**Weston Village Primary School**

**Forest School Handbook.**

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**Forest School Ethos.**

Here at Weston our approach to Forest School can be summarised as one that puts every child at the centre of their own learning. We will encourage children to make their own decisions as well as approach and solve problems within the Forest School environment. The children at Weston, will also have time to reflect on what they have learnt and skills that they have developed. All of this will be achieved in the richest of classrooms - the outdoors.

Whilst in the Forest School environment, children will gain real life experiences. They are encouraged to think ‘outside of the box’ and understand that there is no such word as can’t! In addition, children are encouraged to learn by their mistakes, direct their own learning but also take risks. All these factors will culminate in the children being able to

* Nurture their own self esteem.
* Develop healthier bodies.
* Enhance their communication skills.
* Become independent learners through real life opportunities.
* Develop their team workings skills, resilience and risk taking.
* Have love and respect for the outdoors.
* To develop perseverance.

**Code of Conduct**

General

Here at Weston there is a general code of conduct during a Forest School session:

* No Running
* Return to the learning area/base camp when an adult shouts, “1, 2, 3 where are you?” the children will reply as walking to base camp, “1, 2, 3 here we are.”
* To never throw any objects.
* To respect each other.

Boundaries

Boundaries of the Forest School have been identified to the children and this is marked by the football pitches. The children know not to go into the area unless supervised by an adult. If a child does become lost then repeatedly shout “1, 2, 3, where are you?” The children have been informed to reply 1, 2, 3 I’m over here as they would have practised this activity many times.

Picking up and playing with sticks.

Children can carry sticks no longer than their arm’s length, but they must make sure that they think how close they are to other children. The children are also informed about carrying the sticks and that they should be carried below their shoulders, not waved around and always pointed downwards. Sticks that are longer can be dragged or carried with a child at both ends. Children have been taught that they are not allowed to throw sticks, or that sticks/branches be pulled or broken off a living tree.

Rope and string use.

The use of rope and string is for the connecting and transporting of materials. Children are taught not to tie each other up or themselves. Children are taught various knots, and these should be applied when appropriate.

Carrying and transporting materials.

Children are taught how to move materials safely. This includes using the techniques of rolling, lifting, dragging/pulling their materials by using either their hands or ropes. It is explained to the children how to lift correctly by using the following procedure. Bending your knees and keeping a straight back. This is modelled by all adults. Heavier objects can be rolled, dragged or carried by more people.

Toileting

Before we go to the Forest School environment we encourage the children to go to the toilet. Our Forest School environment is currently on the school grounds and if children need the toilet they go in pairs back into school as our grounds are secure.

Eating and drinking

At Weston we have a ‘No picking, no licking’ concept and this is applied always. Children are informed at the beginning of each session that they should not eat anything in the Forest School environment such as berries, seeds or fungi (mushrooms). Children are also reminded about not putting their hands/fingers into their mouths during Forest School or up their noses. Anytime that we do take snacks or drinks outside then we ensure that the children have wipes to wash their hands and bottles of sanitiser for the children to use after.

Base Camp

Weston’s base camp is a circular area, in the middle of our Forest School site. The base camp can be identified by tree stumps and surrounded by fencing. To enter the base camp children and adults go in through the gate on the right and exit through the gate on the left. Children are encouraged to go around the base camp area in preparation for when we have a fire square. When a fire is lit children are ‘tumbling distance’ from the fire pit. Children will only enter the circle if asked to do so by an adult and a maximum of 2 children at a time.

Collecting Fire Wood

When collecting wood for an open fire within the base camp perimeters, the children are informed that they are only allowed to collect dead wood. Dead wood is classed as branches and sticks that have broken off trees. Under no circumstances are children to break branches off trees within the Forest School site. When children are collecting fire wood they should only pick three thicknesses – matchstick size, pencil size and thumb thickness.

Lighting the fire

The Forest School leader will take control of this and all accompanying adults will be briefed about protocols and procedures before we start any fires. The children will have access to using a fire steel and be taught how to build and light a fire. This will always be under the ‘close’ supervision of the adult. Water will be present as well as fire gloves and a burns kit next to the base camp.

Leaving the site

To maintain the Forest School ethos, we will look after our area by adopting the following ‘**Take only photos, leave only footprints**’ and we will endeavour to leave area as we found it.

