



*Langham Village  
Primary School  
Woodland Learning  
Hand book*

November 2019

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### Section 1

#### **An introduction to Langham Woodland Learning**

Langham Woodland Learning began its work in September 2014. Woodland Learning in this document is the name applied by Langham to ‘**Forest School**’ as it exists nationally. The idea grew from the new Head teacher’s desire to provide a curriculum at Langham which reflected the naturally beautiful area. Through Woodland Learning and other environmentally-based initiatives, children attending Langham are able to develop a lifelong love and understanding of the natural environment, whilst developing the core purposes of the National Forest School ethos, namely, development of self-esteem, confidence and social skills. Through carefully planned activities, children take part in blocks of Woodland Learning work per year which enable children to excel in all areas of their personal, academic and spiritual development.

The philosophy which underpins the Forest School movement is to encourage and inspire individuals of any age from 3 years upwards, and any groups, through mastery of small, achievable tasks in a woodland environment, to grow in confidence and independence so that they are able to develop a sense of self-worth. Children will acquire new skills as they are ready for them so that activities can maintain a degree of challenge and excitement, whilst remaining safe and controlled.

At Langham, we operate our Woodland Learning on the school site. Experience in other settings has shown Forest School to be inspirational, opinion changing and challenging. It raises expectations and develops insights into individual learning styles and schemas. It is personally and socially uplifting so laying the foundations for other learning. Unlike other forms of outdoor education which generally concentrate on team-building, challenging activities or competitiveness, the Forest School philosophy embraces an entirely different approach through the nurturing, support and development of the self-esteem of participants.

## **Woodland Learning Staffing**

**Jo Green** - Leader

Charlotte Scott - Assistant (Forest School Level 1 Award in Forest School)

**Polly Kossowicz** - Assistant (Forest School Level 1 Award in Forest School)

## **Section 2**

### **Policies**

#### **Environmental Impact**

Every activity carried out in the outdoors will have an impact on the immediate environment. We plan to keep this impact to a minimum. With at least one class participating in Woodland Learning each week throughout the year, this will be managed rigorously.

#### **Activities on-site**

The site is a small area of woodland together with the field and pond. The impact on this area has been significant already and without careful management, the camp will deteriorate over time. To overcome this, the following safeguards and processes have been put in place:

Activities which require a low level of supervision from adults will take place in the wider school field area whenever possible: only more hazardous activities, (fire-based work, cutting, whittling and sawing, etc.) together with group meetings, discussions and evaluations will take place within the wooded area.

#### **Policies**

The following policies set out the minimum requirements for the safe running of Woodland Learning activities. They are in addition to the main school policies and do not replace them. All members of staff and volunteer helpers have a duty to follow these policies and should be familiar with their contents. A sheet is provided in Appendix A of the Master Handbook where volunteers must sign to state they have read the Handbook, including all policies and risk assessments and will work within the guidelines.

Policies located in the handbook are as follows:

- Absconding
- Behaviour
- Clothing Policy

- Eating Policy
- Emergency Procedures
- Equal Opportunities at Forest School
- Fire Safety
- Hand Tool Safety
- Health and Safety (Forest School Addendum)
- Risk Assessment

### **Absconding**

Langham's overarching priority in everything it sets out to achieve is to keep all children safe. If it is discovered that a child is missing from the group, the situation will be taken very seriously from the outset and the following emergency procedure will be implemented:

1. The Leader shall be informed immediately.
2. Activity for the rest of the group shall be suspended in order that up to two members of staff, including the Leader if appropriate may be released to conduct a search which shall last no more than five minutes.
3. The remaining children will be given a low risk activity to complete, within the Camp area by the remaining adults, being mindful not to increase anxiety of the group.
4. If, after the five minute search, the child has not been located, the Forest School Leader will phone 999 and alert the police.
5. The school office will be informed so that they can contact the child's parents and inform them of the situation.
6. Staff should corroborate details of the situation, including last known position of the missing child and any timings.

### **Behaviour**

Langham Woodland Learning aims to:

- Build self-esteem, independence, motivation to learn whilst always maintaining a safe environment
- Promote awareness, respect and care for other individuals and for the natural environment
- Reinforce collaborative behaviour
- Develop continuity of expectations and approach to behaviour management.
- Develop awareness of acceptable behaviour and responsible behaviour in an outdoor environment
- Develop in both children and adults a pride in their achievements.

