

NEWTON TONY PRIMARY SCHOOL (CEVC)

WILDERNESS WARRIORS

Learning Outside the Classroom (LOC) Handbook



Review date: August 2025

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Background

The Forest School (**Learning Outside the Classroom**) concept originated in Scandinavia in the 1950's. A child-centred, holistic approach originally aimed at pre-school children, it was found that children who had attended forest school then arrived at school with strong social and communication skills; with the ability to work in groups effectively; and generally possessing high self-esteem and confidence in their own abilities. These foundations helped them to raise their academic achievements later in life.

In a world of mobile phones, I-Pads, computer games and health & safety, children spend less and less time playing outside and these types of opportunity have become more and more important.

Learning Outside the Classroom Ethos

Forest School is a unique educational experience that offers children the opportunity to succeed and develop confidence and self-esteem through hands-on learning experiences in a woodland environment.

Children have time and space to follow their own interests and test their own limits: to take risks, challenge themselves and return to those challenges again and again, consolidating and building on their previous experience. They engage in motivating and achievable tasks and activities throughout the year.

They will work with tools, play, learn and begin to understand the boundaries of behaviour, both physical and social. They will learn to collaborate and work as a team, to take care of themselves, each other and their environment. Through these experiences, they will grow in confidence and self-esteem; develop resilience and a sense of mastery, whilst developing an understanding of the natural world.

Our Vision

At Wilderness Warriors, we aim to provide opportunities for the children to:

- develop personal and social skills.
- work through practical problems and challenges.
- use tools to create and build.
- pursue knowledge that interests them.
- learn how to manage failures.
- build confidence in decision making and evaluating risk.
- develop practical skills.
- explore connections between humans, wildlife and the earth.
- regularly experience achievement and success.
- reflect on learning and experiences.

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- develop language and communication skills.
- improve physical motor skills.
- become more motivated.
- improve concentration skills.
- explore the world through their senses.

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A Typical Session

Each session is led by a qualified session leader with the support of the class TA. Our Wilderness Warrior sessions for Reception to Year 6 children run on a weekly basis. Children will typically attend at least six sessions. Unless weather conditions are deemed unsafe (extreme cold or high winds), sessions will take place come rain or shine!

Sessions for different year groups vary in format. One important aspect of Wilderness Warriors is that children can follow and build upon their own experience and interests, meaning that each group's sessions may evolve in different ways. Below is just an example of how a session may initially be structured:

For Foundation Stage children, each session begins with the group gathering together and a welcome. This may be followed by a story, usually with an environmental message which will then link to an activity. The activity is modelled and then the children are free to choose if they wish to do the activity or explore and play in the Forest School area. Children may build dens, climb trees, play hide and seek, play with sticks, use tools or relax in a hammock, amongst other activities. Towards the end of the session, the group re-gathers to share a snack, sometimes hot chocolate, a toasted marshmallow, popcorn or some other treat that has been cooked on the fire!

The children are then encouraged to help tidy the site, ensure the fire is out and help carry any equipment back to the school building.

Each week, the previous activity/craft/ tools are available for the children to retry and build on any emerging skills.

Our Site

Area used for Wilderness Warriors is part of the school grounds of Newton Tony Primary School.



The Wilderness Warriors site is surrounded on all sides by high fencing. With a small gateway giving access to a playing field, used by the school, the playing field is also accessible by the public.

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The site inside the fence is used solely by the school. Large fauna cannot access the area, however smaller fauna such as cats, hedgehogs, foxes and rabbits can enter.





The site is adjacent to the school playground with a number of trees and overhanging branches, which provide shade and cover and opportunities for climbing.

There is no access for vehicles into the site. The area has no running, still or boggy water sections. There is a fire pit within the site area (Base camp) with tree trunk/ benches at a safe distance.


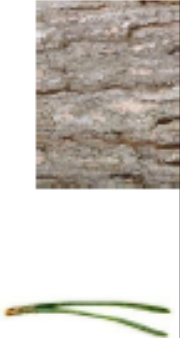



The site is easily accessible from the school and children can return to the school to use the toilets. There is no public access to the site.

Drinking water and hand washing water are always available within the school.




Woodland Species ID Sheet

	Common Name	Scientific Name	Photo	Describe three identifying features	Give 2 additional facts *
1	Oak	<i>Quercus robur</i>		Large, deciduous tree with a spreading crown. Produces acorns in Autumn.	Robur supports the highest biodiversity of insect herbivores of any British plant. Trees only start to produce acorns between 20 and 50 years of age.
2	Common Lime	<i>Tilia x europaea</i>		Leaves are roughly heart shaped, asymmetrical, have prominent veins on the underside and tufts of whitish hair.	Lime wood is very desirable for carving and wood turning. Flowers are hermaphrodite.
3	Sweet Chestnut	<i>Castanea sativa</i>		Leaves are oblong in shape, with a pointed tip and toothed edges. Produces edible fruits in the autumn in spiky shells.	Sweet chestnut was introduced to Britain by the Romans and is now widespread. Regularly coppiced to produce straight poles which are valuable for carpentry and joinery.
4	Holly	<i>Ilex aquifolium</i>		Evergreen shrub with dark green, glossy, spiky leaves. Produces red berries in the autumn.	Trees can live for up to 300 years. The berries are a vital food source for birds and small mammals in the winter.





