do next week?
- Return to setting.
- Clear everything away.

We will keep the procedures the same each week to give children the stability of a routine and to promote confidence and self-esteem.

Forest school legislation

Full school policies can be found at the back of the handbook.

Health and safety

The health and safety of all participants is central to everything we do within a Forest School programme, for children, staff, and volunteers at the school.

1. Regardless of how many adults accompany Forest School sessions, the person in charge is always the Forest School Leader.
2. The Forest School Leader has overall duty of care for the children in his/her charge, but all adults are required to take all reasonable steps to ensure children are safe.
3. All adult helpers must read this handbook and appropriate risk assessments and understand and agree to comply with the general operating procedures for Forest School.
4. Children will take an active role to in undertaking risk assessments in the language we use and discussions we have. Children are encouraged and supported in recognizing and managing risk for themselves, through real life situations and experiences.
5. Parents must ensure children are coming to Forest school with the correct clothing.
5. The Forest School Leader or assistant will carry a first aid kit and emergency items needed in the Forest School backpack.
5. The Forest School leader will always carry a mobile phone to contact the main school site.
6. In the event of an emergency, the Forest School leader will ensure that the school contacts the emergency services.
7. Accidents and incidents are recorded and will inform future risk assessments.
8. Parental/emergency contact details and medical forms for each child are recorded for each session should we need to contact parents/emergency contacts.
9. Emergency contacts and medical forms for adults are also recorded to ensure the healthy and safety for staff and volunteers.
10. The Forest School leader will review the risk assessments before every Forest school session.
11. The adult/child ratio will always be considered depending on the activity and number of children. The adult/child ration will always be 1:1 when using tools.

Behaviour









During the Forest School sessions pupils need to follow the main school behaviour routines. Pupils will be reminded of the Forest School safety rules and behaviour expectations at the start of each session.

At Hujjat Primary, expectations of everyone regardless of their faith are underpinned by our universal Islamic Values, British Values and SMSC such that all children successfully participate in a multicultural Britain and this school. Positive behaviour must be carefully developed and supported. High self-esteem promotes positive behaviour along with effective learning and positive relationships. It is important to reward success and potential and give descriptive praise for effort and achievement, rather than focusing on shortcomings and failure. Encouraging and

developing responsibility for own behaviour is also an important element of effective teaching and learning especially as a Values based Education School.

All adults must lead by example, ensuring safety and learning through care, respect, and positivity for the children.

Flow Chart to Support Positive Behaviour

Pupil finds it challenging to demonstrate behaviour adhering to school values	Class Teacher support to promote and encourage positive behaviour	Dojo Points (and additional behaviour charts) used to support positive behaviour	Class Teacher liaises with parents and carers with an update/ progress
 1	 2 (STEP 1)	 3	 4 (STEP 2)
Persistent misbehaviour which does not adhere to school values	Class Teacher liaises with the Senior Leadership Team (including SENDCo) to promote positive behaviour	Dojo Points (and additional behaviour charts) used to support positive behaviour ----- Additional support through interventions (lunchtimes included) put in place to support pupil's behaviour needs ----- Child may have to spend an afternoon in another class reflecting on the importance of positive school values	Class Teacher and/or a member of the Senior Leadership Team continue to liaise with parents and carers
 5	 6 (STEP 3)	 7	 8

Antibullying

At Forest school, we are committed to providing a caring, friendly, and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is totally unacceptable at our school. If bullying does occur, all pupils should be able to report the incident and know this will be dealt with promptly and effectively. Our school is a Caring school. In line with the Values of the School which are tolerance, kindness, respect, integrity, and resilience there will be zero tolerance of bullying at our school. It is an expectation that anyone who is aware that bullying is happening must tell a member of staff.