In order that these aims are achieved, certain standards of behaviour must be sustained and reinforced as a continuum of expectations within conventional school time.

### **The Role of the Leader**

The Leader will:

- Create a positive environment which encourages and reinforces caring, nurturing and acceptable behaviour towards one another, the environment and equipment
- Promote effective relationships in which all are accepted, valued and treated equally
- Be mindful of the need to maintain safety at all times
- Establish clearly defined standards of behaviour
- Provide a positive role model for all children and volunteers
- Involve school staff, parents, children and outside agencies in the establishment of acceptable standards of behaviour
- Place the needs of the children, including needs linked to their preferred learning styles, social and behavioural needs at the centre of the Woodland Learning curriculum to maximise individual success and raise self-esteem.
- Give verbal praise to children demonstrating good work, good behaviour, cooperation and good group work.

### **The Role of the Children**

The children, to the best of their abilities and with or without support will:

- Listen carefully and respond to instructions and requests, especially those concerning safety
- Develop and maintain an acceptable attitude towards one another, the environment and all equipment

### **Rewards**

Rewards given at Woodland Learning will feed into Langham's rewards system.

Leaders and assistants may issue Best Efforts and Courtesy points for:

- Good work,
- Good behaviour
- Effective cooperation
- Working effectively as part of a group

### **Sanctions**

Where sanctions need to be given, the Leader and Assistants will ensure the following steps are adhered to:

1. The Leader or Assistants will try to re-engage the child in the first instance
2. A verbal warning will be given by the Leader or Assistant by taking the child to one side and reminding them of the importance of acceptable behaviour.
3. The children will be given time out from the activity. They will be moved away from the activity to a designated area for two minutes (FS/KS1) or five minutes (KS2)
4. If three time-outs are given in one session, the child will miss the next Woodland Learning session and a letter will be sent home to the child's parents/carers. However, if the child's actions are placing the group or an individual at risk, the child will be dealt with and the Leader or Assistant will make the decision whether to send the child back into school escorted by an adult or, if supervision levels would therefore be compromised or if there is a danger of the child absconding, the whole group will be taken back into school.
  - In such cases a letter will be sent home to parents explaining the situation.
  - Where the behaviour is deemed to have been very unsafe, the child will be excluded from the next Woodland Learning session and sent to another classroom with appropriate work.
  - If behaviour is deemed to have been less severe, the child will follow the school's behaviour policy and miss play time the next school day.
  - In all of the above cases, an incident report will be completed by the Leader or Assistant.

### **Clothing**

It is important that children are appropriately dressed for all Woodland Learning sessions. Leaders will ensure that children are appropriately dressed for each session. Children will be provided with school waterproof trousers and jackets. Wellington boots will be available to borrow where necessary. Spare hats and gloves will be available for children to borrow. Parents will be asked to provide clothing suitable for the weather conditions and school uniform to change into after each session. Advice will be given to parents on appropriate clothing for Woodland Learning sessions.

### **Eating**

Langham Woodland Learning recognises that raising awareness of the woodland environment increases children's interest in edible berries and fruits which may be found outside. However, there is no safe way of ensuring that children will always eat correct berries and/or fruit, or that appropriate berries and/or fruit will be clean. There is also the possibility that by promoting the correct ingestion of berries and/or fruit in Woodland Learning sessions may lead to incorrect identification by children when out of school.

With these considerations in mind, Langham's Woodland Learning adopts the following Policy on the eating of food during Forest School sessions:

Woodland Learning sessions on-site will adopt a nil-by-mouth policy with the following exceptions:

- a. Hot drinks made in storm kettles for the group, from commercially available products such as hot chocolate
- b. Drinks and foods which link directly to the topic, such as elder cordial, which will only be sourced from commercially available products
- c. Biscuits and snacks as appropriate to the session

In such cases, the Leader will be responsible for checking that no member of the group has any listed allergy to any of the products; if they have, the Leader will use their discretion as to whether a substitute product or different activity will be most appropriate.