**Forest School Site Summary**

Weston’s Forest School area:

* Our Forest School area is located around the perimeter of the school playing field mainly at the back.
* The area is open, but to get into the base camp, entry is through the gate on the right and exit through the gate on the left as you look at the Forest School area.
* At the back of the Forest School is the school’s boundary.
* There is no passing traffic near or around the Forest School area. Exception being when the school playing field grass is being cut. Procedures are in place for when this happens, and a Forest School lesson is in progress.
* The area is frequented by small fauna such as rabbits, hedgehogs, badger, foxes and squirrels.
* We have a variety of trees, including hazel, silver birch . . .
* There is a mixture of flora that includes ferns, brambles, nettles, bluebells and daffodils. Ferns, brambles and nettles are regularly cut back at appropriate times of the year.
* The nearest access to water is in the school as the site has no running or standing water.
* There is a designated base camp where children and adults meet, along with a fire pit.
* Rules and safety procedures or regularly explained to the children.

**Forest School Session Procedures.**

1. Before a Forest School session will begin, the Forest School leader will sweep the area to ensure that it is safe for the children.
2. Prior to the session all children are encouraged to visit the toilet, have a drink and put appropriate clothing on for the type of weather.
3. Children will enter the Forest School quietly and respectively and we always start at the base camp.
4. Children and adults will enter the base camp through the entrance and leave through the exit.
5. Everyone is reminded about the rules and safety procedures for the Forest School environment.
6. Throughout the session, the children are encouraged to initiate their own play/learning, developing their own methods when completing any challenges.
7. At the end of the sessions, (calling 1, 2, 3 where are you. Replying 1, 2, 3 here we are). We return to the Base Camp and share our experiences. The children may be asked to find an object that represents their feelings/experiences, create a number out of sticks, create facial emotions using resources around them.
8. At the end of a session, the children will tidy away all resources and equipment.
9. Tools are counted back in and returned safely.
10. Upon returning to the classroom, everybody washes hands, sanitises hands and puts their school uniform back on.

**Essential Items.**

The following items will be taken out to every Forest School session:

* First Aid kit including – roll mat and water bottle.
* Burns kit when having campfires.
* Whistle
* Medication for specific children attending the session.
* Forest School handbook, which features the emergency procedures and risk assessments.
* Large container of water to put camp fires out.

**Health and Safety**

Weston Village Primary School’s ‘Health and Safety Policy’ covers the whole school approach to the safety of its children, staff and visitors. However, Forest School programmes are likely to include activities that are considered higher risk than usual. As a school, we strive to minimise the risk by following appropriate procedures for higher risk activities, such as use of tools and fires. By using and carrying out risk assessments covering key hazards that any one partaking in a Forest School session may encounter.

Staffing considerations

The Forest School leader, Jenny Wright, in working towards her Level 3 Forest School. She has also completed an Outdoor First Aid course.

There will always be other members of staff in attendance at Forest School.

Any additional adults have DBS checks and are briefed before sessions start.

All adults helping in the Forest School sessions must read the handbook and then sign and date the handbook inside the cover to confirm this.

Area Considerations

The woodland area has been checked thoroughly and a risk assessment has been carried out. (see appendix 2) Our risk assessments are reviewed quarterly due to seasonal changes.

A thorough check of the Forest School area is completed by the Forest School leader prior to each session. (see appendix 1)

Any animal excretion found during the sweep is removed,

Boundaries and expectations are made clear to all participants.

As you look from school, there is a slight slope to the right of the Forest School area. There is a steeper slope/ditch nearer the perimeter of the school field (to the left) that is currently overgrown. However, we hope to have safe access to this area soon. (May 2017)

There are a range of trees in the area including Beech, Hazel, Silver Birch, Maple. All participants have been informed about not eating anything from the woodland area. They understand that there is a ‘No Picking, No Licking’ motto.

Weston Village Primary School have taken out appropriate liability insurance. (May 2017)

Equipment considerations.

The safety of the equipment will be checked on a weekly basis.

All participants will be dressed appropriately. In warm weather, children wear sun hats and apply their own sun tan lotion. In wet weather, children wear wellies and waterproof coats. If children have additional water proofs, then these can be worn.

Emergency procedures.

In the case of an emergency, a whistle will be blown three times and all participants will congregate by the key stage 2 equipment. This is the other side of the playing field.

