

# Harrietsham Church of England Primary School



## Forest School Hand Book

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## **The History of Forest School**

Forest School within the UK has been in development since the 1990's based on the Scandinavian lifestyle. In 1993, colleagues from the Early Years Department at Bridgewater College travelled to visit nurseries in Denmark to see how they care for and support young children in their early years of development. In Denmark, educators have been working with children in outside environments since the 1950's, they call this 'Kindergarten'. The colleagues from Bridgewater witnessed children appropriately dressed in snowy cold weather, enjoying and engaging the outside environment. They returned to the UK inspired. Since this visit, forest school ethos has been created and continues to grow and develop.

Forest School aims to provide children with high quality and regular access to outdoor learning with the intent to enrich the curriculum wherever possible, using a holistic mind set.

Our Forest School site is our current 'Nature area' at the rear of the school site. This piece of land is situated behind the school buildings and is a short walk from the school grounds (see maps and grid reference on pages 15-16). The land was gifted to Harrietsham Church of England Primary School many years ago by the local authority, with the aim to allow children to experience more outdoor learning and explore nature. Until now, this area has been used on an ADHOC basis for short outdoor activities and tasks.

Research demonstrates that Forest School benefits children in many ways, including improving their physical health and well-being: improving self-esteem and reducing anxiety. Children are active during sessions and use gross motor skills to improve their health and mobility. Children learn new practical skills and how to work as a team.

Fresh air and physical activities also provide significant benefits to confidence, social development, communication, motivation and concentration.

Our Forest School ethos encourages children to have uninterrupted time to play, explore and be 'in the moment'. For example, if a child chooses to sit quietly under a tree, then we allow them to do so for a reasonable period of time before intervening to encourage engagement in other activities. This intervention is undertaken by the Forest School Leader and not volunteers or parent helpers.

## **Our Forest School Principles**

Forest School follows six key principles to support each child to make the most of their Forest School experience:

1. Forest School is not a one off and is conducted over a long period of time and covers at least two seasons.
2. Forest School takes place in a natural outdoor environment, such as woodland.
3. Forest School is learner centered, allowing for development and learning.
4. Forest School promotes resilience, confidence, independence and creativity through holistic learning.
5. Learners have the opportunity to take risks with support and encouragement to manage themselves and their environment.
6. Forest School is run by qualified staff who partake in continuous professional development.

## **Our Forest School ethos**

The Forest School Leader, will plan, observe, assess and review sessions for our children. Sessions will be planned appropriately to the children's ability, year group and curriculum. Sessions would ideally be run weekly, for at least 6 weeks and for 2 hours a week, providing opportunities for child centred learning and exploring.

School adults and volunteers will be supported by the Forest School lead to encourage and nurture children with their learning as they explore their natural environment. Adults are to be a positive role model when allowing the children time to have uninterrupted learning. Adults should identify success and give positive feedback appropriately.

Sessions should encourage:

- Resilience
- Physical development – enhancement of gross and fine motor skills
- Confidence building
- Team building

- Cooperation
- Imagination
- Self-regulation
- Initiative
- Responsibility
- Respect and care for others and our environment
- Taking risks
- Managing our own risks (with adult support)
- Freedom to learn in nature
- Child centered learning
- Curiosity
- Social development
- Creativity
- Problem solving
- Fun

Forest School aims to be inspiring, allowing for more child centered learning where curiosity, creativity and imagination can flourish, to promote emotional, social and physical development. By building on social and emotional development, each child can improve their own wellbeing.

Research shows that Forest School helps to increase the use of vocabulary and language, reduce anxieties and build independence and self-esteem. Research also demonstrates that unwanted behaviours improve and children engage more with reading, writing and maths.

Children will learn boundaries, rules and how to manage and identify risk. This also allows our children to take on some responsibility for their own learning.

Forest School Leaders should be reflective of the needs of the child and the planning of each session, providing opportunities for child centred learning with more freedom and choice, where each child will have a unique learning experience. The sessions and activities can be planned to encourage problem solving and team building which will allow the children to form positive relationships and social circles. This will promote confidence and self-esteem and therefore reduce anxieties.

The Forest School environment is hands-on and will suit children with a more practical way of learning.

