

Forest School Handbook
at
Longwood Primary
and
Little Oaks Preschool



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Forest school Ethos

What is Forest school?

Forest School is an approach in learning that delivers a holistic, child led learning experience of the natural environment around them. All students at Longwood and Little Oaks are given an opportunity to develop a sense of achievement, self confidence and self-esteem whilst actively learning in the outdoor natural environment

Forest School is different in its learning approach to the curriculums its focus is on the whole child. In an environment outside the formal educational settings of classrooms, nature creates its own learning environment outlined by safety routines and established boundaries. Children experience active learning, in a less structured manner which suits the individual learning styles of many children.

The outdoor environment sessions offer children opportunities to develop their own interests and curiosity of the world around them. By physically playing games, investigating nature and partaking in activities which encourages social collaboration with others.

Forest School enables children to experience managed risk and make their own decisions and therefore encourage a more confident individual, who can self-regulate, grow in self-esteem, gain self-confidence and socially interact with others.

Principles and criteria for good practice

Principle 1: Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School.

Principle 2: Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.

Principle 3: Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.

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

Principle 5: Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.

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

How it links to the National curriculum and EYFS

National curriculum Links

Forest school offers children the opportunity to make cross curricular links throughout their learning. With a focus on PHSE, this offers our pupils the opportunity to play a positive role

in contributing to the life of the school and the wider community. In so doing we help develop their individual interests, sense of self-worth and collaboration with others.

- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues and carry out good practice;
- Understand what makes for good relationships with others;
- Have respect for others;
- Be independent and responsible members of the school community;
- Be positive and active members of a democratic society
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues;
- Develop good relationships with other members of the school and the wider community.

EYFS LINKS

- Personal Social and Emotional Development Forest school gives children the opportunity to develop their own interests and attune to the world around them. Children can try new activities and take risks when they are ready, such as climbing on logs, erecting dens and using hand tools. They will learn how to conserve and protect nature, how to maintain hygiene outdoors and keep the environment safe and clean.
- Communication and Language Children will broaden their vocabulary and develop their listening skills in one-to-one and group activities as well as developing conversational skills in practical ways. Working together and gathering in a circle to share stories, snack feelings, or a task in the woods has few external distractions, which encourages children to converse with each other and adults alike. This can be done both verbally and non-verbally.
- Physical Development Children build their core strength by negotiating uneven terrain, climbing trees, getting up and down to the ground, moving logs, jumping, walking, running and rolling down hills. Children will develop fine motor control and strength in their wrists by using tools, picking up and carrying objects and drawing and painting with natural objects and pigments.
- Literacy Children will have opportunities to develop mark making and writing skills with mud or dirt with sticks or feathers. Songs, rhymes and poems, fiction and non-fiction books, and oral storytelling of familiar tales. Language and literacy can be enhanced by the natural environment.
- Mathematics Children can explore concepts such as counting, measurement by comparing length, height, size, capacity and weight of objects. Practical activities such as den building, cooking, collecting kindling and sticks for fire or through imaginative play can enhance and build on skills already acquired.
- Understanding the World Children will have opportunities to find out and identify natural living things. Children naturally show curiosity by talking and asking questions about what is seen and what is happening. Enhancing this observing and exploring children can appreciate the changes in the natural environment.
- Expressive Arts and Design The natural environment gives children the opportunity to explore colour and texture through mark making, nature rubbing and creative play. Opportunity is provided to explore and create music through imaginative play and creative storytelling.

A typical Forest School session

Sessions are intended to encourage children to play comfortably outdoors, exploring the natural environment. The outdoor environment allows children to be creative in an outdoor setting and have the space to explore activities that interest them.

(Staff provide a loose structure to each session and the children's interests dictate what each session looks like.)

Sessions will always include a beginning and an end of session activity which encourages group gatherings. These activities give the opportunity to gather together and share their experiences and reflect on the session.

It is important that the children are suitably dressed for the seasonal weather so that they keep warm and dry. When children feel comfortable, they can tackle anything that our weather can throw at them!

Before any session starts the following guidelines will be followed:

All staff, volunteers and parent helpers will familiarise themselves with the Forest school handbook and the policies within it before taking part in the session.