Procedures

1. Report bullying incidents to staff;
2. Record the incidents;
3. In serious cases parents/carers should be informed and asked to come into a meeting in order to discuss the issue;
4. If necessary and appropriate, police or social services are consulted;

5. The victim will be given appropriate support on a day-to-day basis to minimise the affect of being bullied
6. The bullying behaviour or threats of bullying must be investigated, and the bullying stopped quickly;
7. The school will endeavour to support the bully (bullies) to modify their behaviour in line with the school's Behaviour Policy.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Equality

1. We acknowledge our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.
2. We acknowledge our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
4. The 9 characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Guiding principles

- We see all learners and potential learners, and their parents and carers, as of equal value.
- We recognise and respect difference.
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.
- We observe good equalities practice in staff recruitment, retention and development.
- We aim to reduce and remove inequalities and barriers that already exist.
- We consult and involve widely.
- Society should benefit.
- We base our practices on sound evidence.
- Objectives.

At Forest school, staff will;

- Promote an inclusive and collaborative ethos at Forest school;
- Plan and deliver a curriculum and lessons that reflect our principles;
- Deal with racist, homophobic and other hate incidents;
- Recognise and tackle bias and stereotyping;

- Promote equal opportunities and good race relations;
- Avoid discrimination against anyone for reasons of ethnicity, disability or gender;
- Be prepared to attend training when requested to do so;
- Keep up-to-date with equalities legislation relevant to their work

Inclusion

At Forest School, the Forest school leader will;

1. Provide every child with access to a broad and balanced education. This includes planning differentiated work that is appropriately matched to learning needs and ensures progression.
2. Identify children experiencing difficulties using a range of evidence, for example from informal observations. Staff and volunteers can also contribute to this.
3. Discuss children with the SENCo and parents/carers and contribute to the planning and provision to meet identified needs.
4. Contribute to support plans and/or provision maps on at least a termly basis.
5. Meet with parents/carers of children with SEND to review provision and progress.
6. Set aspirational yet attainable targets for learning.
7. Create effective learning environments in which children achievements are celebrated and independence is fostered.
8. Respond flexibly to children according to their difficulties.
9. Support children's learning without making them feel different or inferior to their peers.
10. Enable each pupil to become an independent and confident student.

Safeguarding

Forest School leaders are committed to protecting children from maltreatment, preventing impairment of children's health or development, ensuring the children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

All staff working with the children must be DBS checked. If this is not possible, they must not be left alone with the children and the Forest School Leader must be present.

In addition, adults working within Forest School sessions 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 the following 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 Lead (DSL) as soon as possible.

- Report on CPOMS

Records of incidents will be kept confidential, held securely and in compliance with the Data Protection Act 2018 and UK GDPR.

Photos and videos taken of the children will only be kept and used by the school for educational purposes, sharing on the school website or newsletter. Consent must be given by parents before this.

Forest school essential equipment

The following list of essential equipment must be available for each Forest School Session and should be kept in the emergency rucksack.

- Register to include emergency contact numbers
- Medical forms
- Mobile phone/walkie talkie
- Newspaper
- Matches
- Wet wipes
- Anti-bacterial/anti-fungal gel
- Protective gloves
- Sun cream
- First aid kit
- First aid handbook (must include information on hypothermia)
- Water for first aid
- Water for drinking/washing
- Sleeping bag/survival bag
- Thermal wrap sheet
- Map of the local area
- Containers for medical equipment (adrenaline auto injectors and inhalers)
- Carry bag for dirty wet clothing
- Additional clothing

Forest school clothing requirement

“There is no such thing as bad weather, just unsuitable clothing!”

The following list of appropriate clothing is for EVERYONE participating in Forest School; children, staff and volunteers. For the children to enjoy and make the most of the outdoors, it is essential they are prepared with suitable clothing. Parents are responsible for sending their child with suitable clothing. The school can collect extra bits of clothing to keep handy for the children who attend Forest School.

Winter

- Vest or T-shirt
- Long sleeved top
- Hooded top/fleece or thick jumper
- Waterproof coat

- Thick socks (thermal or two pairs of thin ones)
- Trousers
- Waterproof trousers
- Trainers/Wellington boots
- Hat, gloves and scarf

Layers are important so we would advise thermal vests and leggings to wear underneath too!

Summer

- Long-sleeved T-shirt or top. Arms to be covered in woodland.
- Light trousers. No Shorts. Legs to be covered in woodland.
- Socks
- Trainers, shoes or Wellington boots. No sandals or flip-flops.
- Sunhat
- Sunglasses (if required.)
- Participants are also responsible for providing their own insect repellent and sunscreen.
- Short sleeved T shirts and shorts cannot be worn – whatever the weather – arms and legs must always be covered in the woodland.

