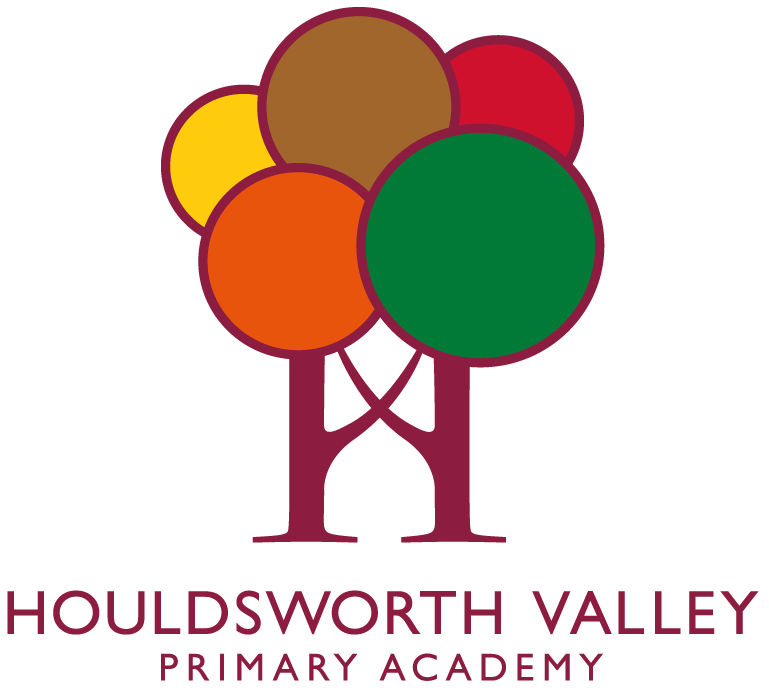
**Forest School and Outdoor Learning Guidance Documents and Procedures**



Date of review: Autumn Term 2023

Date of next review: Autumn Term 2024

**AIMS**

**We aim:**

* To provide a clearly defined guidance document that can be easily understood by parents, teachers, other staff and volunteers.
* To develop a shared understanding of the Forest School ethos and its implementation at our school.
* To provide a Forest School learning environment that gives opportunities for children to develop holistically.

Within this document, the term ‘Forest School Practitioner’ refers to a member of staff, adult volunteer and/or professional who holds a minimum Level 3 Forest School Practitioners qualification.

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**1. INTRODUCTION**

**1.1 Forest School Statement**

At Houldsworth Valley we are committed to promoting knowledge of the world, curiosity and critical thinking. Forest School is an important and valuable element to the children’s experience at Houldsworth Valley School. It enables children to connect with nature and foster a sense of respect and ownership with the outdoor environment. Forest School activities are delivered by a trained practitioner and are designed to develop self-confidence and self-esteem through hands on learning experiences. The children learn to be safe, keep their friends safe and treat the outdoors with respect.

The following six principles underpin the of delivery of Forest School (taken from the Forest School Association):

1. Forest School is a long-term process of regular sessions which enables a cycle of planning, observation, adaptation and review.
2. Forest School takes place in a natural environment to support the development of a relationship between the learner and the natural world.
3. Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.
4. Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
5. Forest School is run by qualified Forest School practitioners.
6. Forest School uses a range of learner-centred processes to create community for being, development and learning.

At Houldsworth, we recognise that Forest School is a cross-curricular teaching tool that provides children with the opportunity to build and extend their knowledge across a broad range of areas, such as mathematics, science, geography, PSHE and art.

By the time our children leave Houldsworth, they will have the skills and confidence to use their knowledge in a variety of practical situations. They will have developed a level of curiosity and independent thinking that will enable them to thrive, both inside and outside the classroom.

More information on Forest School can be found at http://www.forestschoolassociation.org/what-is-forest-school/

**1.2 Coverage Plan**

Highlighted skills are only covered in sessions led by a practitioner who holds a minimum Level 3 Forest School qualification.