- The Forest School leader will remind parents of the kit list at the beginning of term.
- The Forest school leader will gather all the equipment needed for the session using the check list.
- The equipment will include a register.

The Forest school leader carries out a dynamic risk assessment at the site. This will include:

- Checking for faeces and dangerous objects
- Checking for any increased risks due to changes in the weather
- Carry out all safety checks in line with the risk assessment
- Cut any dangerous eye-level branches
- Prepare boundary markers
- Forest school leaders will ensure tools are in good condition and the First Aid kit is complete.

On the day of a forest school session:

The children will be gathered, and the children will be encouraged to retrieve their own outdoor clothing and dress independently.

- When all staff and children are present the Forest school leader will take a headcount. The group will put up a shelter if required.
- During the session there will be activities which may include any of the following:
 - Cooking over an open fire, Knot tying, Map reading, Team games, Problem solving activities,

- Identifying trees, flora and fauna, Den building, making musical instruments,
 - Art projects, Tool work, listening to poetry and stories outside, tracking skills, Learning about animal habitats,
 - Experiencing all weathers, Working closely with natural resources such as Mud, Sand, Clay, Water.
- At the end of the session: There will be a 'tidying-up' time when everyone will be expected to take part.
 - Any tools used will be counted back into tool bags
 - Any stumps or logs used will be hidden or returned to the wider area so as not to leave a foot print on the environment.
 - Take shelters down.
 - Remove any litter from the site.
 - All the children will be encouraged to help to carry equipment if appropriate.
 - Before leaving the forest/ forest school area, the Forest School leader will carry out a headcount.
 - We will leave the forest/forest school area with a Forest school leader at the front of the line and a member of staff at the rear and one in the middle.
 - All equipment will be cleaned if necessary or left to dry.
 - All equipment will then be returned to the designated safe area and locked away

Forest school rules

The rules for Forest School will be introduced to the children on the first session and reinforced at the woods. The following is a list of the main hazards and dangers with the suggested rules in brackets which will be developed with the children:

- Sticks - Take care when carrying sticks. If you are Stick carrying-hold your stick towards the ground (demo)
- Good looking Good listening
- No pick, no lick.... wild fauna and flora are for us to enjoy and look at (demo)
- Nettles and brambles - they scratch and are to be avoided.
- Berries, Fungi etc - We only eat food brought with us
- Hygiene - Try not to put your fingers in your mouth and eyes. Wash our hands before eating using wipes and a hand sanitizer.
- Branches - they could flick back into the face of the person behind you, therefore, help your friends with these (demo)
- Fire circle - do not walk into the fire circle, unless invited by an adult.
- Tools use according to tool talk(demo)
- When you hear "1, 2, 3 where are you" answer with "123 I'm here"
- Have fun!

Equipment for Forest School

Outdoor First Aid Equipment List for Forest School:

- Sterile Wipes
- Plasters of various sizes
- Conforming Bandages

- Non-adhesive square bandages
- Scissors
- Surgical tape
- Hand gel
- Disposable gloves
- Safety pins
- Eye dressings
- Paracetamol
- Sterile water bottle
- Hypo allergenic sun cream (summer)
- Bite and sting spray repellent
- Children's specific medication and details
- Burns kit
- Tick card

Happy Bag kit for Forest School

First Aid Kit /burns kit

- Tarpaulin
- Ground sheet
- Roll mat
- Boundary markers
- String/rope
- Register
- Change of clothes [emergency]
- Snack and drink requirements
- Resources specific to the session

Kit List for Children

Winter

- Vest or T-shirt
- Long sleeved top
- Hooded top / fleece or thick jumper
- Thick socks (thermal or two pairs of thin ones)
- Waterproof jacket
- Trousers
- Wellington boots
- Hat, gloves and scarf.

Summer

- Long sleeved T-shirt or top
- Full-length light trousers
- Socks

- Wellington boots
- Sunhat
- Sunglasses (if required.)

It is essential that each child has a change of suitable clothing on the premises in case they need to be changed out of wet or soiled clothing after a forest school session, particularly a change of socks.

