

Moor House School & College

Forest School Handbook



Created: July 2022

Last Update:

Location

Forest School will take place in a fully secure site on the grounds of Moor House School & College.

What is Forest School?

Forest School is a student-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.

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Statement of Understanding

This handbook is a revised copy and is frequently updated with relevant policies and procedures which ensure our Forest School programme is following good practice.

Below are staff members and volunteers who have read, understood, and agreed to the latest version:

Name	Role	Date	Signature
Caroline Twomey	Forest School Leader		
Helen Middleton	Headteacher		
Stephanie Williams	Deputy Head		
Dale Whitford	Estates Manager		
Chris Sharp	Bursar & Business Manager		

The Principles of Forest School

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, observation and review are integral elements of Forest School.
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.
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** who continuously maintain and develop their professional practice.
6. Forest School uses a range of **learner-centred processes** to create a community for development and learning

Benefits of Forest School

Increased Confidence – developed by students having the freedom, time and space to learn and demonstrate independence.

Social skills– through increased awareness of the consequences of their actions on peers and through team activities such as sharing tools and participating in play.

Improved Language and Communication – language development, including emotional vocabulary, prompted by the students' sensory experiences and interactions with others.

Increased Motivation and Concentration – developing a keenness to participate and the ability to concentrate over longer periods of time.

Increased Self-esteem – **fostering and celebrating** skill sets, other than academic.

Improved Physical skills –development of physical stamina, gross and fine motor skills.

Increased Knowledge and Understanding – developing an interest in natural surroundings and a respect for the environment.

Improved Behaviour – improved relationship with staff and peers. A sense of freedom with clear boundaries in place. Emotional and spiritual development.

Weather & Clothing

“There is no such thing as poor weather, only poor clothing.”

In most cases the above statement is true and at our sessions we try to ensure everyone is suitably kitted out to enjoy the weather on the day. Additional provision for hot or cold drinks, snacks and suitable shelters will also be considered where appropriate.

Cold Weather Clothing	Warm Weather Clothing	Wet Weather Clothing
Jumper	Long-sleeved t-shirt	Waterproof Jacket
Coat	Long trousers (Leggings/jogging bottoms/jeans)	Waterproof Trousers
Trousers	Socks	Walking boots / welly boots
Thick socks	Trainers / Walking boots	
Walking boots / welly boots	Sun hat / cap	
Woolly hat	Sun cream	
Scarf	Insect repellent	
Gloves		
Thermals		

If students are not enjoying the session due to the weather then the leader should consider changing the activities and/or retiring early. The children’s well-being is paramount.

Extreme weather can include unexpected hot or cold temperatures but the one that we take most seriously is high winds as this can increase the risk of fallen branches or trees. The weather forecast should be checked prior to each session.

Guidelines for Wind Speeds:

Beaufort Scale	Description & Wind speeds	Land signs	Comments
0 – 3	Calm to gentle breeze <1 – 10 knots 0 – 19 kph	Light flags extended Leaves in constant gentle motion	Ideal conditions

	0 – 12 mph		
4	Moderate breeze 11 – 16 knots 20 – 28 kph 12.1 – 17.9 mph	Most flags extend full Small branches move Dust and loose paper may be raised	Generally fine for FS sessions to continue
5	Fresh breeze 17 – 21 knots 29 – 38 kph 18 – 23.6 mph	Fresh breeze 17 – 21 knots 29 – 38 kph 18 – 23.6 mph Small trees in leaf sway Tops of all trees sway in noticeable motion	OK to continue provided site has been thoroughly checked for dislodged branches and dead trees/branches but be prepared to move off site quickly if wind increases
6	Strong breeze 22 – 27 knots 38 – 49 kph 23.6 – 30.9 mph	Large branches in motion Umbrellas used with difficulty	Cancel session or find alternative site to deliver session out of the woodlands. Move quickly off site if out in woodland already
7	Near gale 28 – 33 knots 50 – 61 kph 31 – 38 mph	Whole trees in motion Inconvenience felt when walking against wind	Cancel session

Forest School Behaviour Policy

This behaviour policy has been created to reflect the Forest School ethos in conjunction with the Moor House School Behaviour Policy and Procedures (see appendix 3).

At Forest School we encourage positive behaviour by:

- Creating 'ground rules' with the students' input
- Phrase positively e.g. 'put tools in bag after use' (not 'don't leave tools on the ground')
- Modelling positive behaviour – e.g. kindness, listening, enthusiasm
- Re-enforcing positive behaviour with specific praise e.g. 'it was kind of you to help him'
- Being consistent and fair with limits/expectations
- Remaining approachable so students feel comfortable to share concerns

We manage negative behaviour by:

- Making it clear that it is the behaviour that is unwelcome, never the student
- Considering whether the student has an unmet need that we can easily remedy e.g. is hungry, cold, or needs to go to the toilet
- Reminding the student of our agreed ground rules and give a warning e.g. 'if you do X again, Y will have to sit out of the activity.'
- If a negative behaviour is continued after these initial measures, removing the student from activities and a member of staff staying with the student for a 'time in' – in silence or to reflect on the behaviour and work together to develop different coping strategies for next time (dependent on whether the student needs time to calm down).
- Recurring problems will be addressed in partnership with the student's form tutor, who will inform the student's parents and a member of Senior Management. If a student persistently behaves in a dangerous manner and is at risk or harming themselves or another student, alternative provision will have to be found for them during forest school sessions.

