



# Ettington C of E Primary School

## Forest School Handbook



*'The more risks you allow children to take, the better they learn to take care of themselves.'*

*Roald Dahl*

*'Teaching children about the natural world should be treated as one of the most important events in their lives.'*

*Thomas Berry*



## Ettington C of E Primary School's Forest School Vision

We believe in providing our children with opportunities to use and develop the gifts and talents they have been blessed with, to ensure they embrace "Life in its fullness" (John 10:10) following the teachings of Jesus.

Our vision is to place the child at the heart of everything we do, "**Learning for Fullness of Life**". It is to work together, where everyone is a partner in learning; providing a safe, happy, caring and stimulating community, where children are given opportunities to reach their true potential.

Forest School at Ettington C of E Primary School offers all children a unique learning experience in a natural environment. Children will have the opportunity to develop an inquisitive and positive relationship with the natural world through hands-on learning experiences. We strongly believe that outdoor learning allows children to engage in the world around them and through these experiences they will increase confidence, self-esteem and respect for our ever-changing world.

Our aim is to give every child the opportunity to:

- ✿ Be unique, equal and valued
- ✿ Competent to explore and discover
- ✿ Take risks, build resilience and challenge themselves
- ✿ Initiate their own learning through choice and determination
- ✿ Regularly succeed and persevere
- ✿ Develop positive relationships with others and themselves
- ✿ Develop a positive relationship with the natural world
- ✿ Have fun
- ✿ Connect with nature, thus improving mental health and well-being



## **Rules of Forest School**

- 🌿 Look after our Forest School
- 🌿 Do not pick anything growing (no picky, no licky)
- 🌿 Do not lick your fingers or anything else
- 🌿 Stay within the fence
- 🌿 No running or climbing (unless a planned climbing activity)

## **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 Routines**

### **Procedures to be carried out before each session**

- 🌿 A thorough sweep of the site will be done before each session to check for any litter, glass, animal faeces etc. Any such items will be collected using plastic bags and disposable gloves.
- 🌿 A written record will be kept of each sweep which will state if any hazards were found and how they were dealt with.
- 🌿 Fences, gates and hedges will be checked to ensure they are safe and secure.
- 🌿 Trees will be checked for any broken or dead branches which could fall.
- 🌿 Dead twigs that are at eye-level will be checked for and removed.
- 🌿 Weather conditions will be checked before each session.

### **Session plan**

- 🌿 Children visit toilet and then put on clothing, waterproofs and wellies.
- 🌿 Line up at back door of classroom and count children.
- 🌿 Walk to the site discussing things to look for on the way.
- 🌿 Head count before entering site.
- 🌿 Discuss any safety issues for the session.
- 🌿 Go through our Forest school rules.
- 🌿 Walk to base camp.
- 🌿 Sit down, discuss rules and any safety issues again.



- 🌿 Listening activity.
- 🌿 Introduce activity for today and any other activities that are on offer.
- 🌿 Children engage in either an adult-led or child-initiated activity.
- 🌿 Discuss session, what they have seen, done, enjoyed and what they would like to do during the next session.
- 🌿 Children line up at gate and a head count is done.
- 🌿 Walk back to classroom, change clothing and wash hands.

### **Procedures to be carried out after the session**

- 🌿 Clear everything away.
- 🌿 Ensure the fire is completely extinguished.
- 🌿 Count all the tools back into storage box.
- 🌿 Collect assessment sheets and observations.
- 🌿 Forest school is left as it was found
- 🌿 Complete evaluation forms.



## **Health and Safety in the Outdoor Environment**

### ***Health and Safety at Work Act 1974***

Ettington C of E Primary School fully recognises its responsibilities to maintain safe and healthy working conditions at Ettington C of E Primary School for all staff, pupils and visitors.

### ***Children's Act 1989***

#### **Ettington C of E Primary School's Child protection statement:**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The school's responsibility to safeguard and promote the welfare of children is of paramount importance.

- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- Children who are safe and feel safe are better equipped to learn.
- This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All adults at the school are required to take all welfare concerns seriously and to encourage children and young people to talk to them about anything that worries them. Staff will always act in the best interest of children.
- Representatives of the whole school community of pupils, parents, staff, volunteers and governors will therefore be involved in reviewing, shaping and developing the school's safeguarding arrangements and child protection policy.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or in school.
- All staff members will maintain an attitude of 'It could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- If, at any point, there is a risk of immediate serious harm to a child a referral will be made to Children's Social Care immediately. Anybody can make a referral. If the child's situation does not appear to be improving, any staff member with concerns should press the Designated Safeguarding Lead for re-consideration.
- If a member of staff remains concerned about a child, they can discuss their concerns with the Headteacher, another DSL or contact the Education Safeguarding Manager for additional advice as necessary.
- Pupils and staff involved in child protection issues will receive appropriate support.



## **Other relevant School Policies**

[First Aid](#)

[Mental Health and Well-Being](#)

[Children's Positive Behaviour](#)

[Teaching and Learning Policy](#)

[Unacceptable Behaviour](#)

[Spiritual Development](#)

[Educational Visits](#)

[Camera and Mobile Phone Policy](#)

[SEND and Inclusion Policy](#)

[Equality Information and Objectives Policy](#)



## **Essential Equipment for Forest School**

- ✿ First Aid kit
- ✿ Emergency Procedures
- ✿ Medical forms
- ✿ Risk assessments
- ✿ School mobile phone
- ✿ Clean water
- ✿ Accident forms
- ✿ Medication for individuals (medication should be clearly labelled – staff must have been trained to administer it and parental consent must have been received)
- ✿ Hand gel/wet wipes
- ✿ Spare clothing
- ✿ Carry bag for dirty/wet clothes

## **Other Equipment**

- ✿ Plastic bag/bin bag
- ✿ Gloves
- ✿ Torch
- ✿ Bucket of water (when lighting camp fires)
- ✿ Fire kit (cotton wool, striker, newspaper)
- ✿ Tools
- ✿ String/rope
- ✿ Tissues and kitchen roll
- ✿ Pen/paper
- ✿ Tarpaulins and pegs
- ✿ iPad
- ✿ Resources for session

## **Clothing**

All adults and children attending Forest School will need to wear appropriate clothing. Waterproofs will be provided by the school. Children will need to have wellies that are kept at school. They will also need to wear suitable clothing on Forest School days to school.

## **Autumn/Winter/Spring**

- Waterproof coat and trousers (provided by school)
- Wellington boots
- Warm hat
- Gloves
- Warm trousers
- Fleece/sweatshirt
- Thick socks (pair of thermal ones or 2 pairs of thinner ones)



## **Summer**

- Waterproof coat and trousers (provided by school)
- Wellington boots
- Socks
- Trousers
- Long sleeved top
- Sun hat
- Sun cream

## **Sun Protection**

Ettington C of E Primary School recognises the importance of sun protection and want staff and pupils to enjoy the sun safely.

## **Shade**

- The Forest School site has a large area of natural shade provided by the trees.
- Children will be encouraged to stay in shaded areas.
- If needed, a tarpaulin can be erected to provide extra shade.

## **Clothing**

- Children and staff will be encouraged to wear sun hats.
- Children and staff will be required to wear long sleeve tops and long trousers as stated in the Forest School clothing requirements.

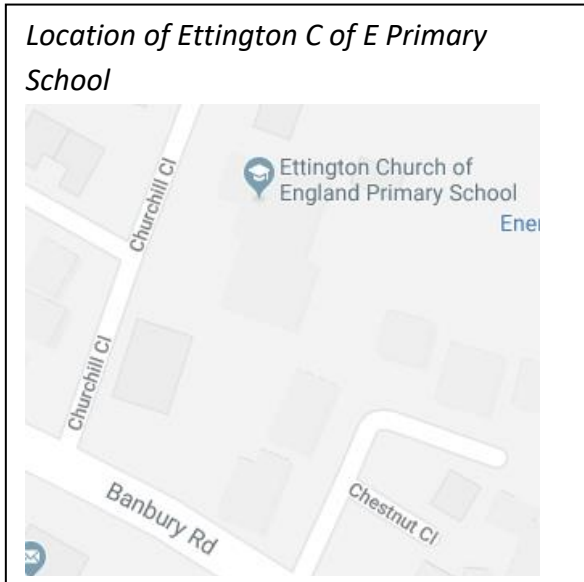
## **Sun cream**

- Parents will be asked to apply long-lasting sun cream before the school day.
- Adults will be encouraged to apply sun cream.