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5	Sycamore	<i>Acer pseudoplatanus</i>		<p>A deciduous, broad leaved tree, palmate leaves measuring 6-13cm with hairy veins on the underside.</p>	<p>Sycamores can grow to 35m and live for over 300 years.</p>
6	Scots Pine	<i>Pinus sylvestris</i>		<p>Evergreen conifer native to UK, distinctive orange/brown bark which develops scaly plates with age. Leaves grow in pairs.</p>	<p>Can grow to 35m and live to 700 years old.</p>
7	Yew	<i>Taxus baccata</i>		<p>Dark green needles with a pointed tip. Reddish, brown bark which peels. Distinctive red berries.</p>	<p>One of the longest living trees in Britain. Foliage and seed coat highly toxic.</p>
8	Silver Birch	<i>Betula pendula</i>		<p>Small green, triangular shaped, toothed leaves, distinctive white bark that peels with age. Pendulous branches.</p>	<p>Important tree for enriching soil as the deep roots reach nutrients unavailable to other species, which are then returned to the soil in the leaf litter.</p>
9	Field Maple	<i>Acer campestre</i>		<p>Deciduous, broadleaved, native tree, Leaves are small, dark green with 5 lobes - Distinctive winged seeds.</p>	<p>Trees can grow to 20m, and the sap can be used to make maple syrup.</p>




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10	Hawthorne	Crataegus monogyna		<p>Smallish, lobed leaves with toothed edges. Twigs covered in thorns. Highly scented white/pinkish flowers in spring.</p>	<p>The red berries produced in the autumn are known as haws. The wood makes good firewood and charcoal, burning at very high temperatures.</p>
11	Cuckoo Pint	Arum maculatum		<p>Leaves appear in spring and may be spotted purple. Distinctive flower which, is poker shaped (spadix) and surrounded by a leaf-like hood - the spathe. Red berries appear in Autumn.</p>	<p>Most parts of the plant are toxic and may cause an allergic reaction. The roots are edible when roasted and were also used by nuns in the 1400's to starch church linen.</p>
12	Bluebell	Hyacinthoides nonscripta		<p>Characteristic, blue, violet or white bell shaped flowers found in woodland and hedgerows from late April to early June, often creating carpets of colour. The British bluebell has a distinctive droop, not seen in the larger, Spanish variety.</p>	<p>The UK is home to 50% of the world's bluebells, and although common, they are a protected species due to habitat destruction and also loss from hybridization with the Spanish Bluebell, introduced to the UK in 1683.</p>

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13	Fly Agaric	Amanita muscaria		<p>Distinctive red capped toadstool with white spots. Very common throughout the Northern hemisphere, mainly found in mixed woodland.</p>	<p>Although toxic when eaten raw, parboiling removes the toxic element of this fungus and in some countries, such as Japan, it is commonly eaten.</p>
14	Ivy	Hedera		<p>An evergreen creeping or climbing, woody plant. Juvenile shoots are flexible with aerial roots that allow the ivy to cling to the substrate. The flowers are greenish/yellow and produced in umbels. The berries are usually black or deep purple.</p>	<p>Ivy is very important ecologically as the nectar from flowers and the berries are an important source of food for many insects and birds, particularly as they appear at times when there are few other sources available.</p>
15	Grey Squirrel	Sciurus carolinensis		<p>Predominantly grey fur with a white underside and bushy tail. Can also be black.</p>	<p>The grey squirrel is an invasive species and has largely displaced the native red squirrel. They do not hibernate.</p>
16	Robin	Erithacus rubecula		<p>Small insectivorous bird with red breast feathers. It produces a warbling song and is diurnal.</p>	<p>The robin is closely associated with Christmas and some folklore claim that it gained its red breast when Jesus' blood dripped onto it as it sang in his ear to comfort him!</p>

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17	Blackbird	Turdus merula		<p>The male is all black with a yellow eye ring and yellow bill. Female and juvenile are brown in colour. Widely found in woods and gardens. Omnivorous, eating insects, worms, berries and fruit.</p>	<p>Gardens provide the best habitat for blackbirds. Pairs are monogamous and will remain in the same territory throughout the year as long as food is available.</p>
18	Red FOX	Vulpes vulpes		<p>Medium sized mammal, reddish-brown in colour with bushy tail and triangular ears. Mainly active early morning and dusk though can appear throughout the day in urban areas.</p>	<p>Foxes are omnivorous, eating mainly small mammals and birds, but also fruit and berries. They are one of the few mammals that have managed to populate urban areas.</p>
19	Solitary (mining) bees	Andrena fulva		<p>There are many different species of mining bee. The tawny bee is a furry, gingerly bee that chooses well drained soil in which to excavate its nest. Although solitary, many bees may choose to nest in one area.</p>	<p>The female bee digs out a chamber. She fills the chamber with pollen and lays her eggs. The larvae feed on the pollen during summer, then spends the winter as a pupa before emerging in the spring as an adult bee.</p>

