A photograph of a dense forest with many tall, thin trees and a ground covered in fallen leaves and branches. Sunlight filters through the canopy.

Stanbridge Lower School

Forest School
Handbook

2023

Forest School Lead: Miss C Hughes

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“The earlier children are exposed the nature , the happier and healthier they become”
(Growing Ideas Blog)



1

Rationale:

Forest School is an outdoor learning experience. It allows children to explore freely, develop new skills and learn the art of reflection. A natural environment can offer an ideal setting for a child to develop freely. It can provide masses of stimulation and excitement with its ever changing scenery and provision. Learners develop confidence through hands-on learning in a woodland environment, nurturing an understanding of and respect for nature. Danish research tells us that children who had attended forest school developed strong social and communication skills, had the ability to work in groups effectively, generally had high self-esteem and a confidence in their own abilities. They were better able to solve problems and better able to deal with everyday challenges .

Forest school builds on our Early Years curriculum where learning is organized into themes about nature. Forest schools enables the children to continue their learning journey into Year 1 and beyond.

At Stanbridge we recognize and build upon the *Forest Schools Principles of Good Practice*



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

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

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

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



	<ul style="list-style-type: none"> • Principle 5: Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice. • Principle 6: Forest School uses a range of learner-centred processes to create a community for development and learning.
2	<p>Aims At Stanbridge Forest School we aim to</p> <ul style="list-style-type: none"> • Enable our children to have greater contact, understanding and respect of the natural world • Plan for challenging, motivating tasks, games and activities which enables our children to engage with nature and the great outdoors classroom • Give a forest school experience which brings learning to life and offer challenges and risks that our children are able to manage confidently • Improves an individual's ability to work, creatively, co-operatively, developing social and communication skills, trust, decision making further • Offer our children the opportunities to take risks, make choices and initiate their own learning • Enable our children to grow confidence, resilience and perseverance • Use the forest school skills and apply them to challenges and problems they meet during their academic learning and in everyday life, so developing resilience and perseverance. 
3	<p>Training All of our forest school sessions are led by staff who have completed their Level 3 in Leading Forest School training and have gained the forest school certificate.</p> <p>July 2022: We have 4 teachers with a level 3 certificate in Leading Forest School and 2 LSA's with a level 2 certificate in Assisting Forest School.</p> <p>These are:</p>  <p>Level 3 Forest School Leaders: Miss C Hughes, Mrs J Turney, Mrs M Ashpole and Mrs Y Patterson Level 2 Forest School Assistants: Mrs N Probert, Mrs L Felstead</p>
4.	<p>Forest School Site Forest School sessions will take place on the school grounds. We benefit from a large field at the rear of our school that backs onto farmland. Our Woodland Garden is beautiful and provides a perfect setting for our forest school sessions. The area contains a pond, is full of established trees, plants and wildflowers,</p>

and is edged by hedging and bushes with protect and seclude the area. The area is full of wild life and is frequented by woodland animals.



5

Ecological impact

Whilst using the Forest School site we shall try and minimise the harm caused to local plant species and wildlife. The site is also likely to incur a higher level of erosion due to increased use. During the Forest School sessions the children shall be encouraged to be more responsible for the protection of plants and wildlife. We shall also work to improve the site by adding bug hotels and hedgehog houses to encourage further wildlife. We shall abide by The Countryside Code as well as The Forest School Rules.

The Countryside Code

There are five sections of The Countryside Code dedicated to helping us learn how to respect, protect and enjoy the countryside:

- Be safe, plan ahead and follow any signs
- Leave gates and property as you find them
- Protect plants and animals and take your litter home
- Keep dogs under close control
- Consider other people

Forest School Rules

- Look after your Forest School
- Do not pick anything growing
- Do not put your fingers or anything else in your mouth
- Stay within the boundaries marked, we don't go over it and we don't go under it
- Stay outside of the fire circle.
- Look above, below and around for hazards.

5.

