

**WILD ABUNDANCE:  
FOREST SCHOOL HANDBOOK**





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# Wild Abundance Forest School Handbook

## Declaration:

Included in this handbook are the Policies and Procedures of Wild Abundance Forest School to be followed for the planning, duration and review of all sessions. This handbook is for use on the designated site 'Scout Field' and its accompanying woodland, along with any other site (e.g. a school site), subject to further risk assessments and the alternative site's policies and procedures.

This handbook will be made available to all volunteers, helpers and employees who will have a regular role in Forest School sessions. Risk assessments, codes of practice and policies will be reviewed annually.

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## What is Forest School?

Through Forest School and related activities, children and adults have the freedom to engage in spontaneous, imaginative and open-ended activities, fostering creativity, social skills and emotional well-being. Through carefully planned activities children are encouraged to explore, discover and learn through hands-on experiences in the forest, fostering a deep-rooted connection with nature and each other, while excelling in all areas of their personal, academic and spiritual development.

The 6 key Forest School principles guide our approach and we are committed to providing a safe and supportive space for children to make their own decisions, take calculated risks and develop a deep sense of self-esteem and confidence. The six principles are as follows:

1. Forest School is a long-term process
2. Forest School takes place in a natural wooded environment
3. Forest School aims to promote holistic development
4. Forest School offers learners the opportunity to take supported risks
5. Forest School is run by qualified Forest School practitioners
6. Forest School uses a range of learner-centred processes

In embracing the Forest School ethos, Wild Abundance aims to nurture resilient, independent and environmentally conscious individuals. Our vision is to inspire a lifelong curiosity and appreciation for nature, empowering children to become active compassionate stewards of the earth.

## Our Forest School Site

We are located in the 'Scout Field' and accompanying woodlands at the edge of Swaffham Prior, tucked away from the High Street. We have a permanent base there which we will run our sessions from. We have a large log circle, permanent gazebo, toilet facilities, storage, mud kitchens, seating areas, small car park a large variety of trees and plants and soon will have an allotment for the children. We may in future travel to schools to run sessions on their own sites.

## Communication

The Forest School Leader and assistant will be responsible for liaising with any stakeholders such as tree surgeons, scouting, landowners, locals, parents/carers, education providers, clients, children, staff and volunteers. This will be done through various methods such as face to face, email, phones, social media, letters, meetings and any other method that arises as necessary.

Wild Abundance has a website and multiple social media platforms including Instagram and Facebook. Photo consent must be obtained prior to using any photos with children's faces in and there will be no personal information shared e.g. names.

## Role of supporting adults

Supporting adults (leaders, assistants, volunteers and helpers) plan and structure as session following the interests of each child, continually looking to build upon their skills and experience each week. We look for very specific areas to be able to support the learning of each child, for example we may have some children that are fascinated by fire and are the first to jump at the chance to cook on a campfire, in which case we would recap fire safety at the start of every session and make sure we have the materials. Whilst we have others that will want to build dens and have imaginary fairy sword fights, in which case we ensure we have enough den building materials and crafts to facilitate this.

Our aim is to create an environment where children are supported, but not led, by adults. Our role is not to provide solutions but to encourage the children to develop problem solving skills and reach a solution or answer themselves. We do so to empower each child to develop self-confidence and the ability to build strong social relationships with one another, which will help them in all areas of their lives. Supporting adults will work with children to ensure that they have time to learn at their own pace without pressure.

We are there to keep the children and staff safe with continual dynamic risk assessments through the ever-evolving session, all the while helping the children to develop their own ability to risk assess activities. This is done in a nurturing and confidence building manner. Supporting adults also ensure that we have the appropriate welfare requirements in place (shelter, clothing, first aid, toilets, hand washing, heat etc). The Forest School Leader will share all provided information on a child's individual needs with relevant supporting adults.

All supporting staff will be encouraged to reflect on their practice and engage in regular CPD training. They will always model appropriate behaviour and encourage children to develop awareness of their own and other's emotional needs.

The designated Forest School Leader (Molly) will be responsible for liaising with all interested parties, completing risk assessments, following policies and procedures, administering any first aid, maintaining the first aid kit and managing all admin and organisation of sessions. All other supporting adults will be responsible for following risk assessments, following policies and procedures, counting equipment in and out and maintaining tools. All supporting adults are responsible for the welfare of the children and staff on site.

All Forest School staff will promote and uphold the 6 principles of Forest School during every session.

### Daily Procedures:

- A site check is to be performed and the site risk assessment updated as necessary
- Planning for the day discussed between each supporting adult and roles designated e.g. will be on fire watch or tree climbing watch
- Sign in/out station ready with agreed adult to oversee
- First aid kit hung in designated area
- All equipment is to be prepared and checked that it is in safe and working order
- Fire water bucket filled if needed and check firewood supply
- Water transported to field for toilet flushing, hand washing and drinking
- Activities set up if needed e.g. rope balance beams
- Reflect on each session to inform the next and pack away all equipment

# Policy Statements and Procedures:

## Behaviour

During Forest School, it's essential for everyone, including adults, to understand the expected behaviours. At the beginning of each session, a collective agreement on behaviours is established to encompass the following areas. We are part of an inclusive learning community where adults serve as role models and uphold the ethos outlined by the Forest School principles. Our ethos at Forest School revolves around three key aspects: looking after ourselves, supporting each other and preserving the environment.

### Looking after ourselves:

- Children are encouraged to take calculated risks and learn self-care practices in a natural setting, actively participating in the risk assessment process.
- Hand washing before meals, drinks or leaving the environment is a fundamental hygiene practice.
- Proper lifting techniques are exemplified by adults, emphasising bending the knees and maintaining a straight back. Heavier items should be rolled, lifted, or carried by a group of individuals working together.
- Children are allowed to climb trees and explore their capabilities while being supervised by adults who observe without being intrusive. When adults feel there is a safety risk they should use appropriate language to address this, for example 'how safe do you think you are being at that height'.
- Safe tool use necessitates self-care. Participants, including adults, receive demonstrations on safe tool handling, personal protective equipment usage, appropriate working positions and consideration of the suitable activities for each tool. Please refer to safe tool use COP in the appendix.

### Supporting Each Other:

- We uphold respect and compassion for all, fostering an environment where everyone is treated equally, regardless of various factors.
- Children are encouraged to identify and point out hazards to one another, for example using the RAG dragon system when around the campfire.
- We strive to create a welcoming and inclusive space where everyone's learning, mobility and dietary needs are accommodated to the best of our ability.

### Preserving the Environment:

- We actively promote and empower participants to contribute to biodiversity and take responsibility for the environment, fostering meaningful connections between participants and the natural world.
- Recognising our impact on the environment, we actively monitor and mitigate any potential negative effects in collaboration with the participants.
- Adhering to the 'leave no trace' principle, we ensure that the environment remains untouched, including dismantling structures, removing imported materials, clearing away all waste and erasing signs of any fire.

We understand that various factors influence behaviour, and it is the responsibility of Forest School leaders to create a safe and tailored community during sessions, allowing all individuals to be the best version of themselves on any given day.

## Equality and Inclusion

At Wild Abundance Forest School, we are committed to embracing and celebrating diversity while fostering an inclusive environment where all individuals have the opportunity to thrive. Our commitment to equality, respect and inclusion is central to our mission to provide a nurturing and empowering experience for all participants. We believe that every learner, irrespective of their background, deserves an equal chance to participate in our sessions under conditions that ensure their safety and well-being.

### 1. Non-Discriminatory Environment

- We welcome individuals of all genders, races, cultures, colours, creeds, sexual orientations, ages, classes, religions, political beliefs and disabilities. We do not tolerate any form of prejudiced or offensive behaviour.
- Our staff and volunteers are responsible for enforcing these policies at all times.

### 2. Safeguarding and Prevent

- In alignment with statutory responsibilities and best practice guidelines, Wild Abundance Forest School is committed to safeguarding and promoting the welfare of all participants, including children and vulnerable adults. Any disclosures will be handled in accordance with our safeguarding policy.
- We are dedicated to preventing dis-enfranchisement and will exercise due regard to prevent individuals from being drawn into terrorism. Our Prevent-trained staff are equipped to manage prejudiced, offensive or intimidating behaviour, with all incidents reported to the appropriate authorities.

### 3. Community Cohesion and Inclusion

- Our Forest School values and ethos promote community cohesion and a sense of inclusion. Through team building and social interaction, we aim to aid individuals in feeling part of a community and not alone or isolated.

### 4. Behaviour Management and Emotional Support

- We understand and empathise with the impact of feelings and emotions on conduct at Forest School and we work to help learners understand, celebrate and manage those feelings appropriately.
- Various techniques, practices and strategies are employed to encourage and maintain appropriate conduct at Forest School including diversion, de-escalation, positive handling and age-appropriate rewards and sanctions.



## 5. Equality and Inclusion

- Wild Abundance Forest School is committed to ensuring that all individuals have equal access to our site and activities. We believe that diversity is a positive asset and are dedicated to promoting equal opportunities for all, regardless of age, gender, race, nationality, marital status, disability, sexuality, religion, responsibilities for dependents or unrelated criminal convictions.

## 6. Implementation and Positive Example

- Our policies and practices have a direct impact on the individuals, communities and organisations we work with and we are determined to tackle any discrimination as it arises. Through our work, we strive to set a positive example for those we engage with.

## Environmental

At Wild Abundance Forest School, we recognise the paramount importance of caring for and protecting the natural environment in which our sessions take place. We adhere to the principles set by the Forest School Association (FSA) and uphold the belief that the responsibility of environmental stewardship lies with all participants.

All individuals involved in the Forest School will be encouraged to minimise their impact on the site by:

- Learning about the diverse flora and fauna in woodland and field environments.
- Cultivating a deep respect for the natural surroundings.
- Engaging in mindful observation of wildlife and ecological processes.
- Removing all materials and litter from the site upon departure.
- Ensuring that the site is left in the same condition as it was found.
- Minimising the overuse of the natural materials found within the site.

Building a strong connection to nature is at the core of our environmental ethos. Wild Abundance Forest School is committed to maintaining an environmentally conscious and sustainable educational environment. Subsequently there will be regular monitoring of the environmental impact on the Forest School site and assessing the ecological impact across different seasons and weather conditions. Ongoing observation of site degradation is prioritised, and the ethical and responsible use of fire is carefully monitored.

We prioritise the use of biodegradable resources and repurposing whilst advocating for the responsible disposal of waste through composting or recycling. Additionally, we emphasise the use of sustainable wood and natural materials, such as fallen leaves, pine cones, sticks and rocks for activities to promote sustainable practice on-site. We will be aware of how often and where from we source these natural materials so as to not alter the natural woodlands to the point of affecting the flora and fauna.