LEARNING OUTSIDE THE CLASSROOM (LOC) POLICY

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Communication Policy

At Wilderness Warriors we believe communication is vital to ensure the smooth running, success of the sessions and holistic development of the child. We aim to keep parents, staff, volunteers and governors informed of what we do.

Please see on-line safety policy

Procedure

A brief summary of each session will be found in the Wilderness Warrior Leaders folder. Where necessary, communication with parents will be via the class teacher or TA. If necessary, a time can be arranged to speak to the Session leader, please contact the school office to arrange.

No photos will be posted on social media.

Any other photographs taken will be in line with the school policy and parent authorisation already collected and outlined in the above policy. All staff are aware of and have read the above policy.

Equal Opportunities Policy

In Wilderness Warriors we are committed to providing equality of opportunity and an inclusive curriculum to all.

Procedure

All staff are aware of and have read the above policy. In addition, all staff are responsible for ensuring that activities are differentiated according to individual abilities to ensure every child has access to all opportunities and barriers to learning are reduced or removed. Staff also have a responsibility to maintain paths and access to ensure the site is accessible to all. Inclusive behaviour will be modelled at all times and opportunities for children to work together in groups will be provided.

Control of Substance Hazardous to Health (COSHH)

No hazardous materials will be used on site.

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First Aid, Accident and Emergency, and Incident Reporting Policy

At Wilderness Warriors we aim to ensure that we have adequate and appropriate facilities for providing first aid on site and clear procedures in the case of emergencies. At least one qualified First Aider will be on school site at all times and a session first aid pack available. (Please see appendix for list of contents.) Walkie-talkies connected to the office are available in case of an accident or emergency which requires additional help. At Wilderness Warriors we follow the following procedures:

Please see First Aid Policy.

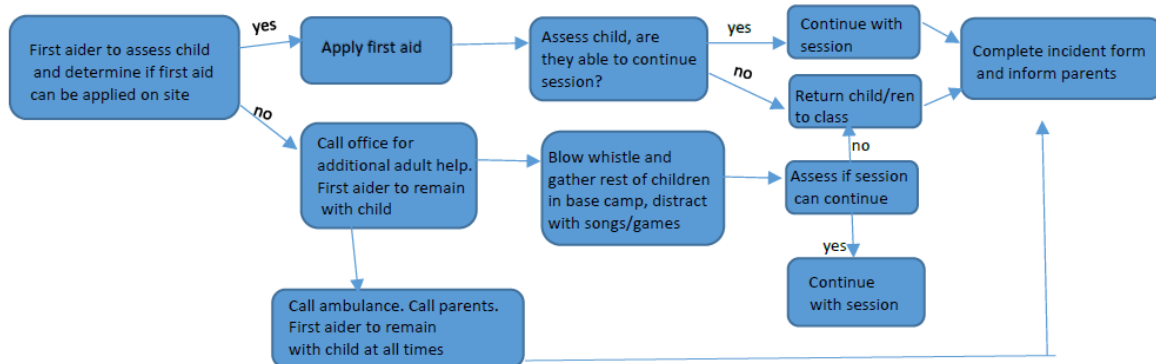
Please see Health & Safety Policy.

It is our aim to keep ourselves, the children and other participants safe at all times. To inform and learn from any incidents, all minor and major incidents will be recorded, reflected upon and procedures reviewed.

Procedure

Minor incidents- First aider to examine child and determine what first aid, if any, is required on site. The incident will be logged on a minor incident form. If applicable, parents will be informed as per school policy. Please see the above policies for more details.

Major incidents - additional adult help will be requested, first aid applied on site if needed, ambulance called if required and remaining children returned to classroom. Incident will be logged on a major incident form. Parents informed. Please see the above policies for more details.



All staff are aware of and have read the above policies.

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Adverse Weather

Our aim is to provide Wilderness Warrior sessions whatever the weather, therefore it is vital that children have suitable clothing for the session. It is

always recommended that children wear long sleeves and long trousers to limit scratches and grazes. Appropriate warm or waterproof layers need to be added in cold or wet weather, including hats and gloves if needed. Sessions will only be cancelled due to school closure, thunder storms, extreme cold or windy conditions when the Wilderness Warrior leader deems it to be unsafe. As a rule of thumb, if a yellow or above weather warning for the area has been issued by the MET office then a session may be cancelled. Winds or gusts above 6 on the Beaufort scale will also result in cancellation. Children will remain in their classrooms as normal if this occurs.