Children will be taught, at an age appropriate time, reasons why berries and/or fruit from the woodland may not be eaten during Woodland Learning sessions. They will be reassured that fruit from the woodland can be safe to eat, but can equally be dangerous and that adult (i.e. parent) supervision is very important in ensuring only the correct berries are eaten.

### **Emergency procedure**

All participants will be briefed in what to do in case of emergency. A whistle will be blown as a signal to stop what you are doing, gather with a member of staff, be silent and wait for instructions. The Leader will assess the situation, the nature and extent of the injury/accident. They will ensure that the rest of the group are safe from danger and are adequately supervised. They will attend to the casualty, giving first aid if necessary. An incident report will be completed later.

### **In case of injury**

If anyone sustains an injury or illness which cannot be treated by first aid on site and requires medical assistance:

- In serious cases, 999 should be dialled using the school phone. The school will be responsible for notifying the parent.
- The rest of the group will be supervised away from the incident and if in danger, will be moved to safety.
- One member of the staff will meet the ambulance at the site entrance and direct the crew to the incident site.
- If the injured child is taken to hospital, one member of staff will go with them and the child's parent will be updated about the situation by the staff remaining at school.
- In minor cases, the Leader will arrange to contact the parent of the injured child so they can be collected and taken to the hospital, doctor or home.

### **Equal Opportunities at Woodland Learning**

This school adopts the Norwich County Council guidelines for recruitment and selection and for Equal opportunities for staff. The school has an Equality Policy to include race, gender and human rights. The principles of this policy will be applied at Woodland Learning session; every effort will be made to ensure that all groups prosper and are not subjected to

harassment or discrimination. The progress and well-being of all children will be monitored and evaluated with particular emphasis on those:

- with Special Educational Needs or disabilities
- who have difficulties in accessing the school's facilities or services
- who speak English as an additional language
- who have frequent moves and lack stability in life leading to time out of school or low attendance
- who are classed as 'Looked after Children'
- who are caring for others
- from homes with low income, and/or inadequate home study space
- who have experienced bullying, harassment or social exclusion
- with low levels of parental support or different parental expectations
- with emotional, mental and physical well-being needs
- who exhibit challenging behaviour
- from minority ethnic groups including travellers, refugees and asylum seekers.

### **Fire Safety**

Campfires and the use of storm kettles are an important part of Forest School and are used in many sessions. Langham aims to ensure that all children and adults participating in Woodland Learning sessions with fires and/or storm kettles will do so safely and with as little risk to their health as possible.

#### Location

- Only previously agreed areas will be used for campfires
- Campfire areas are enclosed by logs to prevent the spread of fire.
- Storm kettles are only used on flat ground and leaf litter must be brushed away before use.

### **Positioning of Children and Adults**

- Fire areas are surrounded by seating logs at least 1.5 metres from the fire pit.
- When the campfire is in use, children are not permitted to access the area without permission.

- When allowed to access the campfire, children must walk around the outside of the seating logs and wait for permission to step over. Once permission has been given, they must sit, ensuring legs are drawn into the log and not outstretched.
- Once seated around the campfire, the children must remain seated until directed by an adult to move.
- Children will be taught how to change seats by standing, stepping over the log and then walking around the outside of the seating area. They must never cross the inner area.
- Long sleeves and trousers must always be worn.
- Children are not permitted to throw anything onto the fire.
- Advice on the appropriate way for dealing with smoke will be given to the children: they are advised to turn their head 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)
- If there is a clear wind direction, seating in the line of smoke is to be avoided.
- If wind direction is variable, the leader should rearrange the seating if at all possible.

## **Type of Fire**

Training is provided for leaders regarding the best fire lay to use for a session:

- Criss-cross fires are used to provide a large amount of heat and light and are fast burning.
- Long Log fires are good for cooking as they are slow burning and require little fuel.
- Indian Fire can be used for specific purposes such as cooking as the heat from them can be carefully controlled by regulating air flow.

## **Safety and Responsibility**

- Only adults are permitted to light fires, unless children are under the direct supervision of a Leader.
- Fires are lit using cotton wool, petroleum jelly and a strike stick.
- 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.

## **Extinguishing**

- All fires must be extinguished at the end of a session.
- A full water container should always be to hand during campfire sessions.