Wild Abundance Forest School adheres to the Leave No Trace principles, ensuring that the site remains unaltered. We utilise designated fire areas, where possible using fire pits, to minimise disturbance to the structure of soil, fauna and flora whilst working to engage participants in discussions about sustainability during activities and conversations to promote good Forest School practices.

## Landowner's Agreements

Wild Abundance Forest School holds full permission and access to designated areas. The areas to be used are the Scout Field and woodlands where an agreement is currently in place with the landowner, Newton Farms. For sites not owned by Wild Abundance, such as parks and green spaces we seek permission from the appropriate authorities or landowners.

## Woodland management & Ecological impact

We strive to improve the biodiversity of the site and as such must protect the integrity of each ecosystem with minimal ecological impact from our activities. For our Swaffham Prior site a management plan and ecological impact assessment are available upon request.

Participants in Wild Abundance Forest School and Scouting in the village are also actively involved in the management process, they are encouraged to care for and monitor the environment and to do their bit to improve biodiversity, this may take the form of litter picks, relocating main walkways often, creating log piles, invertebrate hotels, spreading wildflower seed, digging ponds and putting up nest boxes.

## Health and Safety Policies and Procedures:

### Accident and Emergency

All first aid incidents will be dealt with immediately by the trained first aider. The site is accessible for emergency vehicles once the gates are opened. All other emergencies will be dealt with by a designated competent adult and emergency services will be called whilst the first aider deals with the incident. The nearest casualty department is Addenbrookes Hospital; Addenbrooke's Hospital, Hills Rd, Cambridge CB2 0QQ.

The postcode for the Forest School site along with the below list will be accessible for the person making the emergency call. All emergency documents and contact information will be held with the relevant leader of each session.

- Grid reference: TL566637
- Postcode: CB25 0LD (look for number 75 High Street sign)
- What3words: for the entrance track forum.widen.offhand and the site entrance camped.acrobatic.releases

When waiting for an emergency vehicle a staff member will wait by the track entrance in order to guide the vehicle to the correct location.

In the event of a fire - the fire blanket, water bucket and emergency fire extinguishers will be used. All staff will be trained on fire procedures. All children and staff will be moved to a safe location away from the fire.

In addition:

- A mobile phone will always be charged, have signal and be in the first aid bag
- All participants will assemble at the permanent gazebo or the fire circle which will be made safe. All fires to be extinguished.

- All tools put away in correct boxes and locked. The participants will then be collected by parents/guardians or returned back to their educational setting (the local schools).
- All minor incidents will be dealt with by assisting volunteers, staff members and the Forest School leader.
- Incident reported in log book

## First Aid

There will always be a fully trained first aider on site during all forest school activities, with a 16-hour outdoor and paediatric first aid qualification. There should always be a first aid kit to hand ideally in a waterproof bag which should contain the following:

- Most kit contents detailed here <https://www.peritiatraining.co.uk/firstaidkit/forest-school-first-aid-kit>
- Saline solution (large bottles) and clingfilm for burns
- Phone
- Accident book
- Bottle of water
- High sugar snack
- Antihistamines (for adults)
- Bite and sting cream
- Tarps/roll mats are already at the location

The first aid trained member of staff will manage the first aid incident with the support of another staff member if needed, whilst another supporting adult will remove the rest of the group from an area and distract with an activity.

In the scout field we also have access to a container which is designated at the First Aid area and is sheltered from the elements. The leader will judge the severity of the injury and whether to carry on the session, call parents/guardians or call for an ambulance.

## Extreme weather

Due to the nature and ethos of Forest School, session will take place in all weathers and all seasons. There are however, instances where sessions will be adjusted, postponed or cancelled due to extreme weather based on risk to participants. All forecasts will be monitored and communications sent out with advice and reminders on clothing, water bottles, suncream and procedures for cancelling/postponing.

### High winds:

- Weather will be checked each week/day via forecast.
- When forecasted wind for the area is high, then the site will be assessed for safety of use. A pre visit assessment will be carried out by the Forest School Leader after strong winds prior to taking participants into the wooded area.
- On the day of high winds; if dangerous or at risk trees/structures have been identified on the site or on route to the site via the site risk assessment, or if the journey to the Forest School site is judged to be dangerous then the session will be cancelled/postponed.
- A session will be cancelled prior to or during, if winds reach gale force (37mph) or exceed Beaufort 6/7, refer to the wind speed chat below.

- If weather is below 6/7 but is still quite windy then no use of fire or tools will take place.

Scale	Description	miles Per hour	Effects	Risk
0	Calm	0-1	smoke rises	Low
1	Light air	1-3	Smoke drifts	Low
2	Light breeze	4-7	"Leaves rustle"	Low
3	Gentle breeze	8-12	"Twigs move"	Low
4	Moderate breeze	13-18	"Leaves and small branches sway"	Low
5	Fresh breeze	18-24	Small trees sway	Low
6	Strong breeze	25-31	"Large branches sway"	Low
7	Moderate gale	32-38	Whole trees in motion	Low
8	Fresh gale	39-46	Twigs break off trees	Medium
9	Strong gale	47-55	Branches break off trees	Medium
10	Whole gale	56-64	Trees uprooted	High
11	Storm	65-74	Widespread damage	High
12	Hurricane	75+	Devastation	Very High

Lily 2018 - kindlingplayandtraining

Diagram from <https://kindlingplayandtraining.co.uk/forest-school/wind-and-woods/>



## Thunderstorm:

- If a thunderstorm is in progress prior to the session then the session will be cancelled/postponed due to the risk of being out in a thunderstorm in the woodlands.
- If the thunderstorm should develop during the session then we will seek shelter under the permanent gazebo until it blows over or if it is prolonged/more severe then parents/guardians collect the children or children are escorted back to educational establishment.
- When walking across the site all participants should stick to the tree line and never cross the field, especially when lightning is apparent.

## Extreme high temperatures:

- Tarps provided for shade.
- Children should be wearing suncream and a sun hat, all children should have a water bottle which they should be reminded to drink often and active play should be monitored to prevent children from becoming overheated or dehydrated
- No fires to limit heat and also the risk of spread in such a dry time
- Notice will be paid to the length of time spent in the sun. The woodlands on the Scout field are relatively cool and shaded, however the permanent gazebo can be used as shade too.

## Extreme low temperatures:

- Shelters will be provided along with spare clothing/layers.
- If we have the correct ratios then a fire will be running for the entirety of sessions.
- Games to be played to keep participants moving to warm them up and keep up morale.
- Hot drinks to be readily available along with hot food cooked on the fire.
- Equipment in emergency box ready to hand such as hand warmers, hot water bottles (ensure date is checked), extra blankets and foil blankets.
- If the temperature is below workable and morale is low then sessions will be ended/postponed.
- The sessions will also be postponed/cancelled if the site is deemed high risk due to ice or snow as there are some steep inclines to access the wooded area and a slope to reach the field.

## Fire

Fire is an important part of our Forest School sessions and we aim to facilitate all participants to engage with all aspects of building, lighting, managing, extinguishing and cooking at some point in their course of sessions. Fires will only be used once all children are familiar with the site and can safely and continuously follow agreements on fire safety. We will practice this at the start and end of sessions within the fire circle where we will always act as if there is a fire in order to practice and maintain consistency. We have specific risk assessments for the use of fire which can be found in the appendix. Fire equipment and evidence of fire will be removed after each session to discourage fire lighting by uninvited guests on site.

## Insurances

We work under cover from Birnbeck Insurance Services and have Public Liability and Employer Liability to ensure the safety of our staff, children and those on the forest school site during sessions.

## Manual Handling

Care should always be taken when lifting heavy/bulky equipment or whilst moving heavy items such as logs. Manual handling protocol should be followed, bending from the knees with a straight back and with the load close to the body. Children reminded of this in the 'if its bigger than you, it takes two' mantra. We will follow guidelines from HSE found here <https://www.hse.gov.uk/msd/manual-handling/good-handling-technique.htm>

## Outdoor cooking (inc. food hygiene)

We will continually have conversations with all participants about how they keep themselves safe in the woodland environment, including not eating or drinking anything found unless an adult says it is ok to do so. Children should be encouraged to take part in activities of plant identification in order to easily identify harmful flora, with regular reminders that they should not touch things in the woods and then touch their mouths/noses. Before eating and drinking every participant should wash their hands with clean water and soap.

Food will often be cooked on the fire including popcorn, damper-bread, stew, pancakes and many more dishes. These will be cooked by adults with the assistance of children who will be loosely supervised to limit not only the hygiene risk but also the risk of harm to the child from the open fire. Children will observe safe distance from the fire, wear long trousers with closed toed shoes, wear fire gloves and use appropriate tools, all of which will be modelled by adults. All activities involving cooking and fire have appropriate risk assessments and must always have the correct adult to child ratio.

We will promote healthy and varied eating and will do so by providing fruit and healthy options whilst also cooking/providing high energy snacks and dishes to keep up with the energy demanding activities of Forest School. Drinking water will always be provided, with hot water during colder months/days for hot drinks. We will keep a supply of cups, cutlery, plates, bowls etc but do ask that **each participant brings a named reusable water bottle to every session**. All meals and snacks times are a time for everyone to come together, ideally in the fire circle. We are aware this is not possible for all children socially so spots will be set up nearby for those children to have space but be near enough to hear conversations i.e. hammocks and safe zones.

All equipment used for cooking will be thoroughly washed with warm water and eco-friendly detergent, dried and stored. This will be a whole group activity to encourage responsibility and practice looking after our woodland and each other.

See practical Handbook COP.

## Risk Assessment

The Forest School site and activities are fully Risk Assessed (refer to the Forest School Risk Assessments and Risk benefit in the appendix). In addition to the main Risk Assessment, the Forest School Leader will perform Daily Risk Assessment/dynamic risk assessment and update the team accordingly. The Forest School leader will continuously be monitoring the safety and behaviour of the group as activities progress and will use the risk assessments in place to inform decision making.

## Tool Use

- All tools will be accounted for by counting them in and out alongside a sign in and out board for each toolbox with tools numbered.
- Prior to each tool being used it should be checked for damage and judged whether it is in safe working order. There will also be weekly checks, maintenance and cleaning of tools with a completed log of this to be signed and dated.
- Children are to be supervised at all times when using tools, the ratio to be determined by the age, experience and needs of each child/group. This covers selecting, carrying, using and maintaining tools. Please refer to guidance on using tools as seen in appendix.
- Every adult is to model safe tool use, storage and transportation. Please refer to practical tool use guide as seen in appendix.
- All tools and PPE to be provided by Wild Abundance, with no outside tools to be used on site (with the exception of paid site workers such as tree surgeons which will be agreed with the landowner).

## Welfare

### Clothing & PPE:

Correct clothing is imperative to ensure the welfare of all participants is upheld. The below diagram demonstrate the clothing needed for Forest School in all weathers. For Wild Abundance, this will be shared with all participants and parents/guardians of participants. We will also hold a number of spare items of clothing as a back up, once we are able to, but will also have blankets on hand every session. In the interest of sustainability, a core value of Wild Abundance, we will obtain these spare clothes as second hand from charity shops, second-hand selling sites and donations from older children.