Due to lack of space in the timetable, it may not be possible to make up sessions.

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	32-37	Whole trees in motion	Low
8	Fresh gale	39-46	Twigs break off trees	Low
9	Strong gale	47-55	Branches break off trees	Low
10	Whole gale	56-64	Trees uprooted	Low
11	Storm	65-74	Widespread damage	Low
12	Hurricane	75+	Devastation	Low

Procedure

The Wilderness Warrior leader will inform the class teacher or TA if the session is to be cancelled, half an hour prior to the session start time. Should weather conditions deteriorate whilst a session is in progress, then the children will be returned to the classroom.

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Behaviour Policy

In Wilderness Warriors we aim to provide a nurturing, respectful and safe environment. We aim to develop positive relationships between staff, children and the environment and encourage behaviour that promotes the Learning Outside the Classroom ethos. Unsafe or unacceptable behaviour will be dealt with in line with the school Behaviour Policy.

Please see Newton Tony Behaviour Policy.

Procedure

All staff are aware of and have read the Behaviour Policy. All staff model desired behaviour and consider the risk-benefit assessments when dealing with play which may involve an aspect of risk, such as stick fighting, before preventing such play. Dynamic risk assessments are undertaken where necessary. Communication with parents and teachers is essential for informing staff of any issues which may impact a child's behaviour. Any persistent behaviours will be discussed and ways to tackle these implemented and reviewed regularly in order to inform future sessions.

Safeguarding Policy

As part of Newton Tony Primary School, we have an essential role to play in safeguarding and promoting the welfare of all children. We aim to provide an ethos and environment at school where children feel safe, secure, confident, respected and listened to. We aim to prevent abuse, protect, support and work with parents and other agencies to achieve these goals.

Please see School Safeguarding Policy sections:

- A) Confidentiality
- B) Child/vulnerable adult protection
- C) Disclosure
- D) Complaints Procedure

All staff are aware of and have read the Safeguarding Policy.

Anti -Bullying Policy

Bullying can be described as deliberate, hurtful behaviour that is repeated over a long period of time, often when it is difficult for a person to defend themselves. It can take several forms: physical; verbal; emotional; or cyberbullying. Bullying is not tolerated at Wilderness Warriors and all staff have a responsibility to prevent it happening. Please see Anti-Bullying Policy.

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Procedure

Any unkind behaviour is talked through with the children concerned and procedures followed according to the above policy. Staff model respectful, considerate and positive behaviour towards others at all times.

All staff are aware of and have read the above policy.

Staff, Visitors and Volunteers

At Wilderness Warriors, we value the positive influence that parents and other volunteers can contribute to the children's learning and development. We also recognise the professional development that can be achieved through sharing experiences with other professionals. We aim to make volunteers and visitors feel welcome, whilst also ensuring they are aware of correct procedures, safety rules and conduct. The law requires all regular volunteers to have undertaken a DBS check.

Please see Volunteers in School Policy.

Code of Conduct for Staff.

Procedure

Parent helpers and visitors will be given a copy of the handbook to read before the session.

All staff are aware of and have read the above policy.

DBS

Please see Safeguarding Policy

Please see Volunteers in School Policy.

Food Hygiene Policy

Cooking a treat on the fire is a fun and enjoyable aspect of learning outside the classroom. We aim to model good hygiene, safe food preparation and storage whilst providing them a tasty snack.

Newton Tony Primary School is a Nut Free school. Risk assessments are completed for the snacks provided to ensure children with known allergies do not consume these allergens whilst taking part in learning outside the classroom.

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Procedure

Hand washing is modelled and encouraged before any food preparation or eating. Hand washing water, soap and paper towels are available on site. All food items are stored correctly and use by dates checked.

Food waste is, where possible, removed from the site and disposed of in the appropriate bins in the kitchen.

All litter is to be removed from the site and disposed of in the appropriate school bins.

Welfare Requirements Policy

The welfare of all Wilderness Warrior participants is a priority. Whilst acknowledging that children need to participate in activities which provide some risk, all efforts will be made to ensure that sessions are a positive and enjoyable experience for all.

Procedure

At least one member of staff on school site is a trained first aider. We expect parents, class teachers and other staff to inform us of any health, emotional or medical issues that may require special treatment, such as allergies. The children will always be accompanied to their session by a class TA or teacher, who will already know the children well.

A snack break is provided during the session, when possible, and drinking water is available at all times. Children will be encouraged to wash hands before eating. In cases of extreme weather, either hot, cold or wet, staff will ensure that appropriate measures are in place, such as shelter from the sun or rain, and monitor children for signs of hypothermia, hyperthermia or dehydration.

Activities may be altered to take into account any hazards presented by the weather.