- Whenever possible, all fuels should be burnt off to ash.
- Leaders should ensure that any large remains of wood, especially when using a long log fire, are separated from one another.
- At the end of the session, the fire must be doused down with water and stirred until all smoke and steam has ceased.
- Large build ups of potash, from several fires, need to be dispersed. This must only be done when it has totally cooled, preferably the following day. It should be finely scattered throughout the woodland to enable natural decomposition.

### **Storm (Kelly) kettles**

- Only adults are to light the fire in the fire pan unless children are directly supervised by an adult (see Health and Safety section)
- The storm kettle must be placed on flat, clear ground.
- 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 (see above)
- Storm kettles should never be boiled with the cork in.

### **Hand tool safety**

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

Hand tools are to be maintained in good order by the Leader and will be inspected before each session to ensure safety. Children and adults will be taught how to handle tools properly and to treat them with respect.

Whilst using hand tools the staff to child ratio is increased. This will be achieved by following these guidelines:

- Staff to child ratio 1:2 for bow saws, knives and for KS1 children, all hand tool work
- Staff to child ratio 1:8 (KS2) with hacksaws and peelers
- Tools will be kept in the Forest School tool bags and only removed by the Forest School staff or volunteers.
- Penknives must be opened and closed by Woodland Learning staff, TAs or volunteers
- Running with tools is prohibited

- Pointing with tools is prohibited
- Children will lose permission to use tools if the guidelines are not followed
- Bow saws must have a blade guard on them when not in use. Blade guards to be removed and put back only by staff, until children have been shown how to do this properly and safely
- Wood being sawn must be supported on a saw horse or a natural sawing break – hands must be kept away from the blade.
- When using penknives to whittle, this must be done at the side of, and downwards of the body
- All tools must be counted back into the tool box at the end of the session
- Volunteer helpers must receive basic training on the use of individual hand tools before being allowed to use them with children.

### **Health and Safety (Woodland Learning Addendum)**

The Woodland Learning Health and Safety Policy is an addendum to the School's Health and Safety Policy and does not change the school's position on health and safety matters set out in the original document.

In order that Woodland Learning sessions may be run safely, the Leader will:

Ensure that at least one appropriately qualified first aider is on-site

Establish and maintain a safe and healthy environment by:

- Establishing, maintaining and evaluating appropriate procedures, policies and risk assessments, as set out in the Handbook
- Ensure the provision of sufficient information and instruction for all adults so that they can contribute to their own health and safety and that of the children they are working with
- Establish and be utterly familiar with, all emergency procedures including the reporting and recording of procedures
- Ensure that risk assessments and pre-site visits take place before children are permitted on to the site. Risk assessments will be held in the master file, located in the Head teacher's office.
- Ensure alternative plans are in place should a planned activity be compromised by health and safety concerns
- Investigate any accidents and use information gathered to inform future risk assessment and policy making
- Teach all members of the party to maintain their own and others health and safety by involving them in the risk assessment process at appropriate opportunities
- Maintain the legal adult-child ratio
- Ensure that safety equipment is in good working order and is used appropriately

- Leaders assume responsibility for the maintenance of the First Aid Kit, Kit Bag(s) and any tools brought into the Woodland Learning camp

## **Roles and Responsibilities**

### **Responsibilities of the Woodland Learning Leader**

- To plan and lead all Woodland Learning activities alongside the Assistants,
- To ensure that planned activities are within the capabilities of the children taking part, amending plans to provide an inclusive curriculum in its broadest sense.
- To take responsibility for discipline during sessions (see Behaviour Policy)
- To have an up to date First Aid qualification
- To ensure that all participants follow the Clothing Policy
- To carry out daily risk assessments as described in the Risk Assessment Policy
- To ensure all policies are regularly reviewed and that review is informed by observations and developing knowledge of the Forest School ethos.