Forest School Sessions and Staff Ratios

All of the forest school sessions are planned and led by a qualified member of staff.

Ratios: there must always be 3+ adults present during forest school sessions in case of emergencies

X1 to deal with casualty

X1 to raise the alarm and call an ambulance/get first aider

X1 to supervise class

Other ratios

EYFS: 1:4

KS1: 1:5

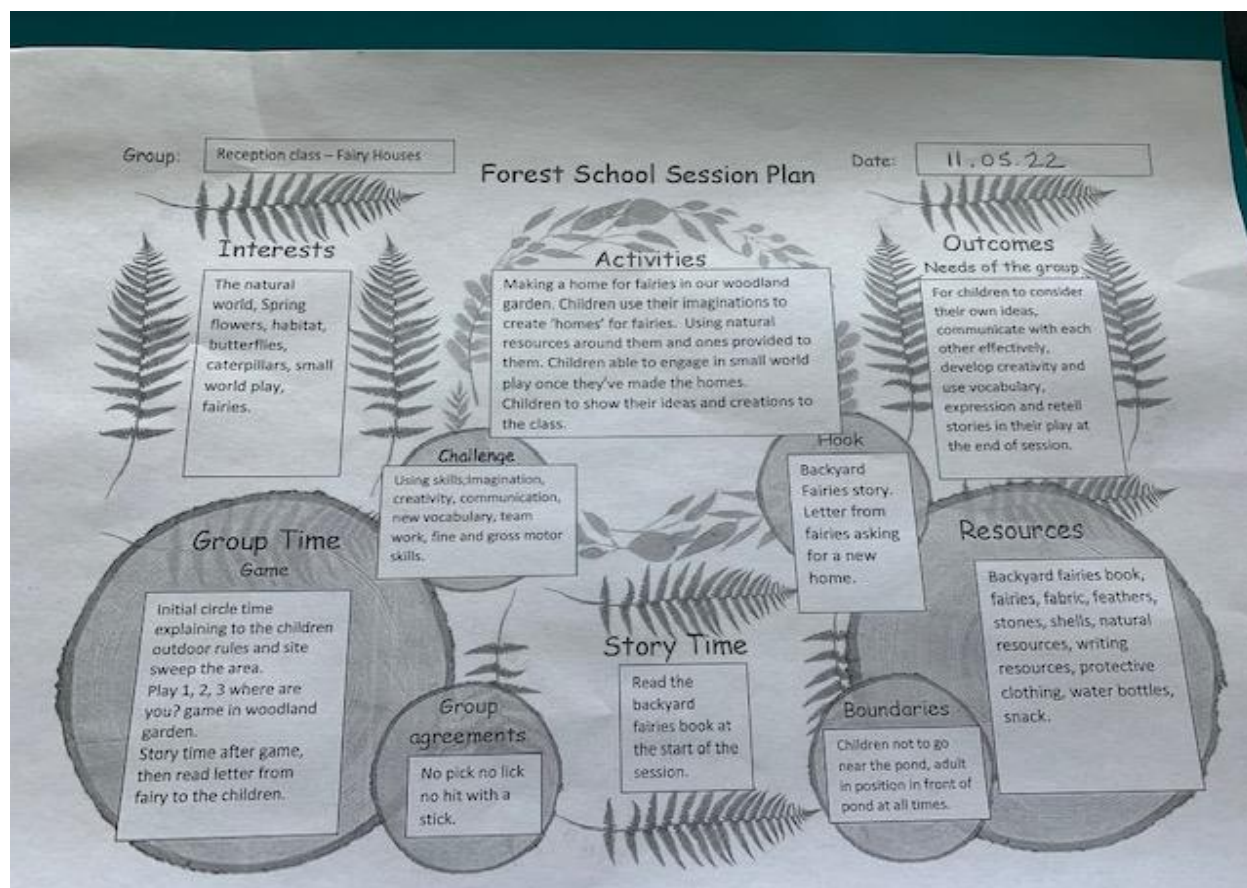
KS2: 1:8

Children should not be left unsupervised at any time during the session.