Appropriate clothing and footwear is vital for comfort. Please see list below for suggested items:

Wet/cold/ Hot/dry

- Wellies/ walking boots with thick socks
- Sun hat and sun screen
- Waterproof outerwear, long sleeved top
- Hats , long trousers
- Gloves
- Trainers

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If appropriate clothing is not worn, it may be considered necessary to restrict certain activities or return children to the classroom early.

Toileting

Children are taken to the toilets before attending the session. However, we recognise that children may need to go again during the session. In this instance, children in reception will be accompanied to the toilets in the main building. Children in Year one and above will be allowed to go themselves at the discretion of the teacher or TA.

Personal Protective Equipment Policy

The safety of the children, staff and volunteers is paramount and the correct safety equipment will be available at each session for the planned activities. Instruction in the correct PPE and mode of use will be given.

Procedure

PPE is provided where required, as specified in the individual tool procedures and individual risk assessments for tools and activities. Staff, volunteers and children will be instructed on the correct use and when required.

Staff will model correct usage of PPE.

They will check the condition and presence of correct equipment before each session. These may include fire safety gloves, work gloves and safety goggles.

Manual Handling Policy

At times Wilderness Warriors may require the handling of heavy loads or carrying of equipment. To avoid serious injury from the incorrect handling of such items, we recommend the following considerations are made:

Procedure

- Firstly, does the item need lifting, or can it be rolled or put in a wheelbarrow?
- Does it require two people? If so, ensure communication is maintained between you when lifting, turning or lowering the item.
- Lift by bending the knees and keeping your back straight.
- Take regular rests if required.
- If possible, carry items in a ruck sack which divides the weight between both shoulders.

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General site and environmental considerations Policy

Care of the environment is a fundamental part of the Learning Outside the Classroom (LOC) ethos and at Newton Tony Primary School we aim to inspire a love and respect for the natural world. We do this by using appropriate stories, modelling correct behaviour and teaching the children to be aware of their environment and the habitats around them.

Procedure

Whilst giving the children freedom to play, explore and discover in the environment, we, where possible, aim to:

- Remove all litter from the site and encourage an understanding of recycling and composting.
- Involve the children in observing wildlife, creating new habitats and protecting vulnerable areas.
- Take nothing from the environment.
- Use only natural materials where possible for craft and activities.

Play Policy

Play is an extremely important factor in the healthy development of children. When playing children are able to be creative, develop their imagination, dexterity, physical and cognitive functions and also their emotional resilience. Play promotes healthy brain development and through play children can engage and interact with the world around them.

At Wilderness Warriors we aim to provide opportunities for the children to engage in free play whenever possible.

Procedure

Staff at Wilderness Warriors have an understanding of the principles of play, the play cycle and how to promote play. Reflective practice allows staff to provide appropriate resources and opportunities if required to extend the children's play. Dynamic risk assessments and risk benefit analysis are carried out to ensure that children's play is only interrupted when safety is an issue.

Please see the **dynamic risk assessment** model.

Emotional Wellbeing Policy

A connection with and opportunities to engage with the natural world have been shown to improve the wellbeing of both adults and children.

At Wilderness Warriors we aim to provide this opportunity in an environment where the staff and children feel relaxed, safe, secure and respected, with high levels of wellbeing.

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We aim to encourage positive relationships and offer positive experiences in a friendly, non-judgemental, supportive environment.

Procedure

Staff are friendly, welcoming and non-judgemental. Children and adults are listened to and respected. The positive behaviour policy has been read by all staff attending the session.

Fire Policy

Fires and fire lighting can be a valuable part of outdoor sessions. The fire often creates a focal point, provides warmth and comfort and the hypnotic nature of flames often calms and relaxes. In addition, children can enjoy tasty treats prepared on the fire, learn about cooking on a fire and managing risk. They can also learn about traditional techniques such as making charcoal for drawing. Fire lighting outside requires some skill and is reserved for older children. However, it teaches children responsible fire lighting and provides a real sense of mastery when accomplished.

At Wilderness Warriors we aim to provide opportunities for the children to learn safe behaviour around the fire and experience all the above.

Procedure

At Wilderness Warriors, we have a permanent fire site constructed on a base of sand. The firepit is not permanent and can be removed when not in use. Logs for sitting on are placed at least 2m from the boundary of the fire pit, with gaps left for entering and exiting. Fire gloves, water and a fire blanket are in designated place next to fire boundary.

The following rules of behaviour are explained and demonstrated to the children:

- Children can only enter the fire boundary with permission of an adult.
- When inside the boundary they must be seated on the logs or in fire stance.
- Children must never stand on or step over the logs, they must use the gaps left for entering and exiting.
- No running is allowed in the fire area.
- Only the Session leader can add or put anything into the fire.
- If smoke blows in the direction of a child, they are advised to move away to a smoke free area, if safe to do so. Should it not be safe to move due to proximity of other children or potential trip hazard, they are advised to close their eyes and mouth and turn their head away from the smoke. An adult will then help them move if required.