## **Activities**

Activities could include, and are not limited to:

- Camp fire
- Cooking
- Managing risks
- Species identification - both Flora and Fauna
- Mini beast hunts
- Bird watching
- Whittling wood
- Nature art
- Wood crafts
- Colour grids
- Maths and number games
- Storytelling
- Retelling or acting out stories
- Describing what we see
- Describing what we hear
- Den building
- Making face trees
- Creating animal habitats
- Elder wood creations
- Potion making - using plants with scents
- Using tools safely

## **Harrietsham Church of England Primary School – Forest School Hand Book: September 2024.**

- Charcoal drawing
- Digging
- Planting
- Climbing
- Creating potions

Any combination of these activities could promote confidence, team building, risk management and positive well-being, alongside having a holistic approach to learning. Each activity will be linked to the National Curriculum (**See Harrietsham C of E Primary School – Forest School Progression**).

### **Harrietsham Church of England School Vision**

‘The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches’. Matthew 13 31-32

#### **‘Nurtured we Flourish’**

We are a warm, welcoming and inclusive school rooted in our rural community. Like the mustard seed, we grew from tiny beginnings and our branches are now spread wide – providing support to all and taking our values beyond the school gates. All those in our community feel safe and nurtured - able to flourish and grow academically, spiritually, emotionally and physically to achieve their full God given potential.

Forest School will carry our school vision through our sense of community, building connections with nature and each other and providing an environment rich with opportunities for fun, nurture and mindfulness, where children can be creative, happy and physical. Our Forest School community will have our Christian values embedded throughout every session and will grow, like the mustard seed, from humble beginnings.

### **Our Community**

Forest School will work in partnership with our Senior Leadership Team, our Outdoor Learning Lead, our School Governors, our PTFA, our parents and our wider community, including our neighbours and local businesses. This Forest School Hand book will be available for partners to read and access.

Parent support and volunteers will be encouraged and welcomed to engage with our Forest School, this will include joining our forest school sessions, fundraising and site management.

Our Forest School Lead will provide regular updates via our school Newsletter.

Our Forest School Lead will seek regular support from local businesses, parents and neighbours. This may include, but is not limited to, providing greenwood, deadwood and helping to maintaining our site (cutting back hedges or trees etc).

### **Forest School rules**

Our Forest School rules will be embedded throughout each session and modelled by the Forest School Lead and other adults so the children are able to learn the rules.

- Look after your Forest School, look after yourself and look after your friends.
- Don't pick, don't lick, because you might get sick.
- Do not put anything in your mouth, including your fingers
- Stay within the boundaries – Do not go through the gates or fences without an adult.
- When moving with a stick put your thumb on top and hold the side by your leg. If moving long sticks or logs, work together.
- Moving logs and branches – If it's as big as you, then it takes 2.  
If it's as big as me, it may take 3.  
Any bigger, then leave it alone.
- Muster children quickly with consistent phrase e.g “3, 2, 1 base camp”.

### **Tree climbing safety**

- Ensure children do not climb higher than the adults head.
- For trees next to a fence, ensure children do not climb too far over, in case they fall onto the fence.
- Do not physically help the child down. Please talk them down, advising where they could put their hands or feet. You may wish to position your body to break a fall. Please seek support from the forest school lead if needed.
- Adults to ensure there are no items / objects within the landing area.

Children are supported to complete their own risk assessments when climbing:

- Prompt questions: If I climb up, can I get down? How thick is the branch? Will it take my weight? Is the branch bending or brittle and likely to snap? What might happen if I am not climbing safely? Am I keeping my swinging feet away from other climbers? Are their swinging feet above me?
- When climbing, children are reminded to complete their own risk assessment:
  - Compare the thickness of the branch to their own wrist. If the branch is thinner, it is not likely to take their weight and they should not climb onto it.
  - Notice where other children are and not all climb at the same time.
  - Climb with at least 3 points of contact on the tree at all times - hands, knees, feet and bottom.
  - To check what is on the ground below the tree, what are they going to land on? Objects or other children?
  - What will I land on?

### **The Countryside Code**

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

1. Be safe, plan ahead and follow signs
2. Leave gates and property as you find them
3. Protect plants and animals and take litter home
4. Keep dogs under close control
5. Consider other people

### **Sessional procedures and Forest School routines**

Prior to any Forest School session, the Forest School Leader will complete a daily sweep, to ensure the site is safe for use.