Risk Assessments

A Site Risk Assessment is undertaken each week and a Dynamic Risk Assessment is made prior to every Forest School session at our site.

In addition, an Activity Risk Assessment will be established prior to any activity that may require it. These will include: whittling, cutting wood, fire lighting, cooking on an open fire and palm drilling. Specific additional risk assessments will be undertaken for children whose medical condition or whose behaviour requires them.

The risk assessment process is detailed below:

- We look for potential hazards.
- We decide who might be at harm.
- We think about how harm may occur and the worst outcome that we could face.
- We evaluate the current level of risk.
- We decide on a course of action or set of precautions that will be put in place to minimise the potential risk.
- We then re-evaluate the level of risk once our course of action and precautions have been put in place.
- A risk assessment is created and collated in the Forest School risk assessment file.
- All adults accompanying the group are required to review and sign each relevant risk assessment to show that they have read and understood the assessments.
- We regularly monitor and review each risk assessment, half termly and amend as needed.

Policies and Procedures

Fire Safety Policy

Campfires and the use of Kelly kettles are an important part of a forest school session and will be used in many sessions. We aim to ensure that all children and adults participating in forest school sessions with fires and/or storm kettles will do so safely and with as little risk to their health as possible.

Location

- Only previously agreed area will be used for campfires (fire pit)

- Campfire area is enclosed, and stones are in place to prevent the spread of fire and to mark the area visually for the group.
- Storm kettles are only used on flat ground.

Positioning of Children and Adults

- Fire areas are surrounded by seating at least 2 metres from the fire pit
- When the campfire is in use, children are not permitted to access the area without permission.

When allowed to access the campfire, children must walk around the outside of the seating and wait for permission to step over. Once permission has been given, they must kneel whilst by the fire (demo).

- Once seated around the campfire, the children must remain seated until directed by an adult to move.
- Long sleeves and trousers must always be worn.
- Children are not permitted to throw anything onto the fire.
- Advice on the appropriate way for dealing with smoke will be given to the children: they are advised to turn their head to one side, placing their hand across the face, to close their eyes and count to 30 (or ask an adult/peer to count for them)
- If there is a clear wind direction, seating in the line of smoke is to be avoided.
- If wind direction is variable, the leader should rearrange the seating if at all possible.

Cooking

All forest school leaders are level 2 food hygiene trained.

If food is to be cooked at Forest School, the Forest School leaders are responsible for ensuring that the food has been transported, cooked and stored in a 'safe to eat' manner. Cool boxes will store foodstuff such as milk/ protein /fish, all contained in separate sealed containers.

Clean cooking utensils/ eating apparatus /disposal items will be taken to site and cleaned and returned to storage after use.

The basic principles of safe food preparation can be summarised as the '4Cs':

- clean: wash your hands, surfaces and utensils properly and keep them clean
- cook: cook food properly
- chill: chill food properly
- cross-contamination: avoid spreading food poisoning bacteria between foods by cross contamination

Disposal of food litter and waste

For effective waste management, A bin bag is always taken for the removal of food and litter, any oils will be cooled and poured into specified containers, this will be taken off site and disposed of appropriately by Forest School leader.

Wastewater is to be poured into a predetermined designated area without causing any harm to the natural environment (away from running water or causing damage / slipping hazard).

Safety and Responsibility

- The forest school leader is permitted to light fires/children under one to one supervision by forest school leader.
- Fires are lit using a fire steel and natural kindling.
- No flammable liquids are to be used to light or accelerate fires.
- No plastics are to be burnt.
- If sessions involve children adding fuel to the fire, this must be done with one to one adult supervision.
- Sticks/wood must be placed, not thrown, from the side of the fire. The hand should never go over the fire.
- A fire safety glove must be worn at all times by anybody maintaining or cooking on the fire.

Extinguishing

All fires must be extinguished at the end of a session.

- A bucket of water should always be to hand during campfire sessions.
- Whenever possible, all fuels should be burnt off to ash.
- Forest School Leaders should ensure that any large remains of wood, especially when using a long log fire, are separated from one another.
- At the end of the session, the fire must be doused down with water and stirred until all
- smoke and steam has ceased.
- Large build ups of potash need to be dispersed. This must only be done when it has totally cooled. It will be disposed of safely and responsibly
- The use of a fire blanket is available should it be necessary to use one.