An emergency change of clothes and a carrier bag for dirty/wet clothing.

Sun policy

We will ensure measures are taken so that children are safe and not overexposed to the sun; we work in partnership with parents to ensure this. The sun policy will be communicated with parents before the sessions.

- Children must come with the appropriate clothing for summer.
- Children must come with a sun hat for the Forest School session.
- Children should apply sunscreen before the Forest School session.
- Weather forecasts will be checked before the session to plan how long we can be safe outdoors.
- Activities are monitored, and water bottles will be accessible, to ensure that children are safe and have time in areas of shade to prevent them becoming overheated or dehydrated.

Travel policy

Children will be collected from the classroom and taken to the forest school site (on school site). Children will always be accompanied by an adult.

In the rare case, Forest school will happen off site, we will follow the Hujjat Primary school policy for trips and visits and carry out the appropriate risk assessments before leaving the site.

Medical and emergency contact details

The Forest School Leader is the qualified first aider in the outdoors and responsible for the patient until professional assistance takes over. If possible, there must also be a staff member (first aid trained) to accompany the session, in case the Forest School Leader is ill/injured.

First aider:

Anisah Shah (Forest School Leader)
07905402833
a.shah@hujjatprimary.org

School contact in emergency:

School office
020 8189 9730

For children

All participants must complete a medical information form prior to starting Forest School. The completed forms will be kept in a file in the emergency rucksack. The information provided will be subject to the School confidentiality policy. All forms must be kept up to date and reviewed 3 times a year. A copy of the Medical Information Form is found at the back of this handbook.

Equipment needed (inhalers, epipens etc.) must be kept on site and in front.

Children's safety is always maintained as the highest priority at Forest School.

For staff/parents/adult volunteers

All participants (including visitors) must complete a medical information form prior to starting any Forest School activity. The completed forms will be kept in a file in the emergency rucksack. The information provided will be subject to the School confidentiality policy. All forms must be kept up to date and reviewed 3 times a year. A copy of the Medical Information Form is found at the back of this handbook.

There is an emergency card at the back of this handbook.

Risk assessment and Risk benefit analysis

A full risk assessment will be carried out of any Forest School site prior to the start of any Forest School Activity. Due to the nature of Forest School any site being used must have a full Risk Assessment 3 times a year. The latest Risk Assessment must be kept with the Forest School Handbook.

The full site risk assessment can be found here: [HPS Site Environment Risk Assessment CR058.pdf](#)

Forest School Site Risk Assessment					
Completed by: Anisah Shah				Date: May 2023 Next Assessment: May 2024	
What are the hazards?	Who might be harmed and how?	Risk Level	Action to be taken to reduce risk	Risk benefit analysis	Responsibility
Trees	Falling dead branches	Medium	Site checked before each Forest School session.	Yes – Significant benefits of being outside in a woodland environment. Knowledge of natural environment	FS Leader to check site before session.
Plants	Stinging nettles - stings Brambles and thorns – cuts and scratches	Medium	Children are briefed on what stinging nettles/brambles look like and are warned of the dangers and taught to avoid them. Brambles removed from ground level. "We do not eat anything we find or put our fingers in our mouths." FS Rule		Adults to manage risk on site and to engage children in 'on the spot risk assessments' if necessary – 'What are the risks here? How can we stop these from happening?
Ground	Logs slippery in damp and cold weather Dead wood pieces	Medium	Appropriate clothing – non-slip shoes (trainers or boots) Children warned of slippery logs in damp and cold weather. Children warned of dead wood pieces. "We do not eat anything we find or put our fingers in our mouths." FS Rule	Children learn about managing own risks. Learning new skills/problem solving, working together. Learn to respect and take care of the environment.	First aid kit taken out to session Appropriate clothing to be communicated to children and adults before FS.
Animals	Animal faeces – sickness	Medium	Children warned of dangers of dead/live animals.	t.	FS Leader to do safety talks in advance of sessions.