To support self-esteem and confidence building, our routines during the session will remain the same. The session will follow this routine:

- Counting the Children
- Rules of Forest School
- Mindfulness
- Recap on previous activities
- Introduce new activity ideas
- Adults will Role model, support and encourage
- Drink and snack
- During the drink/ snack the session will be reviewed - What did you enjoy? What could we improve on? What shall we do next week?
- Counting children back into school

### **SAFETY SWEEP**

Before each Forest School session there will be a safety sweep of the Forest School site to look for, and assess, immediate risks. All safety sweeps will be recorded and filed by the Forest School Leader in the health and safety folder.

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|                                      |               |                 |
|--------------------------------------|---------------|-----------------|
| <b>Date:</b>                         | <b>Time:</b>  | <b>Weather:</b> |
| <b>Name of Forest School Leader:</b> |               |                 |
| <b>Checklist</b>                     | <b>Yes/No</b> | <b>Comments</b> |
| Fallen branches                      |               |                 |
| Low branches                         |               |                 |
| Protruding thorns                    |               |                 |
| Brambles/nettles                     |               |                 |
| Slippery areas                       |               |                 |
| Broken glass/needles                 |               |                 |
| Vandalism/intruders                  |               |                 |
| Weather effects                      |               |                 |
| Standing water                       |               |                 |
| Boundary line/fence                  |               |                 |
| Base camp                            |               |                 |
| Tool area roped off                  |               |                 |
| Emergency rucksack                   |               |                 |
| Equipment ready                      |               |                 |
| Spare clothes                        |               |                 |
| Other hazards identified:            |               |                 |
| Action taken:                        |               |                 |
| Signature                            |               |                 |

### **Legislation to be considered**

The Health and Safety at Work Act 1974 covers the health and safety of people while they are at work. The objectives are to raise the standards of health and safety for all persons at work, including the safety of all equipment used in the workplace. The protection of volunteers is included as health and safety may be put at risk by the activities of the persons at work. It is a criminal offence not to comply with its provisions.

The school has a Health and Safety Policy and this is made available to volunteers working in the school. The School Office and Pastoral Lead will ensure that volunteers are clear about emergency procedures (e.g. Fire Alarm Evacuation and Lockdown Drill) and Teachers leading lessons will ensure volunteers are clear about any safety aspects associated with particular tasks (e.g. using DT equipment /accompanying pupils on visits). Volunteers need to exercise due care and attention and report any obvious hazards or concerns to the designated Supervisor/ Headteacher. Volunteers are covered by Public Liability Insurance whilst on site. Risk assessments for activities will be shared with the volunteer.

The Children Act 1989 brought together most private and public law about children in one single paper. It outlines Ratios for off-site activities, Equal Opportunities, Communication with parents and police Checks – (DBS) for staff & volunteers.

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The United Nations Convention on the Rights of the Child (UNCRC) is a legally-binding agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities. Article 31 is most relevant to Forest School, stating that all children have the right to:

- Relax
- Play
- Leisure
- Participation
- Access to cultural activities
- Access to artistic activities

### **Insurance**

It is a statutory requirement for third party (public) liability insurance for all sites. Harrietsham Church of England Primary School has insurance covered by **Gallager Insurance**. Insurance covers our school via Kent County Council. The certificate is held within the school office and a copy can be found attached at the end of this Hand Book.

Please note: Restrictions state that staff must have the appropriate training and qualifications.

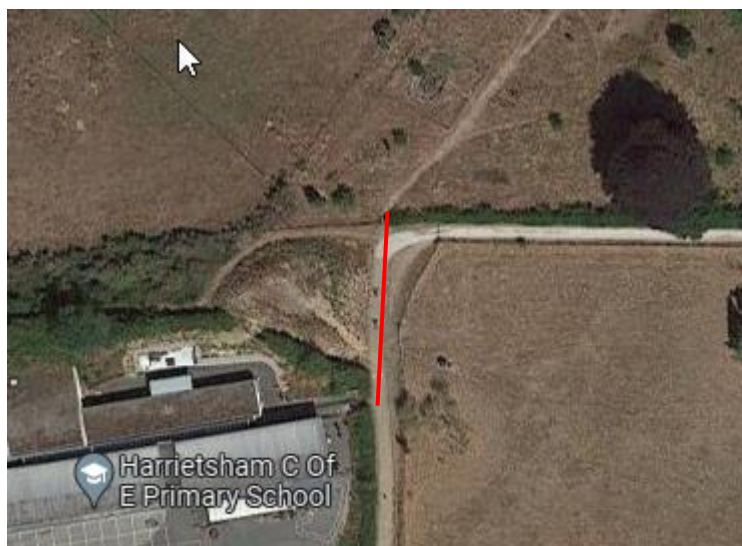
### **Transport**

To access our site, our transport will be by foot.