Risk Management

Forest School actively develops children's awareness of risk as well as their confidence in managing risk. One of the first activities adults do at Forest School is to take students around the boundary of the site discussing together the things we need to be careful of, allowing all parties to share their perceptions of risk. As much of Forest School is student-led this method of risk management is continually developed. Initially as students explore and staff able to sensitively encourage consideration of the hazards, to facilitate opportunities for children to engage with and experience appropriate risk safely. As the children's confidence and ability to manage risk grows they are able to explore more independently and put into practice their own judgements.

Moor House School & College Forest School sessions will be informed by various risk assessments depending on the sessions and they include:

- General Risk Assessment including site, tools, fire & activities. Appendix 1 shows copies of our Risk Assessment which includes Risk Benefit Analysis.
- Dynamic Risk Assessment
- Individual Children's Risk Assessment

Accident & Emergency Policy

The Forest School site has been checked and has direct access for emergency services from the car park via a locked gate. Staff will carry out a head count and take a register of the staff and students present that session. Forest School leader to ensure the staff to student ratio is appropriate for the planned activities; a minimum of 3 staff if tools are fire are being used. A pre-check of the site will be made daily before each session starts.

The below procedure with other key information is summarised onto the **Onsite Key Information Cards** that can be found in appendix 2. These will be readily available for all supporting staff. All staff and volunteers must be familiar with these Emergency Procedures before joining a session.

Accidents occurring at Forest School must be reported to Healthcare where information will be recorded using their existing systems. The Forest School leader has received Outdoor First Aid training for Forest School with Paediatric training as of September 2022.

Following an accident, the Forest School leader will review any relevant policies and procedures to check if the accident or incident highlights any current or potential issues with the current protocols.

In the case of an accident:

- The Forest School leader will assess the situation and the extent of any injuries, they will also inform another member of staff so that there is both support staff and witnesses.
- First aid can be administered by qualified first aiders at Forest School and reported to healthcare afterwards to be recorded, this should include the time of the incident.
- If the Forest School leader requires additional assistance, they should radio Healthcare to let them know that they will be sending a student to them. Alternatively, they can radio Healthcare to ask them to come to the Forest School site.
- If a child has burned themselves, submerge the burned area in tepid water (fire bucket) for an extended period of time and take them to Healthcare.

Emergency Services:

- If emergency services are required, then the Forest School leader will ensure the immediate safety of the casualty and call healthcare, informing them that they are needed at Forest School and to bring their phone (from which they will call 999). If Healthcare are unavailable, radio reception.
- A member of staff will be sent to meet the ambulance and bring the paramedics to the casualty.
- The other children will be called back to base and accounted for. Another member of staff will take the other children away from the casualty or danger and keep them occupied and safe.
- The Forest School leader and Healthcare will perform any necessary first aid on the casualty until the paramedics arrive.
- If the casualty is taken to hospital, a member of school staff will accompany them. The casualty's parents will be informed of the incident and details will be recorded in school healthcare's

Individual Student Daily Record Sheet detailing the following: name, date, time, reason for the visit, treatment/advice given. This is then signed by the staff member in attendance.

Fire Management

Forest School is an ideal way to introduce fires in a safe, controlled, managed and rewarding way. It should only be introduced when the Forest Leader is confident that the children can follow the fire safety procedures/rules. Learning where a fire can, or cannot, be lit, ensuring proper supervision, learning how to manage a small fire, how to extinguish it thoroughly and leave no trace are all important elements of the outdoor fire process.

Fires should only be considered an activity if there is a genuine purpose for it and this might include heating water, cooking and keeping warm!

Activities may include:

- Using a fire steel
- Small campfire
- Kelly kettles
- Charcoal making
- Small fire in a pot
- Large campfire for cooking activities

Risk Assessment

Any fire activity should be risk assessed, this can be found in the Forest School Risk Assessment (appendix 1).

Choosing an appropriate site

- The site for the fire should be away from low canopy branches as well as 10ft away from trees and bushes.
- Ideally the site should be on a level ground and leaf debris etc be cleared away.
- Check for holes or tree roots in the ground that may present a trip hazard or risk of spreading the fire.
- Check if the soil is peat and if so either use a fire bowl or construct a suitable fire pit with sand.
- If winds are high consider wind direction when choosing the site for the fire.

Fire Safety Equipment

Before any fire activity can be undertaken it is essential that the following equipment is easily available and next to the fire site (not in the fire circle). The equipment consists of:

- Fire blanket
- Bucket of water
- Heat resistant gloves

Introducing Fire Activities

Good practice is to introduce the children to the 3 or 5 "Ps" and the fire triangle. The Ps consists of Permission, Purpose, Put it Out and possibly Patience and Persistence.

