



Polehampton C. of E. Infant School
Forest School Policy



“We have one life and there is one extraordinary world out there for us to enjoy.”

Bear Grylls

‘Nature breeds curiosity; it helps to grow explorers rather than robots. It reminds us that we are part of something bigger. It grounds us, calms us.’

Dr Ben Palmer-Fry

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What3Words – yourself.deals.youths

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1.

Our Forest School Vision

Forest School is about exploration, resilience and learning in a stimulating, relaxing and natural environment. It allows our children ***freedom with purpose***. Every child deserves to have the opportunity to experience the ***awe and wonder of the world*** by experiencing nature first hand, where the awe and wonder of the world truly lies.

Forest School is an inclusive initiative which fosters;

- Confidence
- Independence
- Self-esteem
- Resilience
- Problem Solving
- Ability to establish boundaries for risk taking
- Communication and language skills
- Physical development - fine and gross motor skills
- knowledge of flora and fauna and its beauty, importance, and value.
- connection with nature that will instil a desire in learners to protect and conserve it.

Forest School (FS) Guiding Principles

- FS is a long-term process of regular sessions, rather than a one-off or infrequent visits; the cycle of planning, observation, adaptation, and review links each session.
- FS takes place in a woodland or natural environment to support the development of a relationship between the learner and the natural world.
- FS uses a range of learner-centred processes to create a community for being, development and learning.
- FS aims to promote the holistic development of all those involved, fostering resilient, confident, independent, and creative learners.
- FS offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
- FS is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.

Foundation Stage will take part in weekly Forest School sessions all year through so that they experience an entire year of seasonal changes. Each year group in KS1 will experience one cycle of Forest-School each year, taking place in a different season each time. This will have a natural impact on the type of experiences and activities they will enjoy.

Each Forest School programme is tailored to meet the needs of individuals within that group and is continuously developed as the children grow in confidence, skills and understanding. The ethos of Forest Schools allows learners the time and space to develop skills, interests and understanding through practical, hands-on experiences.

EYFS Characteristics of Effective Learning

Statutory guidance: Early years foundation stage (EYFS) statutory framework

- Playing and Exploring - children investigate and experience things, and 'have a go;'
- Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The National Curriculum

Statutory guidance: National curriculum in England: Primary Curriculum

'Every state-funded school must offer a curriculum which is balanced and broadly based and which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.'

Learner Characteristics

Curiosity

- To be adventurous, have a sense of freedom and a desire to explore, observe, solve problems, and take risks.
- To engage in imaginative play in a natural environment.
- To express oneself creatively using nature's resources; sticks, stones, mud, leaves, plants and more to interact with and modify.

Community

- To develop a relationship with the natural world, feel connected.
- To develop positive personal relationships with peers and adults.
- To build an awareness of the positive and negative impacts of human activity on nature and the environment.
- To be responsible and make a difference - planet activist work locally, nationally, and worldwide.

Cultural Diversity

- To learn from one another and the world around us.
- To care for ourselves, each other, and the land so that our world and our diverse cultures can flourish.

Teaching and Learning Strands

Exploration

Practical skills (shelter building)

Practical skills (using tools)

Campfire

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Our Forest School Code of Conduct

Our code of conduct is relevant to all participants, adults and children and is framed to create a safe and nurturing learning environment.

Our Forest School Promise

At Forest School, we follow the country code, our Forest School safety rules and respect each other and the world around us. We are aware that we share the space with plants and wildlife and we need to learn and play in a way that will not damage or harm anything.

Boundaries

During their first Forest School session children will learn where the physical boundaries for activities are and any no-go zones. Each group will work together to generate rules for safe and happy learning and children will understand that they are expected to follow them. This will include the agreed call back sign '1,2,3 basecamp' (the lodge) to enable speedy return if needed or wanted by the Forest School Leader.

Toileting

Children will be encouraged to use the toilets before a session starts. They may go to the toilets during Forest School using the office door. Children are able to access the toilets alone as the door into school is open. An adult has a view of the door at all times so is able to monitor children entering and leaving the building.

The Fire Circle

For everyone's safety, no one is allowed to walk or run inside the fire circle even if there is no fire lit. We use log stools to mark out our circle and to sit on. If anyone wants to move around the circle or change places, they must step out of the circle and walk around the outside. The fire is kept within a wooden square in the centre of the circle. Children may be invited to approach the square for cooking or fire lighting one at a time under strict adult supervision.

Fire Lighting

A fire can only be lit if our fire safety equipment is present and correct including the aquaroll. The Forest School Leader will always take the lead during fire lighting. All helpers will be briefed prior to a fire lighting session to set out protocols. A lit fire will never be left unattended by the Forest School Leader. Open fires will only be lit in the fire square in the fire basket.

Collecting natural materials

Natural materials are collected for den building, art, and craft. Children are encouraged to look for the materials themselves but leaders will supervise to check that nothing harmful is gathered. Children are not allowed to eat anything gathered. Throwing sticks and using them as weapon or to imitate weapons is not permitted at Forest School. Children may pick up sticks shorter than their arm **to carry pointed down to activities. Longer sticks must be dragged behind them.**

Carrying larger materials

Children will be taught how to lift, roll drag or pull heavier materials safely, keeping a straight back and bending the knees. Team work is encouraged.

Digging

When investigating the environment, children may carefully move logs or stones to look for insects, taking care not to harm the creatures or destroy their habitat. They can dig under the soil using their

fingers or small sticks but they may not use tools to dig deep holes. Deeper digging opportunities will be included in the planting activities.

Using tools

Children will be taught the correct way to use tools at Forest School. This will include the use of safety equipment, like gloves, posture, and awareness of others around them. Some tools will have a marked zone for their use. All tool use will be under strict adult supervision.

String and ropes

Adults will supervise activities where ropes are tied to trees for tarps or shelters.

Eating and Drinking

Children will be encouraged to bring their water bottles with them. Anti-bacterial hand wash, wipes or sanitiser gel will be provided for hand washing before eating or drinking any snacks during Forest School. There is also running water on the school played ground that the children and adults have access to for hand washing and drinking. Food allergies will be clearly stated on accessible medical notes and risk assessed when planning cooking activities.

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Forest school Rules and Countryside Code

We will look after our Forest School.

I will listen to Forest School Leaders.

We will not pick anything that is growing, only things from the floor.

We will not put our fingers in our mouths or anything else.

We will stay within the boundary.

We will leave gates closed.

We will protect plants and animals and take our litter away.

We will consider others.

We will leave Forest School as we find it.

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Our Forest School Routine

- Ensure risk assessments are completed termly.
- All adults taking part in Forest School will have read the Handbook and will be given a role card on the day.
- Forest School Leaders will carry out a safety sweep prior to every Forest School session.
- Forest School Leaders will ensure hand sanitiser and wipes are available.
- Medical equipment and group lists with sensitive information checked and taken out to Basecamp and secured in the chest nearest to school.
- Ensure children and adults are wearing appropriate clothing for the session (see kit list).
- Ensure everyone has washed their hands before we leave the building re Covid protocols.
- Adult staff will be provided with a role card detailing key responsibilities.
- Children will be counted in and out of Forest School sessions.
- Tools and fire kit will be checked and counted in and out. Sharps will be stored as detailed in the risk assessment.
- Safety sweeps and session plans to be hung up in Basecamp at the beginning of each session.
- Children and adults will be required to hand sanitise before eating or drinking. Covid protocols require running water for hand washing. Children and adults will use water from the aqua roll and then soap, they will then walk to the outside tap to rinse ensuring they have washed for at least 20 seconds.