Prior to Session	During Session	After session
<ul style="list-style-type: none"> • Risk assess session and session approved by Head or FS Leader • Prepare all resources and do an equipment check • Brief staff members on lesson and safety • Brief children on lesson and 	<ul style="list-style-type: none"> • Model correct use of all tools and oversee use of tools • Monitor and high risk activities to ensure safety points are being adhered to • Complete head counts • Adapt session if weather 	<ul style="list-style-type: none"> • Secure area • Secure all tools and store • Complete an equipment check • Complete head counts

<p>safety points</p> <ul style="list-style-type: none"> • Ensure adults /children are dressed appropriately for the task - check footwear • Ensure area to be used for the session is safe and as much as possible hazards have been identified completing visual checks of the area to ensure area doesn't have any new risks not encountered previously. EG check weather, wind, water,litter, fence, fauna, flora • Check weather conditions 	conditions change or deteriorate.	
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Example Session



6 Roles and Responsibilities of Staff

Forest School Leader/Teacher

- First Aider - see EMERGENCY/INCIDENT PROCEDURES.
- Child Protection Officer.
- Ensuring possession of up to date Medical and Emergency contact details for every child and adult in attendance.
- Briefing all adults in their role.
- Leading group into woodland and during session.
- Modeling Forest School ethos and attitude.
- Taking children and adults through Forest School rules.

- Safety sweep.
- Setting up site with all necessary equipment.
- Packing up and Accounting for equipment.
- Supervising and modeling use of tools.

Assistant

- Reporting Child Protection concerns to Leader.
- Reporting Health and Safety concerns to Leader.
- Following group into Woodland.
- Accompanying children outside of boundary if they need the toilet.
- Modelling Forest School ethos and attitude.
- Supporting children where necessary during session.
- Responsibility for group when Leader is using tools with groups.
- Assisting children during snack time.
- Leading group if there is an emergency including a trip to accompany a child to Hospital leaving the leader with the remaining group.
- Take down boundary rope during group game and at the end of a session.

Volunteer/Helper

- Following the lead of the Leader and the Assistant.
- Following Forest School Rules.
- Reporting Child Protection concerns to Leader.
- Reporting Health and Safety concerns to Leader.

7

Responsibilities of Children

- To take personal responsibility for their own safety as well as the safety of others
- To listen to and follow information and instructions given to them
- To bring appropriate clothing into school for forest school activities

For safety reasons, if a child is given an instruction to listen and they then choose not to, they will not be allowed to take part in the activity

8 Forest School Activities

Here is a list of some of the activities that the children at Stanbridge might take part in during their forest skills sessions and what the children gain from these activities.

Activities	Benefits and Gains for the Children
Being outdoors in all weathers	• Creativity, fun and enjoyment
The opportunity to take and manage their own risks	• Physical development and increased fitness
Making camp fires	• Development of communication, language and social skills, Being able to judge a risk and know how to manage the risk.
Collecting wood	• Development of resilience in the face of a challenge.
Using tools	• Developing creativity and imagination
Sawing sticks	• Problem solving
Making dens	• Working as a team
Making necklaces	• Learning to solve problems independently drawing upon their own skills and knowledge
Making charcoal	• Resilience and Perseverance - overcoming challenges
Creating flower prints	• Reasoning
Creating clay out of natural materials	• Improved motivation, concentration and focus
Exploring flora and fauna	• Peace and wellbeing
Exploring spaces and boundaries	• Improved self-esteem and confidence
Making hot chocolate	
Cooking on a campfire	
Listening to stories in the woodland garden	
Learning and singing group songs	
Exploring habitats	
Learning to care for basic needs	
Leaf wapping	
Pond dipping	
Animal tracking	
Blackberry painting	
Making bird feeders	
Mud activities	
Art and sculpture work	
Tracing games	
Rope and string work	
Leaf and tree identification	
Spider web weaving	