To access our forest school site children will walk in pairs, with at least one adult at the front of the line and one at the back of the line.

Any 1:1 adults must remain with their child throughout the entire session.

We will leave via the side gate, unlocked by staff and walk a short distance (33m) along the public foot path from the school gate to the Forest School site. The last adult is to lock the school gate. All children to be counted before leaving school and counted into the Forest school site. Children will also be counted before leaving the Forest School site and upon return to school.



Red line shows the path we walk.

### **Safety at Forest School**

Safety aspects to follow while using Forest school:

- Have and maintain clear marked boundaries

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- Fenced area around open water (our pond)
- Dead Wood (low branches)
- Slopes and ditches
- Poisonous plants
- Weather conditions, Seasonal changes
- Public Access
- Holes, Nettles, Leaves, Berries
- Animal excretion
- Personal knowledge of the site
- Emergency procedures

The Forest School Risk Assessment must be reviewed regularly.

Risk Benefits will be included within risk assessment, including:

- Trip hazards – teach a child to manage their physical movement and negotiate uneven terrain.
- Benefits include, pleasure and fun, self-confidence, engagement with Natural environment.
- Safety sweep each session – children to engage in their own safety.
- Full Risk Assessment every term.
- Identify the hazards.
- Evaluate the frequency of risk happening.
- Who is at risk?
- Weather.
- Stranger Danger.
- Forest school leader injured.
- Other adult injured.
- Emergency situation.
- Calling 999 – mobile coverage.

### **Sun Policy**

- Ensure the children have plenty of fresh drinking water on site.
- Children should be wearing caps or hats.
- Children should have sun cream on.
- There must be plenty of shade, or if not, erect a tarpaulin to create shade.
- Time outside is kept to a minimum.

### **Forest school risk assessment**

Please see separate risk assessment documents:

- **Harrietsham Forest School Risk Assessment**
- **Harrietsham Forest School Tool Risk Assessment**

### **Dynamic Risk Assessment**

Forest school risk assessments must be flexible and on-going. The Forest School Leader must be continuously assessing the site and consider:

- Adverse weather conditions – strong wind and extreme heat or cold may have an impact on the session. Sessions may require adjustments in the lengths of time, venue or could even be cancelled.
- Strangers – should a stranger approach, children should be called to a safe place within the site along with the adults, adults to count children. Forest school leader to explain the situation to the stranger and ask them to move on.
- Injury to Forest School Leader – All adults to remain calm, depending on the severity, other adults to assemble the children together, count the children and escort them to school. If severe injury, children should be move away, emergency services called and a member of the Senior Leadership Team must be contacted and informed.

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- Injury to an adult – All adults to remain calm, depending on the severity, Forest School Leader to assemble the children together, count the children and escort them to school. If severe injury, children should be moved away, emergency services called and a member of the Senior Leadership Team must be contacted and informed.
- Accidents/Injury to child – All minor accidents must be reported to the Forest School Leader, dealt with by a trained first aider and recorded. All Major accidents must be dealt with in line with first aid guidance by a first aid trained member of staff, reported to the Forest School Leader, emergency services contacted, reported to SLT, parents called and if applicable the local authority and Ofsted. All accidents must be recorded appropriately in a timely manner.
- Emergency - All adults to remain calm, depending on the severity, Forest School Leader to assemble the children together, count the children and escort them to school. If severe, children should be moved away, emergency services called and a member of the Senior Leadership Team must be contacted and informed.
- Contacting emergency services – before each session Forest School Leader to ensure mobile is obtained and charged. Check mobile has a good service from the Forest school site.
- Fire at the setting – If this is a small fire, Forest School Leader to use water to put the fire out. For any fire that is unmanageable, emergency services to be informed, children to be counted and returned safely to school, site secured to prevent anyone entering, SLT to be informed and Forest School Leader to remain near the site to wait for emergency services.
- Lockdown – children gathered and counted. If appropriate, site to be secured to prevent anyone else entering, all adults to remain calm and move toward the copper beach. Forest School Leader to be in contact with the school.
- Dogs – If a dog arrives on site, children will be encouraged to remain calm, stand still and a member of staff will ensure the dog is put onto a lead and moved away from the site. The situation will be explained to the owner.