- At the end of the session adults will walk the children back to class so they can get ready for lunch. They will remove outside clothing and then wash their hands in the bathrooms.
- A Forest School Leader will cut all the tools back in.
- A Forest School Leader will make sure everything is clean and stored away correctly and safely.
- Safety Sweep and medical information will be taken in and secured safely.

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National Laws and Legislation

National Laws and Legislation considered:

- Healthy and Safety at Work at 1974 and amendments
- Children Act 1989
- Equality Act 2010
- Liability Insurance

The relevant laws and legislations have been considered to ensure that we are following our legal duty to;

- Safeguard and promote the welfare of all children who participate in Forest School.
- Provide equal opportunities for all
- Ensure all taking part (including school staff and volunteers) are safe and kept from harm.

School Safeguarding Leads: Miss Helen Ball Headteacher, Mrs Jenny Scott Infant School Headteacher and Mrs Erin Bushell Foundation Stage Teacher.

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School Policies

The following policies can be accessed on the school website and hard copies are accessible in the staff room.

- Behaviour
- Anti-bullying
- Prevent Radicalisation
- SEND
- Accessibility
- Health and Safety
- Medicines
- Parent Code of Conduct
- Keys Academy Trust Whistle blowing
- Keys Academy Trust Safeguarding
- Keys Academy Trust Complaints
- Wokingham Rainbow Plan Policy – Critical Incidents

Insurance Policy

Our school insurance has been contacted and have provided confirmation of cover for all Forest School activities. See email in appendices.

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Essential Equipment List

- Registrar with emergency numbers and contacts
- Medical Forms

- Mobile Phone
- Newspaper
- Matches
- Wet wipes
- Sanitiser
- Soap
- Washing up bowl
- Aqua roll
- Protective Gloves
- Sun cream
- First Aid Kit – Plasters, Dressings, Water, Tissue, Scissors, Bandages, Thermal wrap sheet, Pamphlet on hypothermia, First aid
- Water Bottle for Drinking
- Sleeping bag
- Container for inhalers and EpiPens
- Carry bag for dirty/wet clothing
- Rucksack x2 one for fire lighting equipment and one for first aid/emergency equipment

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Clothing List

Winter

- Woolly hat
- Gloves
- Waterproof Jacket/coat
- Long trousers
- Walking boots/Welly boots
- Puddle suit/water proof trousers
- Long sleeve top
- Fleece/Jumper
- Spare socks
- Change of clothes for emergencies
- Clothes should be layered

Summer

- Sun hat
- Long sleeve top
- Long trousers
- Walking shoes/trainers/welly boots
- Fleece/Jumper
- Water proof Jacket
- Spare socks
- Change of clothes for emergencies

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Forest School Kit

- Treasure basket
- Bug pots
- Buckets

- Decorating paint brushes
- Egg boxes
- ID charts
- Flora and Fauna resources
- Magnifiers
- Binoculars
- Trawls
- Soft Toys
- Cake cups
- Sauce pans
- Bowls
- Spoons
- Card
- Double sided sticky tap

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Sun Policy

We will adhere to the following school sun policy:

- The children and adults have plenty of drinking water.
- The children and adults are wearing the appropriate clothing including a sun hat or cap.
- The children and adults are wearing sun screen. Children will need to have their suncream applied before school by an adult at home. We are not allowed to apply sun cream for them.
- There is plenty of shade by setting up under trees or providing tarpaulin to create a shaded area.
- The time outside in the sun will be kept to a minimum.

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COVID Policy

- We will adhere to the schools COVID policy in line with Government advice on when children and adults can and cannot attend school.
- All children wash hands on arrival to school using running water.
- During Forest school children will be able to clean their hands using water from the aqua roll or outside tap and soap OR using hand sanitiser and wipes.
- Children will always clean hands before eating or drinking.
- At the end of Forest School, all participants will wash hands inside with running water and soap.

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Travel Policy

We will adhere to the following in line with the schools travel policy:

- The children will wear high visibility jackets whilst walking.
- The ratio will be 1:4.
- All medications will be held by the first aid trained Forest School Leader.
- Adults will walk the roadside.
- Extra adults to stand in the road if there is no crossing.
- Forest School Leader will carry a mobile phone and have all the emergency contact information.

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Accident and Emergency

- The Forest School Leaders are first aid trained and would follow in the school First Aid policy.
- The Forest School Leader carries an Emergency Bag to all activities, which includes an outdoor First Aid Kit and Burns Kit.
- If the Forest School Leader is injured, the others will follow their emergency role card procedure. During Foundation Stage Forest School sessions there will always be two Forest School Leaders.
- In case of a major accident policies and procedures in place, including emergency laminated role cards allocated to all adult helpers.
- In the case of a minor injury eg: small cut or bump the schools first aid procedures will be followed. All cuts will be cleaned with running water and covered with a plaster to help prevent dirt and germs from entering the wound.
- In the case of an intruder, we would follow the school Rainbow Plan policy. This includes Locking down. As we are outside adults would ensure the children are in a place that is hidden and would try and keep them calm and quiet. The adults will use their whistle to inform all other adults inside the school.
- In the case of a Forest School fire on the field, we would safely evacuate the area and return to the classroom. The Forest School Leader will call 1, 2, 3 basecamp, then count the children to make sure everyone is present. We would then calmly walk them back into the class rooms. The forest School Leader would lead and another adult will be the last to follow.
- In case of a fire in school we would follow the schools fire procedure. See Policy.
- In the case of missing child a Forest School Leader will call 1, 2, 3 basecamp. Another adult will fetch more adult help from inside school. Children would be counted and the register taken so we know which child is missing. All relevant parties would be informed.
- The Forest School leader will check the weather forecast before every session to ensure that the planned activity remains safe. Forest School would be unable to run if weather was deemed unsafe e.g. strong winds or thunder and lightning.

Polehampton C. of E. Schools Federation
REQUEST FOR THE SCHOOL TO GIVE MEDICINE

LONG TERM MEDICATION PRESCRIPTION – including asthma inhalers

- Parental agreement for school to administer medicine – must be completed by someone with parental responsibility (i.e. not a child-minder or relative).
- Medication will be administered at lunchtime.
- Parents must ensure that the correct medication and dosage still applies and that the medication is still within date.

The school will not give your child medicine unless you complete and sign this form.

***Please see our Privacy Notice for more information**

| | |
|--|--------------------------------|
| Name of Child: | |
| Date of Birth: | |
| Registration Group: | |
| Medical condition/illness: | |
| Name/Type of Medicine (as described on the container): | |
| Date dispensed: | |
| Expiry date: | |
| Dosage and method: | |
| The above medication was prescribed by: | Dr. |
| Special Precautions: | |
| Are there any side effects that the school needs to know about? | |
| Do you wish your child to administer their own medication? | YES/NO (delete as appropriate) |
| Procedures to take in an Emergency: | |
| Please give any additional information here: | |

I understand that I must deliver and collect the medicine personally to and from the school office and I accept that this is a service that the school is not obliged to undertake. I understand that I must notify the school of any changes in writing.