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Extinguishing the fire

Towards the end of the session the fire is allowed to die out. Once reduced, any part burned logs are broken up using a fire poker. Water is then poured slowly over the remains, beginning at the outer edge and working in to the middle. Any larger pieces of unburnt wood are thoroughly soaked and removed. The ash and water are stirred with the poker.

Tool Use Policies and Procedures

The Forest School ethos is to build on skills in small steps. Once the children and leaders have developed a trust and the children have shown they are ready, the leader will introduce more advanced skills such as tool use and fire, with close supervision.

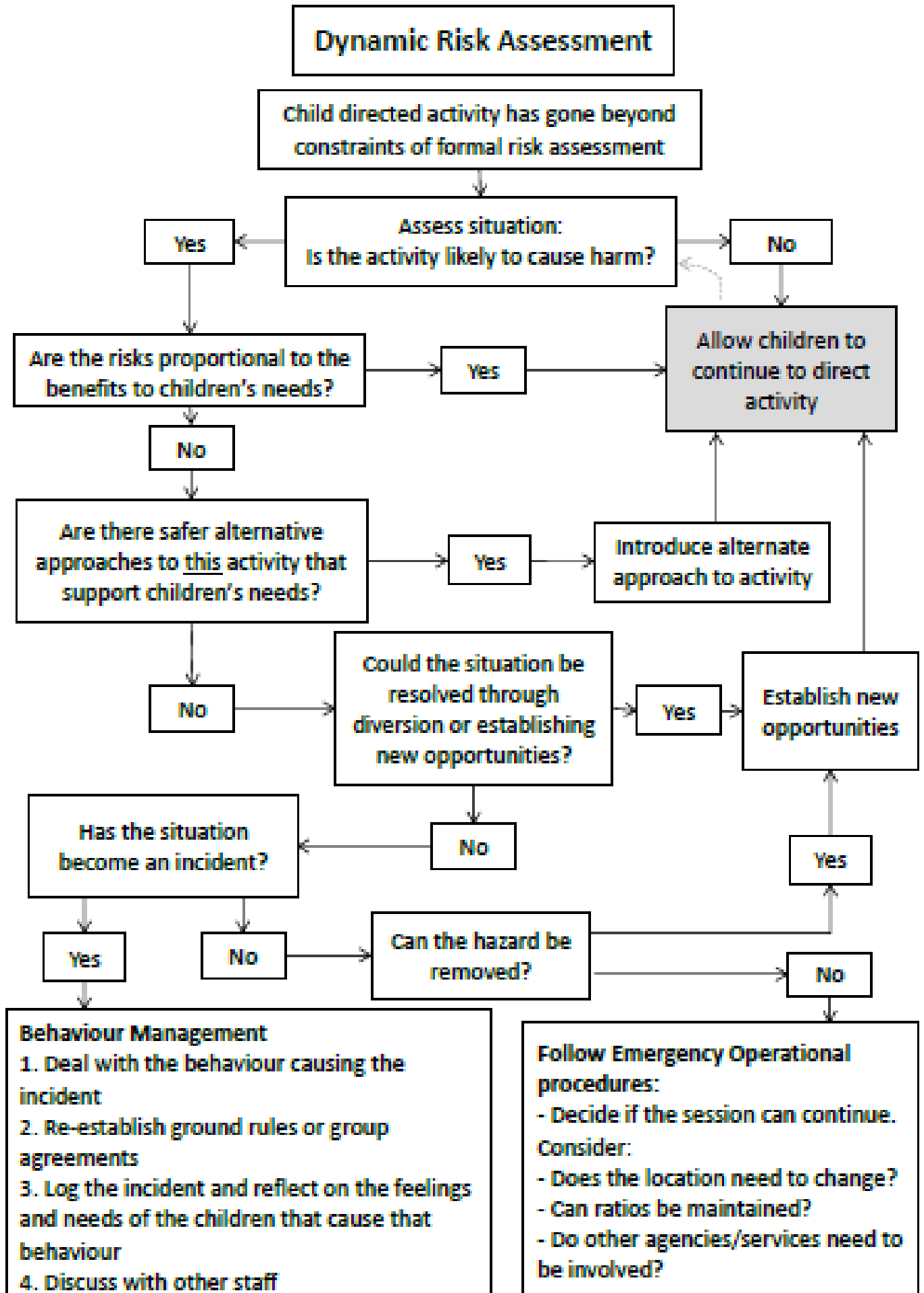
Tools available for use are:

Hack saws, bow saw, flint strikers, loppers, palm drills/gimlets, mallets, safety whittlers, secateurs, scissors.

All tools are cleaned, maintained and stored securely by the Wilderness Warrior leader.