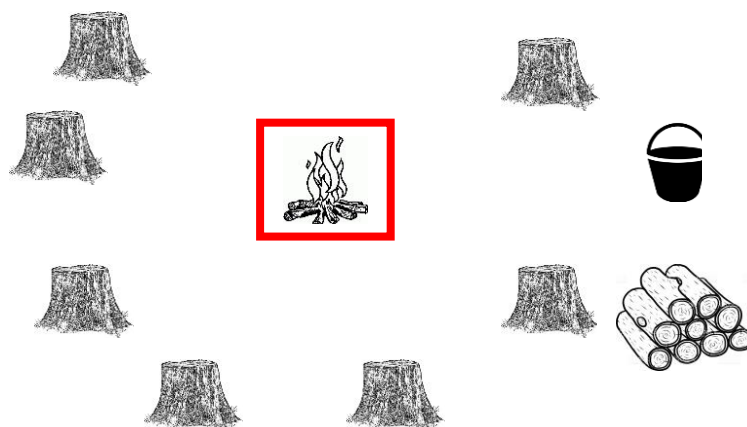


Fire Circle

For a campfire, a fire circle should be established with the aim of preventing children's close access to the fire whilst having the ability to enjoy it. Fire areas are surrounded by seating logs at least 1.5 metres from the fire pit.

Children will be taught how to change seats by standing, stepping backwards over the log/stump and then walking around the outside of the seating area. They must never cross the inner area. The inner area will be clearly marked by the use of red rope. Several games and sessions might be needed before Leader is confident all children will do this. Children will be encouraged to use the phrase "Red Dragon" to remind each other of the rule to not enter the fire circle.

Good practise is to have your fire safety equipment and firewood supply outside of the fire circle to



Fire Preparation

Children will be encouraged to collect fire wood – "If its snappy we are happy" and to sort dry stick (no longer than elbow to finger tips) into three piles outside the fire circle. Wood not suitable for burning or cooking with children nearby includes Elder, Laurel, Rhododendron, and Leylandii.

Fire should be constructed on layers of thick sticks and can be of any type depending on the Leader and the weather conditions. Vaseline and other natural fire aids can be used in wet conditions.

Fire Safety Rules

- Fire should always be supervised by an adult at all times.
- When the fire is in use children are not permitted within the fire circle unless they are invited by the adult.
- Advice on the appropriate way for dealing with smoke will be given to the children: they are advised to turn their bodies/heads 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)

Fire Lighting

- Only adults are permitted to light fires, unless children are under the direct supervision of the Forest School Leader.
- Fires are lit using cotton wool and a fire steel.
- 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.

Using the Fire

- Long hair, scarfs or any items of clothing dangling should be secured away.
- When an adult or a child is using the fire they should adopt the “Respect” position with one knee down and the other up to allow rapid exit from the fire.
- The number of children accessing the fire should be limited to prevent pushing or tripping.
- Once fire activity is over (i.e. cooking marshmallows) the children should leave the fire circle.

Extinguishing

- All fires must be extinguished at the end of a session.
- Water should always be to hand during campfire sessions.
- Whenever possible, all fuels should be burnt off to ash.
- At the end of the session, the fire must be doused down with water and stirred until all smoke and steam has ceased.
- “Feeling” for the heat should be used to ensure no heat is present if so douse with more water.
- All traces of the fire should be removed and leaves etc used to cover fire site.

Using a Fire Steel

Children can practise using fire steels and most of the above applies with the addition consideration given:

- Practise striking a fire steel down away from themselves and others
- Practise it onto fluffed up bud of cotton
- When lit children are responsible for that mini fire until it has burnt out



Storm (Kelly) kettles

- Only adults are to light the fire in the fire pan unless children are under the direct supervision of the Forest School Leader.
- The storm kettle must be placed on flat, clear ground or paving slab
- Children must be seated at least 1.5 metres away from the storm kettle.
- 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
- Storm kettles should **never be boiled with the cork in.**
- Kettles should only be removed from fire by an adult wearing fire safety gloves (hold each side of handle and lift off. Take care not to put hand above chimney of kettle or over spout)

Cooking including food hygiene Policy

Snack time and cooking on a fire is a regular feature of our Forest School sessions everything from having bread sticks, marshmallows to a full-blown cooked meal.

Staff will apply food hygiene controls in line with Food Standards Agency guidance and good practice. This will include:

- Food/ingredients will be stored at correct temperatures prior to the session and checked to ensure they are in-date and not subject to contamination by pests, mould etc. A cool box will be used to transport and store any ingredients requiring refrigeration prior to use at the Forest School site. Raw meat and fish should be stored cold separately from cooked meats, cereals, dairy products etc.
- All cooking utensils, crockery etc. will be checked to ensure they are clean before use.
- Preparation area set up ideally under tarpaulin to prevent physical contamination.
- Use separate chopping boards & utensils in preparing vegetables, seafood and meat.
- All hair will be tied back and loose clothing secured prior to cooking on a campfire.
- Food must be cooked to a temperature at or above 70° C.
- Prior to any eating of snacks or meals all participants required to wash their hands using the washing facilities set up.
- All medical records must be checked to ensure that no food item or ingredient is given to a child or adult with an allergy to it.
- Cooked food will not be re-heated.
- Waste food will be disposed of promptly.