	<p>Live animals/Hibernating animals – bites/scratches</p> <p>Dead animals – germs/sickness</p>		<p>Appropriate clothing worn – long socks, long trousers and long-sleeved t-shirt.</p> <p>Hands to be washed after FS session.</p>		<p>Adults to manage risk on site and to engage children in 'on the spot risk assessments' if necessary – 'What are the risks here? How can we stop these from happening?'</p> <p>First aid kit taken out to session</p>
Litter	Cuts and infections		<p>A pre-session check is made for litter.</p> <p>Children are taught not to touch litter except with gloves/litter picker.</p>		
Children	<p>Hayfever</p> <p>Asthma Attack</p> <p>Epilepsy</p> <p>Allergies: nuts, dairy, bee/wasp stings/grass sap etc</p> <p>Diabetic</p>	High	<p>If a child begins to show any of these symptoms FS Leader will send them back into school. First Aider will monitor inside and if symptoms worsen a call home will be made and child will be collected from school.</p> <p>Known sufferers will take necessary medication in advance of FS.</p> <p>Inhalers/Epi pens/Insulin/Snacks to be taken on to the site along with First Aid kit.</p> <p>Forest School Leader and one other adult on site to be trained in use of medical equipment.</p> <p>FS Leader to accompany children in need of Epi-pen/Insulin/Buccolam</p>		<p>First aid kit taken out to session and children's individual equipment eg inhalers.</p> <p>FS Leader and assisting adults to know of children's existing medical conditions.</p> <p>FS Leader to know of adults' existing medical conditions.</p>
Weather	<p>Injury from falling branches during high winds or lightning strikes.</p> <p>Illness from extreme weather conditions</p>		<p>Children to wear weather-appropriate clothing.</p> <p>Trainers/boots/wellies.</p> <p>Coats and layers for winter. Sun cream applied in advance of summer sessions.</p> <p>Drinks and snacks supplied appropriate to weather eg water, hot chocolate</p>		<p>FS Leader to ensure weather appropriate equipment provided/available eg hot/cold drinks, sun hats, sun cream, warm clothing.</p>

			Pupils monitored for signs of discomfort.		
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Tools Risk Assessment

Completed by: Anisah Shah

Date: September 2023 (when tools arrive)
Next Assessment: September 2024

What are the hazards?	Who might be harmed and how?	Risk level	Action to be taken to reduce risk	Responsibility
Pen knife	Children and adults May cut in storage May cut when transporting May cut themselves or someone else during use (hands or body) May cut due to damaged tool	High	Risk management guidance in Handbook Training session Fully briefed before the session, modelling 1:1 support always when using tools Check tools before session, remove tools as needed	Forest school leader – before, during and after session
Bow saw	Children and adults May cut in storage May cut when transporting May cut themselves or someone else during use (hands or body) May damage due to	Medium	Risk management guidance in Handbook Training session Fully briefed before the session, modelling 1:1 support always when using tools Check tools before session, remove tools as needed	Forest school leader Before and during session
Bill hook	Children and adults May cut in storage May cut when transporting May cut themselves or someone else during use (hands or body) May cut due to damaged tool	Medium	Risk management guidance in Handbook Training session Fully briefed before the session, modelling 1:1 support always when using tools Check tools before session, remove tools as needed	Forest school leader Before and during session

Den making	Children and adults May cut or fall when transporting May cut themselves or someone else during use (hands or body) May cut due to damaged tool	Medium	Risk management guidance in Handbook Training session Fully briefed before the session, modelling Assistance during session Check site carefully before session	Forest school leader Check site carefully before session Assistance during session
Fire	Children and adults May burn if too close Difficulty breathing from inhaled smoke Ground may catch fire	High	Risk management guidance in Handbook Training session Fully briefed before the session, modelling Child will be invited to come to fire and must always be supervised by an adult if by the fire One adult by the fire at all times, another with the children Inhalers on site	Forest school leader Before and during session

Risk management on tools

General rules for tool use:

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

Penknife:

- Must be with the Forest School Leader.
- Always sit down when using the penknife
- Ensure penknife is closed and locked when not in use. (only in hand, in pocket or locked box)
- Open the penknife away from you sitting down with plenty of room around you.
- Always use the penknife away from your body.
- Always ensure that the children are supported when using the penknife on a 1:1 or 1:2 ratio dependant on their age and experience.