Diagram from Natural Learning

We recommend that all participants bring layers of clothing and store any spares in a waterproof bag. All children are encouraged to think about what clothes are suitable for a session in the woods and parents/guardians are asked to allow the child to pack at least part of their bag for the day. This helps the child build skills in self-sufficiency and self-care.

Recommended clothing list:

- Waterproof trousers
  - Thin pair in summer
  - Thick ski trousers in winter
- Trousers
  - Can have ones that 'zip off' into shorts in summer to allow children to take part in tool/fire use.
  - Extra pair of leggings/thermals in cold weather is advisable.
- Tops
  - Ideally long sleeved to prevent stings/bites however short sleeved is fine,
  - Extra top/thermal for colder weather advisable.
- Waterproof coat
  - Ideally with a hood and double layered. Best to have one that can zip out the inner fleece in warmer weather.
- Socks
  - Pack extra woolly pair
- Hat
  - Woolly
  - Sunhat
- Gloves
  - Waterproof and thermal
- Waterproof boots
  - Wellies or walking boots
  - Closed toed shoes

Wild Abundance will also provide shelter from the elements in the form of tarps and a permanent covered gazebo, see picture below.



All PPE needed for sessions or maintenance will be provided by Wild Abundance including safety gloves, fire gloves, goggles and any other items that are deemed necessary for the running of the site and sessions.



## Toileting:

- At the site there is a toilet building where is water available (brought by session leader) to pour down to 'flush' into a cess pit tank.
- Clean water must be provided for hand washing, alongside soap or hand sanitiser which will be within the toilet block.
- Thoe toilet is cleaned before and after every session.
- A member of staff or a helper will be on hand to help the children flush the toilet with the bucket of water if they are not able to.
- A sanitary bin will always be available.

## Safeguarding Policies and Procedures

### Anti-bullying

Wild Abundance Forest School is dedicated to creating a safe and supportive environment for all participants, particularly young children, by preventing and addressing bullying behaviour. Bullying, characterised by deliberate and repeated aggressive actions intended to cause harm or distress, will be identified and managed in an understanding and empathetic manner by the Forest School leader.

With young children, any such behaviour is approached calmly, with immediate intervention to stop and address hurtful actions and acknowledge feelings whilst guiding reflection and resolution. For older children capable of more complex behaviours, a similar approach is taken, with a focus on understanding and supporting the individuals involved, including possible removal from the group for reflection.

In all instances, any aggressive behaviour is swiftly challenged and prevented by the Forest School leader to avoid escalation. Reports of bullying are thoroughly investigated, involving listening to the children, maintaining factual records, facilitating restorative conversations as needed and ensuring ongoing monitoring and communication with the parents/guardians of all parties involved.

### Confidentiality, data protection & data handling (GDPR)

At Wild Abundance Forest School, we prioritise the privacy and confidentiality of children, parents/guardians and clients. We ensure that all information shared by parents and carers is handled with the utmost care and used exclusively for the well-being of their children.

We strongly adhere to the principle of respecting informed consent and will only share information with appropriate consent. We will honour the wishes of those who do not consent to share confidential information. However, if there are compelling reasons to do so, such as concerns for the safety of the child, we may share information without consent, based on a carefully considered judgement of the specific circumstances.

The Forest Leader maintains all paperwork, including sign-in sheets containing names, addresses and information about medical conditions/disabilities. At the closing of each session, all confidential paperwork is securely stored in the office area at the registered address in a designated box, ensuring the utmost privacy and protection of sensitive information. Any discussions regarding a child's learning or medical conditions within Forest School are kept strictly confidential at all times with only relevant supporting adults informed.

We handle all personal information, including data that can be used to identify individuals, in full compliance with the Data Protection Act 2018. In line with this Act, we have a legal obligation to safeguard any information we collect from participants. Any future changes to this policy will be made in accordance with the provisions of the Data Protection Act 2018, ensuring continued protection of personal data and privacy.

## **Child/vulnerable adults protection**

Wild Abundance is dedicated to ensuring the safety, well-being and protection of children and vulnerable adults enrolled in our sessions. We follow all legislations such as; Children Act 1989, Children Act 2004, Safeguarding Vulnerable Groups Act 2006, The Children and Social Work Act 2017 any other legislation deemed relevant. We will review how we uphold legislative requirements annually and update our policies and procedures accordingly. All staff members will be trained to uphold the highest standards of care and will attend regular CPD training. Any concerns regarding the welfare of children or vulnerable adults will be addressed promptly and with the utmost priority.

## **DBS**

We will ensure that all employees and regular volunteers have an enhanced DBS check to ensure the safety of children and vulnerable adults in our care. We will renew each DBS check annually. We will also require references from last two places of employment if in education settings or other suitable references which will be decided on a case by case basis i.e. employment and voluntary role/personal.

## **Disclosure/accusation**

Staff and volunteers receive training on recognising signs of abuse in children, including physical, emotional, and sexual abuse, as well as neglect or omission. Their role does not involve investigating or seeking out signs of abuse.

If a staff member or volunteer has concerns about a child, they are legally obligated to report this to their line manager and/or safeguarding lead who will currently be the Forest School Leader. This may involve reporting the concern to an external body such as the FSA or OFSTED. If the concern arises during a session with a school group or another organised group activity, the leader of that group must also be informed.

All employees and volunteers are expected to:

- Allow individuals sharing concerns or abuse to communicate without interruption
- Handle reports of domestic abuse in a child's home or bullying with the same level of importance as any other report
- Emphasise the need to share information with Cambridgeshire Children and Young People's Services
- Promptly document factual information and notify the line manager and/or safeguarding lead
- Maintain accurate and language-consistent records, signing and dating them
- The safeguarding lead will follow the referral procedure outlined by Cambridgeshire's Local Child Safeguarding board

In the event of an allegation against a staff member or volunteer, the details need to be documented and relayed directly to the safeguarding lead and the respective line manager (Forest School Leader) by the person who received the information regarding the allegation. If a staff member is reluctant to address an issue with their line manager or safeguarding lead or feels that their valid concerns are not being acknowledged, they should report the disclosures to the owner of the business or external bodies if necessary.

## Lost or missing child

If a child crosses the designated boundaries at the Forest School site:

A supervising adult should accompany the child to ensure their safety, communicate the boundaries and encourage them to return within the designated safe area. If the child refuses to return and is at risk, a parent/guardian will be called immediately, if with a school group then a staff member from the school should do so. After evaluating the situation with the team, it may be decided that the boundaries need to be adjusted to accommodate the child's specific interests. If not deemed appropriate, the child, school group leader and/or guardians should be reminded of the importance of boundaries at Forest School. It should be reiterated that adhering to the boundaries is necessary for continued participation. If a child ventures beyond the boundaries and goes missing, the Forest School Leader should adhere to the procedures outlined in the Missing Person Procedure.

## Social media

At Wild Abundance Forest School, staff capture photos of children during activities for assessment, planning and promotional purposes. Prior to each session, permission to take and use photographs on social media and marketing materials is obtained through the booking form via the website. Children without permission won't be included in the photos. All photos are securely and anonymously stored according to GDPR policies. If requested by parents, their data including photos will be deleted. Any identifiable photos are not retained and are promptly deleted. These photos may be shared with parents and used in promotional materials, including our website and social media, without disclosing children's names. If a parent wishes to, they can join the parent group WhatsApp where photos will be shared of their child's session.

## Staffing, ratios, roles and responsibilities

At Wild Abundance Forest School, all our staff and volunteers will undergo a thorough selection and registration process to evaluate their suitability and skills for working in a forest school environment.

Key Points:

- There will always be at least one member of staff that holds a Forest School Level 3 qualification.
- The Forest School Leader oversees the sessions and all adults involved must ensure the safety of children and adherence to the Codes of Practice.
- Forest School leaders and key volunteers undergo enhanced level DBS checks.
- Forest School leaders must possess a current First Aid at Work or 16 hours Outdoor First Aid certification.

- Supervision ratios specified in the Forest School and tool use Codes of Practice are adhered to.
- Adult helpers receive a pre-session briefing on activities and site-related matters.
- The Forest School Leader conducts a review of the Risk Assessment before each session.
- The Forest School Leader is responsible for maintaining and inspecting all tools and equipment used at the forest school.
- Training for safe tool use for children and adults is conducted by the Forest School Leader, following the Tool Use.
- All adult helpers are expected to demonstrate safe and responsible behaviour in line with the Forest School Ethos.
- Children may only use tools under the supervision of appropriately trained staff members, with guidance from the Tool Use Code of Practice.
- Cooking during sessions is conducted in accordance with the Outdoor Cooking Code of Practice.

## Visitor protocol

At Wild Abundance Forest School, we believe that invited visitors play a valuable role in enriching our community through their skills and experiences and are encouraged to participate in our activities. Prior to joining a session, all invited visitors are required to complete a visitor sign-in form and declaration and receive a briefing from the Forest School leader to ensure their understanding of our policies.

Similarly, all invited visitors are briefed on our forest school's policies before attending a session and are expected to adhere to them. In the event of an uninvited visitor entering the site, a designated adult will approach them to assess the situation and take appropriate action.

Before each session, volunteers are informed about the expected visitors and are briefed on how to handle any uninvited visitors, aligning with our safeguarding policies and procedures. Upon the commencement of each session, all adults, including invited visitors, are introduced to facilitate familiarity and ensure a safe environment for all participants.

Our staff and volunteers from Wild Abundance are identifiable through branded uniforms and name badges. Any incidents involving wanted or unwanted visitors are addressed by the Forest School Leader, and a written record is created to the owner if necessary.



# Appendix

## Missing Child Procedure

This procedure should be instigated and followed by the forest school leader responsible for a group in the event of any person (adult or child), going missing from a group.

1. Call all remaining people back to the agreed meeting place (gazebo)
2. Ensure rest of group are safely gathered at agreed meeting place. Stay together and await further instructions.
3. Send search teams off in pairs to search immediate area for an agreed length of time (i.e. 5 or 10 minutes).
4. Arrange for them to return to the meeting place at the agreed time.
5. Ensure at least one person in each pair has a mobile phone with signal with enough credit and battery life. Exchange phone numbers between search teams and activity leader (who remains at meeting location).
6. Search teams should stay within an area they know and be aware of their own safety.
7. If missing person is not found in that time everyone should return to the gazebo or agreed safe place. Here the rest of the group can wait in safety and comfort with the forest school leader. Stay together and await further instructions.
8. Alert any other staff/volunteers on site to the fact that there is a missing person.
9. Organise a second search party and call parent/guardian. Any staff or volunteer who knows the site can be recruited to help this second search. Arrange search parties as before.
10. At this point, a decision may need to be made regarding the rest of the group. If it is close to the end of the activity or they can leave to go home or to another safe location (e.g. school for children on visit). Keep attendance register current as changes occur.
11. If the person is not found in a reasonable length of time contact Emergency services. Approximately 20 minutes after person has gone missing – this will be dependant upon circumstances of situation (i.e. age of missing person, weather conditions or abduction fears.)
12. After the incident is over, complete a full report.