Environmental Policy

The policy consists of:

- Ecological Impact
- Woodland Management

Ecological Impact: Score: 1 = low 5=high

	WILD LIFE	BIRD LIFE	SOIL	GROUND LAYER (fungi & small plants)	FIELD LAYER (Nettles and bramble height)	SHRUB LAYER (coppice species and small trees)	CANOPY LAYER (Tall trees)
People, pressure trampling	1	1	3	3	2	1	1
Fire on ground	1	1	2	2	2	1	1
Removing dead wood	3	3	3	3	3	2	2
Use of deadwood on site	4	4	4	4	3	2	2
Cutting live wood	4	5	2	2	2	4	4
Using trees and shrubs for support	2	2	1	1	1	1	2

Bringing organic (dead) materials on site	3	3	3	3	3	1	1
Collection of live herbaceous material	4	4	2	2	2	1	1
Mini-beast hunt	4	4	4	4	3	1	1
Bringing non-organic materials on to site	4	4	4	4	4	4	4

Woodland Management Plan

Factors having an impact (activities, resources, access)	Level of impact (high, medium, low)	How will this affect the woodland? (compaction, denudation, pollution, corruption)	How will you manage this?
People, pressure trampling	medium	<ul style="list-style-type: none"> • Soil compacted, eroded. • Ground layer would struggle to grow, which would have an impact on the other ecological areas of the woodland. 	<ul style="list-style-type: none"> • Keep to pathways as much as possible. • Look into meshing and gravel and woodchip to prevent erosion in the winter months and give adequate load bearing ability.
Fire on ground	medium	<ul style="list-style-type: none"> • Denudation of deadwood • Soil compacts around the fire • Damage to tree roots and shrub layer. • Impact on wildlife (damaging habitats, possible death). 	<ul style="list-style-type: none"> • Fire only when appropriate when cooking and for warmth on a cold day. • Harvest low value coppice product. • Import wood • Dedicate one area for compaction to limit problems in wider woodland.
Removing and using deadwood.	medium	<ul style="list-style-type: none"> • Impact on wildlife – removal of habitats for mini-beasts and small mammals. • Valuable nutrients prevented from being regenerating in the soil through decomposition. • Prevent ecosystem from continuing to regenerate and develop. 	<ul style="list-style-type: none"> • Minimise the amount of deadwood that is removed from the site. • Coppice low value trees like cherry to encourage other trees. • Plant trees on site to increase the diversity of the woodland. • Import deadwood from reliable, researched local source.
Cutting live wood.	high	<ul style="list-style-type: none"> • Removal of habitats for animals (birds etc.) • Small mammals heavily impacted because they use the trees to make connections and travel throughout the woodland. 	<ul style="list-style-type: none"> • Plant trees on site to increase the diversity of the woodland. • Coppice low value trees like cherry to encourage other trees. • Minimise the use of live wood where possible.

		<ul style="list-style-type: none"> • Corruption of the ecosystem preventing pollination and self-seeding/general growth of forest areas. 	
Using trees and scrubs for support.	Medium	<ul style="list-style-type: none"> • Damage to tree if not able to support tarpaulin or hammock. • Erosion of bark. • Disruption of animal habitat (birds nests/bats). 	<ul style="list-style-type: none"> • Check areas for signs of wildlife. • Make sure size of tree is suitable for tarp. • Rotating where tarp is placed. • Check for signs of wear on trees.
Bringing organic (dead) materials onsite.	Medium	<ul style="list-style-type: none"> • Introducing foreign materials to the woodland. • Risk of fungus and bacteria which would have a diverse effect on all wildlife. 	<ul style="list-style-type: none"> • Source from local and reliable areas. • Check on species that are coming in. • Reject any species that are known to have fungus. • Evaluating regularly. • Limiting amount in trial period.
Collection of live herbaceous materials.	Medium	<ul style="list-style-type: none"> • Corruption of the ecosystem preventing pollination and self-seeding/general growth of forest areas. • Disruption of animal habitat and food source. 	<ul style="list-style-type: none"> • Limit the amount of usage. • Encourage germination • Monitor closely to ensure range of species of grasses, herbs and shrubs.
Bringing non-organic material on to site.	high	<ul style="list-style-type: none"> • Introducing foreign materials to the woodland. • Risk of fungus and bacteria which would have a diverse effect on all wildlife. • Pollution. • Could cause injury to wildlife. 	<ul style="list-style-type: none"> • Not knowingly allow any foreign materials to be put in the woodland area. • Closely monitor and assess site regularly, clearing away any non-organic material.
Mini-beast hunt.	Medium	<ul style="list-style-type: none"> • Disruption of habitat. • Species becoming extinct from site. • Diverse effect on other wildlife. 	<ul style="list-style-type: none"> • Create and maintain lots of habitats – deadwood, nooks, grassy glades, large fallen trees. • Ensure mini-beasts get put back where we find them.

Summary of Schedule work:

Year 1: Coppice low value trees
Create dead hedge
Plant wildflowers and trees on site to increase biodiversity
Create path boundaries to protect areas
Establish dedicated fire circle area & purchase shelter
Import deadwood and sticks
Encourage a range of species of grasses, herbs and shrubs.
Create mini-beast areas
Create bucket ponds

Year 2: Plant trees on site to increase diversity
Maintain Paths and fire circle area
Maintain mini-beast area
Import deadwood and sticks

Year 3: Maintain Paths and fire circle area
Maintain mini-beast area

Monitoring:

COSHH Policy

Control of Substances Hazardous to Health (COSHH)

We have a duty under the Control of Substances Hazardous to Health Regulations 2002 to prevent staff and students at Forest School sessions from coming into contact with substances hazardous to health. Below is only the policy relating to Forest School.