The qualified First Aider (Forest School Leader as they have outdoor first aid) will attend to any casualties with an adult helper for support. At least one first aider must be present at all times when using the Forest School Area. A record will be kept by the adult helper of any changes in the casualties’ state and if anything has been administered to them.

If necessary, the emergency services will be called by the school office relaying all the information that has been recorded by the first aider/adult helper. If the emergency services are called, then the following procedures need to be implemented.

* Staff cars parked in front of gates to be moved to allow access to the school field and forest school area.
* A member of staff to be waiting by these gates to direct the emergency services to our Forest School and not park in the layby.
* Our school postcode is **CW2 5LZ**
* Grid reference - **SJ731521** (entrance to the school) **SJ732520** (school field)

The additional adults will support the children, ensuring that they are safe and away from any dangers. If necessary, take the children back to the classroom.

Where appropriate, the participant’s next of kin are to be informed as soon as practically possible after the incident. The school office will be responsible for doing this.

An incident report must be filled in as soon as possible and then logged when back at school.

Uninvited persons/strangers

Our Forest School area is located within the school grounds. Therefore, we should not experience uninvited persons or strangers. However, there is a public footpath running alongside the outer perimeter of the school field, in the neighbouring field. If anyone stops and talks to the children, the Forest School leader will ask that person to leave politely. If that person decides not to do so, and the leader feels that there is a risk to the children then the Forest School area will be evacuated. If needed the police will be contacted and all children made to feel safe. Parents/guardians of the child/children should be briefed by the Forest School leader, the Safeguarding leader Mrs Barbra Mitchell, Deputy lead Mrs Linda Rendall/ Mr Thomas Cutts. In addition, the Welfare Officer should also be consulted to gain advice. The Education Welfare Service, Tel: 01270 375277

Missing Child

In the event of a missing child, the Forest School leader will call ‘1, 2, 3, where are you?’ If the child doesn’t appear then the immediate vicinity should be searched. As the woodland area is on school grounds it is hoped that the child is within this area or in the school building. If the child is nowhere to be found the schools missing child procedure will be followed.

Death/Serious Injury.

In the event of death or serious injury, First Aid procedures will be followed. An adult will remain with the casualty (Forest School leader) whilst another adult removes the children from the area, ensuring that they too are safe. The school office and headteacher (Mrs Mitchell) will be notified and the emergency services and parents contacted respectively.

*N.B. 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 can cause distress to the involved families. Any enquiries by journalists* ***MUST*** *be referred to the headteacher. (Mrs Mitchell)*

**Risk Assessment Guidelines**

A sweep of the site will be carried out by the Forest School leader before every session (Appendix 1).

A general risk assessment will be carried out four times a year to coincide with the change of seasons (Appendix 2).

Additional risk assessments will be carries out for children whose behaviour or medical conditions impact on the activities carried out in a Forest School session.

The risk assessment process is as follows.

* Look for hazards.
* Decide who might be harmed and how this might happen.
* Evaluate the risks and decide whether the existing precautions are adequate or whether more needs to be done.
* Record findings.
* Review assessments and revise as and when necessary.

**Environmental Impact Assessment**

At Weston Village Primary, we strive to achieve a high level of respect for the natural world and encourage everyone partaking in Forest Schools to make good decisions about their environment. By adhering to this it minimises waste, optimises recycling and promotes the reuse of materials. In turn we hope this demonstrates to the participants the importance of respecting the environment as well as understanding that all produce and waste is linked to the health of our planet and its future.

In our Forest School area, we follow practices that; minimise the impact on wildlife through being mindful of what and how we are doing activities; show an awareness of the habitats around us and not disturbing them; assess what we are leaving behind and if it causes long term damage to try and minimise as much as possible. Therefore, before leaving our woodland area we will ensure that we remove any litter that we bring and dispose of it appropriately obeying our ‘Take only photos, Leave only footprints’ motto.