## Travel Policy

Forest School sessions take place on Ettington C of E Primary School's site, at the end of the school field.



Address: Ettington C of E Primary School  
Churchill Close  
Ettington  
Stratford Upon Avon  
CV37 7SP

Travel to and from site:

- 🌿 Children will exit the classroom via the exterior door and walk to the Forest School gate.
- 🌿 The children will follow the Forest School Leader to base camp and sit down.
- 🌿 A second member of staff will ensure the gate is closed and follow the group.
- 🌿 After the Forest School session, the children will follow the Forest School Leader out of the gate and back to the classroom. The second member of staff will ensure the gate is closed.



## **Forest School Medical Information Form**

Child's Full Name	
Date of Birth	
Contact Name and relationship to child	
Home Address	
Phone numbers	Mobile:  Home:  Work:
Doctor	Address:  Phone:

### **Has your child had any of the following?**

<b>Illness</b>	<b>Comment</b>	<b>Medication needed Please specify</b>
Asthma/Bronchitis		
Sight/hearing difficulties		
Heart condition		
Diabetes		
Epilepsy		
Allergies e.g. pollen, nuts, materials		
Have they ever been stung by a wasp or bee? If yes, please describe the reaction		
Date of last Tetanus injection		



## Forest School Site Risk Assessment

Risk Assessment for (Activity/Process/Operation)	Forest School Sessions
--	------------------------

Assessment Date	14/10/24	Review Date	14/10/27
-----------------	----------	-------------	----------

What are the hazards?	Who might be harmed and how?	What existing control measures are in place to reduce / prevent the risk?	Considering existing controls, what is the current risk level	Risk Benefits
Slips, trips and falls	Children and adults	<ul style="list-style-type: none"> <li>Children and adults to wear appropriate footwear.</li> <li>Children given clear boundaries to the areas they can access.</li> <li>Trails and paths to be routinely monitored for obstacles or potential dangers such as falling branches.</li> <li>First Aid kit</li> </ul>	Low	<ul style="list-style-type: none"> <li>Development of motor skills.</li> <li>Improved balance.</li> <li>Encourages increased awareness of environment and self.</li> </ul>
Insect bites and stings (including tics)	Children and adults	<ul style="list-style-type: none"> <li>Children and adults to wear long sleeves and trousers.</li> <li>All medical forms completed advising of any known allergic reactions.</li> <li>First Aid kit</li> </ul>	Low	<ul style="list-style-type: none"> <li>Opportunity to observe the ways different minibeasts move around, communicate and smell or taste.</li> <li>Other than bees and wasps most minibeasts are</li> </ul>

				generally safe for children to capture and observe.
Consuming plants, berries etc	Children	<ul style="list-style-type: none"> <li>• Children made aware of risks of plants (no licking, no picking)</li> <li>• Children will not eat or drink whilst engaged with activities.</li> <li>• Children to clean hands before eating or drinking (Wipes/gels)</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Children can identify plants and learn about the differences.</li> <li>• Supports awareness of the diversity of plants in the site.</li> </ul>
Allergic reaction	Adults and children	<ul style="list-style-type: none"> <li>• Adults and children completed medical form.</li> <li>• First Aid kits</li> <li>• Children made aware of risks of plants etc</li> <li>• Children understand 'no picky, no licky'</li> <li>• Children and adults to clean hands before eating and drinking (wipes or gels)</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Children are learning about the wildlife and plants in the site.</li> </ul>
Fire/cooking	Adults and children	<ul style="list-style-type: none"> <li>• Fires are only used within the fire circle area.</li> <li>• Only the FSL will light the fire.</li> </ul>	Medium	<ul style="list-style-type: none"> <li>• Development awareness and respect of fire.</li> <li>• Physical development</li> </ul>