Date:

Signature(s):

Relationship to the child:

ASTHMA INHALERS

For asthma inhalers, please indicate clearly whether asthma medication should be given on a daily basis, or whether it is being held at school for use only when needed.

This inhaler should be used on a daily basis £

This inhaler should be used only when necessary, as determined by parent £

Please give any additional information here:

NOTE:

Medication will not be accepted in the school unless this form is completed and signed by the parent or legal guardian of the child and administration of the medicine is agreed by the Headteacher.

The Headteacher reserves the right to withdraw this service.

Polehampton C. of E. Schools Federation

REQUEST FOR THE SCHOOL TO GIVE MEDICINE

SHORT TERM MEDICATION PRESCRIPTION

- Parental agreement for school to administer medicine – must be completed by someone with parental responsibility (i.e. not a child-minder or relative).
- Medicine must be delivered and collected by an adult at the beginning and end of each day.
- Medication will be administered at lunchtime.

The school will not give your child medicine unless you complete and sign this form.

***Please see our Privacy Notice for more information**

| | |
|--|-----|
| Name of Child: | |
| Date of Birth: | |
| Registration Group: | |
| Medical condition/illness: | |
| Name/Type of Medicine (as described on the container): | |
| Date dispensed: | |
| Expiry date: | |
| Dosage and method: | |
| The above medication was prescribed by: | Dr. |
| Special Precautions: | |
| Are there any side effects that the school needs to know about? | |
| Procedures to take in an Emergency: | |
| Please give any additional information here: | |

I understand that I must deliver and collect the medicine personally to and from the school office and I accept that this is a service that the school is not obliged to undertake. I understand that I must notify the school of any changes in writing.

Date:

Signature(s):

Relationship to the child:

Polehampton C. of E. Schools Federation

Medication given during the school day

Dear parent

Child's name: _____

In accordance with previous agreement with you, your child was given:

Date: _____

Time: _____

Administered by: _____

Please contact the school if you would like to discuss this further; contact details given below:

For Polehampton C of E Infant School:

Tel.: 0118 9340246

Email: admin@polehampton-inf.wokingham.sch.uk

Polehampton C. of E. Schools Federation

Medication given during the school day

Dear parent

Child's name: _____

In accordance with previous agreement with you, your child was given:

Date: _____

Time: _____

Administered by: _____

Please contact the school if you would like to discuss this further; contact details given below:

For Polehampton C of E Infant School:

Tel.: 0118 9340246

Email: admin@polehampton-inf.wokingham.sch.uk

Children’s Medical needs and Allergies

| Child’s Name | Medical needs/Allergy | Medication |
|--------------|-----------------------|------------|
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Adult Medical Need and Allergies

| Name | Medical need/Allergy | Medication | Illnesses/Medical conditions | Tetanus | Next of Kin |
|------|----------------------|------------|------------------------------|---------|-------------|
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Photos of children are kept in Base camp during Forest School Session. All adults working at Forest School are familiar with the children’s needs.

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

| Checklist | Yes/No | Comments |
|----------------------|---------------|-----------------|
| Fallen branches | | |
| Low branches | | |
| Protruding thorns | | |
| Brambles/nettles | | |
| Slippery area | | |
| Standing water | | |
| Tool area locked | | |
| Base camp | | |
| Boundary fence | | |
| Broken glass/needles | | |
| Weather effects | | |
| Equipment ready | | |
| Emergency Rucksack | | |
| Spare clothes | | |
| Mushrooms/Fungi | | |

| |
|---------------------------|
| Other hazards identified: |
| Action taken: |
| Signature: |

Helper 1

Name of Forest School Leader: Natalie Potter/Erin Bushell

Name of Setting: Polehampton Infant School

Phone Number of Setting: 01189340246

Postcode: RG10 9HS

What 3 Words:

Emergency Procedure:

- FS Leader to call 999 and deliver appropriate first aid
- Helper 1 – Get other children to Basecamp/classroom safely away from incident.
- Helper 2 – Assist helper 1 to get children to Basecamp/classroom then meet ambulance and direct paramedics to casualty
- Helper 3 – Alert school office who will contact relevant people and send out extra help and then support helper 1 in Basecamp/classroom.

Helper 1 role:

Support in area allocated for the session.

Helper 2

Name of Forest School Leader: Natalie Potter/Erin Bushell

Name of Setting: Polehampton Infant School

Phone Number of Setting: 01189340246

Postcode: RG10 9HS

What 3 Words:

Emergency Procedure:

- FS Leader to call 999 and deliver appropriate first aid
- Helper 1 – Get other children to Basecamp/classroom safely away from incident.
- Helper 2 – Assist helper 1 to get children to Basecamp/classroom then meet ambulance and direct paramedics to casualty
- Helper 3 – Alert school office who will contact relevant people and send out extra help and then support helper 1 in Basecamp/classroom.

Helper 2 role:

Support in area allocated for the session.

Helper 3 (First Aid Trained)

Name of Forest School Leader: Erin Bushell/Natalie Potter

Name of Setting: Polehampton Infant School

Phone Number of Setting: 01189340246

Postcode: RG10 9HS

What 3 Words:

Emergency Procedure:

- FS Leader to call 999 and deliver appropriate first aid
- Helper 1 – Get other children to Basecamp/classroom safely away from incident.
- Helper 2 – Assist helper 1 to get children to Basecamp/classroom then meet ambulance and direct paramedics to casualty
- Helper 3 – Alert school office who will contact relevant people and send out extra help and then support helper 1 in Basecamp/classroom.

Helper 3 role:

Be based in Basecamp (the lodge)

Administer minor first aid Basecamp (the lodge)

Monitor children entering and exiting the building to use the toilet.

Alert School Office in an emergency.

Tool Risk Assessment/Maintenance/Storage and Safety Measures

| Name of Tool | Use / Storage | Maintenance | Hazards | Safety Measures | Risk/Benefit Analysis |
|--------------|--|---|---|---|---|
| Scissors | Use: Cutting rope, string, tweed, long grasses etc Storage: In locked box in Storage chest in Base camp (The Lodge). | Stored in a clean dry place Cleaned of mud, dirt, moisture. Ensure handles are not broken/cracked. | Cuts and lacerations. | Scissors to be kept in a locked box. Staff to demonstrate safe use and carrying of scissors. Staff to show where they are to be used. | Fine motor skills, confidence, and awareness of surroundings. Hand eye coordination. Life skills – scissors are used in school and home. |
| Peeler | Use: Whittling small sticks, peeling bark, and cutting string. Storage: In locked box in Storage chest in Base camp (The Lodge). | Stored in a clean dry place. Cleaned of mud, dirt, moisture Ensure handles are not broken/cracked. Clean with WD40 when used. | Cuts and lacerations Incorrect use can cause risk of cuts and grazes. | Ratio of 1:4 Only to be used with Forest School Leader. Instruction on proper use by Forest School leader before use (eg; peel away from body, keep eyes on tool whilst using it, hold in one hand and keep blades away from legs). | Fine motor skills, confidence, and awareness of surroundings. Hand eye coordination. Life skills – peeling skills are used in cooking at school and home. |
| Billhook | Use: For splitting wood, removing sizeable chunks with force, for cleaving Storage: In a locked tool box in the storage chest in Base camp (The Lodge). | Store in waterproof tool box. Make sure the blade is clean and dry before storing away and that the sheath is covering the blade. Use a cloth and WD40 to clean and dry the blade. Sharpen using a sharpening stone. | Improper use of Billhook can cause cut and lacerations, caught skin, be dropped onto feet or bare skin causing grazes. Bruises caused by Billhook slipping or missing impact. | Only to be used with the Forest School Leader. Must be return to the storage box when not in use Safe working area maintained and kept clean of obstacles Safe distance maintained. Billhooks must have a sheath on when not in use. Billhooks used with bare hands. Check understanding with individuals before use. Key information: To split wood one person must hold the handle with both hands with | Team work, communication skills, fine motor skills, increased gross motor strength, hand – eye coordination skills, interaction with natural materials and confidence and an awareness of their surroundings. |