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| **Tools**   * Introduction of basic tool safety * Following instructions to keep safe (including pond safety) * Independent use of simple tools (scissors, butter knife, hammer, stones, trowels, forks) | **Personal / Social**   * How to dress appropriately for the weather * Following Forest School expectations * Playing and exploring * Trying new experiences with adult support | **Shelter**   * Building a shelter for a toy * Build a den using loose parts * Building stick towers |
| **Fire**   * Introduction of fire circle etiquette * Fire circle songs * Hot chocolate around the fire circle | **Nature**   * Identify seasonal differences * Noticing differences in leaf shapes * Recognising basic minibeasts * Attempt to climb a tree with support | **Rope**   * Making joins with elastic bands * Threading * Cutting string safely |

**EYFS** Nursery and Reception

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| **Tools**   * Continuation of tool safety * Introduction of mallet, potato peeler, secateurs * Sharing how to use tools safely with others | **Personal / Social**   * Expressing feelings and emotions * Working collaboratively in small groups * Trying new experiences with confidence * Demonstrating pond safety | **Shelter**   * Investigating different animal homes * Selecting appropriate site for a shelter * Building a lean-to shelter |
| **Fire**   * Observing adults starting and safely extinguishing fires * Fire safety rules * Collecting dry sticks * Cooking items on a stick over fire | **Nature**   * Identify 4 trees * Identify differences between dead and living plants * Identify 5 minibeasts * Identify differences in animal prints * Climb a tree with support | **Rope**   * Wrapping a stick with wool * Tie an overhand knot and a half hitch * Making a friendship bracelet * Make a spider’s web |

**KS1** Year 1 and Year 2

**Lower KS2** Year 3 and Year 4

|  |  |  |
| --- | --- | --- |
| **Tools**   * Continuation of tool safety * Introduction to use of more advanced tools (saw, loppers etc.) * Introduction of bit and brace | **Personal / Social**   * Cooperate and communicate in group activities * Reflecting on Forest School experiences * Having own ideas | **Shelter**   * Build a ridge line shelter * Build a ridge pole tarp shelter * Build a wattle wall |
| **Fire**   * Extinguishing a fire * Producing a spark with a fire steel * Lighting cotton wool pads safely * Collecting and grading firewood | **Nature**   * Finding fungi * Identify 8 trees * Identify different parts of a tree * Identifying different pond life | **Rope**   * Tie a timber hitch * Sheer lashing * Square lashing * Reef knot * Cleaning and coiling rope |

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| **Tools**   * Continuation of tool safety * Introduction of knife use * Using willow for weaving * Controlled use of tools * Selecting appropriate tools for a purpose | **Personal / Social**   * Taking on different role within the group (leading, teaching, supporting) * Reflecting on Forest School experiences * Talk about the Forest School rules and say why they are important | **Shelter**   * Build a tipi * Build a log wall * Build a free-standing ridge pole tent * Build a bough bed * Create a waterproof shelter |
| **Fire**   * Build and maintain a fire * Producing char cloth * Creating an ember on char cloth * Cooking a simple dish * “Leave no trace” fires * Fire triangle | **Nature**   * Spot and identify different birds * Creating ID sheets for trees/birds/minibeasts * Encouraging wildlife into an area | **Rope**   * String a bow * Tie a twig loom * Erect a rope bridge * Make nettle cord |

**Upper KS2** Year 5 and Year 6

**1.3 Forest School Staff**

We understand that in order to run Forest School sessions and adhere to the Forest School ethos, sessions need to be run by a practitioner with a minimum level 3 accredited qualification.

At Houldsworth Valley School, these practitioners are,

Tina Campan - Abbeycroft Leisure

In order to develop an understanding of the Forest School ethos, teachers and support staff have received Forest School Level 1 training.

**1.4 Outdoor Learning Staff**

At Houldsworth Valley School, we recognise the benefits of taking learning outside. It is not necessary for Outdoor Learning sessions to be led by a practitioner holding a specific qualification.

**It is important for all those supporting either Forest School or Outdoor Learning sessions to sign and date the guidance agreement to show they have read and understood this document (see Appendix A).**

**2. THE SCHOOL SITE**

**2.1 Forest School Area**

The school has an area on the field by the stables used for Forest School sessions.