- Sharpen at the end of use.

Bow Saw:

- Ensure that the guard is in place when not in use.
- Must only be used with the Forest School Leader.
- Must only be used in the designated tool area.
- Must be used with a safety glove.
- Should be used with a saw horse where possible.
- Talk to the children about how to hold a bow saw. (saw in a straight motion, pull not push)
- Use WD40 and cloth to clean.
- Ensure safe storage and safe handling in Forest School.

Bill Hook:

- Ensure that the guard is in place when not in use.
- Must only be used with the Forest School Leader.
- Must only be used in the designated tool area.
- Talk to the children about how to hit the Bill Hook.
- Use rock to sharpen and WD40 with cloth to clean.
- Ensure safe storage and safe handling in Forest School.

Den making

Materials you choose MUST be up to the job

- Strong supporting wood, (not rotten - can it hold your body weight?)
- Strong cord/rope
- Secure knots
- On-going - check for wear and tear/weathering

Guidance for den making

With a waterproof poncho, groundsheet or piece of plastic sheeting or sheet, you can quickly and easily make a number of different shelters using natural resources.

- Check strength of load bearing pieces.
- If harvesting live wood, cut cleanly using a sharp saw or knife, preferably at an angle. This minimises damage/disease to the tree.
- Use dead wood when possible.
- Use elements of the environment where possible e.g. living trees.
- Create a frame of strong wooden pieces. Lash together.
- Cover with tarpaulin/sheet/brush.
- Create a strong frame and lash pieces together.
- Lie pieces of dead wood or brush against the frame.
- Lash heavier pieces.
- Start by pushing flexible greenwood poles into the ground to create a circle.
- Pull opposites over to the centre and tie together, creating arches and finally a dome.
- Lash smaller pieces between the main struts .

- Secure the sheets by wrapping and tying the sheet around a pebble/small piece of wood or tie a knot in the sheet.
- Tie knot in corner of sheet, tie cord onto it and to the peg.
- Logs and larger stones can be used to hold down sheets.

Fire management

Pre-fire routine (Have you got everything you need?):

Ensure the ground floor is dry and you are not close to tree roots.
Carry emergency rucksack with you.

- Fire square and seating 1.5m away
- You can whittle green sticks (at least arm length) in sessions leading up to your fire if you are cooking (**Willow or Hazel is best**)
- A stable Fire Basket
- Dry wood or kindling (You may need to collect this and create a store leading up to your fire session)
- Fire glove
- Careful not to use and burn the wood that you have collected from your area if you do not have much
- Newspaper, Cotton Wool, Fire Lighters
- A source of ignition e.g. Striker, Matches
- A water source (A least a bucket full)

Fire rules:

1. Visual checks for anything that may dangle in the fire e.g. hair tied back, scarves, toggles and lanyards tucked in
2. Walk around the outside of the base camp area and ask children to follow
3. Step over and take a seat – get children to swap seats and move around fire square
4. Talk about fire safety with the children (e.g. do not play with matches, lighters, and fire in general, what would they do if they found matches, lighter at home)
5. Ask the children questions regarding what you need to create a fire (talk about the fire triangle – FUEL, OXYGEN, IGNITION or HEAT)
6. Laying your fire : 4 Sticks on bottom of Fire basket
Newspaper, cotton wool, fire lighter
Sticks Jenga style , 3 layers , if damp have a 4th layer that is always drying ready to burn.

7. Cooking :

First fire - Toast , Second fire- marshmallows Brioche or damper bread , Third fire- fruit or veg double wrapped in foil.
Always start cooking 1 to 1 with children

8. Invite children in to be on 1 KNEE by the fire square

Food hygiene

- Staff must wear appropriate clean clothing and wash their hands before handling food.

- Children must wear appropriate clean clothing and wash their hands before handling food.
- Allergies will be checked before cooking sessions at Forest school.
- Ensure appropriate hygienic handling and disposal of waste in covered bins.
- Keep Cleaning kitchen utensils after use and storing them in a dust-free place such as a closed cupboard or drawer.
- Carry out equipment risk assessment for safe use of equipment.
- Keep food and drink covered and at the appropriate temperature.
- Wash fresh fruit and vegetables thoroughly before use.