| | | | | | |
|---------|--|---|--|---|--|
| | | | | the blade on the top of the wood. The second person will use a mallet or a piece of wood to bang down on the top of the blade to split the wood, this can be repeated until the log is split. | |
| Bow Saw | Used: for cutting wood (anything larger than a 2p). Stored: In the locked chest closest to school in Base camp (The Lodge). | Make sure the blade is clean and dry before putting away. Make sure the sheath is over the blade. Clean using a cloth and WD40 to remove dirt and moisture. Difficult to sharpen blade due to shape of the cutting edge. Keep a spare blade. | Cuts, lacerations, caught skin, dropping onto feet or exposed skin causing bruises, grazes, or cuts. Incorrect or improper use may cause cuts or grazes. Risk of branches on tree hitting someone if cutting branches on trees. | 1:2 ratio. Keep hands away from blade. Ensure the blade is covered when not in use. Must always be returned to the chest when not in use. A protective glove must always be worn on the hand NOT holding the tool. Check understanding with individuals. Visual check of tools before use. Check blade tension. Key information: Generally the bowsaw will be used by two children at a time. One holding at the hand guard and the other child the handle at the opposite end. Wood being sawn must be supported on a safe cutting bench. | Teamwork and communication skills. Fine motor and gross motor skills. Hand eye coordination. Confidence and awareness of surroundings. Interaction with natural materials. |
| Mallet | Use: To provide a force to tools that split wood. To hammer pegs into ground. Storage: In the locked chest closest | Store in a waterproof container in a locked chest. Remove loose dirt and bits of wood. | Cuts, bruises, hits to hands and other parts of the body. Dropping onto feet or exposed skin causing | 1:2 ratio. No gloves on tool. Walking and passing hold handle. Hit Billhook, axes and gauges into wood not other | Teamwork and communication skills. Fine motor and gross motor skills. Hand eye coordination. Confidence and awareness of surroundings. |

| | | | | | |
|------------------|--|---|--|---|--|
| | to school at Base camp (The Lodge). | | grazes and bumps. Missing aim and causing flying debris. Incorrect or improper use of mallet could cause a risk of bruising and/or fractures. | materials or floor. Check understanding with individuals. Key information: Hold the handle of tool next to leg with head facing downwards. | |
| Tent pegs | Use: Securing tarpaulin and shelters into the ground. Storage: In a box in chest closest to school in Base camp (The Lodge) | Store in a dry place. Remove dirt before putting away. | Cuts, scrapes, punctured skin, and risk of standing on them if left on the ground. Throwing and hitting someone with them causing bumps or cuts. | No glove use. Key information: Keep pegs away from faces, do not run with them. Use a solid surface to hammer them into ground (mallet). | Danger awareness. Communication and teamwork. Creating own resources. Learning to keep self and others safe. Fine motor and gross motor skills. Hand eye coordination. |
| Secateurs | Use: for cutting small branches and twigs. Storage: In locked chest closest to school at Base camp (The Lodge) | Store in a box in the locked chest. Use cloth and WD40 to clean moisture and dirt from blade. | Cuts, lacerations, caught skin. Dropping onto feet or exposed skin. Catching fingers when cutting. | 1:2 ratio. Only to be used with the Forest School Leader. A protective glove must be worn. Keep hands away from the blades. Must be returned to the locked chest when not in use. | Fine motor skills. Confidence and awareness of surroundings. |
| Spade/Fork/Trawl | Use: moving earth, digging, aerating the soil. Storage: In a box in the chest closest to school in Base camp (The Lodge). | Clean mud and dirt off after each use. Check for cracks and breaks. | Cuts, scrapes, bruises, and grazes. Debris in eyes or mouth. | 1:10 ratio. Instruct children to carry larger tools upright with handle up. Warn children of danger to others if used incorrectly. Cuts to be cleaned with running water before covering. | Danger awareness. Learning to keep other and selves safe. Fine and gross motor skills. Eye hand coordination. Traction and transportation exploration. |
| Fire starter | Use: spark for starting fire. Storage: In a clean dry | Make sure it is kept clean and dry. | Cuts, scrapes, bruises, and grazes. | 1:1 ratio. No glove use. Use towards a flat surface. | Learning to keep self and others safe. Fine and motor skills. |

| | | | | | |
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| | box. In locked chest closet to school at Base camp (The Lodge) | | | Ensure fingers are clear of the sliding steel. | |
|--|--|--|--|--|--|

NB Standard Safety Measures for all tools:

- Appropriate clothing worn.
- Supporting adults briefed before activity.
- Cutting equipment maintained and in good, clean working order.
- Equipment counted back in.
- Appropriate emergency procedures in place (first aid kit in bag, procedures for summoning help for serious injury).
- Must only be used in the designated tool area.

Risk Assessment and Safety Measures

| Hazard | Harm | People at risk | Measures to be taken | Responsibility and timescale | Risk Benefit Analysis |
|-------------------------|-----------------------------------|----------------|---|-----------------------------------|-----------------------|
| Waste/litter | Glass, druguse, metal cans | All | Pre-visit check and continuous monitoring. Children not to pick up rubbish but inform adultif they see something hazardous. Remove and dispose of safely following school procedure for waste disposal. | Leader prior to and during visit | |
| Animal droppings | Contamination and disease | All | Pre-visit check and continuous monitoring. Sign to say No Dogs on school property. Remove and dispose of safely following school procedure for waste disposal. | Leader prior to and during visit. | |
| Boundaries | Escaping children Public entry | Children | Ensure the gates are closed when in FS area. And boundaries are held between the school and the field to the Green World area. Children will be informed of the boundaries and a member of staff will monitor it. If leaving school site, we will ensure safe supervision way to and from site following guidelines on School Risk Assessment Policy. Inform | All on visit | |

| | | | | | |
|---------------|---|----------|--|--|--|
| | | | children of boundaries, staff supervise boundaries when in site. Staff to be aware of members of the public walking along the footpath. Children to be reminded of Stranger Danger | | |
| Fences | Broken fences falling on person, someone escaping through them. | All | Check fences are intact and safe especially after stormy weather – replace as necessary | Leader prior to visit | |
| Trees | Falls | Children | Leader with Outdoor First Aid always present. Leaders to support children to manage their own risk. | When children using the climbing tree. | Climbing help gross motor planning, managing own risks. Awareness of surroundings. |

| | | | | | |
|----------------------|---|-----|--|--|--|
| Tree branches | Branches falling Children falling due to branch breaking | All | Pre-visit check and continuous risk check to look for dead wood hanging in trees, dead branches and damage to trees. Remove hanging dead wood Remind children of risks. Annual check by Tree Safety Company | Leader prior to visit and all staff on visits. | |
|----------------------|---|-----|--|--|--|