		<ul style="list-style-type: none"><li>• The FSL will never leave the fire unattended.</li><li>• Fire is surrounded by fire square (1 metre square)</li><li>• Bucket of water x2 will be close to the fire if it needs to be extinguished.</li><li>• Children will be taught about fire safety before the fire is lit.</li><li>• There should be no more than one adult (FSL) and one/ two child at the fire at one time.</li><li>• When cooking go on one knee (respect position / Forest school knee).</li><li>• Long hair should be tied back and loose ties or scarves should be removed or tucked away.</li><li>• Fire will only be lit in an area with no low branches.</li><li>• Fires will not be lit on windy days.</li></ul>		<ul style="list-style-type: none"><li>• Health and self-care-managing safe behaviour.</li><li>• Cooking on fire-learning about changes.</li></ul>
--	--	---	--	---

Building shelters	Adults and children	<ul style="list-style-type: none"> <li>• Children to be aware of dangers and taught to carry sticks low with finger over end.</li> <li>• First Aid kit</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Opportunities to work as a team.</li> <li>• Problem solving.</li> <li>• Develop motor skills, practise knots and develop social skills.</li> </ul>
Animal faeces	Children	<ul style="list-style-type: none"> <li>• Children to be made aware not to touch or pick up animal faeces.</li> <li>• Children are made aware of any known faeces.</li> <li>• Hands to be cleaned before food or drink.</li> <li>• Animal excrement will be removed if it poses too much of a risk.</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Children can use dropping to help identify the wildlife at the site.</li> <li>• Understand awareness and hygiene.</li> </ul>
Falling branches (deadwood)	Adults and children	<ul style="list-style-type: none"> <li>• Safety sweep done before each session.</li> <li>• Children made aware of risks.</li> <li>• Areas not used on windy days</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Children learn to risk assess themselves.</li> </ul>
Low branches	Adults and children	<ul style="list-style-type: none"> <li>• Safety sweep done before each session.</li> <li>• Children made aware of risks.</li> <li>• Low / broken branches removed if/where possible</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Children learn to risk assess themselves.</li> <li>• Possible tree climbing trees.</li> <li>• Observation of tree if branches are at eye level.</li> </ul>

Tree climbing	Children	<ul style="list-style-type: none"> <li>• Children can only climb the 'tree climbing' tree.</li> <li>• An adult will supervise children when they are climbing.</li> <li>• Only one child at a time.</li> <li>• There will be a marker on the tree to show how high a child can go (no higher than adult's shoulder)</li> <li>• Tree climbing will not take place when it is windy or wet.</li> </ul>	Medium	<ul style="list-style-type: none"> <li>• Children learn to risk assess themselves.</li> <li>• Increased confidence</li> <li>• Gross motor skill development</li> <li>• Problem solving</li> </ul>
Sharp branches and thorns	Children and adults	<ul style="list-style-type: none"> <li>• Children aware of risks that they pose.</li> <li>• Safety sweep to identify and risks and branches removed if necessary.</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Children's understanding of plants.</li> <li>• Children learn to self-assess.</li> <li>• Encourages self-confidence</li> </ul>
Signature: S Hudspith / R Smith				



## **Safety Sweep Evidence**

Date:	Time:	Weather:
Name of Forest School Leader:		

<b><u>Checklist</u></b>	<b><u>Yes/No</u></b>	<b><u>Comments</u></b>
Fallen branches		
Low branches		
Protruding thorns		
Brambles/nettles		
Slippery areas		
Broken glass/needles		
Vandalism/intruders		
Weather effects		
Standing water		
Boundary fence		
Base camp		
Tool area roped off		
Emergency rucksack		
Equipment ready		
Spare Clothes		

Other hazards identified:
Action taken:

## **Risk Management of Tools**

### **General rules for tool use:**

- 🌿 Tools are stored safely with Forest School Leader having access and responsibility.
- 🌿 Count tools in and out.
- 🌿 Always make sure tools are clean and sharp before using.
- 🌿 Never walk around with tools.
- 🌿 When using tools with children it should only be with the Forest School Leader.