### **Toilet consideration**

Currently Forest School does not have toilets on site, therefore, children are required to use the toilet before leaving school.

We are fortunate to have access to one camping toilet with a privacy tent. Children may use this one at a time after asking an adult. The door must be closed enough to allow privacy. The adult must remain outside the tent ensuring no other child attempts to access the toilet at the same time.

All children must sit on the toilet to ensure less mess. The Forest School Lead will take responsibility for emptying and cleaning the toilet.

Soap and water are always available for washing hands.

### **School policies to be considered**

- Health and Safety Policy
- Data Protection Policy
- Equality Act Statement
- Child Protection Policy (inc Online Safety)
- Behaviour and Anti Bullying Policy
- Mobile and Smart Technology Policy
- PAST Confidentiality Policy
- First Aid Policy

Data protection law will be followed. Any registers will be kept accurately and locked away while not in use.

### **Essential equipment list**

- Register with emergency numbers/contact numbers
- Emergency rucksack with essential safety equipment
- First aid kit
- Medical forms
- Mobile phone

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- Newspaper
- Fire lighter
- Water and soap
- Protective gloves
- Sun cream
- Plasters
- Bandages
- Scissors
- Water bottle with water for drinking/washing
- Sleeping bag/survival bag
- Thermal wrap sheet
- Map of woodland area
- Container for inhalers /epipens/any medication
- Carry bag for dirty/wet clothing

Other resources may include the following items however this may change depending on the activities for the session:

- Tools
- Trugs x 4/5
- Treasure baskets x 10
- Bug pots x 10
- Buckets x 10
- Spades (small) x 10
- Soft toys x 10
- RSPB birds
- Cake cups, Double sided sticky card, Dulux paint strips, Charcoal
- Large house paint brushes
- Egg boxes
- Water
- ID charts, Flora and fauna resource
- Magnifiers, Binoculars

### **Clothing list (for everyone and all seasons)**

- Woolly hat/sun hat
- Gloves
- Jacket/waterproof coat
- Fleece/sweatshirt
- Long trousers
- Spare socks
- Stout shoes/wellies/boots
- An emergency change of clothes and a carrier bag for dirty/wet clothing – This must be a complete change of clothing, including underwear.

Children will be encouraged to layer up their clothing during Forest School sessions as we will be out in most weathers.

### **Adults responsibility**

#### **Forest School Leader:**

- To plan and lead all Forest School activities.
- To ensure that planned activities are within the capabilities of the children taking part, amending plans to provide an inclusive curriculum.
- To take responsibility for behaviour management during Forest School sessions (in line with the school's Behaviour Management policy)
- Maintain up to date Outdoor/Paediatric First Aid and food hygiene qualifications.
- To ensure that all participants follow the Clothing Policy.

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- To carry out daily safety sweeps as described in the Risk Assessment section.
- To ensure personal medication for pupils including asthma inhalers and epipens are carried to each Forest School session.
- To ensure all Forest School policies are regularly reviewed and that review is informed by observations and developing knowledge of the Forest School setting.
- Continue CPD specific for Forest School.

### **Adult one (school staff):**

- To understand and adhere to the core principles of Forest School.
- To assist with the toileting of children if they request help.
- To take an active role in Forest School activities and assist with behaviour management.
- To assist the Forest School Leader in ensuring equipment meets safety standards and to report any concerns about the state of equipment immediately.
- To assist the Forest School Leader in teaching children to maintain their own and others' health and safety.
- To report accidents or hazards to the Forest School Leader immediately.
- To take responsibility for making themselves aware of safety issues, such as the whereabouts of resources, first aid kit.
- To ensure that they wear suitable outdoor clothing and footwear.
- To be aware of the emergency procedure and support the emergency services with access to the site.
- Please ensure children are verbally reminded that on their return from Forest School they need to inform a member of staff if they require a change of underwear, they will then be directed to change in a toilet cubicle in private.