- Prior to use, the Wilderness Warriors leader will check the tools for any damage or instability and check for sharpness.
- Tools are transported to LOC sessions in a secure container.
- Only the Wilderness Warrior tools can be used at LOC sessions
- How to use all tools will be demonstrated on a group basis and then assessed on a 1:1 basis.
- Only the Session leader will decide if the age group/ individual child is ready for a particular tool by assessing for competence on a 1:1 basis.
- As part of the process for assessing competence children must be able to have a good understanding of the 'tool- talks' seen in the 'Tool Safety Procedures' before being considered capable of using any particular tool.

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Tool Use/Tool Talk

Policies and Procedures

The Wilderness Warriors ethos is to build on skills in small steps. Once the children and leaders have developed a trust and the children have shown they are ready, the leader will introduce more advanced skills such as tool use and fire, with close supervision.

Tools available for use are:

- bow saw,
- flint strikers,
- loppers,
- palm drills/gimlets
- mallets
- safety whittlers
- secateurs
- Junior Hacksaws

All tools are cleaned, maintained and stored securely by the session leader. Prior to use, the Session leader will check the tools for any damage or instability and check for sharpness.

Tools are transported to LOC sessions in a secure container.

Only the Wilderness Warriors tools can be used at LOC sessions.

How to use all tools will be demonstrated on a group basis and then assessed on a 1:1 basis.

Only the Wilderness Warrior leader will decide if the age group/ individual child is ready for a particular tool by assessing for competence on a 1:1 basis.

As part of the process for assessing competence, children must be able to have a good understanding of the 'tool- talks' seen in the 'Tool Safety Procedures' before being considered capable of using any particular tool.

Bow Saw - Tool Talk



This is a bow saw.

This is the handle.

This is the blade.

This is the blade cover.

Only an adult can take off the blade cover.

This is the cutting edge.

Never touch the cutting edge.

I hold the bow saw like this.

When I saw, I use a saw bench. I walk with the bow saw down at my side, like this.

I pass the bow saw like this, handle first.

When I am not using the bow saw I hang it on the saw bench.

I use the bow saw to cut anything bigger in diameter than a 2 pence piece.

When I use the bow saw I use it one arm and a tool length away from anyone like this.

When I have finished using the bow saw I put it in the designated place.

Only an adult replaces the blade cover.

No gloves on tool hand - glove on non-sawing hand.

Junior Hacksaw - Tool Talk



This is a hacksaw.

This is the handle.

This is the blade.

I never touch the blade.

I use the hacksaw for cutting small diameter twigs and lengths of wood.

I place the wood to be sawn on a flat, stable surface such as the log rounds.

I wear a glove on my non-sawing hand.

I am one arm and a tool length away from anyone else.

I walk with the hacksaw like this, with the blade facing behind me and down at

my side.

When I pass the hacksaw, I pass it like this, handle first.

When I am not using the hacksaw I put it back in the designated box.

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Flint and steel – Tool Talk



This is a flint and steel

I use the flint and steel to make a spark to light a fire.

This is the handle.

This is the steel.

When I use the flint and steel I am in fire/respect stance.

I am one arm and a tool away from anybody else.

I hold the steel in one hand with the rod facing away from my body.

I scrape the striker along the metal rod, away from my body, like this.

When I have finished I put the flint and steel in the designated place.

Loppers – Tool Talk



This is a pair of loppers.

This is the handle.

This is the blade.

This is the cutting edge.

I hold the loppers like this.

I walk with the loppers like this, down by my side.

I pass the loppers like this.

When I am not using the loppers I put them on the ground with the handles

facing forwards and the blade facing behind me.

I use the loppers to cut anything smaller in diameter than a 2 pence piece.

I use the loppers one arm and a tool length away from anyone else. When

I have finished using the loppers I put them back in the designated place.

Mallet - Tool Talk



This is a mallet.

This is the handle.

This is the head.

I use the mallet for hitting the back of the axe for splitting wood and for

banging tent pegs or stakes into the ground.

I am one arm and a tool length away from anyone else.

I walk with the mallet at my side like this.

When I am not using the mallet I put it back in the designated box

Palm Drill and Gimlet - Tool Itak



This is a palm drill.



This is a gimlet.

This is the handle.

This is the drill.

I use the drill to make holes in wood no bigger than 2.5 cm thick.

I place my wood to be drilled, on a flat surface.

I hold my palm drill like this, I push and turn my palm drill like this, holding it

upright.

I am one arm and a tool length away from anyone else.

I walk with the palm drill like this, with the drill pointing down by my side.

When I pass the palm drill, I pass the handle first.

When I am not using the palm drill I put it back in the designated box.

Safety Whittler - Tool Talk



This is a safety whittler.

This is the handle.

This is the blade.

These are the cutting edges.

I use the whittler for green wood only.

I hold the handle like this.

I sit or am in fire stance when I use the whittler.

I strike away from my body.

I am one arm and a tool length away from anyone else.

When I am not using the safety whittler, I put it back in the tool box.

Secateurs – Tool talk



This is a pair of secateurs.

This is the handle.

This is the blade.

This is the cutting edge.

I hold the secateurs like this.