Minimising the environmental impact.

|  |  |  |
| --- | --- | --- |
| Activity | Impact | Mitigation |
| Collecting Wood | Dead wood is important in any woodland ecosystem as it has a range of purposes, from homes for minibeasts to beds for fungi. A lack of dead wood is bad for a woodland habitat. | Limit the frequency in which fires are creates and evaluable the amount of dry, dead wood before having a fire.  Be mindful of the amount of wood being collected and keep to a minimum.  Reserve specific areas for dead wood conservation. (Minibeast area)  Every couple of months replace sticks and twigs that have been used in a Forest School session. |
| Fires | Fires cause the chemistry of the soil to change. It increases the PH (power of hydrogen) level, carbon phosphorous, etc. which can be harmful to some plants, stump the growth of trees, whilst other essential nutrients can be depleted.  Fire can also spread underground through the roots. This can occur even if the visible fire seems to be extinguished. | Have a designated area for a fire pit.  Ensure that all fires are extinguished fully before leaving the site. If the fire pit is still too hot to touch do not leave the area.  The size of the fire pit and how we cool down the area should mean that there is no evidence of a fire being present. This is achieved by spreading the embers of the fire. |
| Cooking | Food waste can attract animals to the site or increase the number of specific species. In turn, this can possibly lead to changes in the biodiversity of the area. | Remove all waste/leftover food and take back to school and dispose of suitably. |
| Den Building | Damage to trees | Restrict to trees that are suitable and will tolerate the planned activity. |
| Collecting Natural Materials | Damage to plants – some of the plants in our woodland area are more susceptible to damage and can easily lose their leaves or flowers. This impact can vary throughout the year depending on the season. | Adhere to the motto ‘no picking, no licking’ always.  Ensure that participants only pick materials that have fallen. They should never pick a growing flower, pull leaves off trees or break branches off. The exception being under the advice of the Forest School leader that the branch or stick is dead but still attached to the tree. |

**Tools**

Tool use procedure

During Forest Schools, the use of a range of tools will be necessary for many of the planned activities as it enables the participants to develop new practical skills that help develop self-confidence. At Weston Primary, we ensure that all participants in the sessions use the tools safely and with as little risk to their health as possible. The tools that may be used include potato peelers, bow saws, bill hooks, loppers and bush craft knives. The following guidelines are to be followed when using tools:

* The Forest School leader will check all tools are fit for continues use before the session.
* Only tools that are in safe working order shall be used.
* Correct and safe use of sharp tools will be demonstrated to all participants. The tools have a purpose and all adults should model the correct use, storage and transportation at all times.
* When using tools appropriate ratios are to be adhered to.
* The carrying of tools is to be done safely, following the procedures previously demonstrated.
* Tools should be returned to the storage box when not in use. **Never** left unattended.
* The bill hook and bush craft knives to be sheaved immediately after use.
* Bow saw guards to be immediately replaced after use.
* Bill hooks and bow saws are to be used in a designated tool area.
* Bush craft knives and potato peelers to be used by children when seated in the base camp.
* Participants are **never** to walk around with an open or unmasked tool.
* Safe working distances should be maintained at all times.
* Anyone using a tool is to use appropriate clothing. Gloves are to be used for knives and bow saws. Adult and child gloves are provided. Fire gloves are also provided.
* Tools are counted in and out. Children know that they are **never** allowed to help themselves.

Guidance on Knife/ Peeler Use. – for sharpening and peeling sticks.

**Ratios - 1:1 EYFS 1:2 KS1 1:4 KS2**

Participants to be seated in the base camp when using potato peelers or bush craft knives.

Modelled by and used by the Forest School leader. (see appendix 3)

A protective glove must always be worn on the hand not holding the tool.

**Always** cut away from the body.

Support the wood on the same side knee as the hand holding the knife. (e.g. knife is in the left hand, supporting knee is the left knee).

Model to the children correct handling with the sheath on the knife.

Ensure that fingers are clear of the blade.

When walking with peeler, keep arm to the side and point down.

When knives are not in use make sure the sheath is replaced and put away in the storage box.

Guidance on Loppers

**Ratio 1:1 EYFS/KS1 1:2 KS2**

Modelled and used by the Forest School leader (appendix 3).

A protective glove must be worn on the hand not holding the tool.

Ensure fingers are clear of the blade.

When carrying ensure the blades are pointing towards the floor and together.

Loppers to be returned to the storage box when not in use.

Bow Saws – for cross cutting wood up to 12cm in diameter.

**Ratio 1:2 all year groups.**

Modelled and used by the Forest School leader (appendix 3).

To be used in the designated area only.

A protective glove must always be worn on the hand not holding the tool.

Hands to be kept away from the blade.

Ensure the blade is covered when not in use.

Bow saw to be returned to the storage box when not in use.

Bill Hook – used for cleaving

**Ratio 1:1 EYFS/KS1 1:2 KS2**

Modelled and used by the Forest School leader (appendix 3).