Kelly kettles

- Forest School Leaders are to light the fire in the fire pan. Children under one to one supervision by the forest school leader.
- The Kelly kettle must be placed on flat, clear ground.
- Children can feed the fire with one to one supervision, but they must have been shown how to do so safely. Stick held at the end and dropped in from the side; hand should never be placed over the top of the kettle.
- Fuel should burn itself out, but if it doesn't it must be extinguished with water (see above)
- The Kelly kettle will be removed from the fire pan by one of the Forest School leaders. To do this safely they will lift the kettle using the sides of the metal handle, pouring will then be controlled by using one hand on the top of the handle and the other on the chain.

The Kelly kettle should never be heated with the cork in.

Poor weather conditions

We will not go to Forest School if the conditions are deemed dangerous such as in high winds, during thunder storms, or during periods of extreme cold. When it is raining, a shelter will be built immediately by a trained adult so that there is a sheltered area available to all, from the beginning of the session. Many of our activities can be carried on site, such as our tracking, sensory and team games. Therefore, the children will not miss out on their Forest School.

Conditions deemed as dangerous are:

- If trees blowing more than 20 degrees, or if group leader feels uncomfortable take emergency 'safe' route out ASAP.
- Use indoor areas or shelter outdoors (away from trees) areas as alternative.

Absconding Policy

If it is discovered that a child is missing from the group, the situation will be taken very seriously from the outset and the following emergency procedure will be implemented:

- The Forest School Leader shall be informed immediately.
- Activity for the rest of the group shall be suspended in order that up to two members of staff, including the Forest School Leader if appropriate, may be released to conduct a search which shall last no more than five minutes. Using the "1,2,3 where are you?" strategy.
- The remaining children will be given a low risk activity to complete, within the camp area by the remaining adult/s, being mindful not to increase anxiety of the group.
- If, after the five-minute search, the child has not been located, the Forest School Leader will phone 999 and alert the police.
- Longwood primary school staff will be informed so that they can contact the child's parents and inform them of the situation.
- Staff should corroborate details of the situation, including last known position of the missing child and any timings. These will be recorded on the Emergency Procedures Record Sheet.

Toileting Procedure

- Toilets are on site

Off site

If toileting is an emergency

- A place is allocated at the site, 40 metres away from public paths and water courses.
- If the child finds that he/she needs to relieve themselves when some distance away from the site, the child will be taken 40 metres away from public paths and water courses behind a large tree out of view. The same toileting procedure will then follow.
- Eco friendly toilet paper is used.
- A hole of approx. 12 inches is dug for faeces. Children are told that they can use a stick if they have missed the hole. Earth is replaced after completion.
- Children wash their hands with hand sanitizer gel.
- Children still requiring nappies, all soiled items will be removed on exit of site.
- Potty use. Children will use item and follow procedure above for Faeces.

Irregular occurrence, uninvited person/stranger

- The intruder will be challenged and asked to leave politely.
- If a child is involved then the police should be called, and the child/children involved should be removed from the situation and made to feel safe.
- Follow Longwood primary school procedure
- Parents/guardian should be briefed by FS leader as soon as possible.

Behaviour problems

It is essential that the children follow the Forest School rules and adhere to the directions that the FS Leader is giving to ensure safety for all. If it occurs that these rules are not being adhered to and behaviour in individuals begins to escalate, the following procedure should be followed.

- Members of staff to use de-escalation strategies.
- Remove other children from area of risk (if deemed necessary).
- Return to school if necessary.
- Debrief child after a calming down period.
- Log incident.
- Inform parents/guardian.

Eating Policy

Longwood primary school recognises that raising awareness of the Woodland environment increases children's interest in edible berries and fruits, which may be found outside. However, there is no safe way of ensuring that children will always eat correct berries and/or fruit, or that appropriate berries and/or fruit will be clean.