I lock the secateurs like this.

I walk with the secateurs like this, down by my side.

I pass the secateurs like this.

I use the secateurs to cut anything smaller than my thumb.

I use the secateurs one arm and a tool length away from anyone else.

When I am not using the secateurs, I lock them and put them back in the appropriate tub.

RISK ASSESSMENTS



Risk assessment for the site and surrounding area

Description of the site: Area is part of the school grounds of Newton Tony Primary School. It is surrounded on all sides by fencing, with a small gateway giving access to a playing field, used by the school, but the playing field is also accessible by the public. The site inside the fence is used solely by the school. Large fauna cannot access the area, however smaller fauna such as cats, hedgehogs, foxes and rabbits can enter. The site is adjacent to the school playground with a number of trees and overhanging branches, which provide shade and cover. There is no access for vehicles into the forest school site. The area has no running, still or boggy water sections. There is a fire pit within the site area (Base camp) with tree trunk/ benches at a safe distance.

	Hazard	Harm	At Risk	Existing measures/ new measure	Who will do it? When?
1	Nettles and brambles	Stinging	All	Make children aware, clear pathways and main play areas. Children to wear long trousers.	DC Prior to visit
2	Berried flora	Poisoning	Children	Inform all children not to pick or eat berries. Wash hands before eating or use wet wipes.	DC on Visit
3	Tree roots and stumps/ rabbit holes	Tripping	All	Inform all to take care in area, clear walkways of larger roots where possible/ fill in rabbit holes.	DC on Visit
4.	Tree branches	Branches falling, children falling	All	Pre-visit & continuous risk check, remove hanging dead wood. Remind children of risks.	DC -prior to & on visit
5	Sticks	Hitting	Children	Inform children of rules, use a stick no longer than your arm, no hitting.	DC - on visit
6	Faeces	Contamination	All	Pre-visit & continuous risk check, remove and discard safely.	DC -prior to & on visit
7	Debris / rubbish	Glass, drug use, metals.	All	Pre-visit & continuous risk check, ask children not to pick up rubbish, inform an adult if they find something, adult to remove safely.	JD -prior to & on visit.
8	Fire	Burns, out of control.	All	*separate risk assessment for activity, staff present at	DC -prior to & on visit.

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				all times, safety procedures followed.	
9	Perimeter fence & gates	Escape of children.	Children	Ensure all gates leading out of school are closed, and check perimeter fencing is secure.	All – on visit.
10	Mushrooms and fungi	Poisoning	all	Inform all children and adults to look only, no touching.	All - on visit
11	Bees, wasps, adders.	Stings and bites	All	Check area for nests, avoid contact, first aider always on site, seek medical aid (999) if anaphylactic shock or adder bite are present.	All - on visit
12	Tools.	Cuts, grazes, amputation	All	Tools stored away from woodland site, used with an appropriate adult to child ratio, *separate risk assessment, strict supervision, correct use of tools.	All – on visit
13	Boundaries	Escapees	Children	Children informed of boundaries, staff supervise the boundary.	All - on visit.
14	Ropes and swings	Falls, burns, strangulation	Children	Check quality of ropes & knots. First aider on site at all times.	All - on visit.
15	Trees	Falls	Children	First aider on site at all times, support children to manage their own risks when climbing.	All - on visit
16	Blindfolds	Bumping into / trips and falls	Children	Safety guidelines discussed before activity	All on visit

EMERGENCY ARRANGMENTS

<u>Serious incident</u> Seek additional adult help, provide first aid, call ambulance 999, inform parents (next of kin). Return all other children into the classroom, keep them calm, read stories, sing songs etc. Write up accident report form, inform HSE, assess risk assessment and make new adjustments for the future.	<u>Minor incident</u> Provide first aid, complete accident report form, inform parents (carer), assess risk assessment and make adjustments for future.	<u>Weather Change</u> Make dynamic risk assessment, seek shelter or return to classroom.
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SAFETY ADVICE		
<p><u>Clothing:</u> Long trousers and long sleeves, warm clothing in cold weather, waterproof clothing in wet weather. Safety gauntlets at fire, gloves for collecting rubbish. Spare clothing available in the classroom for emergencies.</p> <p><u>Communications:</u> Mobile phone, member of staff to use land line in school.</p> <p><u>First Aid:</u> Woodland first aid kit to be taken for each visit.</p> <p><u>Food and Drink:</u> Wash hands/ use wipes/ antibacterial gel before eating, sit for eating and drinking, take snack and drink for full sessions, take cups, wet wipes and kitchen roll.</p> <p><u>Children's safety advice:</u> Remind children of rules being outside.</p> <p><u>Staff safety advice:</u> Staff to discuss any worries before entering the site, before each session, and decide if it is safe to enter as a team. Consider weather, environment, state of site etc.</p>		
COMENTS		
The overall hazard rating for the site is low as long as health and safety guidelines are followed.		