- 🌿 Only use tools in the designated tool area.
- 🌿 Blood bubble: Tools can only be used when the person is in a 'blood bubble' (metre squared space)

Tool	Use	Care
Potato peeler	<ul style="list-style-type: none"> <li>🌿 <b>Blood bubble</b></li> <li>🌿 Always sit down when using the peeler.</li> <li>🌿 Use the peeler away from the body.</li> <li>🌿 Peel away from the body towards the ground.</li> </ul>	<ul style="list-style-type: none"> <li>🌿 Use paintbrush to brush away wood chippings.</li> <li>🌿 Replace when necessary.</li> <li>🌿 Store in a locked box.</li> </ul>
Penknife	<ul style="list-style-type: none"> <li>🌿 <b>Blood bubble</b></li> <li>🌿 Always sit down when using the penknife.</li> <li>🌿 Ensure penknife is closed and locked when not in use.</li> <li>🌿 Open the penknife away from you when sitting down</li> <li>🌿 Always use penknife away from your body.</li> <li>🌿 Always ensure children are supported 1:1</li> </ul>	<ul style="list-style-type: none"> <li>🌿 Wipe with oily cloth.</li> <li>🌿 Rub with emery paper.</li> <li>🌿 Sharpen regularly.</li> </ul>
Bow saw	<ul style="list-style-type: none"> <li>🌿 <b>Blood bubble</b></li> <li>🌿 Ensure guard is in place when not in use.</li> <li>🌿 Use the bow saw with a saw horse whenever possible.</li> <li>🌿 Glove on non-sawing hand.</li> <li>🌿 Bodies at a right angle.</li> <li>🌿 Two people- "me, you, me, you rhythm"</li> </ul>	<ul style="list-style-type: none"> <li>🌿 Wipe clean with a cloth and oil from the non-toothed edge to the toothed edge to ensure all dust and dirt is off the blade.</li> </ul>
Pruning saw	<ul style="list-style-type: none"> <li>🌿 <b>Blood bubble</b></li> <li>🌿 Hold handle and pull blade to make a groove. Push and pull the whole length of blade.</li> </ul>	<ul style="list-style-type: none"> <li>🌿 Use cloth and oil to ensure all dirt and moisture is off blade.</li> </ul>
Billhooks	<ul style="list-style-type: none"> <li>🌿 <b>Blood bubble</b></li> <li>🌿 Do not wear gloves.</li> <li>🌿 <b>Two people.</b> One holds billhook, other hold wood. At a 90 degree angle, person holding wood instructs the other "hit".</li> <li>🌿 When finished knock wood off by pushing against floor/log.</li> </ul>	<ul style="list-style-type: none"> <li>🌿 Sharpen using sharpening stone.</li> <li>🌿 Clean with cloth and oil.</li> </ul>
Loppers	<ul style="list-style-type: none"> <li>🌿 <b>Blood bubble</b></li> <li>🌿 Unlock</li> <li>🌿 Use two hands.</li> <li>🌿 Consider wood thickness.</li> </ul>	<ul style="list-style-type: none"> <li>🌿 Wipe clean with cloth and oil.</li> </ul>

**Every half term the Forest Leader will ensure each tool is thoroughly cleaned and oiled. Wear and tear will be monitored weekly. Any damage or breakages will be logged and reported to the Forest School Leader.**



The Forest Leader may use a Kelly Kettle to heat water. Never leave the bung in whilst heating water. Do not put it in until all water has been emptied and it is cool. The bung is only to be in place during storage to keep the chamber clear from forest debris etc.