There is also the possibility that by promoting the correct ingestion of berries and/or fruit at sessions may lead to incorrect identification by children when out of school. With these considerations in mind, Longwood primary school adopts the following Policy on the eating of food during Forest School sessions:

- Forest School sessions will adopt a nil-by-mouth policy with the following exceptions:
 - Hot drinks made in Kelly kettles for the group, from commercially available products such as hot chocolate
 - Drinks and foods which link directly to the topic, such as elder cordial, which will only be sourced from commercially available products
 - Snacks brought with us from the school.
- In such cases, the Forest school Leader will be responsible for checking that no member of the group has any listed allergy to any of the products;
- The staff will carefully monitor the children to ensure no berries and/or fruit from the forest are consumed
- Children will be taught, at an age appropriate time, reasons why berries and/or fruit from the woodland may not be eaten during forest school sessions. They will be reassured that fruit from the woodland can be safe to eat but can equally be dangerous and that adult (i.e. parent) supervision is very important in ensuring only the correct berries are eaten.
- Longwood primary school will provide snacks to be cooked on open fires and consumed.

- These may not always be a healthy eating option i.e marshmallows but will always have value as to the way they are cooked or resourced.

Hand Tool Policy

General rules for tool use:

- All tools must have an individual risk assessment in Health and Safety folder
- Ensure safe storage at school 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 there is a designated tool area where the Forest School Leader and child will sit or kneel when using the tool.
- First aiders and first aid kit close by.

Tool Use and Storage Procedure

The decision to introduce tools into a Forest School session will be made by the Forest School Leader. Tool use will be planned into sessions but if the leader deems that it is not the right time then tools will not be introduced.

- Tools are kept in a locked toolbox to which the children will not have access.
- All tools are counted out and in of the toolbox.
- All tools are used for a specific purpose. Their correct use and transportation will be modelled by adults at all times (**Tool talk**).
- Tools will only be used in designated areas which will be a safe distance from active children.
- Tools may only be transported by walking, never running.
- Tools that are damaged will be immediately removed from use and made known to the forest school leader to be de commissioned.
- Ensure that tools are dry before storing them.
- All tools should be stored in a locked toolbox.
- All bladed tools must be maintained to ensure they are sharp.

Billhook

Billhooks are used to split or cleave wood and should be used with a 1:1 ratio.

- Carefully remove the billhook cover and visually check the blade for damage or debris.
- Check that the billhook head is firmly attached to the handle with no movement.
- Use a blade of grass or a piece of paper (never along the length of the blade) to check for sharpness.
- Use a large wood block to support the wood to be split.

- Ensure that any observers are to the side and not at the front or behind the tool user. They must be a safe distance away from the tool when it is in use.
- Ensure that the wood to be split is a suitable width and length.
- The billhook should be placed along the top of the wood to be split.
- The billhook is used without gloves, dominant hand on handle and other hand steadying the top of blade.
- Your partner will ask if you are ready, and how hard and how many hits you are expecting from the mallet.
- Billhooks should be carried with the cover on, handle in the hand, cutting edge facing backwards and the arm held to the side.
- After use ensure that the billhook is clean and free from debris. Place the billhook cover over the head and return to it to the tool box.

Bow Saw

Bow saws are used to cut wood larger than an 2cm in diameter. Bow saws are used on a 1:1 ratio in a buddy pair with adult, or two children supervised by an adult. There are two types of bow saw blade:

- Raker tooth – used for cutting fresh (green) wood
- Peg tooth – for cutting old wood

Safe Usage

- Remove the bow saw from the tool box.
- Visually check the bow saw for damage.
- Check that the blade is firmly attached to the saw with no movement or rattling and that the nuts and bolts are secure.
- Carefully remove the blade cover and visually check the blade for debris or dust.
- Test for sharpness by doing a test cut.
- Use a log to support the wood to be cut with helpers holding the opposite end.
- Use the cross-hand method to secure the wood until the blade can no longer be seen above the wood to be cut.
- Using the saw in the dominant hand pull the saw along the wood towards the body to create an indent into the wood. Repeat three times. **(to me to you)**
- Continue to saw forwards and back.
- Upon completing, place the blade cover back onto the blade.
- Carry the bow saw by the handle with the cutting edge pointing backwards and the arm held by the side.
- Maintain the bow saw by spraying oil such as WD40 and wiping with a paintbrush.