Areas of interest:

* Freshly cut willow is very flexible and can be used for weaving.
* The centre of the willow branch is very soft and can be pushed out to make beads.
* Hornbeam and Hawthorn burn well and make good firewood and charcoal.
* Elder wood can be used to a variety of things from beads to wands (like in Harry Potter).

**3. ECOLOGICAL IMPACTS**

During Forest School and Outdoor Learning sessions we aim for all our participants and staff to develop a high level of respect for the natural world and encourage all to be involved in decisions about their environment and safety. We aim to operate in a way that minimises waste, optimises recycling and promotes the reuse of materials.

**3.1 Minimising Impacts**

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| --- | --- | --- | --- |
| **Impact on site** | **Impact on the ecosystem** | **Immediate and long-term action to maintain or improve biodiversity** | **Actions** |
| Disturbance | Causes a negative effect on all wildlife across all levels of the ecosystem. | **Immediately** - keep away from shrub layer during spring. | If necessary, barriers or ropes will be used to mark boundaries for working within.  Practitioners will teach children about growing plants and flowers. |
| **Long-term** – develop a range of habitats within the school site. | Children and adults will create different wildlife homes for the site, e.g. bird boxes, bug hotels etc. |
| Trampling | Causes a negative effect on the wildlife in the ground layer and those that feed from the ground flora. | **Immediately** – when possible, keep to footpaths. | Pathways to be kept clear.  Dried grass or hay to be laid in muddy areas. |
| **Long term**- create stepping stone footpaths to access different areas of the school site to enable wildlife to flourish around the stones and mini-beasts to live underneath. | Children will help adults to choose where stepping-stones should be placed.  In repeatedly muddy areas, stones may be added where access is required. |
| Fires | Have a negative effect on the soil chemistry of the ground layer.  Increases in PH levels, carbon, phosphorous etc. that can be harmful to some plants as other essential nutrients may be depleted. | **Immediately** – Designate fixed locations for fires. | Forest School Practitioners will ensure the location for fires is safe and suitable.  Practitioners will ensure all fires are extinguished before leaving the site. |
| **Long-term** - Use a fire bowl to minimise the impact of the fire to the ground. |
| Wildlife | Habitats are disturbed, damaged or removed across all layers of the ecosystem. | **Immediately** – Designate areas for the development of habitats. | The Forest School Practitioner will educate children on different habitats helping wildlife. Children will avoid working in areas designated as habitat areas. |
| **Long-term** - develop a range of habitats within the school site. | Children and adults will create different wildlife homes for the site, e.g. bird boxes, bug hotels etc. |
| Bringing organic materials on site | The introduction of new species may affect existing flora across all levels of the ecosystem.  Food waste may encourage pests or increase numbers of certain species. | **Immediately** – identify the existing species present within the school site.  Only eat food within specific areas and dispose of waste responsibly. | The Forest School Practitioner will produce a species identification sheets suitable for both children and adults.  Children will be educated on caring for the environment and steps that can be taken to reduce harm.  Food waste will be collected and disposed of responsibly. |
| **Long term –**species introduced will be pre-existing or native to the area.  Develop areas for composting and recycling. | Children and adults will work together to design and develop the school site, including identifying areas suitable for composting and recycling. |
| Bringing non-organic materials on site | Non-organic waste takes a very long time to decompose, effecting the composition of the ground layer.  Litter is damaging to wildlife across all layers of the ecosystem. | **Immediately** – Rubbish and other goods will be removed from the school site after use. | Children and adults will be responsible to ensure any non-organic items brought onto the school site are removed at the end of every session. |
| **Long term -** Natural materials will be used whenever possible when building items such as bug houses and bird boxes.  Identify if there is need and develop areas for waste disposal. | Children will be educated on different materials and the importance of using natural materials within the school site.  Children and adults will identify if there is a need to provide litterbins for non-decomposable waste. |
| Use of natural materials for activities | Over-collection of leaves may lead to a reduction of leaf-litter and affects water retention and decomposition cycle.  Collecting dead wood causes a negative effect to the decomposition cycle.  Habitats are disturbed, damaged or removed across all layers of the ecosystem.  Cutting live wood damages growing trees across canopy and shrub layers. | **Immediately** –  Only collect the minimum amount of resources for activities.  Only 20% of a plant/tree will be harvested in one year.  Forest School practitioners will evaluate the amount of dry, dead wood before having a fire. | Children and adults will be mindful about the leaves and flowers they use.  The Forest School leader will monitor the harvesting of plants/trees.  The Forest School Practitioner will limit the frequency of fires to ensure a suitable amount of dead wood is left within the site – it may become necessary for firewood and kindling to be brought onto the site. |
| **Long-term** – maintain and develop the living Willow on site.  New plants and trees will be planted in areas of need. | Children and adults will help to maintain the willow house. The harvested willow can be used for Forest School and Outdoor Learning activities.  The children will decide on specific areas for dead wood conservation.  The school site will be monitored and new plants/trees will be planted where necessary. |