Dynamic risk assessment

Risk assessments and safety sweeps will be checked and completed before session. However, in the case of a major change such as a weather change, a stranger on site, a wasp swarm etc. children will be called to base camp (3 whistles) and the session must be taken indoors, the MUGA or end early if necessary.

The Forest School Leader is the qualified first aider in the outdoors and responsible for the patient until professional assistance takes over. In a minor incident, the Forest school leader will take charge for adults and children on site. In a major incident, the activity would need to be stopped. The Forest school leader will take charge for the adults and children, unless the Forest School leader is affected, then a staff member (first aid trained) would take charge and help.

First aid

In the case of an emergency minor or major, the following procedure will be followed:

- Forest School leader alerted
- Secure safety of whole group from further danger and stop all activities, if necessary
- Call together the group promptly (3 whistles), if necessary
- First Aider to attend to any casualties with Forest School leader/ parent helper/volunteer as appropriate and with regard for the required supervision ratios for the rest of the group.
- Emergency services contacted as necessary. Charged mobile phones/walkie talkies are carried by Forest School leaders.
- Give postcode or what three words to 999 operator.
- Inform the emergency contact as soon as practicable after the incident if not present at the session.
 - Safety of the rest of group will be maintained by the remaining staff and adults away from the scene of the incident if possible, staff or volunteer to return to school office and contact parents to collect children if necessary, if parents are in attendance, they can take the children home.
- Accident/Incident report should be written by Forest School leader and/or First aid/ incident form completed.

Injury/illness to staff member

Should the Forest School leader become ill or injured during a Forest School session, during an accompanied session, a staff member (first aid trained) would be available to administer first aid and to end the session. If parents are present, they would be able to take their children home and the session would end early. The children would be called to the log circle using the whistle, the staff member or volunteer would contact the emergency services if necessary and contact the parents to collect the children to end the session.

Missing child

- As soon as it is noticed that a child is missing, parents, staff or helpers inform the Forest School Leader
- Children are called back to base camp (3 whistles). A head count is taken and register checked, to confirm all other children are present.
- The site is thoroughly checked by the Forest School leader the other parent/helpers stay near the base camp with the other children.
- If the child is not found, report the missing child to the police via 999 number and provide postcode or what three words reference.
- Contact emergency contact if an unaccompanied session.
- Upon arrival of parents/carer and or police the Forest School leader is responsible for relaying information regarding the circumstances in which the child went missing and the action that has been taken so far.
- Staff to return children to school office and phone parents to collect if an unaccompanied session.
- Forest School leader (and another adult if possible) to continue search until help arrives.
- Forest School leader writes an incident report detailing the events that occurred. The incident would be fully investigated by the Forest School leaders taking written statements and reported to appropriate bodies.

Fire

- Group to be brought together by FS Leader (3 whistles)
- School to be alerted via phone call/walkie talkie to alert Emergency Services
- Children to be accounted for by staff (register)
- Group to move to Assembly Point via safest route, moving away from fire. (This will be from the back door to the MUGA)

Evacuation of Forest School

- Group to be brought together by FS Leader (3 whistles)
- School to be alerted via phone/walkie talkie to alert Emergency Services if necessary.
- Children to be accounted for by staff (register)

- Group to move to Assembly Point via safest route, moving away from threat. (This will be from back into the school building or to the back door through to MUGA)

Lockdown in School

- Group to be brought together by FS Leader (3 whistles)
- Children to be accounted for by staff (register)
- School to be contacted via phone/walkie talkie to assess if group should shelter inside school building or remain outside on site.
- Follow instructions to remain on site or re-enter school, remaining in a single Area.

Safety sweep evidence

A safety sweep of the Forest School Site will take place prior to the start of any Forest School Session to look for and assess any immediate risks. All safety sweeps will be recorded and filed in the Forest School Health and Safety Folder by the Forest School Leader. A copy of a safety sweep form is found at the back of this handbook.

Designated person responsibility

Individual job cards will be available for the session. These are kept in the emergency rucksack and will be shared by the Forest School Leader.