Fixed Blade Knife

Fixed blade knives may be used to whittle and shape wood. Fixed blade knives are to be used 1:1 ratio only.

- Remove the knife from the toolbox and visually check it with the sheath on.
- Check the knife blade is securely attached to the handle.
- Remove the blade from the sheath holding the sheath in the non-dominant hand.
- Visually check the blade for damage and debris.

- Hold the knife in the non-dominant hand by the handle with the cutting edge facing up.
- Check the blade for sharpness by using a blade of grass or a piece of paper (never along the length of the blade) to check for sharpness.
- Use the knife whilst sitting or kneeling, hold the knife in the dominant hand and the wood in the non-dominant arm supported by the knee. Always cut away from the body.
- Carefully remove any swathe from the knife by wiping carefully with a cloth.
- Place the knife back in the sheath ensuring the blade is sitting in the grooves.
- Transport the knife by holding it downwards, cutting edge facing backwards with the arm held by the side.
- Maintain the blade by cleaning with oil and a cloth and sharpening it using a knife sharpener.

Loppers

Loppers are used to cut wood more than 2cm in diameter. They should be used to cut wood below shoulder level. They should be used with a 1:1 ratio.

- Remove the loppers from the toolbox and carry out a visual check.
- Ensure that the arms of the loppers move freely and do not feel loose.
- Open the loppers and place one arm against the shoulder and the other arm opened downwards and held against the leg. Visually check the blade for signs of damage and debris. Using the thumb of your dominant hand run it across, never along the blade, to check for sharpness.
- Use the loppers below shoulder height ensuring all hands are well away from the blades.
- Carry the loppers horizontal to the ground with blade facing downwards.
- Maintain the loppers by removing any debris using a light oil and a cloth.

Secateurs

Secateurs perform the same job as the loppers but should be used on wood approximately 1-2cm in diameter.

- Remove the secateurs from the toolbox and visually check the secateurs ensuring that there are no signs of damage.
- Unfasten the safety clip and ensure that the arms are secure.
- Place the secateurs with a log between the handles and visually check the blades before running the thumb of the dominant hand across the blade, never along, to check sharpness.
- Cut wood by placing wood to be cut between the blades and squeeze the hands.
- After use secure the secateurs by the safety clip and place them back into the toolbox.
- Maintain the tool by cleaning the blade with a light oil and cloth.

Hand Drill

A hand drill is used for drilling holes into wood for craft purposes.

- The drill piece will be attached and removed by an adult. The drill piece box will be placed back into the toolbox.
- The Forest School leader will demonstrate the drilling technique on an appropriate wood block showing the children how to hold the tool safely.
- The Forest School Leader will demonstrate the safe kneeling position to children, kneeling on one knee with the opposite foot securely on the floor to steady them.
- Adults will hold the wood block securely in place with one hand and the top of the drill with the other to steady the drill as the child holds the side handle with one hand and uses their prominent hand to wind the drill.
- The hand drill must be returned to the toolbox immediately after use

Forest School Accident and Emergency Procedures

Emergency Action Plan

If an emergency occurs on the Forest School site, the FS leader should maintain or resume control of the group overall. They will, however, delegate responsibility when necessary. The group leader will:

- Establish the nature and extent of the emergency as quickly as possible.
- Administer first aid treatment if appropriate
- Phone for an ambulance if appropriate. Another adult may be asked to do this (Details of our site's exact location is on a laminated map in the forest school folder)
- Ensure that the entire group are safe and looked after and kept together.
- All other adults will be told as soon as possible and allocated roles; roles may be changed as needed.
- First Aid box will be on site.
- Inform the school of the name of the casualty and details of their injuries plus action taken so far.
- The head teacher will notify parents, providing as full a factual account of the incident as soon as possible.
- Keep a written account of all events, times and contacts after the incident.
- Complete an accident report form as soon as possible. Contact HSE or LA (R.I.D.D.O.R.) or Ofsted as necessary

NB:

- No-one in the group should speak to the media.
- The names of those involved in the incident should not be given to the media as this could cause distress to their families. Any enquiries from journalists must be referred to the Head Teacher.