To be used in the designated area only.

Bill hook to be sheaved immediately after use.

Bill hook to be returned to the storage box when not in use.

**Poor Weather Conditions**

Here are Weston Village Primary, Forest School sessions will take place in most weather conditions.

Children are dressed appropriately for the weather. Waterproof coat and wellingtons in wet weather, sun hat and sun cream in warm weather as well as a water bottle to keep hydrated.

There are some situations in which Forest School cannot take place as the weather conditions are deemed too dangerous; this may include high winds, thunder storms and extreme cold. If any of these conditions arise during our Forest School session, then a whistle will be blown, and the children taken back into school.

We will use the BBC Weather Forecast to make judgements about the expected conditions. The Forest School leader will decide if the weather is appropriate for the session to go ahead.

Appendix 1

**Safety Sweep**

|  |  |  |
| --- | --- | --- |
| Date | Time | Weather |
| Name of Forest School Leader: | | |
| Checklist: | Yes/No (Close Checkmark) | Comments |
| Weather effects |  |  |
| Vandalism |  |  |
| Low branches |  |  |
| Fallen branches |  |  |
| Protruding thorns |  |  |
| Nettles / Brambles |  |  |
| Slippery areas (banks, playing field) |  |  |
| Needles |  |  |
| Standing water (if using minibeast area) |  |  |
| Check area for nests (bee, wasps) |  |  |
| Boundary fence |  |  |
| Broken glass |  |  |
| Tool area roped off |  |  |
| Litter |  |  |
| Equipment ready |  |  |
| Other hazards |  |  |

N.B. Even though our woodland area is within our school grounds each element needs to be checked for as we cannot guarantee that trespassers haven’t been onto the school grounds whilst the school is closed.

Appendix 2

**Risk Assessment of Woodland Area**

Date assessed Signed

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Hazard | Potential Harm | Existing measures /  New measures | Who will do it?  When? | Risk Level  L (low),  M medium) H (high) |
| Very cold, hot, wet or windy weather | Exposure and  dehydration, hypo/  hyperthermia | Advise all to wear appropriate  outdoor clothing.  Wear sun cream and sun hat if very hot.  Leave woodland in high winds with falling branches.  Area under leaning trees or loose branches to be cordoned off. | Forest School leader to assess the weather prior to session. | M |
| Poisonous or  thorny plants,  berries or fungi | Poisoning, stings, scratches, rashes and  sickness, infected wound and damage to  clothing | Inform all children of the promise – No picking, no licking.  All to be briefed on contact with plants.  Advise to clean hands before eating or drinking.  Advise to wear appropriate clothing. | All adults during each session. | H |
| Slippery/ muddy or uneven underfoot | Sprain, fracture  or concussion | Advise group to wear appropriate outdoor footwear.  Adults to identify areas appropriate to the access needs of the group. Advise all to walk carefully.  Apply First Aid. | All adults during each session. | M |
| Tree roots and stumps | Tripping | Inform all to take care in woods.  No running reminder applies at all times.  Apply First Aid if required and seek medical attention (999) if needed. | All adults during each session. | M |
| Tree branches | Branches falling, children falling. | Forest School leader to sweep area. Remove all low hanging branches/inform the caretaker. | Forest School leader prior to session. | M |
| Members of the public. | Confrontation. | Remind the children to not to talk to strangers. Follow safeguarding procedure. | All during each session | L |
| Missing child | Exposure, injury, panic and shock | Walk the boundaries with the group. Highlight boundaries using rope. Brief adult helpers and staff with the missing person procedure. | All during each session. | H |
| Sticks / Stones | Hitting and throwing | Inform the children of the rules of the Forest School area.  Use a stick no longer than your arm and carry nothing above shoulder height. No hitting or throwing. | Forest School leader at the beginning of each session. | M |
| Faeces | Contamination | During sweep, remove any large faeces. Remind the children of no picking or licking motto. | Forest School leader prior to and during each session. | M |
| Debris / Rubbish | Glass, drug use, metals. | Ask children not to pick up rubbish but inform an adult if they find something (needles). Adult to remove safely following school procedures. | All adults during each session.  Forest School leader prior and during the session. | M |
| Fire | Burns/Sparks | Keep a clear space free from equipment or undergrowth around the fire area. Have plenty of water available to put out fire. Have a burns kit, heat-proof gloves and a fire blanket available. | Forest School leader.  Reminders during each session. | H |
| Food Preparation | Food poisoning, allergies. | Check medical forms prior to sessions where food will be involved.  Ensure all food is stored correctly prior to cooking.  Ensure that all participants use hand sanitizer before cooking.  Ensure all cooking equipment is clean. | Forest School leader and all adults partaking in the sessions involving food. | H |
| Stinging and biting insects | Stings leading to an allergic reaction.  Tick bite leading to Lyme disease.  Adder bites | Talk to all participants about the potential of bee and wasp stings and the possibility of ticks in the woodland.  Check area for nests, avoid contact, first aider always on site, and seek medical help (999) if anaphylactic shock or an adder bite is present. See NHS information sheet at end of risk assessment.  Ask participant of any known history of an allergic reaction.  Ask rest of the group to check skin for bites at home. If a rash, red halo, or flu like symptoms occur go to a doctor. | All adults during each session | H |
| Bad behaviour | Harm/injury to themselves or others. | Talk to the child involved in a calm manner.  Remove other children from the area of risk if deemed necessary.  Seek additional support from adults inside if necessary. (senior leadership team)  Create additional risk assessments for children deemed at risk if necessary. | All adults during session but Forest School leader to take lead. | L |
| Tools | Cuts, grazes, amputation. | Tools stored in a locked storage box.  Strict supervision and correct use of tools.  Adhere to the ratios for use with each tool per Forest School leader. | Forest School Leader during each session where there is a tool-based activity. | H |
| See separate risk assessments for each tool available in Forest School sessions. | | | | |