Material and Substances

It is policy to, wherever possible; avoid the use of substances that have the risk of being hazardous to health. Staff who use these chemicals and materials have the duty of care to make themselves aware of the potential hazard, contradictions and treatments.

Control Measures

We have conducted a risk assessment in relation to all substances used on our FS sessions and concluded that no substance presents a high risk.

1. The majority of substances used within the sessions are of domestic standard for household use and therefore do not present any threat to health and are safe to use;
2. Staff have put general hygiene measures in place, together with the provision of personal protective equipment (PPE) to further ensure the safety of employees;
3. All substances are correctly stored in clearly labelled containers;
4. When used on sites cleaning substances are safely stored away from the children;
5. Adequate washing facilities are available at the FS sessions;
6. All waste products, including medical waste is disposed of safely in accordance with statutory regulations and done in a way to minimise the ecological impact.



Manual Handling

The purpose of this policy is to introduce procedures and provide training designed to ensure that staff apply an ergonomic approach whilst carrying out tasks and operations that involve manual handling, in order to prevent injury.

Responsibilities of Staff:

- Read risk assessments prior to attending sessions;
- Follow safe tool usage guidance to ensure proper use of equipment provided;
- Co-operate with Senior Management Team and Maintenance team on health and safety matters;
- Inform Senior Management Team if they identify hazardous handling activities;
- Take care to ensure that their activities do not put others at risk.

Common Tasks and Operations involving Manual Handling Operations include:

- Helping a student up or down from somewhere
- Lifting and moving equipment or natural items, e.g. tree trunk.
- Maintenance and setting up of the site

When lifting an object off the ground, employees should assume a squatting position, keeping the back straight. The load should be lifted by straightening the knees, not the back. Staff should not attempt to lift or move a load which is too heavy to manage comfortably. They should ask for assistance if there is any danger of strain. Lifting and moving of heavy objects should be done by

mechanical devices rather than manual handling wherever reasonably practicable. The equipment used should be appropriate for the task at hand. The load to be lifted or moved must be inspected for sharp edges and wet patches. The route over which the load is to be lifted should be inspected to ensure it is free of obstructions.

Safe Use of Tools

General Rules:

- No one should use a tool without permission and briefing from a trained member of staff.
- After briefing, tools should be used under supervision until trained staff are sufficiently satisfied with the safety and responsibility of that person.
- **Safe working distances will be maintained at all times. Children will be made aware of their personal space ('blood bubble') and of not entering other's space when using tools**
- Long hair to be tied back.
- Tools should be stored safely and well maintained. Sharp tools will be kept in a locked shed and removed only by school staff.
- All tools will be counted out at the beginning of the session and in at the end of the session.
- Gloves must be thick enough to protect hands sufficiently
- Children will lose permission to use tools if the guidelines are not followed.
- Initial tool use will be monitored and inform a re-assessment of risk.

Bow Saw - use for cutting wood with a diameter greater than a 2 pence piece		
Safe Use	PPE	Storage
<ul style="list-style-type: none"> • Only remove guard when ready to start sawing and replace when finished. • Check correct blade attached for green/dead wood • Option 1: Kneeling position with legs out of the way of the blade and wood off the ground. • Option 2: Use saw horse to support wood. Stand so that saw is drawn freely to the side of the body. • Saw with writing hand. • Three starter cuts before beginning to saw. • Option 1: supporting staff member to work opposite student to push and pull from the other end of the bow saw. • Option 2: student to place supporting hand through the bow of the saw for extra stability. • When not sawing, place on the ground with the blade towards yourself to reduce risk to others. 	<ul style="list-style-type: none"> • Glove on non-sawing hand only • If sawing in a pair, both people need gloves on non-sawing hand. 	<ul style="list-style-type: none"> • Keep blade guard on when not in use. • Dry blade before putting away. • Check blade for rust regularly. • Replace blade when necessary.

Loppers - Loppers to be used on branches that can be gripped with hand and thumb with fingers touching (approx. 4cm diameter)		
Safe Use	PPE	Storage
<ul style="list-style-type: none"> • Carry the loppers closed, tucked under arm and hold the lower handle, end pointing down. • Hold the handles at the ends when cutting. • Keep parts of the body, especially fingers away from the cutting zone. Bracing hand to be away from cutting zone. • When not cutting, place flat on floor, blades closed next to you 	<ul style="list-style-type: none"> • No gloves while using this tool as both hands needed to grip. 	<ul style="list-style-type: none"> • Store closed & locked in position. • Dry blades before putting away. • Check blades for rust regularly. • Replace when necessary.
Secateurs – to be used on smaller twigs (approx. 2cm diameter)		
Safe Use	PPE	Storage
<ul style="list-style-type: none"> • Keep the secateurs locked closed when not in use. • Keep fingers away from open blades when in use. • Carry at your side with hand on shaft, pass handles first. 	<ul style="list-style-type: none"> • No glove on hand holding secateurs, but glove on hand holding wood 	<ul style="list-style-type: none"> • Store closed and locked. • Dry blades before putting away. • Check blades for rust regularly. • Replace when necessary.
Palm Drill		
Safe Use	PPE	Storage
<ul style="list-style-type: none"> • Be aware drill bit is sharp. • Place wood for drilling on hard stable surface and keep there until finished. • Hold wood steady and press firmly down on drill and twist, reverse to remove drill. • Check progress to avoid drilling into surface underneath. 	<ul style="list-style-type: none"> • Glove on hand holding wood steady, no glove on hand using drill. 	<ul style="list-style-type: none"> • Dry bits before putting away. • Check blade for rust regularly. • Replace when necessary.
Vegetable Peeler		
Safe Use	PPE	Storage
<ul style="list-style-type: none"> • Be aware peeler blade is sharp. • Whittle sitting down. • Ensure a safe area before beginning. • Elbow(s) on knees, hold stick pointing downwards between legs or beside legs. • Whittle downwards and away from body. 	<ul style="list-style-type: none"> • Glove on hand holding stick, no glove on hand using peeler. 	<ul style="list-style-type: none"> • Dry blades before putting away. • Check blade for rust regularly. • Replace when necessary.