### **Responsibilities of Accompanying Staff and Volunteer staff**

- To take an active role in Woodland Learning activities and assist with any discipline issues within the group (see Behaviour Policy)
- To assist with the Leader in ensuring equipment meets safety standards and to report any concerns about the state of equipment immediately
- To assist the Leader in teaching children to maintain their own and others' health and safety
- To report accidents or hazards to the Leader immediately
- To take responsibility for making themselves aware of safety issues, such as the whereabouts of the first aid kit
- To provide their own suitable outdoor clothing and footwear

### **Responsibilities of the Children**

- To take personal responsibility for their own safety as well as the safety of others
- To listen to and follow safety information given to them
- To ensure that inhalers and epipens are carried in a bag during sessions
- To follow the clothing policy for all Woodland Learning sessions

## **Section 3**

## **Risk Assessment**

Langham Woodland Learning aims to develop children's self-esteem, independence and motivation to learn in a safe environment.

In order that these aims can be met, the Leader will:

- Consistently apply the five-step approach to risk assessment and activities:

### **1. Look for hazards**

### **2. Decide who may be harmed and how**

**3. Evaluate the risks and decide whether existing controls are adequate or whether more should be done. Woodland Learning activities may only proceed if the remaining risk is deemed to be low**

**4. Record findings, including daily amendments to standing risk assessments based on site visits or observations**

**5. Review assessments on a regular basis (or if circumstances change which may affect the rigour of the assessment) and revise if necessary**

- Carry out full risk assessments on each site where Woodland Learning activities will take place. These will be filed in the Master Woodland Learning Handbook located in the Headteacher's office.
- Daily pre-visit checks will be carried out by the Leader on sites to be used prior to a day's activity, as near to the start of the activity as is reasonably practical.
- Move activities indoors if, in the opinion of the Leader, weather conditions such as high winds or the threat/occurrence of electrical storms make work outdoors unsafe.
- Note risks related to a specific activity on the appropriate lesson plan.
- Inform staff, volunteers and children of potential hazards and methods of working in order to minimise their risk further.
- Involve staff, volunteers and children in risk assessment, as appropriate, as part of learning.
- Ensure legal guidelines regarding off-site activities, such as adequate insurance and parental permission are met.
- Ensure that all staff, volunteers and children are aware of the emergency procedures for either site.
- Be responsible for teaching children adequate skills in order to keep themselves safe, particularly in relation to the use of hand tools and fire.
- Ensure children and adults will have access to drinking water during sessions
- Ensure the eating policy is adopted in all sessions.

## **Langham Woodland Learning First Aid Checklist**

- 2x instant ice packs
- 10x antiseptic wipes
- 2x eye irrigation solution sachets
- 5x jumbo plasters
- 10x medium plasters
- 15x small plasters
- 4x triangular bandages
- 2x large self adhesive wound dressings
- 2x small self adhesive wound dressings
- 2x crepe bandages
- 2x pairs of non latex protective gloves
- 2x eye pads
- 2x roll micropore tape
- Kit Bag Checklist
- Burns dressings
- First aid Guidance cards

### **Kit bag**

- Small ground sheet
- Survival bag
- Thermal blanket
- Tissues and paper towels in plastic bag
- Plastic carrier bags
- Bin bag
- Toilet roll
- Baby wipes
- Fresh water in container
- Spare socks, waterproof and hat (size appropriate for group)

### **Langham Woodland Learning Emergency Procedures Record**

A first aid record must be completed, signed and returned to the Leader following any reportable incident. The record book is located in the schools office next to the class first aid kit. Serious incidents will be recorded electronically according to County procedure.

### **Resources and Equipment Condition Survey**

All equipment will be checked by the Leader and Head teacher half termly.

Item description	Item Location	Half termly check						Comments	Action required
		1	2	3	4	5	6		
Waterproof clothing									
First aid kit									
Rope/string									
Tarpaulins									
Bow saw									
Pen knives									
Peelers									
Hat bag									
Scissors									
Work gloves									
Hammers									
Chisels									
Cooking pans/kettle									
Secateurs									

Signed: \_\_\_\_\_ Date \_\_\_\_\_

<b>Location:</b> Woodland learning site	<b>Assessment date:</b> Sept 2015
<b>Activity/environment type:</b> Multi-purpose generic risk assessment of camp area and	<b>Completed by:</b> P Kossowicz



surrounding woodland outside area.	
<b>Educational objective:</b> Depending on activity taking place	<b>Date to be reviewed:</b> Sept 2017