Appendix 2 b

**Risk Assessment for Tools and Equipment Use in Forest School**

Date assessed Signed

Bill Hook

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Hazard | Potential Harm | Existing measures /  New measures | Who will do it?  When? | Risk Level  L (low),  M medium) H (high) |
| Improper use of Bill Hook | Injury.  Wounds. | Inform person using the bill hook of the tool talk (appendix 3).  Make sure that the glove is on the hand not using the tool.  First Aider and First Aid kit on site. Apply First Aid if needed.  Tools counting in and out each session.  Use the designated tool area.  Keep a safe distance from other participants.  Cover the Bill Hook when not in us and return to the storage box.  Bill Hook is kept in a locked storage box when not being used.  The Bill Hook will be kept in the locked Forest School shed. | Forest School leader during all sessions. | H |

Bow Saw

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Hazard | Potential Harm | Existing measures /  New measures | Who will do it?  When? | Risk Level  L (low),  M medium) H (high) |
| Improper use of bow saw.  Falling branches. | Injury, wounds | Inform the participant of the Bow Saw tool talk (appendix 3).  Glove is worn on the non-sawing hand.  First Aiders and First Aid kit on site. First Aid applied if required.  Tools counted in and out each session.  Use designated tool area. Ensure safety of site if using outside of designated toll use area.  If sawing branches from trees, ensure that no one is under branch or near tree, so nobody is hurt when it falls.  Remind participants to keep a safe distance.  Keep the blade cover on the saw when not in use and return to the storage box.  Bow Saw will be stored in the locked Forest Schools shed. | Forest School leader during all sessions. | H |

Knives

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Hazard | Potential Harm | Existing measures /  New measures | Who will do it?  When? | Risk Level  L (low),  M medium) H (high) |
| Improper use of knives | Injury, wounds | Inform the participant of the Knives tool talk (appendix 3).  Glove is worn on the non-knife hand.  First Aiders and First Aid kit on site. First Aid applied if required.  Tools counted in and out each session.  Use designated tool area.  Remind participants to keep a safe distance.  Put the sheath back on the knife blade when finished and return to the storage box.  Knife will be stored in the locked Forest Schools shed. | Forest School leader during all sessions. | H |

Potato Peeler

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Hazard | Potential Harm | Existing measures /  New measures | Who will do it?  When? | Risk Level  L (low),  M medium) H (high) |
| Improper use of potato peeler. | Injury, wounds | Inform the participant of the Potato Peeler tool talk (appendix 3).  Glove is worn on the non-peeling hand.  First Aiders and First Aid kit on site. First Aid applied if required.  Tools counted in and out each session.  Use designated tool area.  Remind participants to keep a safe distance.  Return to the storage box when not in use.  Peelers will be stored in the locked Forest Schools shed. | Forest School leader during each session. | H |