## Cooking

### The benefits to children of cooking with fire

- Learn new life skills – camp fire cooking skills can be transferred to a kitchen or beyond.
- Sense of purpose and achievement.
- Develop environmental awareness.
- Develop resilience, confidence and independence.
- Take supported risks.
- Take part in collaboration and community – working as a team and connecting back to our roots.
- Learning healthy and balanced eating.

### How we will encourage healthy eating.

- Provide varied food to encourage children to try new things.
- Encourage children to choose healthy foods – varied
- Children should forage for as much food as they can – they're more likely to try it if they've found it and allows them to explore all that goes into food. Ideally have a section on site where food will be grown (see woodland management plan).
- Encourage talk about what food they are preparing and eating and why it is necessary and good for you. Introduce concept that food is both fuel and to be enjoyed.

### How we will encourage our participants to be eco-friendly in their cooking

- Demonstrate cooking in an eco-friendly way (no plastics or single use products)
- Discuss how to minimise food waste.
- Try to have only compositable and recyclable waste.
- Do not use single-use plastics – no cling film on site – minimise use of foil!
- Recycle and reusing equipment i.e. the popcorn maker was two sieves joined together.

### Examples of food we can cook on the fire

#### Quesadilla Flour Tortilla

- Passata
- Cheese
- Mushrooms
- Spring Onions
- Peppers

#### Side Salad

- Salad Leaves
- Cucumber



### S'mores

- Marshmallows
- Chocolate Digestives
- Whittled sticks to toast the marshmallows on.



### Vegetable Kebabs

- Onion
- Peppers
- Cherry Tomatoes
- Mushrooms
- Courgettes



### Pasta Sauce and Halloumi

- Tinned Tomatoes
- Borlotti Beans
- Green Lentils
- Sweetcorn
- Spring Onions

### Baked Apples

- Core cooking apples.
- Fill with foraged blackberries and brown sugar.
- Wrap in foil.
- Bake in a Dutch Oven or in the embers of the fire.



### **Breakfast**

- Foraged fruit – to eat raw or make into sorbet using a [Softshell Ice Cream Ball](#). (very fun but timely to make)

### **Banana Omelettes**

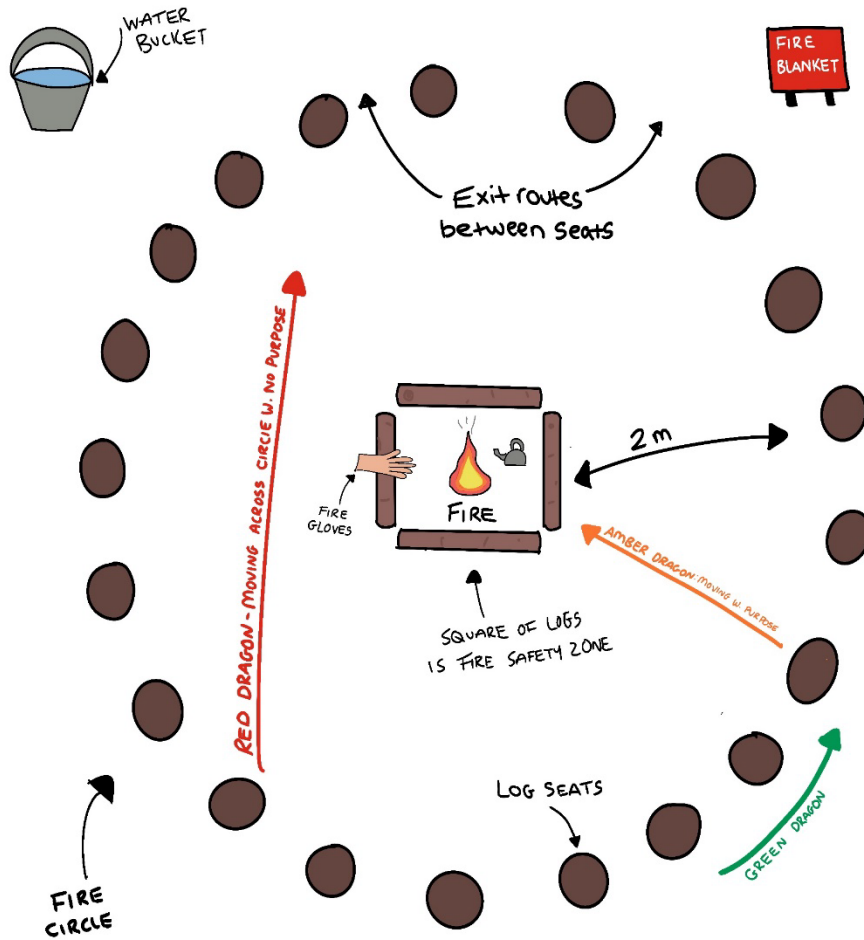
- Mash 1 egg and 1 banana.
- Oil a pan.
- Drop spoonful's in and cook over the fire.





# Fire

## A diagram of the fire pit area



RAG DRAGON SYSTEM USED

### Fire Triangle

Fuel (sticks) – Oxygen (leaf) – Heat (fire steel)



### Fire Safety Triangle

Fire Gloves (fuel) – Fire Blanket (oxygen) – Water (heat)



## Considerations before creating a fire



<b>Woodland Type:</b>	<ul style="list-style-type: none"> <li>• Make sure that the fire circle is away from tree trunks and low overhanging branches to avoid damage to trees and wildfires.</li> <li>• Be very careful lighting fires in coniferous woodland because the sap makes them very flammable.</li> <li>• Ensure there is a clear path for smoke to leave woodland above.</li> </ul>
<b>Soil Type:</b>	<ul style="list-style-type: none"> <li>• DO NOT light fire on peat soil as it is very flammable, and the fire will travel underground causing untold damage to the woodland.</li> </ul>
<b>Site Conditions:</b>	<ul style="list-style-type: none"> <li>• Canopy must be high above or in a clearance.</li> <li>• Ground should be even to prevent the logs rolling.</li> <li>• Do not use flint in fire circle as it will explode (very dangerous).</li> <li>• Ensure all leaves and sticks are cleared out of fire circle.</li> </ul>
<b>Weather:</b>	<ul style="list-style-type: none"> <li>• Ensure there is no ban on fires due to drought</li> <li>• Use judgement on whether it is too wet to get a fire going, too dry to constitute a risk to woodland or too windy to constitute a risk to woodland and health and safety.</li> <li>• Best to have a fire going in cold weather.</li> </ul>
<b>Clothing:</b>	<ul style="list-style-type: none"> <li>• Legs covered fully with trousers/leggings and closed-toe shoes.</li> <li>• Hair tied back.</li> <li>• No dangling scarves or lanyards.</li> <li>• No loose clothing that can dangle and get caught such as open hoodies.</li> </ul>
<b>Safety:</b>	<ul style="list-style-type: none"> <li>• Make sure children are safe and following adult instructions.</li> <li>• Make sure asthmatics are not near smoke and have inhalers.</li> <li>• Use the Dragon System for being in the Fire Circle (see above diagram). Encourage all to be involved in calling our Red/Amber/Green dragon.</li> <li>• Always put tinder on a non-flammable surface (scallop shell; fire bowl; colander and anything else found that meets requirements).</li> <li>• Always strike downwards away from body and not against the wind.</li> <li>• Always transfer lighted tinder to the fire using gloves and use a stick to push onto fire (prevents lighted tinder flying away).</li> <li>• If younger children are creating a spark, they can shout 'Fire!' and adult will transport to the fire to reduce risk.</li> <li>• Dig a fire pit or use a fire bowl – bowl will keep fire off the ground.</li> <li>• Keep children at least 1.5m away from the fire, i.e. a safe minimum distance.</li> </ul>
<b>Permissions:</b>	<ul style="list-style-type: none"> <li>• Ensure we have permission from the landowner to make a fire (already obtained).</li> </ul>
<b>Minimising Ecological Impact:</b>	<ul style="list-style-type: none"> <li>• Choose your fire location carefully to minimise damage to the woodland.</li> <li>• Use an area without low overhanging trees or bushes.</li> <li>• Leave as little trace as possible.</li> <li>• Rotate where the fire circle is to allow the area to recover.</li> <li>• Consider whether a fire is always necessary.</li> </ul>



**Management of Resources:**

- Do not cut down trees to burn unless there has been a large amount of tree cutting/coppicing in winter and there is excess wood.
- Create a covered wood pile to season wood to ensure there is always a store.
- Encourage children to collect twigs and sticks from the woodland floor.
- Source wood from local supplier (see woodland management plan).

**How we introduce fire safety**

1. Ask children why we might want to build a fire in the woods? Answer could be: warmth, cooking, light or community
2. Ask children to collect wood and sticks from around the site and sort them into:
  - Spaghetti
  - Twiglet
  - Chipolatas/Giant Wotsits
  - Sausages
3. Ask, “What do we need to make fire?” – encourage
4. As they give answers, create the ‘**Fire Triangle**’:
  - Fuel (sticks)
  - Oxygen (leaf)
  - Heat (Fire steel)
5. Then ask, “How can we stop a fire from burning?”
6. As the children give answers, create the ‘**Fire Safety Triangle**’:
  - Fire Gloves (fuel)
  - Fire Blanket (oxygen)
  - Water (heat)
7. Risk Assessment – introduce ‘The 3 Umbrellas’ of what we look after (links to principles):
  - The Environment: Is it too dry? Is it too windy? Is the even? What’s the soil type (on peat, a fire will travel underground)? Is there are flint around (this will and shatter when heated)? Is the Fire Safety Zone swept clear of leaves and stick?
  - Ourselves: Is long hair tied back? Are scarves, toggles and loose clothing secured? Are there escape routes from the fire circle?
  - Each Other: Is everyone listening and following adult instruction? Is anyone asthmatic – make sure they are away from blowing smoke? Does everyone know where the water, fire blanket and fire gloves are? Does everyone know ‘The Dragon System’ and understand that anyone can call them out?
8. Ask children where they think the best place to make a fire is. Remind them that we should only make a fire in the designated fire area because we have made sure that it is safe, i.e. it is away from tree trunks and low overhanging branches.
9. Ask the children where the ‘Fire Safety Zone’ is. It’s the logs that surround the fire. Ask the children if they think it’s cross the Fire Safety Zone (never).
10. Ask children where they think the ‘Fire Circle’ is – it is the logs that we are sitting on. Ask children if they think it is safe the Fire Circle? Yes – but only if we follow ‘The Dragon System’ for fire safety.
11. ‘The Dragon System’ for fire safety in the ‘Fire Safety Zone’ Circle’. Anyone can call them out – makes fire safety everyone’s responsibility.
  - **Red Dragon** – Unsafe! Get out of the Fire Circle!
  - **Amber Dragon** – OK if there’s a reason to be in the ‘Fire Circle’, e.g. tending the fire.
  - **Green Dragon** – All OK!
12. Introduce ‘The 5 Ps’ when making an upside-down pyramid fire:
  - Permission – Are we allowed to have a fire here?
  - Preparation – Have we got everything we need to make a fire and put a fire out close to hand (Fire Triangle and Fire Safety Triangle)?