### **Adult Two (volunteer):**

- To understand and adhere to the core principles of Forest School.
- To take an active role in Forest School activities and assist the Forest School Leader as directed.
- To assist the Forest School Leader by reporting any concerns about the state of equipment immediately.
- To assist the children to maintain their own and others' health and safety.
- To report accidents or hazards to the Forest School Leader immediately.
- To take responsibility for making themselves aware of safety issues, such as the whereabouts of resources, first aid kit.
- To ensure that they wear 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 take care of our Forest School site.
- To support with their own risk management.
- To listen to and follow information and instructions given to them.
- To bring appropriate clothing into school to enable them to take part in the Forest School sessions.

### **Food and eating statement:**

Children at Forest Schools will be taught a strict NO eating rule, unless it is a specific activity led by the Forest School Leader.

When the Forest School Leader feels the children are ready, they will participate in simple cooking on the fire which includes; toasting marshmallows, smores, pancakes, waffles and cooking damper bread.

As skills develop, this will include cooking vegetable dishes such as vegetable kebabs, bananas and baked apples.

Foraging will not happen at Forest School to avoid confusion amongst children between what is safe and unsafe to eat. The rule is 'no pick and no lick'. We do not eat anything growing on or near our Forest School site. The Forest School Leader will have an up-to-date food hygiene certificate.

Food Preparation, transport and storage:

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- Hands will be washed thoroughly and any cuts/grazes covered in the correct manner (gloves) before handling and preparing food.
- Any food needing preparation will be prepared in the school kitchen (opposite the staff room) e.g. bread dough.
- Food will be stored in clean containers and transported in a cool bag to and from the site, with any clean utensils and cooking pans required. The box will remain closed in between use with food covered in bags or boxes; to avoid attracting flies and other insects.
- Meats will NOT be used.
- All 'use by' dates will be checked on foods before eating.
- Water for cooking will be provided in cleaned sealed storage.

Handling, cooking and eating food:

- A fresh, clean, bucket of warm soapy water will be available for children to wash their hands before handling food or utensils.
- Children are taught how to cook food safely following the activity risk assessment and fire safety procedure. All food will be checked by an adult to ensure it is fully cooked before eating.
- Children will be asked to maintain the campfire rules.

Clearing away and cleaning up:

- ALL food not eaten or cooked will be placed in black bin bags and disposed of in the school bin at the end of the session by one of the adults. The area is checked to ensure there are no food traces to avoid vermin being attracted to the area.
- ALL utensils and pans will be placed in the cool box, returned to school and cleaned in hot soapy water by one of the adults and stored away correctly.

Please note: allergies and dietary requirements will be taken into consideration.

### **Ecological Impact**

When using our Forest School site, we must be mindful of our impact on the wildlife and the ecosystem. Firstly, all species of flora and fauna must be identified and understood. This process has been started with the intention of the children continuing as part of their getting to know Forest School site.

Regular reviews must be completed of the site to ensure the protection of the species. The Forest School Leader will be looking for any areas that require resting. Planting and habitat creation should happen periodically.

As our Forest School contains mostly young trees, deadwood, green wood and materials to build and create, materials must be sourced from other areas.

Please see the 3-year plan of our site.