9 Risk Assessments

The Forest School teacher is responsible for risk assessing all activities/tasks/ use of tools/use of equipment/camp fires/forest school areas..... etc. ***The risk assessment should be approved by either the Head Teacher or Forest School Lead prior to the session taking place .***

Risks are assessed using the following process:

- Look and identify potential hazards.
- Consider who might be harmed and how.
- Consider flora and fauna eg mushrooms, fungi and berries
- Consider eating and drinking and how this is to be managed
- Consider fire safety and movement of children
- Consider all risky activities and activities using tools
- Consider boundaries and hazards/where children are/aren't allowed to go eg pond
- Consider biting and stinging insects
- Consider tools and correct use of tools, allocation of tools, safety points, modelling correct use

- Evaluate whether the existing safety precautions are suitable or whether additional measures need to be implemented.
- Record all findings on the appropriate Risk Assessment forms - see **Appendix A**.
- Review and update all risk assessments as necessary.
- Inform all assisting adults of the identified risks for each session.
- Include briefing arrangements for children to help them identify potential hazards and know how to manage these.

All risk assessments are living documents and should be reviewed and updated by the teacher leading the session prior to each session commencing.

Prior to each session a daily check will be carried out to ascertain any changes and potential new risks.

10 Our Risk Assessment of the Woodland Garden

Stanbridge Lower School Forest School Site Check/Risk Assessment Sweep

**Site check
before each
session.**

Leaders Name

Site check prompt list:

- Access to site /gates and lock/
- Boundaries - fences
- Canopy, shrub, field and ground layers - fungi, poisonous plants
- Weather
- Fire surround and seating
- Shelters and other structures
- Pond and surrounding fence.
- Other identified hazards.
- Fallen branches
- Slippery Paths
- Nettles and Brambles
- Animal faeces

Have the Risk Assessments been made and read for each session by adults in group?

Site Area	Date	Sign	Issue/Identified	Course of Action

11	Clothing Forest school sessions take part in all weather. Teachers will advise parents before each session if the children need to bring extra clothing or clothing changes for the session. E.g. wellies, track suits, sunhat etc. School has a supply of all weather suits for children age 3 - 9 years.					
12	Weather The aim of the forest school sessions is to introduce participants to as much of what nature has to offer as possible, including the range of weather. However, on some occasions it may not be safe or practical for planned sessions to go ahead, but wherever possible, weather will be a feature of the sessions rather than a barrier to them Extreme temperatures may mean a session has to be shortened or cancelled to avoid illness and discomfort. Very cold temperatures can prevent activities such as tool use and crafts (fine motor skills) as can heavy rain. Heavy rain or strong winds may also cause cancellations, as will heavy snowfall. Leaders will regularly check weather forecasts and make dynamic risk assessments to decide how to adapt to weather. They will change plans or cancel sessions as appropriate.					
13	Cooking Food and Food Hygiene At Stanbridge during Forest School sessions we will: <ul style="list-style-type: none"> • Risk assess all cooking sessions, food preparation, consumption of snacks/drinks before the forest school sessions begins. • Ensure that all foods are prepared and cooked properly in line with Food safety legislation. • If wild foods are collected and are to be consumed, this must be risk assessed and researched prior to the forest school session. No wild foods should be consumed without the prior risk assessment. This must be approved by the Head and Forest School leader prior to the session and consumption of the food. • Remind children to avoid placing their hands in their mouths. (NO PICKING, NO LICKING). • When drinks and snacks are consumed during a Forest School session, participants will be able to clean their hands in order to maintain good hygiene. • Ensure any allergies / dietary requirements within the group are identified and catered for. 					
14	Fire Safety and Campfires At Stanbridge the use of campfires for cooking and storm kettles for boiling water are an important part of Forest School and can be used in sessions. We aim to ensure that all children and adults participating in sessions with fires will do so safely and with as little risk to their health as possible. <ul style="list-style-type: none"> • Only previously agreed areas will be used for campfires • Storm kettles are only used on flat ground and any woodchip or leaf litter must be brushed away 					



before use. To be used with low numbers of participants.(3 max)