Fire Triangle

discussion



Fire Safety Triangle

Triangle’:

need to

ground

explode



square of safe to

circle of to cross System’

and ‘Fire





- Parallel – Can you remember what parallel means? When we lay a fire, we start with a layer of logs parallel to each other.
- Perpendicular – Can you remember what perpendicular means? The next layer of sticks is laid perpendicular to the first layer.
- Pyramid – Can you remember what a pyramid is? We keep building the fire with smaller and smaller sticks to create a pyramid.

13. Show children how to create a spark to light the fire using a Fire Steel:

- Steels are used to create a spark.
- Kneel in the respect position – one knee on the ground and one foot on the ground.
- Take the fire steel and strike away from you, anyone else and upwind onto the tinder. You can check the wind direction by dropping a leaf and seeing which way it blows.
- Take the spark to the fire in a carrier (e.g. a scallop shell) and push it gently away from you onto the fire.
- You can gently blow onto the fire to help it light.

14. Ask children if they think it's safe to leave the fire alone and unattended?

- No – a fire should be looked after all the time.
- However, upside-down pyramid fires can be left without much attention.

## Types of fire and methods of lighting

### Types of Fire

#### Upside-Down Pyramid

- The fire burns downwards – as each layer burns, it sinks and falls and ignites the layer below.
- This means that the fire feeds itself.
- The advantages are that it burns for a long time and can be left without much attention.



#### Wigwam Fire

- Create a wigwam with sticks – smallest on the inside to largest on the outside – with a gap at the front.
- Place straw (or other kindling) in the gap to help light the fire.
- A wigwam fire is a much faster burning fire than a pyramid fire – it's good for quick heat (toasting marshmallows, boiling a kettle, cooking) but needs more maintenance.





### Types of Steel

- Have a Signing-out Chalk Board for fire steels.
- Have a mixture of steels.
- Dragon Sneeze: what would it look like if a dragon sneezed?

#### Dragon's Sneeze ↓



#### Swedish Firestarter ↓



#### Fire Steel ↓



### Types of Tinder

#### Charcloth

- Charcloth is a piece of fabric made from vegetable fibres (cotton, jute or linen) which can be lit by a single spark from fire steel.
- It creates a slow-burning fuel that will light tinder to start a fire (safer to use)
- Put the charcloth on your fire carrier (e.g., Scallop Shell) and then use a fire steel to light it.
- Use a stick to transfer the burning charcloth onto the fire.

#### Dragon's Tissue and Snot

- Put your Dragon's Tissue (AKA Cotton Wool) on your fire carrier (e.g., Scallop Shell).
- Add your Dragon's Snot (AKA Petroleum Jelly) – use a stick, not your finger, to avoid a sticky mess.
- Dragon's Tissue will light quickly and burn out quickly – Dragon's Snot keeps it alight for longer.
- Use your Dragon's Snot stick to transfer it into the fire.
- Consider environmental implication of using petroleum jelly – use as a conversation point with children.

### Types of Kindling

- Kindling is something to get the fire started and to keep the fire going.
- It can be anything that is light, fluffy and dry!

#### Natural

- Birch bark
- Hazel peelings from whittling (dried first)
- Downy flower heads
- Reedmace
- Pampas grass tops
- Thistle heads

#### Synthetic

- Dragon's Tissue (cotton wool) and Dragon's Snot (petroleum jelly)

### Types of Fire Carrier

- Scallop Shell
- Colander



### **When it might be appropriate to use fire at Forest School, and when is it not?**

- If it is a very hot summer, take the fire pit out altogether as it will not be used due to risk.
- Only light a fire when you need one: warmth, cooking, light, community
- If it is too windy and a wind block cannot be utilised, then a fire cannot be made.

### **What to consider when extinguishing the fire and leaving the site**

1. Douse the fire with enough water to make sure it's completely extinguished – the wood should be cool to the touch (including the Fire Safety Zone logs).
2. Throw the cold ash into the ditch or another designated place.
3. If the site is not going to be used soon, clear away the charred wood and ash and cover with leaves to remove evidence.
4. You can douse the fire as the final act of the Forest School Day. Gather in the Fire Circle and share something that you've enjoyed today and something you would like to do next time. Take a cup of water from the Fire Bucket and pour onto the embers.
5. If you have not had a fire, you can still gather in the Fire Circle and throw leaves into the Fire Safety Zone as you share your thoughts for the day.
6. Remove all evidence of fire so as not to encourage any uninvited guests from starting a fire once you have left.



## Rope and Knots

*How you would check, clean, maintain and store ropes and cords for Forest School.*

<b>Check:</b>	<ul style="list-style-type: none"><li>• Check for knots, bumps or kinks – you can do this while putting them away.</li><li>• Check for ropes being damp also as they could go mouldy in storage.</li><li>• Do not use for weight-bearing if frayed.</li></ul>
<b>Clean:</b>	<ul style="list-style-type: none"><li>• Wash in cold water only!</li><li>• If very dirty, a very small amount of gentle detergent can be used to clean the ropes.</li><li>• Ensure they dry thoroughly before storing.</li></ul>
<b>Maintain:</b>	<ul style="list-style-type: none"><li>• Keep ropes away from heat, chemicals and abrasive surfaces to prolong life.</li><li>• You can seal the frayed ends of synthetic ropes with a flame (lighter) or in the fire. This can also be done with tape on the ends but it's not as durable.</li><li>• Ropes made of natural fibres need wrapping in tape to prevent from unravelling e.g. hemp rope.</li><li>• Do not use frayed ropes for weight-bearing.</li></ul>
<b>Store:</b>	<ul style="list-style-type: none"><li>• Make sure that you dry your ropes if they get wet before storing them – ropes made from natural fibres will start to rot, it can also affect their strength.</li><li>• Coil ropes to store them neatly to prevent knots and tangles.</li><li>• Store ropes at room temperature in sealed plastic box where they avoid humidity and nibbling rodents.</li></ul>
<b>Rope Types:</b>	<ul style="list-style-type: none"><li>• Dynamic ropes have 'give' in them (ideal for bouncing on)– static ropes do not stretch.</li><li>• Hemp and polyhemp ropes are quite rough on the hands – synthetic ropes are smoother and more comfortable to work with.</li><li>• Ideally use dynamic 12-stranded synthetic rope (pricey so source from climbing clubs).</li></ul>





**General teaching tips when tying knots with groups relating to the Forest School ethos and pedagogy, age and developmental stage of participants:**

**Top Tips for Knots at Forest School**

- Teach children knots when there is a need, i.e. a purpose or application or when the children are interested as this helps with memory.
- Observe learners way of tying knots and adjust accordingly.
- Know how to tie right-handed or left-handed to be inclusive.
- Use the ground as a platform and lay it out step by step
- Think about size – the bigger the rope, the easier it is to tie however think of hand size of children.
- Use visual guides (teaching cards)
- Use stories or songs e.g. the timber hitch has a snake story or alpine butterfly has the mountain and valley.


**Why Do We Use Knots?**

- Health and safety
- Rope swings
- Tarps/shelters
- Crafts
- Useful
- Creating lots of stuff!



**Health and Safety**

- Make sure that ropes are secured onto living trees and branches – avoid dead trees and branches as they will not be weight-bearing and are integral to the woodland.
- Ensure branches chosen are strong and sturdy enough.
- Make sure you check for the swinging area and what children may bash into.
- Mark ropes for length to ensure no excessive length of rope left over.
- Ensure all ropes are coiled up and not left around as a trip hazard.

**How you would use, tie, and teach each of the following knots in Forest School.**


<b>Overhand Knot (AKA Pineapple Knot)</b>		
<b>Use for this Knot:</b>	Tie two ends together to hang small items.	
<b>How to Tie this Knot:</b>	<ol style="list-style-type: none"> <li>1. Hold the ends of the cord together.</li> <li>2. Make a loop.</li> <li>3. Pass the ends through the loop.</li> <li>4. Pull both ends tight.</li> </ol>	
<b>Teaching Tips e.g. Stories, Easy Ways to Remember:</b>	It looks like a pineapple and is the most common knot children know.	





<p><b><u>Timber Hitch</u></b></p>	
<p><b>Use for this Knot:</b></p>	<p>Securing one end of a rope to a tree to:</p> <ul style="list-style-type: none"> <li>• Hang a tarpaulin for a shelter – a round turn and two half hitches secures the other end.</li> <li>• Hang a hammock one end.</li> <li>• Secure balance rope – one end</li> <li>• Secure a camo net</li> </ul>
<p><b>How to Tie this Knot:</b></p>	<ol style="list-style-type: none"> <li>1. Pass the end of the rope around a tree trunk – make sure you leave a long end to give yourself plenty of rope to play with, adjust as needed</li> <li>2. Cross the end back over itself – this is essential for the knot to work.</li> <li>3. Now tuck the end under itself.</li> <li>4. Keep doing these turns to form a series of tucks around the rope – do at least 6. Friction against the bark keeps it in place as the tree is not smooth.</li> <li>5. Pull hard on the main length of rope to tighten it.</li> <li>6. Adjust the knot to make sure it is on opposite side of tree to the direction the other end of rope will go.</li> </ol> 
<p><b>Teaching Tips e.g. Stories, Easy Ways to Remember:</b></p>	<p><b>The Snakey (drunk snakey for adults) Knot</b></p> <ul style="list-style-type: none"> <li>• The snake goes around the tree.</li> <li>• Whe it meets it's own tail it gets confused and turns around back over and around itself</li> <li>• It gets dizzy and goes under and over itself 6 times</li> <li>• (adult story is the snake is drunk)</li> </ul>