Item	Transporting	Use
Kelly Kettle	Carry using handle.	<ol style="list-style-type: none"><li>1. Fill with water.</li><li>2. Fill base with newspaper, then a few small bits of kindling, position piece of cotton wool near to opening.</li><li>3. Put kettle back on base making sure it is sturdy and handle is at the back.</li><li>4. Light fire through the hole at the bottom (face into wind for extra draft).</li><li>5. Slowly feed extra fuel through chimney.</li><li>6. When it starts to make popping sound (boiling), pick up using two hands.</li><li>7. Pour using handle and by pulling the chain to tilt.</li></ol>

### Emergency procedures

Before setting out for a Forest School session a safety sweep will take place. If the weather is deemed dangerous or the site is inaccessible, then the Forest Leader will cancel the session. The Forest School Leader (Sarah Hudspith / Rachel Smith) and one other member of staff will have their mobile phone which will only be used in an emergency to contact the school office or emergency services.

### Minor Incident

- ✿ A trained first aider will assess the child and appropriate treatment will be given.
- ✿ If needed, the other children will be called back to base camp by another adult. If the incident is at base camp then the other children will group at the opposite end of the Forest School site. These children are to be counted and supervised by other adults.
- ✿ Accident book is completed, and parents are informed.

### Major Incident

- ✿ The same procedure as above will be followed.
- ✿ The first aider will give instructions as to who to call, what information to give and what is needed. The school office will be contacted. **200/01789 740236/748172**

### If the emergency services are needed:

- ✿ Contact emergency services giving school address and instructions to site. (Press 9 on phone for external call)
- ✿ Contact school office so more adults can come to site and meet emergency services.
- ✿ Office to ring next of kin.



## **Fire Evacuation**

1	Forest School Leader (FSL) or Emergency Responder (ER) shout "Fire" Adults and children immediately stop what they are doing and listen to FSL/ER for instructions.
2	Adult collects all children at the allocated safe location and complete head count. FSL or ER to locate any missing children if safe to do so.
3	<u>Adult makes final head count and evacuate area to KS1 playground.</u> <u>FSL contact fire brigade (9)999</u> <u>Contact school office 200/901789 740236/748172</u>

## **Lost Child**

1. All members of staff to be notified of missing person.
2. Gather everyone together and do a head count.
3. Ask all adults and children: when was the missing child last seen? What were they doing? What did they say?
4. While all children gathered another adult searches the site and boundaries for missing child.
5. Ring office **200/901789 740236/748172** to alert them of missing child and organise a search for the missing person in the school grounds and near to school boundaries.
6. Contact emergency services if person is not found.
7. Contact parents.

## **Lock down**

If the school needs to go into 'Lockdown' the school office will contact the Forest School Leader and will advise what the group needs to do.

The FSL will shout "School".

All children and adults will line up at gate and a headcount will be done.

The group will return to school via the key code access door on the KS1 playground and return to classroom.



## **Designated person roles and responsibilities**

### **Forest School Leader**

- ✦ Plan and lead the session
- ✦ Safety sweeps and risk assessments
- ✦ Completed medical forms available
- ✦ Introduce and re-iterate rules and boundaries
- ✦ Brief other adults
- ✦ Model activities and observe learning
- ✦ Set out and tidy equipment
- ✦ Make observations
- ✦ Assess and deal with any first aid or emergencies.

### **Assistant 1**

- ✦ Keep children in sight
- ✦ Reinforce rules and boundaries
- ✦ Model activities and observe learning
- ✦ Help set up and tidy equipment away
- ✦ Prepare snack/drinks
- ✦ Help children with dressing/undressing
- ✦ Make observations

### **Assistant 2**

- ✦ Reinforce rules and boundaries
- ✦ Model activities and observe learning
- ✦ Help set up and tidy equipment away
- ✦ Help children with dressing/undressing
- ✦ Make observations
- ✦ Toilet runs

## **Toilet arrangements**

All children will use the toilet before each Forest School session. The closest toilets are accessed via the KS1 playground. Children to be accompanied by an adult to walk across field and playground if necessary.

## **Insurance Provider**

Zurich Municipal

QLA-OZAA02-0203

## Ecological Impact of Forest School

We aim to encourage and demonstrate a respect for the environment. This assessment describes the impact of the operation of a Forest School in the physical environment at Ettington C of E Primary School. It describes what is in place to mitigate any negative effects.