<b>1. HAZARD</b>	<b>2. WHO MIGHT BE HARMED?</b>	<b>3. IS THE RISK ADEQUATELY CONTROLLED?</b>	<b>4. WHAT ACTION IS REQUIRED TO FURTHER CONTROL THE RISK?</b>
<b>Branches at eye level</b>	Children and Adults	Brief children to avoid branches	Regular maintenance of site
<b>Brambles, nettles and holly</b>	Children and Adults	Remove if on pathways as necessary Appropriate clothing arms and legs covered in line with clothing policy	Monitor Regular maintenance of site
<b>Berries</b>	Children and Adults	Nil by mouth policy Brief children on dangers of berries Hand washing	Policy reviewed
<b>Uneven ground and protruding tree roots</b>	Children and Adults	Brief children on moving safely through woodland. Appropriate footwear and clothing – see clothing policy.	Clothing policy reviewed. Site maintenance
<b>Holes in ground</b>	Children and Adults	Appropriate footwear and clothing – see clothing policy. Mark off area where necessary and brief children.	Repair and monitor
<b>Litter</b>	Children and Adults	Remove before session during pre-session inspection	Provide bin
<b>Wasps and bees</b>	Children and Adults	Suitable clothing warn – see clothing policy Medical information specifies stings and bites appropriately	Review clothing policy Monitor and assess Follow first aid policy
<b>Weather conditions</b>	Children and Adults	Suitable clothing warn – see clothing policy. Check 24 hour weather forecast, monitor severe weather warnings. Cancel session in severe weather and high winds.	
<b>Falling deadwood</b>	Children and Adults	Pre session inspection to identify potential dead wood mark of potentially dangerous	

		areas	
<b>Falling from height</b>	Children	Brief children on safe climbing of trees. Appropriate footwear and clothing – see clothing policy. 1:1 close supervision of children climbing trees	Review clothing policy Monitor and assess

<b>Location:</b> Woodland learning site	<b>Assessment date:</b> Sept 2015
<b>Activity/environment type:</b> Use of hand tools	<b>Completed by:</b> P Kossowicz
<b>Educational objective:</b> Depending on activity taking place and tool used.	<b>Date to be reviewed:</b> Sept 2017

<b>HAZARD</b>	<b>WHO MIGHT BE HARMED?</b>	<b>IS THE RISK ADEQUATELY CONTROLLED?</b>	<b>WHAT ACTION IS REQUIRED TO FURTHER CONTROL THE RISK?</b>
<b>Bow Saw Hacksaw</b>	Children and Adults	<ul style="list-style-type: none"> <li>• Instruction on safe cutting procedures by Leader; supporting adults briefed before activity</li> <li>• Appropriate staff-child ratio (1:2)</li> <li>• Appropriate clothing worn, including glove for non-cutting hand – see Clothing Policy</li> <li>• Cutting Equipment maintained in good working order – appropriate blade for task fitted</li> <li>• Appropriate welfare facilities in place (first aid kit in kit bag, routine for summoning help for serious incidents)</li> <li>• Equipment counted out and back in line with policy</li> <li>• Instruction on safe cutting procedures by Leader.</li> </ul>	Review of procedures and policy
<b>Pen Knife</b>	Children and Adults	<ul style="list-style-type: none"> <li>• Appropriate staff-child ratio (1:2)</li> <li>• Appropriate clothing worn – see clothing policy</li> <li>• Cutting equipment maintained in good working order</li> <li>• Appropriate welfare facilities in place (first aid kit in kit bag, routine for summoning help for serious</li> </ul>	Review of procedures and policy

		incidents) <ul style="list-style-type: none"> <li>• Equipment counted out and back in line with policy</li> <li>• Instruction on safe cutting procedures by Leader; supporting adults briefed before activity</li> </ul>	
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<b>Location:</b> Woodland Learning site	<b>Assessment date:</b> Sept 2015
<b>Activity/environment type:</b> Use of fire	<b>Completed by:</b> P Kossowicz
<b>Educational objective:</b> Depending on activity linked to the use of fire	<b>Date to be reviewed:</b> Sept 2017