<p><b><u>Round Turn and Two Half Hitches</u></b></p>		
<p><b>Use for this Knot:</b></p>	<p>Securing one end of a rope to a tree to:</p> <ul style="list-style-type: none"> <li>• Hang a tarpauline for a shelter</li> <li>• Hang a hammock</li> <li>• Secure balance ropes</li> </ul> <p>A timber hitch secures the other starting end.</p>	
<p><b>How to Tie this Knot:</b></p>	<ol style="list-style-type: none"> <li>1. A round turn wraps the rope around the tree trunk – completely encircling. Do this twice and walk around with it.</li> <li>2. The two half hitches secure the end around the rest of the rope – by coming around the front of the rope and then behind and through the loop you have just created.</li> <li>3. This is done twice.</li> <li>4. Remember to tighten between each half hitch.</li> <li>5. You can add as many turns and half hitches as you want to secure your rope and make a pretty pattern! This also helps to ensure there is no loose rope to catch children or be a temptation for children to pull</li> </ol>	
<p><b>Teaching Tips e.g. Stories, Easy Ways to Remember:</b></p>	<ul style="list-style-type: none"> <li>• Make a song from it – involve the children in inventing it</li> <li>• Keep examples one out</li> <li>• Cards to help</li> <li>• Pinch the rope whilst the child does the two half hitches</li> </ul>	






<u><a href="#">Lark's Foot</a></u>		
<b>Use for this Knot:</b>	To secure a medallion to a cord or the bag for the hammock/tarp to the rope.	
<b>How to Tie this Knot:</b>	<ol style="list-style-type: none"> <li>1. Double a length of cord to form a loop.</li> <li>2. Pass this up through the hole or around the rope (from back to front) around a stick or thicker rope.</li> <li>3. Make sure the loop is nice and wide and sits either side of the long ends of the cord.</li> <li>4. Pull both parts of the rope through the loop and tighten.</li> </ol>	
<b>Teaching Tips e.g. Stories, Easy Ways to Remember:</b>	<ul style="list-style-type: none"> <li>• Looks like a pretzel</li> <li>• Have children practice on keyrings/other items too</li> </ul>	



<u><a href="#">Prusik Loop</a></u>		
<b>Use for this Knot:</b>	To secure a tarpaulin to a rope to stop it sliding, especially in windy weather. Can be used by climbers for climbing static rope.	
<b>How to Tie this Knot:</b>	<ol style="list-style-type: none"> <li>1. Start with a Lark's Foot.</li> <li>2. Double a length of cord to form a loop.</li> <li>3. Pass this up through the hole or around the rope (from back to front).</li> <li>4. Make sure the loop is nice and wide and sits either side of the long ends of the cord.</li> <li>5. Pass up through the hole or around the rope (from back to front) again.</li> <li>6. Pull both parts of the rope through the loop and tighten.</li> <li>7. If using with a tarpaulin, reef knot/pineapple knot to tarpaulin.</li> </ol>	
<b>Teaching Tips e.g. Stories, Easy Ways to Remember:</b>	It's a double Lark's foot (make sure to teach that one first).	








<b><u>Clove Hitch</u></b>		
<b>Use for this Knot:</b>	<ul style="list-style-type: none"> <li>• Securing a cord or rope to a pole before starting to square lash.</li> <li>• Joined and woven forest crafts, e.g. Picture Frame/weaving frame</li> </ul>	
<b>How to Tie this Knot:</b>	<ol style="list-style-type: none"> <li>1. Form a loop in the working end of the rope.</li> <li>2. Place it over the pole.</li> <li>3. Form a second loop identical to the first.</li> <li>4. Place it over the pole and tighten.</li> </ol>	
<b>Teaching Tips e.g. Stories, Easy Ways to Remember:</b>	<ul style="list-style-type: none"> <li>• Bunny ears</li> <li>• Use cards to help with the stages</li> <li>• Knots app</li> <li>• Lay on ground</li> </ul>	

<b><u>Square Lashing</u></b>		
<b>Use for this Knot:</b>	<ul style="list-style-type: none"> <li>• Used to hold two poles at a 90-degree angle to one another.</li> <li>• Joined and woven forest crafts, e.g. Picture Frame and weaving square.</li> <li>• Can also be used to secure poles for balancing between trees/obstacle course.</li> </ul>	
<b>How to Tie this Knot:</b>	<ol style="list-style-type: none"> <li>1. Ensure not to use cord that is too stretchy as this will loosen over time.</li> <li>2. Place two poles at a 90° angle to each another.</li> <li>3. Attach the cord or rope to the first pole with a clove hitch.</li> <li>4. Twist the short end around the long end and wrap the rope around both poles alternately going over and under each pole about 3 or 4 turns.</li> <li>5. Tighten the lashing by surrounding it with 3 or 4 frapping turns.</li> <li>6. Finish with 2 or 3 tight half hitches.</li> </ol>	
<b>Teaching Tips e.g. Stories, Easy Ways to Remember:</b>	'Over, under, over, under'	

<p><b><u>Alpine Butterfly</u></b></p>		
<p><b>Use for this Knot:</b></p>	<ul style="list-style-type: none"> <li>• An Alpine Butterfly keeps its tension but is very easy to undo (prevents hours spent untying).</li> <li>• Used as part of a tensioning loop to secure a balance line or rope bridge.</li> <li>• Making a rope swing!</li> </ul>	
<p><b>How to Tie this Knot:</b></p>	<ol style="list-style-type: none"> <li>1. Hold rope over bottom of hand and wrap 3 times, working upwards towards fingers.</li> <li>2. Hook end over little finger.</li> <li>3. Use other hand (bunny) to pull middle loop up behind to loop and form a mountain.</li> <li>4. Pull the mountain down over the loops to form a valley.</li> <li>5. Pull the bottom loop up and under the palm loops.</li> <li>6. Keep hold of the top loop, pull hand out and tighten.</li> </ol>	
<p><b>Teaching Tips e.g. Stories, Easy Ways to Remember:</b></p>	<p>Up the mountain, down the hill (bunny as other hand, two fingers)</p>	

<b>Tensioning Loop</b>	
<b>Use for this Knot:</b>	<p>To secure a balance line or rope bridge – timber hitch at the other end. Makes the line extra sturdy for walking on. Do not leave a gap for children to get feet caught.</p>
<b>How to Tie this Knot:</b>	<ol style="list-style-type: none"> <li>1. Tie one end of the rope to a suitable tree using a Timber Hitch.</li> <li>2. Tie an Alpine Butterfly in the rope about 1-2m from the second anchoring tree.</li> <li>3. Wrap the rope around the tree and thread the end through the loop of the Alpine Butterfly.</li> <li>4. Pull tight!</li> <li>5. Pull tight again – using your foot against the tree to create tension.</li> <li>6. Wrap around the tree again and loop over ropes.</li> <li>7. Pull tight again.</li> <li>8. Do this 3 or 4 times until the rope is tight.</li> <li>9. Finish off with 2 or more half hitches or until the rope is used up.</li> </ol> <div style="display: flex; align-items: center;">   </div>
<b>Teaching Tips e.g. Stories, Easy Ways to Remember:</b>	<p>Wrap, heave, Wrap, heave</p>



<b>Tool Use</b>						
<b>General Points of Safety for Using Tools</b>						
<b>First Aid:</b>	<b>Cuts (NHS)</b>					
	<ul style="list-style-type: none"> <li>• Wash hand with soap and water or hand gel and dry thoroughly or place nitrile gloves on.</li> <li>• Clean the wound under clean water – do not use antiseptics as it may damage the skin and slow healing.</li> <li>• Dry the area using a clean towel or paper towel</li> <li>• Apply a sterile adhesive dressing, such as a plaster (make sure they are not allergic to plasters).</li> </ul>					
<b>Ratios:</b>	<b>Tool</b>	<b>Min Age</b>	<b>Ratio: 1-5 years</b>	<b>Ratio: 6-8 years</b>	<b>Ratio: 9-11 years</b>	<b>Ratio: 12-18 years</b>
	Bow Saw*	1	1:1	1:1	1:2	1:4
	Laplander**	11	-	-	1:1	1:3
	Secateurs*	8	-	1:1	1:2	1:4
	Loppers	11	-	-	1:1	1:3
	Peelers	1	1:1	1:4	1:6	1:6
	Knives*	6	-	1:1	1:2	1:4
	Palm Drill	1	1:1	1:4	1:6	1:6
	Manual Drill	1	1:1	1:1	1:2	1:2
Froe*	1	1:1	1:1	1:1	1:3	



<p><b>Risk Assessments:</b></p>	<ul style="list-style-type: none"> <li>• All staff and volunteers must follow minimum age and adult:child supervision ratios.</li> <li>• * In the table above indicates that a First Aider should be present.</li> <li>• + In the table above, Laplanders can have the same minimum age and ratios as Bow Saws as long as the children do not open or shut the blades/take on and off the protective guards due to the risk of harm increasing.</li> <li>• Follow the emergency and first aid procedures including having correct equipment</li> <li>• Follow tool risk assessment.</li> <li>• All adults (staff and volunteers) should be trained to use the tools (will receive initial training and regular CPD) and should be supervising children– not working on their own projects.</li> <li>• Start every session with a tool use talk and training recap, even if tools have been used before to refresh memory</li> <li>• Only use tools if the children are listening to instructions and are being sensible and safe. Not every group is suitable to use tools with, make sure to wait until a few sessions in with groups of children to gauge suitability.</li> <li>• Maintain ‘Blood Bubble’ and ‘Triangle of Death’ when working with all tools and regularly remind children to check this.</li> </ul>
<p><b>Tool Storage:</b></p>	<ul style="list-style-type: none"> <li>• Set up tool store area away from high traffic areas, ideally have a designated tool area.</li> <li>• Tools will be counted in and out at start and end of session using a signing in and out chalkboard.</li> <li>• They will be stored in a locked box in a secure storage container with notes inside on the purpose and use of the tools.</li> </ul>
<p><b>Work Areas:</b></p>	<ul style="list-style-type: none"> <li>• Have a designated work area where you know the tools and the children will be.</li> <li>• This could be marked out with a tarpaulin.</li> <li>• Make sure that the saw benches, boxes and logs are stable.</li> </ul>
<p><b>Abilities of the Group:</b></p>	<ul style="list-style-type: none"> <li>• Consider how much support your group will need and only use tools if correct ratios are in place.</li> </ul>
<p><b>Maintenance:</b></p>	<ul style="list-style-type: none"> <li>• Maintaining tools will give them a longer life and keep them safe and effective to use.</li> <li>• Never use blunt or damaged tools.</li> <li>• See below for how to look after each tool</li> </ul>