**4. HEALTH AND SAFETY**

**4.1 Staff and Training**

Practitioners with the minimum Level 3 accredited Forest School qualification always lead Forest School sessions. Outdoor Learning sessions can be led by all members of staff.

**4.2 Managing Risk**

We understand that taking risks is an important part of learning and developing. Forest School sessions provide a safe and supportive environment in which participants can learn about risks, challenges and personal safety.

When possible, the site used for Forest School or Outdoor Learning sessions should be visited and assessed prior to the arrival of a group. Site assessments should identify any significant hazards and take action or precautions to reduce the risk to a safe level. Specific site issues should be discussed with the Headteacher or member of the Senior Leadership Team.

**4.3 Shared Information and Responsibility**

Any special knowledge of the group, such as Special Educational Needs and Disability (SEND) or allergies, are useful when planning activities. It is the responsibility of the session leader to ensure any necessary information is acquired before sessions begin.

**4.4 Ratios**

During all Forest School sessions, **a minimum of two adults must be present** at all times – i.e. the Forest School Practitioner and another member of staff supporting the group.

The ratio for Forest School sessions within school grounds must be minimum **2 adults: whole class** (excluding staff required for SEND support).However, to ensure appropriate support and supervision of children of different ages and abilities throughout the school, this ratio must be reviewed by the Forest School Practitioner before each session. If the group of children are to be taken off the school site, the minimum ratio must be reduced to **1 adult: 6 children**.

For Outdoor Learning sessions, it is the responsibility of the class teacher to ensure the level of supervision is adequate to the needs of the group.

**4.5 Clothing**

It is our aim for children to experience all seasons therefore, to ensure children are sufficiently protected from the weather and the environment, it is important for children to be wearing appropriate clothing and footwear.

Children should wear long sleeves and long trousers in both cold and hot weather. This is particularly important during the summer to protect from tick bites, sunburn, stinging nettles and thorns.

Forest School Practitioners and staff must ensure all the children are appropriately dressed before Forest School sessions start.

**4.6 Food Hygiene and Eating**

It is the responsibility of the session leader to make sure they are aware of any food intolerances or allergies before the session begins.

Children must identify food with an adult before touching / picking. Children must not eat food off the ground.

All participants must be encouraged to wash their hands with water and soap before consuming any food item.

**5. EMERGENCY PROCEDURES**

It is important for all helpers and school staff to be familiar with appropriate emergency procedures. Removing the group from potential threat and providing first aid can resolve most emergencies. However, in the event of a serious incident, services must be contacted, and the appropriate procedure followed.

**In order for emergency procedures to be followed, it is essential for staff leading Forest School or Outdoor Learning** **sessions to carry a school radio (set to channel 2) and a mobile telephone.**

**5.1 EMERGENCY ACTION PLAN**

Minor injuries would be treated as they would within school and recorded and reported to parents and carers in line with school policy.

In order to quickly deliver first aid, an outdoor first aid kit is available inside the pond area shed.

In the event of a major injury, the school office must be informed after dialling the emergency services and, if necessary, an additional member of school staff should be requested.

**5.2 Fire Evacuation**

In the event of a fire evacuation, school procedures must be followed.

**5.3 Lockdown Procedure**

In the event of a school lockdown, the School Lockdown Procedure must be adhered to.

**If there is a lockdown incident during Forest School or Outdoor Learning** **sessions:**

* Lockdown will be initiated via Teams - with the teacher receiving the message.
* In both incidences, staff and children must be brought back into school through the nearest available entrance.