<u>Activity</u>	<u>Impact</u>	<u>Mitigation</u>
Tree climbing and shelter building	<ul style="list-style-type: none"> <li>• Damage to plants and trees.</li> <li>• Soil compaction from regular use</li> <li>• Breaking leaves and sticks would deplete resources and could destroy habitats.</li> </ul>	<ul style="list-style-type: none"> <li>• Restrict activities to trees that are suitable and can tolerate the activity.</li> <li>• Restrict activities so tree climbing, and den building aren't available every session.</li> <li>• Designate a fixed location for den building, leaving other areas free to grow as normal.</li> </ul>
Collecting wood	<ul style="list-style-type: none"> <li>• Dead wood is important to any woodland ecology as it has a multitude of uses, from homes for minibeasts to beds for fungi, so a lack of it is bad for any woodland habitat.</li> </ul>	<ul style="list-style-type: none"> <li>• Limit the frequency and evaluate the amount of dry, dead wood around the woodland before removing any.</li> <li>• Collect only the minimum amount needed.</li> <li>• Reserve specific areas for deadwood conservation.</li> </ul>
Collecting natural materials (sticks, leaves etc for activities)	<ul style="list-style-type: none"> <li>• Damage to plants</li> </ul>	<ul style="list-style-type: none"> <li>• No picking no licking motto always applies.</li> <li>• Ensure that only fallen leaves or flowers are collected.</li> </ul>
Cooking	<ul style="list-style-type: none"> <li>• Food waste may attract animals to the site or increase the numbers of certain species, leading to adverse changes in biodiversity.</li> </ul>	<ul style="list-style-type: none"> <li>• Take all left-over food back to school in a bin bag for suitable disposal.</li> </ul>
Fire	<ul style="list-style-type: none"> <li>• Using wood from our woodland could destroy habitats and diminish our supplies.</li> <li>• Lighting a fire on the ground will damage the soil and change the way it behaves.</li> <li>• Risk of setting woodland on fire.</li> </ul>	<ul style="list-style-type: none"> <li>• Designate a fixed location for fires, leaving other areas free to grow as normal.</li> <li>• Ensure that all fires are fully extinguished before leaving the site</li> </ul>

- Fire can travel underground to roots even after extinguished.

### Three Year Sustainability Plan

Factor	Area	Current situation	Target situation	Preventative measures	Checked/managed by	Timescale
Pathways	Main walkways	Bark covered and some log edgings	Maintain bark cover	Discourage digging on paths and moving the bark.	All adults Review with children regularly.	Year 1: Maintain Year 2: Maintain Year 3: Maintain
Nettles	Main walkways, den areas	Currently grown in den areas and blocking some areas.	Cut back so children can access some areas.	Cut back in some areas that pose a risk to the children and leave other areas. Educate children on safety.	Adults each visit.	Year 1: Cut back Year 2: Maintain Year 3: Maintain
Wildlife	Trees, bushes, ground	*To be monitored	Create bug shelter Identify different habitats/wildlife that are living in the Forest School site.	Educate children on supporting/looking after wildlife.	All adults and children	Year 1: Monitor and identify current wildlife. Year 2: Create bug shelter and maintain health of trees. Year 3: Maintain health of trees and review wildlife habitats.
Deadwood	All over	No dead wood pile; spread all over site.	Leave a dead wood pile to encourage wildlife.	Encourage children to put onto pile and not use it.	Adults Reviewed with children regularly.	Year 1: Create a dead wood pile Year 2: Continue to build.

						Year 3: Maintain deadwood pile
Wild flowers	All over	*To be monitored	Monitor footfall	Consider resting area for a couple of months	Adults	Year 1: Monitor and identify Year 2: Monitor Year 3: Monitor/consider resting months
Trees	All over	Mostly silver birch trees. Other trees in site also. Two potential climbing trees identified.	Monitor growth and stability of trees.	Consider cutting back. Resting climbing tree.	Adults	Year 1: Monitor Year 2: Monitor Year 3: Monitor