Loppers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Hazard | Potential Harm | Existing measures /  New measures | Who will do it?  When? | Risk Level  L (low),  M medium) H (high) |
| Improper use of loppers.  Falling branches | Injury, wounds | Inform the participant of the Loppers tool talk (appendix 3).  No glove is required as both hands will be on the tool.  First Aiders and First Aid kit on site. First Aid applied if required.  Tools counted in and out each session.  Remind participants to keep a safe distance. Check the vicinity of the area for safety if not cutting in designated area.  Replace the cover on the loppers when not in use. Return to the storage box when not in use.  Loppers will be stored in the locked Forest Schools shed.  If lopping branches from a tree, ensure that no one can be hurt or damaged when the branch falls. | Forest School leader during each session. | H |

N.B – the risk level is high due to the potential harm it can cause. However, under correct supervision and guidance the likelihood of potential harm is low.

Appendix 3

**Tool Talk – Bowsaw**

* This is a bowsaw.
* This is the handle.
* This is the cover.
* I take the cover off like this.
* This is the blade.
* This is the cutting edge.
* When I have finished with the bowsaw I put the cover back on like this.
* I stand with the bowsaw like this.
* I walk with the bowsaw like this.
* I pass the bowsaw like this.
* When I use the bowsaw, I use it with two arms and a tools length away from anyone except my partner like this.
* I use the bowsaw to cut wood bigger than a two pence piece.
* I have bare hands on the tool.
* I have a glove on my helper hand.
* When I am not using the bowsaw, I put it down with the handle facing forwards and the blade facing inwards.
* When I have finished with the bowsaw I put it in the designated place or in the toolbox provided.

# Tool Talk – Knife

* This is a fixed blade knife.
* This is the handle.
* This is the cover.
* I take the cover off like this.
* This is the blade.
* This is the cutting edge.
* When I have finished with the knife I put the cover back on like this.
* I stand with the knife like this.
* I walk with the knife like this.
* I pass the knife like this.
* When I use the knife, I use it two arms and a tools length away from anyone except my partner like this.
* I use the knife to cut cord and to whittle.
* I have bare hands on the tool.
* I have a glove on my helper hand.
* When I am not using the knife, I put it down with the handle facing forwards and the blade facing inwards.
* When I have finished with the knife I put it in the designated place or in the toolbox provided.

# Tool Talk – Bill Hook

* This is a bill hook.
* This is the handle.
* This is the cover.
* I take the cover off like this.
* This is the blade.
* This is the cutting edge.
* When I have finished with the bill hook I put the cover back on like this.
* I stand with the bill hook like this.
* I walk with the bill hook like this.
* I pass the bill hook like this.
* When I use the bill hook I use it two arms and a tools length away from anyone except my partner like this.
* I use the bill hook to cleave (split) wood.
* I have bare hands on the tool.
* When I am not using the bill hook I put it down with the handle facing forwards and the hook and blade facing inwards.
* When I have finished with the bill hook I put it in the designated place or in the toolbox provided.

# Tool Talk – Loppers

* These are loppers.
* This is the handle.
* I take the cover off like this.
* This is the blade.
* This is the cutting edge.
* When I have finished with the loppers I put the cover back on like this.
* I stand with the loppers like this.
* I walk with the loppers like this.
* I pass the loppers like this.
* When I use the loppers, I use them two arms and a tools length away from anyone else.
* I use the loppers to cut wood thinner than a two pence piece.
* I have bare hands on the tool.
* When I am not using the loppers, I put them down with the handle facing forwards and the blade facing behind me.
* When I have finished with the loppers I put them in the designated place or in the toolbox provided.

# Tool Talk – Potato Peelers

* This is a fixed potato peeler. The blade does not move.
* This is the handle.
* This is the blade.
* This is the cutting edge.
* I stand with the peeler like this.
* I walk with the peeler like this.
* I pass the peeler like this.
* When I use the peeler, I use it two arms and a tools length away from anyone.
* I use the peeler to shave and to whittle.
* I have bare hands on the tool.
* I have a glove on my helper hand.
* When I am not using the peeler, I put it down with the handle facing forwards and the blade facing inwards.
* When I have finished with the peeler I put it in the designated place or in the toolbox provided.

Appendix 4

**Sign off Sheet**

I confirm that I have read a copy of this Handbook and agree to abide by the policies and procedures it contains.

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