**5.4 Environmental Hazards**

Insect bites and stings can be common, particularly in the summer months. Usually these only cause minor irritation. However, in rare cases, a serious allergic reaction to a bite or sting can require immediate medical treatment.

Site risk assessments must be carried out to identify any hazardous flora within the school sites. School staff should identify common hazardous plants (such as, stinging nettles and brambles) to the children and teach them to avoid coming into contact with it.

If a member of the group is exposed to a hazardous plant or fungi and they have a reaction, the appropriate First Aid procedures must be followed.

**6. WEATHER**

*“There’s no such thing as bad weather, only unsuitable clothing”*

Alfred Wainwright

It is the responsibility of the session leader to check weather forecasts before each session. If necessary, activities and plans may need to be adjusted to suit weather conditions. consider the factors below.

**6.1 Wind**

* The site must be checked after any high winds.
* Fires must not be lit if wind at Beaufort scale 4 (see Appendix B).
* Careful consideration must be taken to the site of Forest School and Outdoor Learning sessions if wind is at Beaufort 6 or above. If necessary, the session must be moved indoors.

**6.2 Temperature**

* Children are reminded to wear appropriate clothing for weather conditions.
* Shade should be provided in hot weather.
* Time spent outside should be adjusted accordingly.
* In cold weather, more active activities should take place.

**6.3 Thunder and Lightning**

* Forest School and Outdoor Learning sessions must be cancelled if thunder and lightning are forecast.
* If thunder and lightning occur during a session, the group must immediately be brought inside.

**6.4 Snow**

* Time outside may need to be reduced if the children are showing signs of being too cold.
* Children must wear appropriate clothing suitable for snowy conditions.

**6.5 Rain**

* Shelter should be provided during heavy bouts of rain.
* Appropriate clothing should be worn.

**7. FIRES, TOOLS AND ACTIVITY GUIDANCE**

**7.1 Fire Procedure**

It is the responsibility of the Headteacher and Forest School leader to ensure all those participating in sessions with fires, do so safely. **Fires must only be lit by a practitioner with a minimum level 3 accredited qualification**.

**Permission + Fuel + Air + Ignition + Water = Fire**

Before lighting a fire,

* **An adult must manage, supervise and be responsible for the fire at all times**.
* Smoke inhalation should be reduced by only burning dead wood. If there is clear wind direction, seating in the line of smoke should be avoided.
* Fires must only be lit in suitable defined spaces within in a fire bowl.
* The fire must be a minimum of **1.5 meters away from any seating area.**
* Participants must only be allowed to light fires under 1:1 supervision of an adequately trained practitioner using suitable materials and equipment.
* Flammable liquids must **not** be used to light or accelerate fires.
* All participants must be given clear guidelines about how to behave and move around the area when the fire is lit. Fire safety and log circle rules must be revisited before lighting a fire.
* Long hair must be tied back, sleeves rolled up and any loose clothing (such as toggles and ties) secured out of the way.
* **All fire fuel must be placed onto the fire from the side.**
* Flames should be **no higher than 12 inches** and width of the fire **no bigger than 18 inches.**
* **An open bucket of a minimum of 5 litres of clean water** must be within reaching distance of a lit fire at all times.
* Note where other related safety equipment is located; **heatproof gloves, a burns kit and fire blanket.**
* Children must kneel on one or both knees when cooking on the fire.

When extinguishing fires,

* **All fires must be fully extinguished** and all traces removed.
* Whenever possible, all fuels should be burnt off to ash.
* The fire must be **doused down with water** and stirred until all smoke and steam has ceased.