Storage

When not in use tools will be stored appropriately in locked sheds. Particular attention should be given to how rope is stored off the ground.

Appendix 1 - Risk Assessment Form – Moor House School & College 2022

Assessed:	General risks			Date:	12/7/22		
Site Location	Moor House School & College	Forest School site located at the end of the school field. Student entrance at the end of the MUGA. This should be padlocked at all times (Keys for gate and shed kept with: Caroline Twomey, Admin key box, Maintenance. Emergency access from car park by maintenance buildings.			Updates:		
Assessed By:	Caroline Twomey						
Signed:							
Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Precautions Action to be taken to reduce the risk.	New Likelihood of Occurrence	Hazard Severity	New Risk Factor
General Emergency	1	5	5	Forest School leader and/or one other member of staff to have radio for contact in an emergency. First aid trained staff are present. In case of a major injury, trained staff to radio for healthcare (ask them to bring their phone, if emergency services may be required) and administer first aid while waiting. Other staff members to look after remaining students and move away from the incident. In case of a fire, all staff to vacate the area and radio reception to call the emergency services. Inform Maintenance and SMT immediately.	1	5	5
Uneven ground - slips, trips and falls	3	2	6	Make participants aware of uneven ground. Particularly tree roots, holes and stones. Suitable footwear to be worn. If accident occurs, provide First Aid as appropriate, take to healthcare if appropriate or phone 999 if an emergency and inform SMT.	2	2	4
Use of equipment and tools	2	3	6	When lifting heavy equipment, staff and volunteers should bend at the knees to avoid damage to their backs. Heavy equipment should be carried by two or more people depending on weight. Safe use of equipment to be demonstrated by Forest School leader prior to any students or accompanying staff using them. Staff to read safe use guidance for specific tools before use. Appropriate PPE to be provided for practical	1	3	3

See tool use guidance for specific tool.				tasks. If accident occurs, provide First Aid as appropriate, take to Healthcare if student can be moved. Phone 999 if necessary and inform SMT.			
Hot weather - Risk of heatstroke, sunburn and dehydration	3	3	9	Participants should be aware of the possible risks of hot weather. Breaks for drinks must be frequent. Shady area should be sought if necessary. Participants should wear sun screen if necessary.	1	3	3
Cold/wet weather – Risk of hypothermia, additional slippery surfaces	4	3	12	In wet weather conditions, participants should wear suitable footwear and warm, waterproof clothing. Staff must decide when conditions deteriorate too far to remain outside. Ensure participants take their time and don't run if conditions are wet and muddy.	1	3	3
High winds – Risk of injury from falling branches	3	5	15	Staff to follow safety protocol – when wind speeds rise above 23mph then it is not safe to continue activity. If average wind speeds are between 17-23mph, ensure site is safe and checked before continuing. Staff to check site for any trees previously damaged.	1	5	5
Contact with insects/vegetation - skin irritation and scratches, allergic reactions.	2	4	8	<p>Skin/eye contact with irritant sap & other plant materials (e.g. Hogweeds, spurges, Hemlock, Wild parsnip, Foxglove) is to be avoided. Wash off skin/irrigate eyes with clean water thoroughly without delay if it does occur. Don't expose contaminated skin to sunlight. Exercise care and wear gloves when working with brambles.</p> <p>Mantra of 'If you pick it don't lick it'. Close supervision of what students are eating.</p> <p>Ensure any participant with plant related/insect sting allergy is carrying prescribed medication such as an epipen.</p> <p>Students and families informed that they can bring insect repellent to wear if they are prone to being bitten.</p>	1	4	4
Tick bites - risk of Lymes disease	2	4	8	Advise participants to wear long sleeved tops and trousers and tuck their trousers into their socks. Warn participants to check for tick bites and remove if found see a doctor and check for symptoms of Lyme disease. Parents will be sent an information sheet about ticks before their course of sessions commences.	1	4	4