| | | | | | |
|---|---|----------|--|---------------|--|
| Tree Roots and stumps | Tripping and landing on them Falling off stump | All | All participants reminded to walk around with care under the trees Show new participants the exposed roots and inform of danger Remind children to take care on tree stump and look before leaping off | Safety sweep. | |
| Tree sticks | Hitting Poking Scraping | Children | Establish safe stick rules. Sticks for playing = arm length maximum Sticks for den building to be dragged to site check around before lifting | Safety sweep. | Fine motor, gross motor, awareness of surroundings. Imagination. |
| Tree Sawdust | Saw dust in eyes | All | Wear safety goggles when cutting especially on windy days. First aid kit to include eye wash tubes Leader to flush eyes immediately and follow school first aid policy. | Safety sweep | |
| Berries and other seeds on flora | Poisoning | Children | Remind children every session of the No pick, No lick policy. Remind children not to put anything in mouths. Wash hands carefully before eating. | Safety sweep | |

| | | | | |
|--|--------------------------------------|-----|--|--|
| Fungi | Poisoning | All | Remind children of No pick, No lick policy. Remind them not to put hands in their mouths and to wash hands after session. | Safety sweep. |
| Nettles otherweeds | Stinging Allergic reactio n | All | Make participants aware of nettles and other weeds Keep central play area clear of nettles and weeds All participants to wear long trousers | Safety sweep |
| Bees, Wasps Mosquitos Ticks | Stings, bites | All | Check area for nests – particularly the willow as wasps are attracted to it in June/July Avoid contact with bees/wasps Leader with Outdoor First Aid always present. Call 999 if anaphylactic reaction to sting Children to wear long trousers. Parents reminded to check for ticks after visit. | Safety sweep. Guidance for parents re ticks. Copy of leaflet in handbook. |
| Fire | Burns Fire out of control | All | Leader with Outdoor First Aid always present. School safety policy adhered to and safety procedures followed. Fire only in allocated space. <i>Separate risk assessment in handbook.</i> | Leader prior to and on visit. |

| | | | | |
|----------------------|--|--|--|--|
| Fire Lighting | Fingertip burns from matches Sparks in eyes | | Leader with Outdoor First Aid always present. Fire lighting on a 1:1 basis. Strict supervision by all staff Children taught safe and correct methods of lighting fires First aid – eye wash | |
|----------------------|--|--|--|--|

| | | | | |
|--------------------------------|---|-----|--|--------------|
| Cooking | Burns to mouth Burns to hand when handling pan, tinfoil, cooking stick | All | Leader with Outdoor First Aid always present. Cooking on a 1:1 basis Strict supervision by all staff Children taught safe and correct handling of cooking implements Gauntlets/gloves provided | All on visit |
| Inappropriate behaviour | Disruption to the activity. Physical harm to self Causing accidents to others Deliberate harm to others Compromise of safety rules eg by fire or with tools | All | Leaders to watch for sign of frustration or aggression. Practice de-escalation techniques. Staff to radio office or SLT to assist or remove participant Staff to remove other participants to safety if required. | |

| | | | | |
|--------------|-------------------------------|-----|---|--|
| Ropes | Burns Whipping injuries | All | Remind children and adults to use gloves when using ropes to hoist or drag. Remind all to take care when ropes are thrown, eg, over branches when den building. Children reminded to take care if skipping or twirling with ropes to avoid injury to others. Ropes never left out, and must be placed at a low height when in use. | |
|--------------|-------------------------------|-----|---|--|

| Date | Signed | Date of next Review |
|-------------------------------|----------------|----------------------------|
| 8 th November 2021 | Erin Bushell | January 2022 |
| 8 th November 2021 | Natalie Potter | January 2022 |

Parent Information Letter

Dear Parents and Guardians,

On Wednesday 10th November we will be starting our exciting new Forest School!

Forest School is about exploration, resilience and learning in a stimulating, relaxing and natural environment. It allows our children freedom with purpose. Every child deserves to have the opportunity to experience the awe and wonder of the world by experiencing nature first hand, where the awe and wonder of the world truly lies.

Forest School is an inclusive initiative that fosters:

- Confidence
- Independence
- Self-esteem
- Resilience
- Problem Solving
- Ability to establish boundaries for risk taking
- Communication and language skills
- Physical development - fine and gross motor skills
- A knowledge of flora and fauna and its beauty, importance, and value.
- A connection with nature that will instil a desire in learners to protect and conserve it.



Some Forest School activities will include:

- Collaborative shelter building and bug homes
- Quiet moments of reflection
- Wildlife watch and conservation
- Pond dipping
- Telling and listening to stories
- Forest art
- Planting and harvesting
- Learning the first stages of knots and lashings
- Campfires with a hot chocolate treat.
- Team games

To ensure your child is able to participate they will **need to wear the following kit to school:**

Long sleeves and trousers in all weathers – to protect children from scratches, stings, and ticks during certain seasons.

In cold or wet weather.....

- Layer up (e.g. vest, long sleeve top and a fleece).
- A hat and pair of gloves (not mittens).
- Waterproof layer (puddlesuit/waterproof trousers)
- Winter coat
- Waterproof footwear

- Warm socks
- In warmer weather;
- Sun cream protection
- Sun hat
- Sturdy closed toe shoes

Please provide a spare pair of socks in your child's bag.

The children will be engaging in outdoor Forest School activities **every Wednesday** (unless advised) in our school grounds for the duration of the morning.

We will be outside in all weathers unless deemed unsafe e.g. severe rain, high winds or thunder and lightning. The trained Forest School leaders Mrs Bushell and Mrs Potter will have carried out a risk assessment prior to the running of each session.

We are so excited to start our Forest School adventure! Please do not hesitate to ask if you have any further questions.

Kind Regards

Mrs Bushell, Mrs Potter, and the Blue Class Team.

Please share the Forest School Promise with your child and ask them to sign in agreement.

Our Forest School Promise

At Forest School, we follow the country code, our Forest School safety rules and respect each other and the world around us. We are aware that we share the space with plants and wildlife and we need to learn and play in a way that will not damage or harm anything.

I will look after our Forest School.

I will listen to the Forest School Leaders.

I will not pick anything that is growing, only things from the floor.

I will not put my fingers or anything else in my mouth.

I will stay within the boundary.

I will leave gates closed.

I will protect plants and animals and take our litter away.

I will consider others.

I will leave Forest School as I find it.