**7.2 Tool Procedures**

It is our aim to ensure all people participating in sessions with tools do so safely and with as little risk as possible. The following guidelines are to be followed when using tools and must be outlined to children and helpers prior to starting the activity:

* All **tools must be checked by the session leader to ensure they are fit for purpose** before the session begins.
* The session leader must demonstrate the correct and safe use of all tools.
* The session leader must demonstrate how the tools should be carried safely.
* **Tools must be counted when handed out and counted back in** again when finished.
* Tools must be kept in a designated safe area when not in use.
* **Walking around with open / unmarked tools must not be permitted.**
* **Running with tools is prohibited.**
* **Using tools as weapons or to intimidate is prohibited.**
* **Safe working distances** (safety bubble) and suitable ratios must be maintained at all times.
* All children and helpers must wear correct Personal Protective Equipment (**PPE**) for tool use.
* **Adequate training on the safe use of tools must be obtained before using tools with children.**

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| **Axe** | * **An axe must only be used under the supervision of a practitioner trained in using tools with children.** * Must be kept with blade sheath on and in a tool bag * Should be carried at your side with the blade sheath in place * Gloves and long trousers must be worn * Cutting surface should be secure and stable * When using, ensure the working space is clear from obstructions and people * Children must be supervised **1:1** during use * When splitting wood, the axe is placed on top and hit with a wooden mallet * Wipe the blade clean after use and ensure the blade is dry before placing the sheath on. |
| **Butter Knives and Potato Peelers** | * **Adults must receive basic training on the use of butter knives and potato peelers before using in Outdoor Learning sessions.** * An adult to child ratio of up to 1:2 can be operated when using potato peelers or butter knives. * Once children have reached a level of competence, ratios for potato peelers and butter knives can be 1:8. Other knives must always be 1:1. * A glove must be worn on the non-working hand. * Long sleeves and trousers should be worn. * Children must always be seated when using butter knives or potato peelers. * Children must be at least 1 meter away from each other (safety bubble). * When using a butter knife or potato peeler, legs should be apart with elbows resting on knees. * Always move the butter knife or potato peeler away from your body and into a clear space. * Wipe the tool clean after use. |
| **Knives** | * **Knives must only be used under the supervision of a practitioner trained in using tools with children.** * Knives must be less than 4 inches in blade length * Knives must be kept in a locked tin in a designated area * Knives must be locked or kept in their cover / sheath when not in use * Knives should be carried at your side with the cover / sheath on and blade facing down * When passing knives to another person, always pass with the cover / sheath on and pass using the handle * Children must be supervised **1:1** when handling a knife. * A glove must be worn on the non-working hand. * Long sleeves and trousers should be worn. * Hair must be tied back and any lose clothing secured. * Children must always be seated when using knives. * Children must be at least 1 meter away from each other (safety bubble). * When using a knife, legs should be apart with elbows resting on knees. * Always move the knife away from your body and into a clear space. * Wipe the knife clean after use, replace any covers / sheaths, and store in lockable bag or tin. * UK Knife law must be adhered to at all times. For more information read the Criminal Justice Act 1988. |
| **Loppers** | * **Loppers must only be used under the supervision of a practitioner trained in using tools with children.** * Loppers should be kept in a tool bag. * Should be carried at your side with the hand on the shaft. * Children must be supervised **1:1** when handling loppers, once reached a level of competence this can be increased to 1:8. * When using loppers be aware that the working space is clear from obstructions, tripping, hazards and people. * Avoid cutting above head height. * Only cut branches smaller in diameter than the diameter of the lopper handle. * Clean the cutting edge after use and close loppers before storing in a tool bag. |
| **Palm Drills / Bit and Brace** | * **Adults must receive basic training on the use of palm drills or bit and brace before using in Outdoor Learning sessions.** * Should be kept in a tool bag. * Gloves must be worn on non-working hand. * The item being drilled needs to be on a secure level surface. * Drills should be carried at your side with the drill facing downwards. * Children must be supervised **1:1** when handling drills, once reached a level of competence this can be increased to 1:8 * When using drills be aware that the working space is clear from obstructions, hazards and people. * Should be cleaned after use and stored in a tool bag |
| **Rope** | * Children must respect safe practice of rope use. * Ropes should be kept in a designated area. * Children must always be supervised when using ropes. * Ropes can only be tied to branches greater than a thickness of an arm. |
| **Saw** | * **Saws must only be used under the supervision of a practitioner trained in using tools with children.** * Must be stored in a tool bag. * Must be kept with their blade guards on when not in use. * When passing saws to another person, pass using the handle. * Children must be supervised **1:1** when handling saws. * A glove must be worn on the non-working hand. * Wood lengths should be secured before sawing. * When using saws, make sure the working area is clear. * Clean the cutting edge after use and ensure the blade guard is secure before storing. |
| **Secateurs** | * **Secateurs must only be used under the supervision of a practitioner trained in using tools with children.** * Must be kept in a tool bag. * Must be closed when not in use. * Secateurs should be carried at your side with the hand on shaft. * When passing to another person, pass the handle first. * Children must be supervised **1:1** when handling secateurs, once reached a level of competence this can be increased to 1:8. * A glove must be worn on the non-working hand. * Place wood close the hinge as possible. * Only cut branches up to 2.5cm in diameter. * Clean the cutting edge after use, close and secure secateurs before storing in a tool bag. |