<b>HAZARD</b>	<b>WHO MIGHT BE HARMED?</b>	<b>IS THE RISK ADEQUATELY CONTROLLED?</b>	<b>WHAT ACTION IS REQUIRED TO FURTHER CONTROL THE RISK?</b>
<b>Burns/scalding</b>	Children and Adults	Use of Play safe guidelines for all aspects of fire use: All children to remain seated on logs around fire pit 1.5m from fire. Crossing within the camp area when a fire is lit is forbidden. Only adults will approach the fire unless specifically invited to. Nothing shall be thrown into the fire. Children will be briefed about hot water for drinks and remain seated when drinking. Only a Leader shall usually light the fire, checking that all combustibles are appropriate for the activity. <i>For further, detailed information, consult the Use Of Fires Policy</i>	Review of procedures and policy

## Langham Woodland Learning Permission Form

Name of Child \_\_\_\_\_ Year group R 1 2 3 4 5 6 (circle)

I agree to my child taking part in Woodland Learning activities at regular intervals during the coming academic year. Sessions will be led by a qualified Forest School Leader.

I understand that my child will, at an appropriate level, have opportunities to work with hand tools and small fires through the course of their work.

I understand that my child will work in groups containing adult-child ratios of at least 1:8 at all times.

I agree to my child being photographed during Woodland Learning activities for my child's or the school's own use.

I agree to provide my child with the appropriate clothing for the weather conditions and understand that they will get dirty.

### **Medical Information**

I confirm that the medical information I have supplied to the school is up-to-date.

As an additional precaution, we are required to ask you in more detail about allergies and insect stings. Please tick the appropriate box(es):

- My child has never been stung by a wasp/bee
- My child has been stung by a wasp/bee and made a normal recovery
- My child has been stung by a wasp/bee and had an allergic reaction

If you ticked the final box, we will get in touch with you to get further information.

My child has the following food allergy/allergies:

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Signed \_\_\_\_\_ Parent/ Carer

Name of Parent/Carer (print) \_\_\_\_\_

Date.....

### **Woodland Learning**

Dear Parents/Carers,

As you will already know Langham is beginning the provision of Forest School sessions to support children's learning. We are calling these sessions 'Woodland Learning'.

Forest School is the name for an approach to educating children in the outdoors environment on a regular basis. Work will support the main curriculum (particularly literacy, science, maths and the arts) and will have a strong emphasis on raising all children's self-esteem and independence.

An integral part of the Woodland Learning experience is that children will experience the outdoors in all weathers. With the exception of very high winds and thunder storms, please assume that your child will be outside when they take part in Woodland learning, even if it is for a shortened session. To help achieve this, we will endeavour to provide all children taking part in sessions with a waterproof coat and waterproof trousers. If they have their own then please provide them for the sessions. We ask you to supply Wellington or walking boots and, on sunny days, a sun hat and sun cream; on colder days, warm clothing. Please bear in mind your child is likely to get muddy!

Woodland Learning activities will teach the children about caring for, managing and understanding the woodland environment. To do this, children will have opportunities to use hand tools such as bow saws and pen knives as well as learning about different fires and their uses. Please be reassured that Forest Schools nationally have an excellent safety record thanks to the robust procedures we are required to have in place before we can offer sessions.

Sessions may only be run by a qualified Forest School Leader. Our leader is Mrs Jo Green who runs our sessions.

These sessions can only be run with better than usual adult-child ratios. We are required to maintain a ratio of 1:8 or better at all times so that children taking part in more potentially hazardous activities are adequately supervised.

We have a comprehensive risk assessment and policy file which you are welcome to read through. This file contains all relevant procedures and risk assessments for every activity at Woodland Learning sessions and ensures that all risks have been reduced to an acceptable level.

This is a learning experience for all of us – children, staff and governors. Ultimately, by raising your child's independence and self-esteem, they should be able to use Woodland Learning to enhance their learning in other areas of the curriculum whilst developing a love and understanding of the natural environment.

Please would you complete the attached consent form for Woodland Learning activities.

If you have any questions or would like to help with Woodland Learning, either as a one off or on a regular basis please ask.

**Thank you for your support**

*Mrs Kossowicz* Head Teacher

## Appendix A

Name	I have read the Woodland Learning handbook and all policies included within the document. I agree to uphold the principles and policies of Woodland Learning at Langham	Date  Signed
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