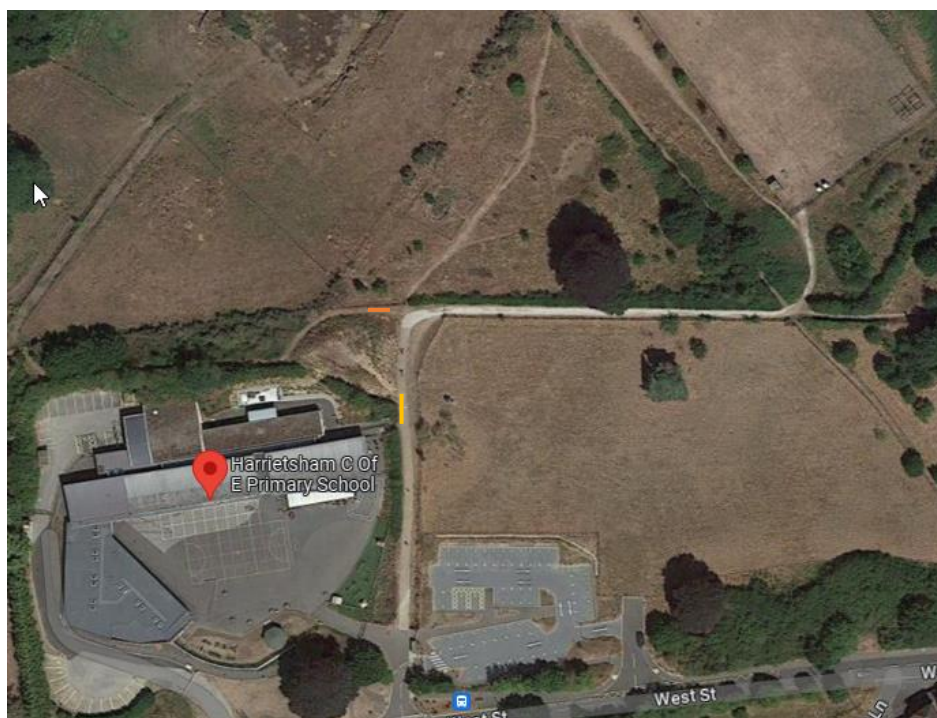
### **Harrietsham Forest School 3 Year Plan:**

| Year One                                                                               | Year Two                                                                     | Year Three                                                |
|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-----------------------------------------------------------|
| Removal of the public footpaths                                                        | Implement substantial fences around the perimeter and make sight more secure | Cut back any overgrowth                                   |
| Plant trees – willow and coppice                                                       |                                                                              | Planting                                                  |
| Cut back some overgrowth – being mindful of fauna and habitats – request help for this | Consider on site storage, if site is safe and secure                         | Take more seasonal photographs                            |
| Storage off site within the school grounds                                             | Consider any areas that need resting                                         | Check boundaries – are they working? What needs changing? |
| Identify all flora and fauna – consider changes during the seasons                     | Check pathways – do they need cutting back?                                  | Assess the impact on flora and fauna                      |
|                                                                                        | Trim of cut back                                                             | Consider more habitats                                    |

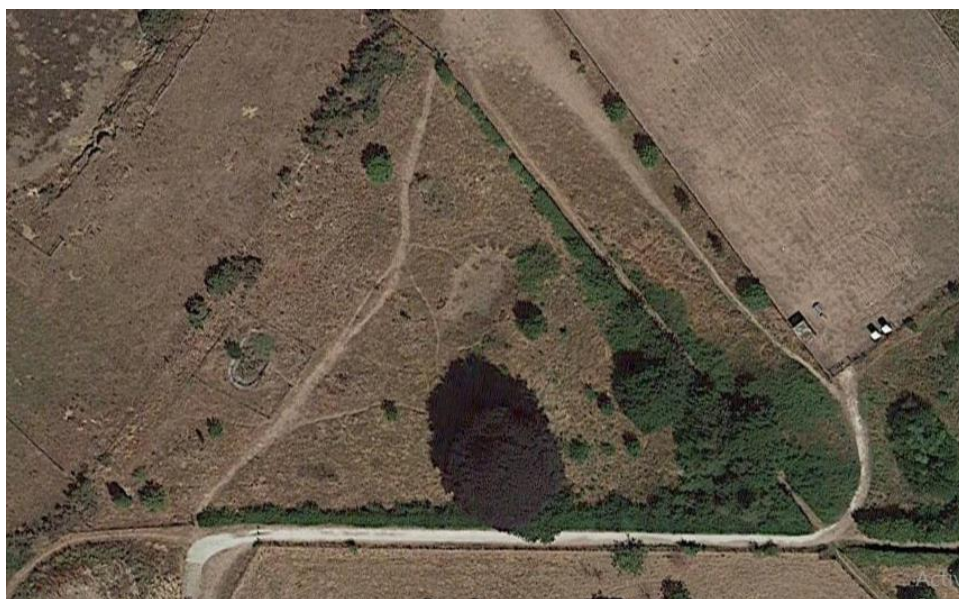
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| <p>Establish a basecamp with a shelter</p> <p>Establish boundaries within the forest school setting</p> <p>Create a mud pit/digging area</p> <p>Create a tool area</p> <p>Protect existing habitats</p> <p>Create new habitats</p> <p>Source dead wood and green wood for neighbours – this will be continuous until our trees are more substantial</p> <p>Begin taking seasonal photographs</p> <p>Begin to purchase equipment</p> <p>Repair fence around the pond – consider making one with the children using natural materials and string</p> <p>Create climbing banks – relocate some habitats first.</p> | <p>Purchase equipment</p> <p>Do any boundaries need relocating? Are they working?</p> <p>Do any areas need changing?</p> <p>Assess the impact on Fauna</p> <p>Create more habitats – bird boxes, bug hotels etc.</p> <p>Planting – wild flowers (pallets)</p> <p>Source a wooden boat</p> <p>Source dead wood and green wood for neighbours – this will be continuous until of trees are more substantial</p> <p>Do any paths need resting?</p> <p>Take more seasonal photos</p> <p>Reintroduce the pond</p> <p>Implement more climbing – tension bands – could also be used for shelters and hammocks.</p> | <p>Check fences</p> <p>Do any areas or paths need resting</p> <p>Source dead wood and green wood for neighbours – this will be continuous until of trees are more substantial</p> <p>Create vegetable patch – polly tunnel, raised beds, must be rabbit proof/resistant</p> <p>Plant trees</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Location Information