**7.3 Activity Guidance**

* All activities must be risk assessed prior to the Forest School or Outdoor Learning session.
* Rules and regulations for the activity must always be specified.
* Children should be shown the equipment needed to complete the activity. If tools are needed, a demonstration should be done.
* **Personal Protective Equipment (PPE) must be stated for each activity.**
* The correct PPE, such as work gloves, must be available for each session.

**APPENDIX A**

**Guidance Agreement**

I confirm that I have read a copy of the ***Forest School and Outdoor Learning Guidance Documents and Procedures For practice at Houldsworth Valley School*** and agree to abide by the policies and procedures it contains.

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| --- | --- | --- | --- |
| **Name** | **Role** | **Signature** | **Date** |
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**APPENDIX B**

**Beaufort Scale**

Indicators for unsuitable wind conditions for Forest School and Outdoor Learning sessions.

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| **Beaufort Scale** | **Description and wind speeds (mph)** | **Signs** | **Comments** |
| 0-3 | Calm to gentle breeze  (0-12) | Leaves in constant gentle motion, wind felt on face. | Ideal conditions |
| 4 | Moderate breeze  (13-18) | Small branches move. Dust and loose paper may be raised. | Generally fine for outdoor sessions.  **Campfire must not be lit.** |
| 5 | Fresh breeze  (19-24) | Small trees begin to sway. Tops of trees in noticeable motion. | Check for trees. Be prepared to move off site quickly and **move session to alternative site**. |
| 6 | Strong breeze  (25-31) | Large branches on trees in motion. Whistling heard in wires. | **Cancel session or move to alternative site**.  Move quickly off site if in woodland setting. |
| 7 | Moderate gale  (32-38) | Whole trees in motion. Resistance felt when walking against wind. | **Cancel session** |

**APPENDIX C**

First Aid kit contents checklist.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Item | Qty | Date: | | | | | | | |
|  |  |  |  |  |  |  |  |
| Gloves | 6 |  |  |  |  |  |  |  |  |
| Face Shield | 1 |  |  |  |  |  |  |  |  |
| Medium low-adherent dressing | 5 |  |  |  |  |  |  |  |  |
| Large low-adherent dressing | 5 |  |  |  |  |  |  |  |  |
| Hypoallergenic tape | 1 |  |  |  |  |  |  |  |  |
| Hypoallergenic plasters | 20 |  |  |  |  |  |  |  |  |
| Medium wound dressings | 6 |  |  |  |  |  |  |  |  |
| Large wound dressings | 2 |  |  |  |  |  |  |  |  |
| Foil blanket | 1 |  |  |  |  |  |  |  |  |
| Eye wash or 1 litre of sterile water | 1 |  |  |  |  |  |  |  |  |
| Eye pad | 2 |  |  |  |  |  |  |  |  |
| Finger Dressing | 1 |  |  |  |  |  |  |  |  |
| Scissors | 1 |  |  |  |  |  |  |  |  |
| Gauze Swabs | 10 |  |  |  |  |  |  |  |  |
| Burn dressing | 2 |  |  |  |  |  |  |  |  |
| Triangular bandage | 2 |  |  |  |  |  |  |  |  |
| Conforming bandage | 1 |  |  |  |  |  |  |  |  |
| Tweezers | 1 |  |  |  |  |  |  |  |  |
| Cleaning wipes | 4 |  |  |  |  |  |  |  |  |
| Incident report book | 1 |  |  |  |  |  |  |  |  |
| Tick Removal Tool | 1 |  |  |  |  |  |  |  |  |