Forest School Leader Responsibilities

- To follow the contents of the Forest School Handbook
- Wear appropriate clothing
- To fulfil the role of responsible person for Health & Safety – keeping the children safe
- To provide appropriate Forest School activities – according to the age, stage of development of the children, season and weather
- To lead a facilitative group of adults in observing and recording the children
- To appropriately brief other adults participating in Forest School at any given time
- To be a positive role model for the children and adults

Teacher/Teaching Assistant Responsibilities

- To follow the contents of the Forest School Handbook

- Wear appropriate clothing
- To assist the Forest School Leader in observing and recording the children
- To assist in keeping the children safe
- To deal with any toileting issues
- To assist the Forest School Leader in any Forest School activities as directed, according to the activity, season and weather
- To be a positive role model for the children

Parent Helper/Volunteer Responsibilities

- To follow the contents of the Forest School Handbook
- To wear appropriate clothing
- To assist the Forest School Leader and other staff in keeping the children safe
- To assist in observing the children
- To assist the Forest School Leader in any Forest School activities as directed, according to the activity, season and weather
- To be a positive role model for the children

Additional adult volunteers are always welcome!

Toileting considerations

- All pupils are to use the toilet before the session starts.
- If a pupil needs the toilet during a session, they are to use the designated toileting area (inside school building), highlighted to the group at the start of each session. They are to be accompanied by an adult who has a school DBS check.
- Hand wipes and hand sanitizing gel is kept in the Forest School backpack.
- All rubbish must be bagged up and taken back to the main school site to be disposed of properly.
- Staff must remember to give children privacy and ensure they are not alone with any child whilst toileting during Forest School sessions.

Insurance requirements

Department of Education

Risk Protection Arrangement (RPA)

Name of member organisation: Hujjat Primary School

Membership NO/URN: 143925

Membership period: 01 September 2022 to 31 August 2023

RPA Membership Rules: Standard

Ecological impact

<u>Activity</u>	<u>Impact</u>	<u>How can this be reduced/managed?</u>
Walking/ running and playing in the woods	<p>Compacted earth</p> <p>Reduction in biodiversity/ fauna and flora growth</p>	<p>Ask all attendees to tread carefully</p> <p>Rest areas of woodland/ routes when possible.</p>
Fire	<p>Damage to soil or heat damage to trees</p> <p>Change in pH of the soil (especially if ash is left behind) which can be harmful to plants, and can cause mineral depletion.</p> <p>Risk of fire spreading if left or not properly extinguished</p>	<p>Consider the frequency of fires, choose the position of the fire pit carefully, in areas that are not of ecological significance, avoiding overhead tree branches and also distance from large trees to mitigate root damage.</p> <p>Dispose of ash – remain in fire pit</p> <p>Extinguish thoroughly and carefully</p>
Cooking/ eating	Litter dropping from food remains or packaging may attract animals to the site that aren't usually there	<p>Take all litter away with you – leave no trace.</p> <p>Be careful of food waste/ spills and remove from site when you leave.</p>
Damage to plants and or habitats	<p>Loss of food for wildlife if acorns/ seeds collected and removed</p> <p>Damage to plants/ trees if branches/ leaves/ flowers removed</p> <p>Deadwood important habitat for many creatures and bed for fungi</p>	<p>Make agreements about the collecting of natural materials, limits on number of leaves from one tree, only flowers from the ground or seeds etc. where there are a large number of them and impact will be negligible</p> <p>Inform about plants and any rare species or protected plants.</p>

		Limit collecting and picking activities
Making shelters/ rope swings	Trampling on flowers and plants on the forest floor Damage to trees by use of ropes/ risk of breaking branches	Take care when placing rope swing to minimise damage to trees and use only suitable trees that can withstand the forces.
Recycling and waste	Litter could be a hazard to wildlife, chemicals from waste could affect the soil and damage plants. Waste materials have a negative ecological impact	We separate our rubbish at FS into recycling, compost and landfill waste. Children are aware and we explain the benefits of recycling and which type of rubbish goes in which bucket. All types of waste are then removed from site for appropriate disposal

Three year sustainability plan

It is imperative we maintain the Forest school site to ensure there is little impact to nature and to create a sustainable environment. Environmental good practice is modelled by adults, showing children that the world in which we live in should be cared for. Involving children in site checks, creating logs, recycling of waste and considerations of how we leave our site will help to support this.