Key: Yellow line – School gate. Orange line – Forest School entrance.

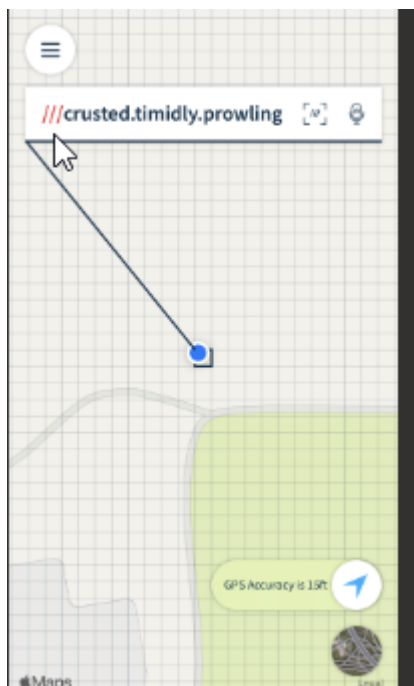


Grid reference for our site: 51.24456092672746, 0.6686157492762062

The map below shows the entire boundary of our Forest School Site.



Map source: Google maps.



Our what 3 words

### **Medical information form**

|                                           |                             |
|-------------------------------------------|-----------------------------|
| Child's full name                         |                             |
| Date of birth                             |                             |
| Contact name<br>and relationship to child |                             |
| Home address                              |                             |
| Phone number                              | Home<br>Work<br>Mobile      |
| Doctors details                           | Address<br><br>Phone number |

### **Does your child have any of the following?**

| Illness                    | Comment | Medical need please specify |
|----------------------------|---------|-----------------------------|
| Asthma/Bronchitis          |         |                             |
| Sight/hearing difficulties |         |                             |
| Heart condition            |         |                             |
| Diabetes                   |         |                             |
| Epilepsy                   |         |                             |
| Allergies                  |         |                             |
| Cystic fibrosis            |         |                             |

## Harrietsham Church of England Primary School – Forest School Hand Book: September 2024.

|                                                                                                    |  |  |
|----------------------------------------------------------------------------------------------------|--|--|
| Has the child been stung by a wasp or bee previously?<br>Did they have a reaction? Please describe |  |  |
| Date of last tetanus injection                                                                     |  |  |

Parents/careers name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **Harrietsham Church or England Forest School Declaration**

All adults engaging with Forest school must read the Forest School Hand Book and risk assessments. Please speak to the Forest School Leader if you are unsure about anything.

Please complete the declaration below to state you have read and understood the hand book:

| Date | Name | Signature | Comments |
|------|------|-----------|----------|
|      |      |           |          |
|      |      |           |          |
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### **Review by Forest School Leader:**

| Date | Name | Signature | Comments |
|------|------|-----------|----------|
|      |      |           |          |
|      |      |           |          |
|      |      |           |          |
|      |      |           |          |