- Fire areas are surrounded by seating logs or mats at least 1.5 metres from the fire pit.
- If there is a clear wind direction, seating in the line of smoke is to be avoided. If the wind direction is variable, the leader should rearrange the seating if at all possible.
- Children must be supervised whilst around the campfire at all times and the fire should never be left unattended. (Fire rules will be reinforced prior to lighting).
- When accessing or moving around the campfire, children must walk around the outside of the log circle, then remain sitting on the logs/mats whilst they are around the fire.
- Fires are lit using a fire steel. (**no accelerants to be used**).
- Fires will not be lit in strong winds.
- Fires will not be lit without the safety equipment in place; a bucket of water/sand
- Only adults are permitted to light fires, unless children are under the direct supervision of a member of staff.
- If sessions involve children adding fuel to the fire, this must be done with one to one adult supervision.
- Children are taught that sticks/wood must be placed, not thrown, from the side of the fire.
- **No flammable liquids or plastics are to be used on the fire.**
- At the end of the session, the fire must be extinguished with water until all smoke and steam has ceased.
- An additional 'fire watcher' will be nominated to help monitor participants around the fire circle.
- **A fire blanket will be taken to the area where a fire is to be lit**
- **An exit plan will be put into place if the need arises to evacuate the area.**

Essential Equipment - Fires
Fire retardant Gauntlet gloves
Fire blanket
Bucket of water/sand
Fire steel
Vaseline
Cotton wool
Matches

15 Use of Tools

Using hand tools is an important part of Forest School as it enables learners to develop new, practical skills that help them develop self-confidence.

To enable this is safely carried out:


- Hand tools are to be maintained in good order by the FS Leader.
- The FS leaders will inspect the tools before each session to ensure safety.
- Participants will be taught how to handle tools properly and to treat them respect.
- Whilst using hand tools the staff to child ratio is increased depending on the tool use and experience / age of the group.
- Tools will be kept in secure tool boxes and only removed by the Forest School team or by learners under supervision.
- Appropriate P.P.E will be provided to suit the activity
- Participants will lose permission to use tools if the guidelines are not followed.
- Tool talks and demonstrations of use for all tools will be repeated by leaders and learners.
- All tools must be counted back into the tool box at the end of the session and secured/stored correctly.




Guidance on use of Tools


Detailed guidance on the use of tools can be found in **Appendix C**

	<p>The following links can be used with children to show them how to use the tools correctly.</p> <p>Forest Schools Tool Talk - Sheath Knife https://www.youtube.com/watch?v=nkB6u_Hk_8c</p> <p>Forest Schools Tool Talk - Loppers https://www.youtube.com/watch?v=owdQk9vNGPY</p> <p>Forest Schools Tool Talk - Folding Saw https://www.youtube.com/watch?v=MU6XxKFJdnk</p> <p>Forest Schools Tool Talk - Billhook https://www.youtube.com/watch?v=uhqYy4P_w3I</p> <p>Forest Schools Tool Talk - Axe https://www.youtube.com/watch?v=TwTqBSO1a6w</p> <p>Forest Schools Tool Talk - Bow Saw https://www.youtube.com/watch?v=rxuQunOKkRc</p> <p>The tools checklist and maintenance list can be found at Appendix D and must be used at the start and end of each session.</p>
16	<p>Ropes and Cords</p> <p>Children will be shown how to use ropes and cords for different purposes to build dens, use for hammocks and pulling logs. Teaching appropriate knots for specific uses, Safety is our main priority and staff will ensure knots will take the appropriate weight and at a height not to cause injury to others. Knots and cords will be bright colours to be seen by others. Once used they will be stored away.</p> <p>Ropes and Cord Rules</p> <ul style="list-style-type: none"> • Only used for a purpose • Never used on people • Only tied to trees that will hold the weight of the hammock • Tied at a safe level above head height • Not left on the floor to cause slips and trips • Wind rope up and store away safely when not in use
17	<p>Toilet Facilities</p> <ul style="list-style-type: none"> • Toilet facilities are found in the main school building. • The children will use the toilet before attending Forest School. • Support staff will escort any children who need to use the facilities during the forest school session to the toilets and wait at the building entrance to escort the child safely back to the session. •
18	<p>Protecting the Environment</p> <p>LEAVE NO TRACE.</p> <p>Plan Ahead and Prepare</p> <ul style="list-style-type: none"> • Know the regulations and special concerns for the area. • Prior to visit, establish what resources can be used, permissions must be sought for collecting materials, felling, coppicing etc. • Check the weather forecast and always be prepared for changing weather conditions. • Visit in small groups when possible. • Consider splitting larger groups into smaller groups.