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Establish base camp and monitor site (ecological impact)	Establish rest areas	Move areas as necessary
Purchase resources and kit needed for forest school	Establish any further resources needed for enhanced learning	Check quality of resources and any items to be repurchased
Keep a log of bugs coming and going (wildlife cameras)	Create bug habitats to increase biodiversity	Keep a log of bugs coming and going (wildlife cameras) and make any necessary improvements to habitats
Keep a log of plants coming and going (wildlife cameras)	Plant new species to increase biodiversity	Keep a log of plants coming and going (wildlife cameras) and make any

		necessary improvements to habitats
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Covid protocols

Stepping measures up and down

- We have outbreak management plans outlining how we would operate if there were an outbreak in our school or local area.
- Central government may offer local areas of particular concern an enhanced response package to help limit increases in transmission.
- If we have several confirmed cases within 14 days, we may have an outbreak.
- We should call the dedicated advice service who will escalate the issue to your local health protection team where necessary and advise if any additional action is required, such as implementing elements of your outbreak management plan. We can reach them by calling the DfE helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case.
- The contingency framework describes the principles of managing local outbreaks of COVID-19 in education and childcare settings. Local authorities, directors of public health (DsPH) and PHE health protection teams (HPTs) can recommend measures described in the contingency framework in individual education and childcare settings – or a small cluster of settings – as part of their outbreak management responsibilities.

Control measures:

- Ensure good hygiene for everyone.
- Maintain appropriate cleaning regimes.
- Keep occupied spaces well ventilated.
- Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19.

Full risk assessment for Covid can be found here: [Covid 19 Risk Assessment Jan 2022.docx](#)

Appendix

Policies

[Anti bullying Policy.pdf](#)

[Behaviour Policy.pdf](#)

[Equalities Statement and Equality Objectives.pdf](#)

[Safeguarding and Child Protection Policy.pdf](#)

Forest School Medical Information Form for children (to be completed by parents)

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

Has your child had any of the following?

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

Signed:

Date:

Forest School Medical Information Form for staff/volunteers

Full Name	
Date of Birth	
Home Address	
Telephone Numbers	Home: Work: Mobile:
Emergency Contact Name, Relationship and Mobile Number	
Doctor	Address: Telephone:

Have you had any of the following?

Illness	Comment	Medication needed Please specify
Asthma/Bronchitis		
Sight/hearing difficulties		
Heart condition		
Diabetes		

Epilepsy		
Allergies: e.g. pollen, nuts, materials		
Have you ever been stung by a wasp or bee? If yes, describe the reaction		
Date of last tetanus injection		
Any medical issues, we should be aware of?		

Signed:

Date:

Safety sweep Form

Date:	Time:	Weather:
Name of Forest School Leader:		

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

Other hazards identified:
Action taken:
Signature

Emergency card

Hujjat Primary phone number: 0208189730

Postcode: HA36RR

What three words: ///glove.bake.serve

In an emergency:

- Forest School leader alerted
- Secure safety of whole group from further danger and stop all activities
- Call together the group promptly (3 whistles)
- First Aider to attend to any casualties with Forest School leader/ parent helper/volunteer as appropriate and with regard for the required supervision ratios for the rest of the group.
- Emergency services contacted as necessary. Charged mobile phones are carried by Forest School leaders.
- Give postcode or what three words to 999 operator.
- Inform the emergency contact as soon as practicable after the incident if not present at the session.
 - Safety of the rest of group will be maintained by the remaining staff and adults away from the scene of the incident if possible, staff or volunteer to return to school office and contact parents to collect children if necessary, if parents are in attendance, they can take the children home.
- Accident/Incident report should be written by Forest School leader and/or First aid/ incident form completed.

In the case, the Forest School leader is injured or ill, the next trained member of staff will bring the children back to base camp (3 whistles), assist the Forest School leader, contact the emergency services if necessary and fill out an incident report.

Declaration of review

I have read and understood the rules and procedures of Forest School:

Date of review	Signed by	Comments

Thank you, we hope you enjoy the Forest school experience and look forward to creating Forest school as a nourishing and beneficial place for all!



HUJJAT PRIMARY SCHOOL