Signed _____

Site Management and Ecological Impact Plan

Year 1

| Factor | Location | Current Situation | Preventative/Development Measures | Check /Managed by | Timescale |
|-----------------|---|---|--|---|--|
| Tree Management | See tree map below | Trees are all under careful and regular surveillance and managed by an outside management team. | Regular monitoring by Forest School staff as part of safety sweep. Inform tree management if any concerns. | Regular monitoring by Forest School staff as part of safety sweep. Tree management team. | See Tree action plan below. Familiarise trees during the first year |
| Pathways | Field only as all other locations have brick, tarmac or woodchip pathways . | In the winter the field pathways may get muddy, slippery and worn. | Encourage children to make a path around the edge of the field. | Divert children if path becomes too muddy. Cover with woodchips. | 1 Year Monitor to ensure that one main path is being defined so that the rest of the field eco-system is not damaged. |
| Plant Trees | Field | | | | 1 Year |
| Pond Management | Near Front door or school. | Rarely used | Manage water levels and algae. Manage flora growing in the pond area to enable easier access for Forest School learners. Introduce more flora. Build a hedgehog ramp. | Forest School Leaders and children. Flora management team (outside groundwork agency) Forest school leaders and children. | Ongoing Ongoing 1 year |

| | | | | | |
|------------|--------------------------------------|-------------------|---|---|-------------------------|
| Habitats | Green World | N/A | Monitor wildlife areas and log pile to see what wildlife is using the area | Forest School Leaders | 1 year and then ongoing |
| Wildflower | Den building area Green World | N/A | Plant in den area and in Green World planter to encourage wildlife e.g. bees and butterflies. | Children Parent volunteers, school staff Forest School Leaders | 1 year |
| Nettles | Green World and Den building area | All under control | Regular monitoring and cutting back where necessary | Forest School Leaders Outside groundwork agency | Ongoing |
| Brambles | Green World | All under control | Regular monitoring and cutting back where necessary | Forest School Leaders | Ongoing |
| Grass | Base Camp 2 | | Monitor how the use affects the ground, not much grass grows here but it might get muddy | Forest School Leaders | 1 year |

Year 2

| Factor | Location | Current Situation | Preventative/Development Measures | Check /Managed by | Timescale |
|-----------------|---|---|---|---|-----------------------------|
| Tree Management | See tree map below | Trees are all under careful and regular surveillance and managed by an outside management team. | Regular monitoring by Forest School staff as part of safety sweep. Inform tree management if any concerns. | Regular monitoring by Forest School staff as part of safety sweep. Tree management team. | See Tree action plan below. |
| Pathways | Field only as all other locations have brick, tarmac or woodchip pathways . | In the winter the field pathways may get muddy, slippery and worn. | Encourage children to make a path around the edge of the field. | Divert children if path becomes too muddy. Cover with woodchips. | Ongoing |
| Plant Willow | Den area on the field | To create more of a defined and | Regular coppicing by Forest School Leaders and children. | Forest School Leaders | 2 year |

| | | | | | |
|-----------------|--|---|---|--|-----------------------|
| | Between Green World and Car parking spaces | secluded area which will aid with wild growth. Create a green screen. To use for whittling. | | | |
| Pond Management | Near Front door or school. | Rarely used | Increase biodiversity of the pond and surrounding area to encourage wildlife. Manage water levels and algae. Manage flora growing in the pond area to enable easier access for Forest School learners | Forest School Leaders and children. Flora management team (outside groundwork agency) | 2 year Ongoing |
| Nettles | Green World and Den building area | All under control | Regular monitoring and cutting back where necessary | Forest School Leaders Outside groundwork agency | Ongoing |
| Brambles | Green World | All under control | Regular monitoring and cutting back where necessary | Forest School Leaders | Ongoing |
| Spring Bulbs | Green World | | Increase the different types of flora on the site | Forest School Leaders and Children | 2 year |
| Bird Houses | Green World and Field | None | Build habitats for birds to encourage to Forest School site. | Forest School Leaders and Children | 2 year |
| Grass | Base camp 2 | | Move the log circle to the other side of the tree so the ground can recover | Forest School Leaders and helpers | 2 year |

Year 3

| Factor | Location | Current Situation | Preventative/Development Measures | Check /Managed by | Timescale |
|-----------------|--------------------|---|--|---|-----------------------------|
| Tree Management | See tree map below | Trees are all under careful and regular | Regular monitoring by Forest School staff as part of safety sweep. | Regular monitoring by Forest School staff | See Tree action plan below. |

| | | | | | |
|------------|---|--|---|---|--|
| | | surveillance and managed by an outside management team. | Inform tree management if any concerns. | as part of safety sweep. Tree management team. | Familiarise trees during the first year |
| Pathways | Field only as all other locations have brick, tarmac or woodchip pathways . | In the winter the field pathways may get muddy, slippery and worn. | Encourage children to make a path around the edge of the field. | Divert children if path becomes too muddy. Cover with woodchips. | Monitor to ensure that one main path is being defined so that the rest of the field eco-system is not damaged. |
| Habitats | Green World | N/A | Build/buy a bee hive | Children Parent volunteers, school staff Forest School Leaders | 3 year |
| Wildflower | Den building area Green World | N/A | Plant in den area and in Green World planter to encourage wildlife e.g. bees and butterflies. | Children Parent volunteers, school staff Forest School Leaders | 3 year |
| Nettles | Green World and Den building area | All under control | Regular monitoring and cutting back where necessary | Forest School Leaders Outside groundwork agency | Ongoing |
| Brambles | Green World | All under control | Regular monitoring and cutting back where necessary | Forest School Leaders | Ongoing |
| Vegetables | Green World | N/A | Enhance children's awareness off where food comes from, biodiversity | Forest School Leaders and Children | 3 year |

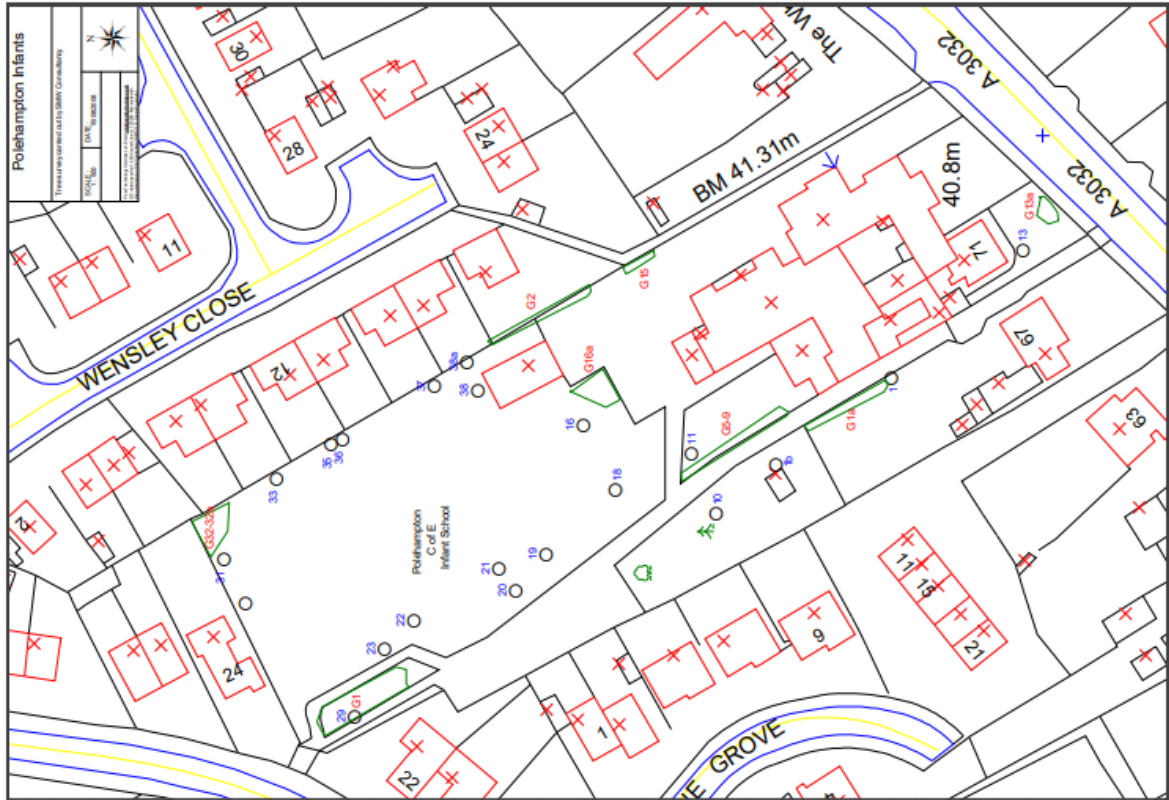
Forest school might impact parts of our site, specifically the school field. Lots of walking on the grass can have a detrimental impact in this. The grass will end up dying back and will not grow properly and then these areas will become muddy and slippery in the wet weather. To help with this we are going to make

sure the from base camp 2 around to the den building area that the children and adults use the same path all the time, this should ensure that only a small path is affected. If we find that the area gets very bad we will change the way the path goes. If it gets too muddy we will lay some wood chips down to help.