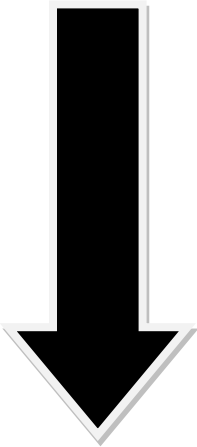
	<p>Dispose of Waste Properly</p> <ul style="list-style-type: none"> • When leaving, inspect the site for rubbish or spilled foods. Carry out all litter and leftover food. • Carry out toilet paper and hygiene products. • To wash hands, use water 200 feet away from streams and use small amounts of biodegradable soap. <p>Leave What You Find</p> <ul style="list-style-type: none"> • Respect property. For example, fences, stone walls etc. Leave gates as you find them (open or closed). • Preserve the past: examine - without damaging - archaeological structures, old walls and heritage artefacts e.g. wells, mine workings, monuments. • Conserve the present: leave rocks, flowers, plants, animals and all natural habitats as you find them.  <p>Minimise the Effects of Fire</p> <ul style="list-style-type: none"> • Fires can cause lasting impacts and be devastating to forests, natural habitats and farmland. Use a lightweight stove for cooking. • Where fires are permitted: use established fire rings or a portable fire pit. • Keep fires small. • Avoid burning plastics or other substances: which emit toxic fumes. • Burn all wood and coals to ash, put out campfires completely, then bag the ashes and carry out. <p>Respect Wildlife</p> <ul style="list-style-type: none"> • Observe wildlife from a distance. • Observe wild animals and birds from a distance. Avoid disturbing them, particularly at sensitive times: mating, nesting and raising young (mostly between spring and early summer). • Keep wildlife wild, don't feed wild animals or birds - our foods damage their health and leave them vulnerable to predators. <p>Be Considerate of Others</p> <ul style="list-style-type: none"> • Respect other visitors and protect the quality of their experience. <p>LEAVE NO TRACE</p> <p>(https://lnt.org/why/7-principles/plan-ahead-and-prepare/)</p>
19	<p>Lost or Missing Child</p> <p>In case of a lost or missing child:</p> <ul style="list-style-type: none"> • Make an immediate search of the area • Ensure the safety of the rest of the group and keep them together. • Follow school procedure for lost and missing children. Enlist all available adults to search. Group to be returned to School / Base. Contact the School / Senior Staff.
20	<p>Child Protection and Safeguarding</p> <p>Our schools Child Protection and Safeguarding Policy must be followed at all times. This is available to view on the school website at www.stanbridge.beds.sch.uk and a main copy is held on the school's curriculum area and in the Head Teacher's office.</p> <p>All Stanbridge staff have been DBS check and received annual training on how to keep children safe in education and Prevent.</p>