**Bow Saw and Folding (Laplander) Saw**



**How you would check, clean, maintain and store saws:**




<b>Check:</b>	<ul style="list-style-type: none"> <li>• No teeth missing.</li> <li>• No rust.</li> <li>• Tighten joint and make sure it is not wobbly.</li> <li>• Make sure locking parts are in working order.</li> <li>• Check that the handle is not damaged or cracked and is secure.</li> </ul>
<b>Clean:</b>	<ul style="list-style-type: none"> <li>• Ideally full clean of all tools weekly</li> <li>• When cleaning make sure that your fingers are not in contact with the blade, wear a glove on working hand.</li> <li>• Use a paintbrush or toothbrush to brush any dirt off the blade (note – do not rest blade in the mud).</li> <li>• If the blades are badly stained or sticky, use wire wool to clean by wiping over the blade.</li> <li>• Rub with mineral oil and a cloth.</li> </ul>
<b>Maintain:</b>	<ul style="list-style-type: none"> <li>• Check and clean every time you use the tools, but realistically as often as you are able too.</li> <li>• Bow saw blades can be replaced cheaply by unscrewing either end.</li> <li>• Handle can be resprayed if needed to prolong life.</li> </ul>
<b>Store:</b>	<ul style="list-style-type: none"> <li>• Laplanders – store in a locked box in a secure location.</li> <li>• Bow Saws – store in a locked cupboard in a secure location with the guards on</li> <li>• Use a signing-in and out chalkboard during sessions.</li> <li>• Bow saws – make sure the blade protector is on and store blade-down.</li> <li>• Laplanders – always transport with the blade folded shut.</li> <li>• Count all tools in and out.</li> </ul>

**How you would facilitate safe use of saws with your own client group, including carrying techniques and PPE where appropriate:**

<b>Carrying:</b>	<ul style="list-style-type: none"> <li>• Carry by your side, holding the handle with the teeth facing the ground.</li> <li>• Be aware of any trip hazards on route and anyone around you.</li> </ul>
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<b>Safety Equipment (PPE):</b>	<ul style="list-style-type: none"> <li>• Wear protective glove on the working hand.</li> <li>• Bow Saw blade guards should be removed and placed back on by an adult.</li> <li>• Laplanders can be opened by holding the handle and pressing the button with one hand. Fold out the blade carefully until it clicks into its locked position. Only adults should open and close Laplanders.</li> </ul>
<b>Body Position:</b>	<ul style="list-style-type: none"> <li>• If helping a child then your gloved hand should go on the wood and your ungloved hand on the blade handle.</li> </ul>

<b>Sawing Techniques, e.g. Use of Saw Horses: Positioning of tool when not in use:</b>	<ul style="list-style-type: none"> <li>• Use a glove to protect the hand sawing the wood.</li> <li>• If you are sawing for children instead of assisting, make sure they do not reach for their piece of wood until the saw is out of the way. Have them wait away from the sawing and in sight of you.</li> <li>• Saw boxes, saw horses and logs can also be used to saw on to provide stability</li> <li>• You should always keep your body out of the path of the saw and use the respect position if you need to kneel down.</li> </ul>		
			
	Saw Horse	Saw Box	Sawing on a Log
	<ul style="list-style-type: none"> <li>• Bow saws – make sure the blade protector is on and store blade-down.</li> <li>• Laplander – blade closed.</li> <li>• Do not place blade into the mud and instead either pass to another person saying ‘Emma I am passing you the saw’ or lean against tree/suitable location where it will not be a trip hazard.</li> </ul>		
<b>Additional teaching notes e.g. 2 person sawing:</b>	<p>2 people can use a bow saw if a child needs help or adults are cutting a large branch.</p> <ul style="list-style-type: none"> <li>• Kneel parallel to the end of the branch so that your arm, the saw and the piece of wood are in a straight line – this makes it harder for the saw to get stuck.</li> <li>• Make sure knees are not in the path of the saw.</li> <li>• Gloved hand passes between the handle and the blade to brace the wood with gloved hand closer to the blade than the child’s gloved hand</li> <li>• Make eye contact with child and communicate.</li> </ul>		



	<ul style="list-style-type: none"> <li>• Once the cut is established and the saw blade is less likely to jump both (un-gloved) hands can be placed on the saw handle.</li> <li>• Each person pulls the blade towards them or ideally the child does most of the work and the adult simply is there for support and guiding the blade.</li> </ul>
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<b>Secateurs and Loppers</b>	
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<b>How you would check, clean, maintain and store secateurs and loppers:</b>	
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<b>Check:</b>	<ul style="list-style-type: none"> <li>• Check that blades are not bent, chipped, blunt or rusty.</li> <li>• Check the blades open and close smoothly and are not stiff.</li> <li>• Make sure locking parts are in working order.</li> <li>• Check that the handle is not damaged, cracked or loose.</li> </ul>
<b>Clean:</b>	<ul style="list-style-type: none"> <li>• Ideally full clean of all tools weekly</li> <li>• When cleaning make sure that your fingers are not in contact with the blade, wear a glove on working hand.</li> <li>• Use a paintbrush or toothbrush to brush any dirt off the blade (note – do not rest blade in the mud).</li> <li>• If the blades are badly stained or sticky, use wire wool to clean by wiping over the blade.</li> <li>• Rub with mineral oil and a cloth.</li> </ul>
<b>Maintain:</b>	<ul style="list-style-type: none"> <li>• Check and clean every time you use the tools, but realistically as often as you are able too.</li> <li>• Blades can be sharpened more easily by undoing the nuts. Always wear a glove on the working hand holding the sharpening stone or leather strap.</li> </ul>
<b>Store:</b>	<ul style="list-style-type: none"> <li>• Store in a locked box.</li> <li>• Use a signing-in and out chalkboard.</li> <li>• Do not let blades touch the mud.</li> </ul>


<b>Explain how you would facilitate safe use of secateurs and loppers with your own client group, including carrying techniques and PPE where appropriate:</b>	
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<b>Carrying:</b>	<ul style="list-style-type: none"> <li>• Secateurs: Carry like scissors facing down (hand around blades) with safety catch on.</li> <li>• Loppers: carry down by your side holding the bottom arm or they will swing open. Point facing towards the floor.</li> </ul>
<b>Safety Equipment (PPE):</b>	<ul style="list-style-type: none"> <li>• None unless cleaning or using secateurs and holding a branch, then a glove will be needed.</li> </ul>
<b>Maximum size of item cut with Secateurs:</b>	<ul style="list-style-type: none"> <li>• Little finger size (adult).</li> <li>• Thumb size (child).</li> </ul>





<b>Maximum size of item cut with Loppers:</b>	<ul style="list-style-type: none"><li>• Thumb size (adult).</li></ul>
<b>Positioning of tool when not in use:</b>	<ul style="list-style-type: none"><li>• Rest against a tree with the blades up as mud will blunt the blades.</li></ul> 
<b>Additional teaching notes:</b>	<ul style="list-style-type: none"><li>• Both secateurs and loppers are to be used with the smiley face up.</li><li>• The bottom blade (or anvil on anvil loppers) is the chopping board and the top blade is the knife.</li><li>• When you are passing tools, make a big thing out of it, "Emma, I'm passing you the loppers."</li><li>• NEVER pass blade-first.</li><li>• You could also place the tools down in a suitable area and the next person can pick them up.</li></ul>






<b>Peelers</b>	
	
<b><i>How you would check, clean, maintain and store peelers:</i></b>	
<b>Check:</b>	<ul style="list-style-type: none"> <li>Check that blades are secure in the handle and sharp.</li> <li>Check that blades are not bent, rusty or chipped.</li> <li>Check that the handle is not damaged or cracked and is secure (not wobbly).</li> </ul>
<b>Clean:</b>	<ul style="list-style-type: none"> <li>When cleaning ensure sure that your fingers do not get cut on the sharp edge of the blades – wear glove</li> <li>Use a paintbrush or toothbrush to brush any mud or sticky residue off of the blade.</li> <li>If the blades are badly stained or sticky, use wire wool to clean using glove on hand.</li> <li>Rub with mineral oil and a cloth to extend life of blade.</li> </ul>
<b>Maintain:</b>	<ul style="list-style-type: none"> <li>Ideally, check and clean every time you use the tools, but realistically as often as you can (once a week is more than enough)</li> <li>Peelers cannot be sharpened so must be replaced if dull.</li> <li>Can buy plastic peelers for use in cooking but sustainability issues will need to be considered.</li> </ul>
<b>Store:</b>	<ul style="list-style-type: none"> <li>Store in a locked box in a secure room/location.</li> <li>Use a signing-in and out chalkboard to count the knives in and out of the box.</li> </ul>
<b><i>How you would facilitate safe use of peelers with your own client group, including carrying techniques and PPE where appropriate:</i></b>	
<b>Carrying:</b>	<ul style="list-style-type: none"> <li>Carry with the blade pointing downwards.</li> </ul>
<b>Safety Equipment (PPE):</b>	<ul style="list-style-type: none"> <li>Make sure a glove is on the working hand (holding the item being peeled/whittled)</li> </ul>
<b>Safe Working Position:</b>	<ul style="list-style-type: none"> <li>Involve children in teaching about safe use or recapping safe use through questions about how we can look after ourselves and each other when using peelers.               <ul style="list-style-type: none"> <li>Sit down on a tree stump or log with knees apart if working forwards or knees together if working towards the side.</li> <li>Put your elbows on your knees or arms to the side.</li> <li>Work to the front or the side (see below).</li> <li>Work towards the floor.</li> <li>Work away from you, never towards you.</li> <li>If you need to look away, stop whittling/peeling.</li> </ul> </li> <li>Remember your <b>Blood Bubble</b> and your <b>Triangle of Death</b>. Regularly check blood bubble whilst working and keep up communication with those around you.</li> </ul>



	<p><b>Blood Bubble</b></p> <ul style="list-style-type: none"> <li>• With your blade sheathed and your peeler in your hand, trace a circle around you with your arm outstretched.</li> <li>• No-one else should be in your Blood Bubble (be able to touch them with your blade).</li> </ul>	<p><b>Triangle of Death</b></p> <ul style="list-style-type: none"> <li>• Groin to knees due to main artery.</li> <li>• Elbows resting on knees and working outside of legs not inside.</li> </ul>
	 <p style="text-align: center;">Working to the Front</p>	 <p style="text-align: center;">Working to the Side</p>
<p><b>Positioning of tool when not in use:</b></p>	<ul style="list-style-type: none"> <li>• If you are resting, hold the peeler to the side of you sheathed if possible.</li> <li>• When not using the peeler, place it on the ground beside you (not in mud).</li> </ul>	
<p><b>Additional teaching notes:</b></p>	<ul style="list-style-type: none"> <li>• Ask children, “What do we need to think about when using peelers?”</li> <li>• Answer: “Protecting ourselves and other people.”</li> <li>• Demonstrate safe working positions.</li> <li>• Provide printed sheets/cards on safe use for kids to use to remember.</li> </ul>	