As we don't have many trees on site and some are quite young, if we used the wood from them for activities we would soon kill back the trees, so that we can leave our trees to grow and flourish we have contacted some local tree surgeons who have agreed to provide with sticks and branches when need them.

We are going to try and help encourage wildlife to our Forest School area by improving the pond area and also by making sure we build some areas around our site for bugs and also leaving some areas (piled up branches and twigs) so that the wildlife has somewhere safe to live. In the future we would also like to invest in a Bee hive. By planting some wild flowers in the den area and in green world we should also encourage wildlife which should help the trees and plants to pollenate.

Fire impact will be monitored but as we have a raised fire grate the impact should be minimal. The ground around the Fire might be impacted be use as it is also Base camp 2, we will monitor the impact over the course of the year. If it gets too muddy we have the option of moving it to the over side of the tree.



| Tree ID | Species | Age | Height | General Condition | Overall Condition | Action | Priority | Comments | Owner |
|---------|-------------------------|-------------|--------|---|---|-------------------------------------|----------|-------------------|---------|
| 1 | Holly (Ilex aquafolium) | Mature | Medium | Base & Stem obscured. Union at 4m satisfactory. Branches & Leaves satisfactory | Good | None | | | Private |
| 1b | Buddleia | Semi mature | Small | Small shrub adjacent to garage | Satisfactory | Crown raise over bins | 6 months | | School |
| 10 | Holm Oak | Mature | Medium | Base, decay present in multi stemmed tree. Small fungal fruiting body present (monitor) | Previous pruning works evident. Tree regularly trimmed to reduce end weight | Crown raise over car parking spaces | 6 months | Pollarded in 2014 | School |

| | | | | | | | | | |
|----|-------------------------------|-------------|--------|--|--------------|----------------------------|----------|------------------------------|--------|
| 11 | Apple (malus sp) | Mature | Small | Base, Stem, Branches, Unions & Leaves satisfactory | Good | None | | | School |
| 13 | Flowering Cherry (Prunus) | Mature | Small | Base, Stem, Branches, Unions & Leaves satisfactory | Satisfactory | Remove dead branches | 6 months | | School |
| 16 | Silver Birch (Betula pendula) | Mature | Medium | Stem, Branches, Unions & Leaves satisfactory. Base obscured by play equipment. | Good | None | | | School |
| 18 | Pear | Mature | Small | Base, Branches, Unions & Leaves satisfactory. Stem has heavy lean | Satisfactory | None | | Reduced in 2013 | School |
| 19 | Field Maple (Acer campestre) | Young | Small | Base, Stem, Branches, Unions & Leaves satisfactory | Good | None | | Young tree establishing well | School |
| 20 | Field Maple (Acer campestre) | Semi mature | Small | Base, Stem, Branches, Unions & Leaves satisfactory | Good | None | | | School |
| 21 | Red Oak | Semi mature | Small | Base, Stem, Branches, Unions & Leaves satisfactory | Satisfactory | Remove dead lower branches | 6 months | Young tree establishing well | School |
| 22 | Apple (malus sp) | Semi mature | Small | Base, Stem, Branches, Unions & Leaves satisfactory | Satisfactory | None | | | School |
| 23 | Ash (Fraxinus excelsior) | Semi mature | Small | Base, Stem, Branches, Unions & Leaves satisfactory | Satisfactory | Remove small dead branches | | Tree suppressed by G1 | School |

| | | | | | | | | | |
|-----|--------------------------------|-------------|--------|--|--------------|--|----------|--|--------|
| 29 | Scots Pine (Pinus sylvestris) | Mature | Medium | Base, Stem, Branches, Unions & Leaves satisfactory | Satisfactory | Remove part dead low branch over hanging walkway | 6 months | Previously reduced, no adverse effects | School |
| 30 | Malus | Semi mature | Small | Base, Stem, Branches, Unions & Leaves satisfactory | Good | None | | | School |
| 31 | Silver Birch (Betula pendula) | Mature | Medium | Base, Branches, Unions & Leaves satisfactory. Stem has peeled bark (possibly caused by children) | Good | None | | | School |
| 33 | Elder | Semi mature | Small | Base, Stem & Unions ivy clad. Branches & Leaves satisfactory | Satisfactory | Remove extended growth to reduce crown spread | 6 months | | School |
| 35 | Pear | Mature | Small | Base, Stem, Branches, Unions & Leaves satisfactory | Satisfactory | None | | Tree reduced in 2014 | School |
| 36 | Pear | | | | | | | Tree removed | School |
| 36a | Walnut (between 36 & 37) | Young | Small | Self set tree | Satisfactory | Remove (due to severe nut allergy) | | | |
| 37 | Hawthorne (Crataegus monogyna) | Mature | Small | Base, Stem & Unions ivy clad. Branches & Leaves satisfactory | Good | None | | Tree reduced in 2015 | School |
| 38 | Pear | Semi mature | Small | Base, Stem, Branches, Unions & Leaves satisfactory | Satisfactory | None | | | School |

| | | | | | | | | | |
|------|--|-------------|--------|---|-----------------------------------|---|----------|--|---------|
| 38a | | | | | | | | Tree removed | School |
| G1 | Group including Yew (Taxus baccata) | Mature | Medium | Hedge causing no H&S concerns | Satisfactory | Prune back end by front gates. Prune back on walkway side. Strip back ivy as much as possible | 6 months | Hedge starting to get a little 'spready' | School |
| G1a | Hornbeam (Carpinus betulus) | Semi mature | Small | Tidy hedge regularly clipped | Satisfactory | Reduce down by 2m | 6 months | | Private |
| G2 | Holly (Ilex aquafolium) Leyland Cypress (X cupressocyparis leylandii) | | | | | | | Removed | Private |
| G5-9 | Holly (Ilex aquafolium) | Mature | Medium | Hedge clipped adjacent to path. No H&S concerns | Satisfactory | Clip hedge back hard. Remove dead stem | 6 months | | School |
| G13a | Holm Oak, Buddleia, Yew (Taxus baccata) | Semi mature | Small | Small group forming the boundary hedge | Satisfactory | None | | | School |
| G15 | Elder, Pyracantha | Semi mature | Small | Hedge starting to encroach on sheds, play areas etc | Satisfactory | Remove dead pyracantha | 6 months | | School |
| G16a | Sumac. Holly | Semi mature | Small | Base, Unions, Branches & Leaves satisfactory. Twin Stem at base | Sumac removed. Holly satisfactory | Clip back from path and play area | 6 months | | School |

| | | | | | | | | | |
|------------|------|----------------|-------|---|--------------|------|--|--|--------|
| G32 32a | Pear | Semi mature | Small | Base, Stem, Branches, Unions & Leaves satisfactory | Satisfactory | None | | | School |
|------------|------|----------------|-------|---|--------------|------|--|--|--------|

Totem Pole - Adjacent to school drive shows no signs of excessive decay although it should be noted that this is a dead structure that is being kept in place by a dead root system.