	<p><i>Any volunteers in forest school sessions should be DBS checked or if working in regulated activity - not be left alone with children.</i></p> <p>Cause for Concern or Disclosures: Please follow the procedures outlined in the Child Protection Policy and report any disclosure or cause for concern immediately.</p>
21	<p>Photos and Videos of Forest School Sessions</p> <p>In line with our Staff Acceptable Use Agreement, signed by all staff, <i>mobile phones will be kept locked away and not used during school time, including forest school sessions.</i></p> <p>Staff may use their school iPad to take photos and videos of children working in forest schools to record progress and achievements for evidence, observations and assessments. These may not be shared out of school or with parents and may only be used in school for school purposes.</p> <p>Any photographs taken for the school website/facebook page must focus on the task/activity and not the whole child.</p> 
22	<p>First Aid and Emergencies</p> <p>The Forest School teacher should ensure a first aid box is available at all forest school sessions. A Fire blanket will be taken to all activities where fire is involved.</p> <p>In case of a serious injury / incident</p> <ul style="list-style-type: none"> • Secure area and make safe. • FS Leader and 1st Aider (if in attendance) attends to the casualty, carrying out first aid and then remaining with and monitoring the casualty. • Additional Adults to call for first aider and advise office staff to call emergency services and give location/nature of injury and the name of the person injured • If necessary, adult to gather all other children, do a head count and keep them calm and take them back to their classroom. <p>In the case of an injured FS Leader</p> <ul style="list-style-type: none"> • Adults to secure the area and make safe • Adults to carry out first aid and remain and monitor casualty • Additional Adults to call for first aider and advise office staff to call emergency services and give location/nature of injury and the name of the person injured <p>All accidents and incidents will be reported and recorded following the schools' First Aid Policy and reported directly to the Head Teacher.</p>
23	<p>Behaviour</p> <p>Whilst taking part in Forest School activities our school Behaviour Policy will apply.</p> <p>As many of the activities that the children will be taking part in contain risk we always give their safety and the safety of others around them high priority.</p> <ul style="list-style-type: none"> • If a child is putting others in danger through their actions, choices or words their forest school session will be ended and they will be escorted back to the main school building to the Head Teacher. • If a child is asked to listen to safety instructions or information and they choose not to, they will not be allowed to take part in the activity or use the tools that would have been necessary for the task.

Appendix A

					
Forest Schools Risk Assessment					
Activity:				Date:	
Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Residual Risk Rating
Trips and slips. Collisions and bumps into people and objects.	Children & Adults	Low	<ul style="list-style-type: none"> • Site chosen for activity carefully. • Discuss the risks posed by wearing a blindfold with the group. • Model how to guide or supervise (if they are following a line) someone. • Explain to group to investigate items gently. 	<ul style="list-style-type: none"> • Group must be made aware of the dangers and considerations of leading someone who is blindfolded 	Low

			<ul style="list-style-type: none">• Tell them there may be rough or sharp parts so move slowly.• Monitor and observe activity closely.		
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Stanbridge Lower School



Forest School's Parental Consent Form

Name of Child

Name of Parent:

I give permission for my child to take part in Forest School.

I understand that activities may include, walking, climbing, craftwork, pond dipping, mud splashing, shallow river paddling, den building, campfire cooking and other related activities.

I give my consent for the equipment and tools necessary for the activity to be used by the child mentioned above.

I understand that a strict code of practice for working with children will be followed and all activities will be risk assessed and I will be informed of any extra details of activities that are out of the ordinary pattern

I understand that my child will not be left unsupervised at any time.

I understand that we will go out in all weather conditions deemed safe by the Forest School teacher.

I understand the forest school teacher will conduct regular risk assessments of the forest school sites and the forest school activities.

I understand the forest school teacher will carry an appropriate first aid kit.

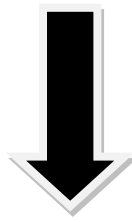
I understand school has an up to date Pediatric First Aid trained staff and trained first aiders on the school site

Emergencies

In an emergency, I understand that every effort will be made to contact me, but I consent to any medical treatment required

Signature of Parent

Date



Appendix C



Stanbridge Forest Schools - Safe Practice for Use of Tools

The following tools are amongst those most likely to be used with children as part of our Forest School sessions.