<b>Knives</b>	
<b>How you would check, clean, maintain and store knives:</b>	
<b>Check:</b>	<ul style="list-style-type: none"> <li>• Check that the sheath is there, is intact and is not damaged in any way.</li> <li>• Check that there is a cord on your knife and that it is not frayed or damaged.</li> <li>• Check for nicks, marks and rust on the blade.</li> <li>• Check that blades are secure in the handle (no wobbling) and sharp (not dull).</li> <li>• Check that the handle is not damaged or cracked and is securely attached to the blade.</li> </ul>
<b>Clean:</b>	<ul style="list-style-type: none"> <li>• Make sure that you wear gloves to reduce risk of injury from blade.</li> <li>• Use a paintbrush or toothbrush to brush any mud or sticky residue off of the blade.</li> <li>• If the blades are badly stained or sticky, use wire wool to clean, ensuring you are wearing gloves.</li> <li>• Rub with mineral oil and a cloth to extend life of the blade.</li> </ul>
<b>Maintain:</b>	<ul style="list-style-type: none"> <li>• Ideally, check and clean every time you use the tools, but realistically as often as you can (weekly is enough).</li> <li>• Knives can be sharpened using a knife sharpener – any type will do.</li> <li>• Knives can also be sharpened by rubbing honing paste onto a leather strap and rubbing the blade one way or another. This also gets rid of small nicks.</li> <li>• Always wear a glove on the hand holding the sharpening stone or leather strap.</li> </ul>
<b>Store:</b>	<ul style="list-style-type: none"> <li>• Store in a locked box in a secure cupboard/storage area.</li> <li>• Use a signing-in and out chalkboard to count the knives in and out of the box.</li> <li>• Keep a note in the box stating the use and purpose of knives, especially when transporting knives to and from site to comply with knife laws.</li> </ul>
<b>How you would facilitate safe use of knives with your own client group, including carrying techniques and PPE where appropriate:</b>	

<p><b>Carrying:</b></p>	<ul style="list-style-type: none"> <li>• Carry your knife with the cord over your shoulder and around your body (across body) with the knife in the sheath.</li> <li>• <b>Always</b> carry the knife in its sheath.</li> <li>• Only remove the sheath when you are sitting down and ready to use it.</li> <li>• Wrap the cord around the sheath securely so that the knife remains in sheath during storage. Ensure the knife clicks into place in sheath and if it has one secure the strap on the end of the sheath.</li> </ul>	
<p><b>Safety Equipment (PPE):</b></p>	<ul style="list-style-type: none"> <li>• Ensure you have a glove on the hand holding the material you are cutting/whittling.</li> <li>• Sheath and respect position.</li> </ul>	
<p><b>Safe Working Position:</b></p>	<p><b>Blood Bubble</b></p> <ul style="list-style-type: none"> <li>• With your blade sheathed and your knife in your hand, trace a circle around you with your arm outstretched.</li> <li>• No-one else should be in your Blood Bubble (be able to touch them with your blade).</li> </ul>	<p><b>Triangle of Doom</b></p> <ul style="list-style-type: none"> <li>• Groin to knees due to main artery.</li> <li>• Elbows resting on knees and working outside of legs not inside.</li> </ul>
	 <p>Working to the Front</p>	 <p>Working to the Side</p>

	<p><b>Splitting Wood with a Knife</b></p> <ul style="list-style-type: none"> <li>• If you are splitting wood with a knife, work with the knife parallel to your body so that it does not get knocked towards you.</li> <li>• Be careful of knots in the wood as these are tough to get through and can alter the trajectory of the knife.</li> <li>• Ensure you check hold yourself in the respect position for stability and check blood bubble.</li> </ul>	
<p><b>Positioning of tool when not in use:</b></p>	<ul style="list-style-type: none"> <li>• When resting, hold the blade to the side of you facing down.</li> <li>• When not using the blade, make sure that it is in the sheath.</li> </ul>	
<p><b>Additional teaching notes:</b></p>	<ul style="list-style-type: none"> <li>• Involve children in teaching about safe use or recapping safe use through questions about how we can look after ourselves and each other when using knives. <ul style="list-style-type: none"> <li>○ Sit down on a tree stump or log with knees apart if working forwards or knees together if working towards the side.</li> <li>○ Put your elbows on your knees or arms to the side.</li> <li>○ Work to the front or the side (see below).</li> <li>○ Work towards the floor.</li> <li>○ Work away from you, never towards you.</li> <li>○ If you need to look away, stop whittling/peeling.</li> </ul> </li> <li>• Remember your <b>Blood Bubble</b> and your <b>Triangle of Death</b>. Regularly check blood bubble whilst working and keep up communication with those around you.</li> <li>• Go through respect position.</li> </ul>	



## UK Knife Law and its Relevance to Forest School:

- “It is illegal to carry and sharp or bladed instrument in a public place (with the exception of a folding pocket knife which has a blade that is less than 7.62cm (3”) without lawful authority or reasonable excuse.”
- This includes most tools within forest school, especially knives.
- The spirit of the law is that people who carry ‘tools’ sit outside this offence.
- Educational Establishments such as forest schools do not count as public places but do count as places where it is illegal to have a blade without good reason.
- If your car is on a public road (moving or parked) it is in a public place, therefore you should take steps to ensure you are protecting yourself and others.
- Take sensible steps to ensure that you are complying with the law and are acting a non-threatening way by: only carrying tools that you need and are suited to the job you’re doing; choosing brightly coloured tools; storing the same type of tools together in locked boxes; sheathing or wrapping blades; carrying tools in the boot of your car or the bottom of your backpack; making sure only over 18s carry tools.
- Carry a copy of ‘FSA Forest School Tool Statement’.

### Forest School tool transport statement

To whom it may concern.

This person (insert your name and address)

uses the following tools: sheath knife, bill hook (insert tools) for carving and green woodworking, conservation work and for teaching these skills to children and young people. This work is carried out in the following places (insert locations). This person has been trained and is qualified in the safe use of tools.


More about Forest School can be found at [www.forestschooassociation.org](http://www.forestschooassociation.org).







<b>Drills: Brace and Bit, Upright Drills and Palm Drills</b>	
<b>How you would check, clean, maintain and store drills:</b>	
<b>Check:</b>	<ul style="list-style-type: none"> <li>• Check that the handle is not damaged or cracked and are secure.</li> <li>• Ensure the tools are gliding smoothly and theta the drill bit is sharp enough.</li> <li>• Check they are not sticky or muddy as this will affect use and safety.</li> <li>• Check they are not wobbly.</li> </ul>
<b>Clean:</b>	<ul style="list-style-type: none"> <li>• Use a paintbrush or toothbrush to brush any mud or sticky residue off the drill.</li> <li>• It the drill is badly stained or sticky, use wire wool to clean ensure you use wire wool</li> <li>• Rub with mineral oil and a cloth to extend use.</li> <li>• Every few months put some WD40 on the cogs of the tools to ensure they do not seize up.</li> </ul>
<b>Maintain:</b>	<ul style="list-style-type: none"> <li>• Ideally, check and clean every time you use the tools, but realistically as often as you can (weekly will be enough).</li> <li>• If you are using a drill and it is blunt – place it to one side and replace the drill bit which can easily be sourced (keep spares in box)</li> <li>• Check that the drill works freely – oil any squeaky or stiff parts as identified above.</li> </ul>
<b>Store:</b>	<ul style="list-style-type: none"> <li>• Store in a locked box in a secure storage area/cupboard.</li> <li>• Use a signing-in and out chalkboard.</li> <li>• Count them in and out.</li> </ul>
<b>How you would facilitate safe use of drills with your own client group, including carrying techniques and PPE where appropriate:</b>	
<b>Carrying:</b>	<ul style="list-style-type: none"> <li>• Carry by the handle with the drill pointing down.</li> <li>• Be aware of what and who is around you.</li> </ul>
<b>Safety Equipment (PPE):</b>	<ul style="list-style-type: none"> <li>• Make sure you have a glove on the hand holding the wood/item to be drilled.</li> </ul>
<b>Safe Working Position:</b>	<ul style="list-style-type: none"> <li>• Use the top of a stable tree stump to drill on or pre-made drill bench.</li> <li>• If two people are working on an object, one person holds in place the object to be drilled (wearing gloves) and the other (without gloves) drills.</li> <li>• Ensure eye contact is made and communication kept up.</li> </ul>



<b>Positioning of tool when not in use:</b>	<ul style="list-style-type: none"><li>• Lay on the ground next to your work station ensuring no one can stand on it.</li><li>• Do not allow drill but to get mud on it.</li></ul>
<b>Additional teaching notes, e.g. Use of Clamps:</b>	<p><b>Conker Clamps</b></p> <ul style="list-style-type: none"><li>• Find a hard surface that cannot be damaged to lean on such as a log/pallet.</li><li>• Use a palm drill to drill a hole.</li><li>• Good for making necklaces, bracelets, conker people or for threading conkers to play conkers.</li><li>• You can stick a 2p coin to the back of the conker drill to stop children drilling through the back of it.</li></ul> 

<b>Splitting Tool: froe</b>	
	
<b>How you would check, clean, maintain and store froes:</b>	
<b>Check:</b>	<ul style="list-style-type: none"> <li>• Check for nicks, rust marks on the blade.</li> <li>• Check that the handle is not damaged or cracked and is not wobbly.</li> </ul>
<b>Clean:</b>	<ul style="list-style-type: none"> <li>• Use a paintbrush or toothbrush to brush any mud or residue off the blade.</li> <li>• If the blades are badly stained or sticky, use wire wool to clean whilst wearing a glove.</li> <li>• Rub with mineral oil and a cloth to extend life of the tool.</li> </ul>
<b>Maintain:</b>	<ul style="list-style-type: none"> <li>• Ideally, check and clean every time you use the tools, but realistically as often as you can (weekly is enough).</li> <li>• Froes do not need to be sharpened because they are splitting tools.</li> </ul>
<b>Store:</b>	<ul style="list-style-type: none"> <li>• Store in a locked box in a cupboard or designated storage area.</li> <li>• Use a signing-in and out chalkboard.</li> <li>• Count tools in and out.</li> </ul>
<b>How you would facilitate safe use of splitting tools with your own client group, including carrying techniques and PPE where appropriate:</b>	
<b>Carrying:</b>	<ul style="list-style-type: none"> <li>• Carry by the handle with the blade pointing down.</li> <li>• Be aware of who/what is around you.</li> </ul>
<b>Safety Equipment (PPE):</b>	<ul style="list-style-type: none"> <li>• None due to no sharpness of blade.</li> </ul>
<b>Safe Working Position:</b>	<ul style="list-style-type: none"> <li>• Work with the froe parallel to your body so that it does not get knocked towards you.</li> <li>• Be careful of knots in the wood as these are tough to get through and can alter the trajectory of the froe.</li> <li>• Do not hold the wood.</li> <li>• Stay in respect position whilst using.</li> </ul> 
<b>Positioning of tool when not in use:</b>	<ul style="list-style-type: none"> <li>• Lay on the ground next to your work station.</li> <li>• Do not let blade lay in mud.</li> </ul>
<b>Additional teaching notes, e.g. Use of Clamps:</b>	<ul style="list-style-type: none"> <li>• If you are splitting with a child, work opposite each other/mirroring respect position.</li> <li>• Make eye contact before you start and keep communication open.</li> </ul> 