Danger to self and others when carrying tools around the site	2	2	4	If a number of tools are being moved use a wheel barrow. Follow specific tool guidance for safe carrying guidance.	1	2	2
Injury by carrying/moving heavy objects	3	3	9	When lifting an object off the ground, employees should assume a squatting position, keeping the back straight. The load should be lifted by straightening the knees, not the back. Staff should not attempt to lift or move a load which is too heavy to manage comfortably. They should ask for assistance if there is any danger of strain. Lifting and moving of heavy objects should be done by mechanical devices rather than manual handling wherever reasonably practicable. The equipment used should be appropriate for the task at hand. The load to be lifted or moved must be inspected for sharp edges and wet patches. The route over which the load is to be lifted should be inspected to ensure it is free of obstructions. Students should be informed that if they are carrying wood longer than their arm, they should drag one end on the floor or carry it with another person at the other end.	1	3	3
Use of spades/digging tools	2	2	4	Use ball or heel of foot to push spade into ground. Do not try and move too much soil at once to avoid injuring back. Be careful when pulling up roots. When using trowels be mindful of fingers and other tool users nearby.	1	1	1
Fire spreading	2	5	10	Ensure area is safe to light fire: no tree roots underneath, 10 feet away from trees and branches, remove trip hazards, dig hole a few inches deep for fire pit, use medium sized stones to contain fire (ensure they are fire safe), demarcate fire circle with rope.	1	5	5
Fire – Burn injuries	2	5	10	Fire safety talk to be given before any fires are lit. 1.5m safety circle around the fire. Fire safety equipment in place before fire is ignited. (Heat resistant glove, fire blanket, bucket of water) Fire lit by competent student under adult supervision, or by an adult. No moving around inside the fire circle, to move you must walk behind the log circle. No one is allowed into the fire circle when there is a fire, unless they are invited. Respect position (one knee on the ground) to be adopted by students attending to the fire. Fire wood must be placed onto the fire from the side, not thrown. Leader or competent adult to remain with fire at all times. Students clothing and hair to be tied/moved out of way if approaching fire. Fire to be doused thoroughly with water. Check with hand that ground is cool.	1	5	5
Falling from a tree.	3	3	9	Tree health to be inspected by the Leader. Involve students in this process; checking for signs of dead/unhealthy limbs, as well as which size of branches are appropriate to	1	3	3

(branch snapping, slipping) / becoming stuck.				support weight (branch thicker than arm), and type of tree species. Adult to give safety talk before climbing – students can climb as high as their arm can reach while standing on the ground . Adult to supervise climbing at all times. Ground under the climbing tree to be checked, any objects (branches, twigs etc.) to be removed from the free fall zone. In conditions where the trees are wet, climbing height will be lowered or stopped altogether. If a student is stuck, verbal assistance will be given to assist anyone who needs help down, if absolutely necessary the leader will assist by getting a ladder from maintenance.			
Improper use of rope, unsafe knots, bad condition of rope Injuries – falls, rope burn, strangulation	2	4	8	Students given safety talk on rope before use, rope not to be left lying/hanging anywhere when not in use. Rope will not be tied around any part of the body or someone else. 18mm-45mm jute/hemp/polyester rope to be used for rope swings. Adults to monitor use of ropes. Students showed appropriate knots www.animatedknots.com/roundturn Knots checked by adult. Leader to check the condition of the rope regularly.	1	4	4
Attachment point of rope Injuries - Hit by falling branches/ branch snapping and causing fall/ swinging into tree trunk	2	3	6	Adults to monitor where children attach rope and assess whether it is safe. Children encouraged to participate in the RA process. Tree health to be inspected by the Leader. Involve students in this process; checking for signs of dead/unhealthy limbs, as well as which size of branches are appropriate to support weight, and type of tree species. Size of branch chosen wisely according to use. Tree swings should be temporary to protect the health of the tree.	1	3	3
Falling from tyre swing	3	3	9	Bottom of tyre should be between 25-60cm from the ground. If higher, students should put their body through the tyre, keeping feet near the ground. Keep sufficient distance from the tree trunk to avoid swinging into it, while keeping near enough to the fork so that the branch is strong enough to hold the weight. Check that the branch is not bending during use. Freefall zone checked and cleared before children use rope swings.	2	2	4
Injuries related to low branches/trees (poking eyes, hitting head)	3	3	9	Area assessed before use and unsafe branches to be cut back. Students made aware of low branches and speed of safe travel.	1	3	3

Blindfolded games Injuries - slips, trips and falls. Walking into objects.	2	3	6	Area checked by leader before use, taking into physical needs and maturity of students. Appropriate manner of moving though the space without our vision discussed before. Students will be instructed on methods for leading their partner safely around the activity site. Partners to have physical or verbal contact with each other at all times. Adult supervision at all times.	1	4	4
Cooking Allergy to food being cooked	2	5	10	Leader to obtain up to date allergy information prior to session, information to be used according. Separate different preparation areas and utensils if required for allergies.	1	5	5
Hot food/drink Injuries - Burns	3	2	6	Food/drink should be allowed to cool before consumption. Count to 30 before eating a campfire marshmallow. If students are preparing food, adult instruction to be given, ie. One person to pour kettle into cup with no one holding it.			
Cooking Injuries - Food poisoning	2	5	10	All hands to be washed before preparing food. All equipment to be clean before and after use. Separate preparation areas and equipment for different foods if required. Cut open food and check it is cooked before consumption. Check temperature of pork and chicken is above 70 degrees Celsius. Carry antiseptic wipes or soap and water for hand washing. Hands must be cleaned before handling food and utensils. When cooking with a stick use green wood and remove bark before cooking. Food brought to site should be wrapped. Wild food must be correctly identified. Don't re-heat cooked food All perishable food must be stored in a cool box / bag and wrapped in appropriate packaging to avoid attracting insects and vermin. Raw meats must be stored separately to cooked meats in a chilled container. Make sure products are used within the 'use by' date. Do not handle food items if suffering from colds or similar infections. Cover all cuts and grazes in the appropriate manner. Clean all food utensils and place in storage.	1	5	5