As part of our sustainability we will receive sticks and branches to use from some local tree surgeons.

21

Appendices 1

From: RPA Claims CM <RPA.CM@davies-group.com>
Sent: 06 July 2021 12:27
To: Finance <Finance@polehampton-jun.wokingham.sch.uk>
Subject: RE: Polehampton Schools, Forest Schools

Good afternoon,

Thank you for your email. We can confirm that the RPA will provide cover for the forest school activities. The Employers Liability section will provide an indemnity to the school if the school is legally liable to pay damages or compensation to a school employee if they are injured in the course of this activity. The public liability section of the RPA will provide an indemnity to the school if the school is legally liable to pay damages or compensation to a third party, if the third party is injured or third party property is damaged in the course of this activity. Pupils would be deemed third parties.

The RPA will only provide an indemnity to the school, if the school for example is using another organisation in the provision of this activity that organisation will need to have in place third party public liability insurance and you would need to obtain permission, if you've not done so already, to use non-school areas to carry out the forest school activities, especially in light of COVID 19 restrictions.

In addition to the above the RPA requires members to maintain a minimum standard of Risk Management which will includes:

- undertaking risk assessments as required by legislation
- taking all reasonable precautions for the safety of Property
- taking all reasonable precautions to prevent loss, destruction, damage, accident or injury
- setting and maintaining systems for the protection of property, Employees, pupils and third parties
- compliance with the laws of England and Wales
- compliance with UK Government guidance as appropriate

Kind regards,

Scott
RPA Claims Team

Appendices 2

What is Lyme disease?

Lyme disease is an infection caused by bacteria called *Borrelia burgdorferi*. A tick picks up the bacteria from an animal such as a mouse or bird and then passes it on to the next animal it feeds on, which could be you.

What happens if you get Lyme disease?

Symptoms start on average about 2 weeks after the tick bite. Some people get a circular red rash (see photo below) that usually spreads out from the bite. Later, you might feel ill with:

- headaches
- feeling very tired
- fevers or sweats
- pains in muscles or joints
- numbness or tingling
- facial palsy (weakness)

Lyme disease can be mild, but it can also be very serious. Lyme disease should always be treated with antibiotics.



Some domestic animals can get Lyme disease, but it seems not to affect the wild animals that carry it.

Be smart and be aware!

- Keep your arms and legs covered when walking in woodland and similar places.
- Insect repellents containing chemicals called DEET or Picaridine will help keep ticks away.
- Check for ticks regularly when you are out, brush off clothing and check pets and flowers etc. before bringing them inside. Check yourself carefully afterwards.
- If you find a tick attached, remove it quickly.

FACT: ticks can carry other diseases as well. In the UK these include Anaplasma, Babesia, Rickettsia and Tick-Borne Encephalitis Virus. Other diseases can be contracted from ticks in other countries.

Further Information

You can contact us for feedback on our leaflets or references for the information provided - see our website.

www.LymeDiseaseAction.org.uk

Leaflets are also available from:

Lyme Disease Action,
PO Box 235, Penryn, Cornwall,
TR10 8WZ, UK



Including a donation will help us in our work for people affected by Lyme disease.

Please don't bin this leaflet - pass it on.

Disclaimer: Lyme Disease Action publications are not a substitute for professional medical advice and are intended as general information only. If you have or suspect you may have Lyme disease you should consult a doctor.

LDA002.9 Reviewed July 2019, next review July 2022

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Registered Company Number 4839410



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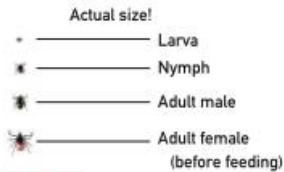
LDA
Lyme Disease Action

Ticks and Lyme Disease

Health & care information you can trust
The Information Standard

What are ticks?

Ticks have eight legs (apart from the larvae, which have six), so they are not insects, but are arachnids, and are related to spiders, mites and scorpions. They go through four stages in their life cycle - egg, larva, nymph, then adult.



This is a slightly enlarged photo of an adult female tick, which is about the size of a pea. It has fed so its body has stretched and is full of blood.

Where are ticks found?

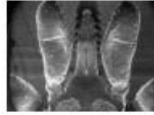
The native UK ticks tend to live in places with damp vegetation and lots of small animals and birds they can feed on.

Ticks can be found in woodland, moors, and even parks and gardens all over the UK. The Brown Dog Tick, recently imported from Europe, can survive in houses.



So how does a tick feed?

To grow from one stage to the next, the tick has to feed. It climbs a leaf or stalk, then waits for an animal or person to brush past. The tick has hooks on its front legs so that it can hang on to fur, clothing or skin. It then searches on the host for a suitable place to feed. The tick's mouth is like a hollow needle - called a hypostome. This enables the tick to stab through the skin and slowly feed on blood.



This is a highly magnified photograph of a tick's mouthparts, showing the barbed hypostome in the middle. The barbs help the tick to stay firmly attached.

If left undisturbed, the tick will stay attached for several days. Infections can be passed to you during this time. When it has finished feeding it drops off, ready to change to the next stage in its life cycle.



This photograph shows a nymph tick attached to someone's skin. Note how small it is compared to the fingernail.

How do you remove a tick?

The best way to remove a tick is to use a simple tick remover which hooks underneath the tick. Some, like the one shown, are made to be twisted as you pull to help break the grip.

Tick removers can be bought from our website or from vets and pharmacies.



If you don't have a tick remover, tie a loop of thread around the tick as close to your skin as possible and pull firmly upwards without twisting. Try not to damage the tick.

- DO NOT try to pull a tick out with your fingers! You might squeeze the contents of the tick into your body, which is more likely to make you ill.
- DO NOT try to burn the tick or cover it with vaseline or any other creams or chemicals.
- DO NOT scrape or cut the tick: remove it whole.
- DO disinfect the area around the bite using antiseptic cream, after you remove the tick.

Wrap tick in tape and dispose of, or send it to www.gov.uk/guidance/tick-surveillance-scheme

What if I have been bitten?

Don't panic! Not all ticks carry diseases, so you might not get ill. Just remove the tick as described above.

Lyme disease can be serious, so if you get a rash or you feel ill in the first six weeks or so after a tick bite, see a doctor straight away.

Appendices 3

- Behaviour
- Anti-bullying
- Prevent Radicalisation
- SEND
- Accessibility
- Health and Safety
- Medicines
- Parent Code of Conduct
- Keys Academy Trust Whistle blowing
- Keys Academy Trust Safeguarding
- Keys Academy Trust Complaints
- Wokingham Rainbow Plan Policy – Critical Incidents

A copy of all policies are kept in the staff room and can also be found on the school website.