- Bow saw
- Loppers
- Stick peeler
- Sheath knife
- Bill Hook
- Mallet

Tools are used under close supervision.

Ratios

- KS2: 1:4
- Younger children or as appropriate for their level of experience 1:2
- Less confident and hesitant/nervous 1:1

Responsibilities of Adults

- The Forest School leader will be responsible for overseeing safe use and maintenance of all tools. When not in use the tools are stored in a secure setting. A full list of all tools is kept with the tools and a separate list carried when tools are taken out on site. This allows the tools to be counted out and in.
- Only 1 tool to be used at a time

PPE

When using any items it is essential that appropriate personal protection equipment is used. These may include gloves, hard hats, safety boots and high visibility jackets dependent on the task. The Forest School leader is able to advise further.

Tool Talk Scripts

Bow saw



- This is a bow saw.
- 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 bow saw like this.
- I walk with the bow saw like this.
- I pass the bow saw like this.
- When I use the bow saw I use it two arms and a tools length away from anyone except my partner like this.
- I use the bow saw 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 bow saw I put it down with the handle facing forwards and the blade facing inwards.
- When I have finished with the bow saw I put it in the designated place or in the toolbox provided.

Billhook



- This is a billhook.
- 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 billhook like this.
- I walk with the billhook like this.
- I pass the billhook like this.
- When I use the billhook 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.

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.

Sheath Knife



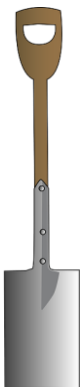
- This is a fixed blade knife.
- This is the handle.
- This is the cover.
- I take the cover off like this.
- This is the blade.
- This is the cutting edge.
- When I have finished with the knife I put the cover back on like this.
- I stand with the knife like this.
- I walk with the knife like this.
- 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.

Stick Peeler



- This is a stick peeler.
- This is the handle.
- This is the cutting edge.
- I stand with it like this.
- I walk with it like this.
- I hold the stick peeler like this.
- I always use it 1 arm and a tool length away from other users.
- When I am using it I always use it on the outside of my body and away from me
- When whittling I wear a glove on my helper hand.
- When I am not using it I place it on the ground with the handle facing forwards and the blade pointing in.
- When I have finished using it I put it in the place or box that is provided.

Spades

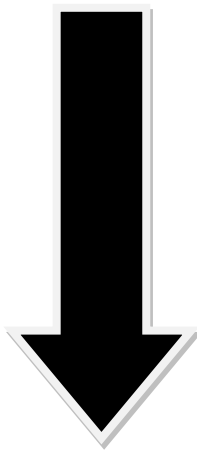


- Carry spades by the side of your body with the blade pointing down with a slight tilt forwards
- Always keep one foot on the spade and one foot on the ground when digging. Never put both feet on the blade and balance
- Where covered shoes when using a spade
- When not in use, lay the spade on the ground with the blade pointing downwards

Mallet



- Mallets are used to hit the back of a billhook or axe for splitting wood
- Mallets can also be used for hitting wooden stakes into the ground
- Keep fingers on the handle and keep the other hand a safe distance away from the object you are hitting to avoid injury.



Appendix D

Tool Maintenance Checklist and Log

Tools: If tools do not meet these basic requirements please do not use them, take them out of circulation and return them to/inform the Forest School Leader.

Tools should be checked frequently by the Forest School Leader and by others leading a session prior to the session starts.

Are the tools clean and dry?				
Are the tools rust free?				
Have the tools been oiled (as required)				
Are blades fit for purpose, clean and rust free? Do blades need changing?				
Have you used the tool to ensure it is fit for purpose prior to use?				
Have the knives been polished? Polishing the edge of a sharp knife is called stropping . Usually this is done on a leather strap, mostly applied to a hard surface.				

Rope /Cord Maintenance

Ropes/Cords: If ropes/cords do not meet these basic requirements please do not use them, take them out of circulation and return them to/inform the Forest School Leader.

Are the ropes/cords clean and dry?				
Are ropes and cords in good condition?				