<p>A simple equation can be used as a basis:</p> <p>◆ Risk = Hazard Severity x Likelihood of Occurrence</p>	<p>Risk factors:</p> <p>1-3 = low, improve where possible</p> <p>4-9 = medium, improve as soon as possible</p> <p>10+ = high, unacceptable, reduce risk before work carried out</p>
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The likelihood of occurrences should be assessed on a scale of five:	The hazard severity should similarly be assessed on a scale of five:
5 Likely - An injury is probably going to occur	5 Very High - multiple deaths
4 Common - An injury is likely to occur more than three times in a working year (doing this activity every day)	4 High - death to an individual
3 Occasional - An injury is likely to occur two or three times in a working year (doing this activity every day)	3 Moderate - injury or disease capable of keeping more than one person off work for 3 or more days
2 Possible - An injury may occur once in a working year (doing this activity every day)	2 Slight - injury or disease capable of keeping one person off work three or more days
1 Not Likely - An injury may occur less than once in a life time through this activity	1 Low - minor injury to one individual

Appendix 2 - Onsite Key Information

<p>At start of a session</p> <p>Forest School leader to:</p> <p>Risk assess site before students arrive.</p> <p>Check 2-3 staff are present and at least one has a radio.</p> <p>Student head count.</p> <p>Read individual risk assessments before students' arrival.</p>	<p>In the case of a minor injury:</p> <p>Inform another member of staff.</p> <p>Qualified first aiders administer first aid.</p> <p>Record incident in accident book at Healthcare after session.</p> <p>If additional assistance is required, radio Healthcare to let them know that a student will be sent to them.</p> <p>In the case of a minor burn:</p> <p>If a child has burned themselves, submerge the burned area in tepid water (fire bucket) for an extended period of time and take them to Healthcare.</p>
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<p>Fire</p> <p>Ensure that you have the following outside the fire circle:</p> <ul style="list-style-type: none">- Fire blanket- Bucket of water- Heat resistant gloves <p>Ensure the fire is always supervised by an adult.</p> <p>Students must walk around the outside of the roped area.</p> <p>If students are invited inside the fire circle, they kneel on one knee when next to the fire. Limit numbers.</p> <p>Fire to be doused with water to extinguish. Check with hand that there is no heat remaining.</p>	<p>In the case of a major injury:</p> <p>As above and:</p> <p>Radio for SMT and Healthcare to ask them to come to the Forest School site. Ask Healthcare to bring their phone (to call emergency services).</p> <p>If healthcare is unavailable, radio reception.</p> <p>1st staff member to move other students away.</p> <p>2nd staff member to stay with injured student.</p> <p>3rd staff member to meet emergency services at car park Forest School gate.</p> <p>After incident, inform student's parents and update SMT.</p>
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Certificate of Employers' Liability Insurance (a)

(Where required by regulation 5 of the Employers' Liability (Compulsory Insurance) Regulations 1996 and amended by The Employers' Liability (Compulsory Insurance) (Amendment) Regulations 2008 (the Regulations), one or more copies of this certificate must be displayed at each place of business at which the policy holder employs persons covered by the policy. Alternatively, the policy holder is permitted to display this certificate in electronic form, provided each employee covered by the policy has reasonable access to it)

Policy Number UC-CMK 5574075

- | | |
|--|--------------------------------------|
| 1. Name of policy holder | Moor House School And College |
| 2. Date of commencement of insurance policy | 31st March 2022 |
| 3. Date of expiry of insurance policy | 30th March 2023 |

We hereby certify that subject to paragraph 2:-

- 1. the policy to which this certificate relates satisfies the requirements of the relevant law applicable in Great Britain, Northern Ireland, the Isle of Man, the Island of Guernsey, the Island of Jersey or the Island of Alderney (b); and**
- 2. (a) the minimum amount of cover provided by this policy is no less than £5 million (c)**

**Signed on behalf of Travelers
Insurance Company Limited
(Authorized Insurer)**

**Matthew Wilson
Chief Executive Officer**

Notes

- (a) Where the employer is a company to which regulation 3(2) of the Regulations applies, the certificate shall state in a prominent place, either that the policy covers the holding company and all its subsidiaries, or that the policy covers the holding company and all its subsidiaries except any specifically excluded by name, or that the policy covers the holding company and only the named subsidiaries*
- (b) Specify applicable law as provided for in regulation 4(b) of the Regulations.*
- (c) See regulation 3(1) of the Regulations and delete whichever of paragraphs 2(a) or 2(b) does not apply. Where 2(b) is applicable specify the amount of cover provided by the relevant policy.*

Travelers Insurance Company Limited
Registered in England 1034040
Registered office: One Creechurch Place, Creechurch Lane, London EC3A 5AF

EL Certificate (Evol Offshore) 01.18