



Tudor Grange Primary Academy

Yew Tree

Forest School Handbook 2025
Updated September 2025

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Declaration

All staff and volunteers who take part in Forest School sessions or who use the Forest School Site should read and sign to say they understand the contents of this document, and the Risk Assessment document.

Name	Date	Sign

Review

This document will be reviewed each year in October.

Vision Statement

The vision for Forest School at Tudor Grange Primary Academy Yew Tree is that children become confident and resilient, able to make wise and careful decisions within the outdoor environment. Forest School allows children to be playful, imaginative and to take risks in an environment that is nurturing and supportive. Children are encouraged to make their own choices in a range of open-ended activities after careful modelling by trained adults. By taking part in a Forest School programme, it is hoped that children will develop into people who are respectful and aware of the joys and risks of the natural world, and this will inspire and prepare them for the future.

Rules for children

Our rules and routines at Forest School: Children should be reminded of the rule below at the start of each session while the children are sat at the Fire Circle. This is in addition to any activity specific rules as outlined in the risk assessment.

The rules are:

- 'No pick, no lick, be careful with your stick.'
- Respect the plants, trees and animals.
- Walk or jog around the site. No sprinting.
- Never point your stick at a person. Carry sticks by your side. Drag large sticks behind you.
- Never go inside the fire circle*
- No climbing of fences/gates or trees*
- Never go in the pond area*
- If you find anything you think could be dangerous, let an adult know.
- Do not pick plants* or touch fungi.
- Come to the Fire Circle as soon as you hear the 'Forest School Call'.

*unless agreed by Forest School Leader

Forest School Principles

The following 6 principles were agreed by UK Forest School Association and other Forest School organisations in 2011. This ethos underpins how Forest School should be run at Tudor Grange Primary Academy Yew Tree.

Principle 1: Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School.

- Forest School takes place regularly, ideally at least every other week, with the same group of learners, over an extended period of time, if practicable encompassing the seasons.
- A Forest School programme has a structure which is based on the observations and collaborative work between learners and practitioners. This structure should clearly demonstrate progression of learning.
- The initial sessions of any programme establish physical and behavioral boundaries as well as making initial observations on which to base future programme development.

Principle 2: Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.

- Whilst woodland is the ideal environment for Forest School, many other sites, some with only a few trees, are able to support good Forest School practice.
- The woodland is ideally suited to match the needs of the programme and the learners, providing them with the space and environment in which to explore and discover.
- A Forest School programme constantly monitors its ecological impact and works within a sustainable site management plan agreed between the landowner/ manager, the forest school practitioner and the learners.
- Forest School aims to foster a relationship with nature through regular personal experiences in order to develop long-term, environmentally sustainable attitudes and practices in staff, learners and the wider community.
- Forest School uses natural resources for inspiration, to enable ideas and to encourage intrinsic motivation.

Principle 3: Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners

- Where appropriate, the Forest School leader will aim to link experiences at Forest School to home, work and /or school education
- Forest School programmes aim to develop, where appropriate, the physical, social, cognitive, linguistic, emotional, social and spiritual aspects of the learner.

Principle 4: Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.

- Forest School opportunities are designed to build on an individual's innate motivation, positive attitudes and/or interests.
- Forest School uses tools and fires only where deemed appropriate to the learners, and dependent on completion of a baseline risk assessment.
- Any Forest School experience follows a Risk–Benefit process managed jointly by the practitioner and learner that is tailored to the developmental stage of the learner.

Principle 5. Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.

- Forest School is led by qualified Forest School practitioners, who are required to hold a minimum of an accredited Level 3 Forest School qualification.
- There is a high ratio of practitioner/adults to learners.
- Practitioners and adults regularly helping at Forest School are subject to relevant checks into their suitability to have prolonged contact with children, young people and vulnerable people.
- Practitioners need to hold an up-to-date first aid qualification, which includes paediatric (if appropriate) and outdoor elements.
- Forest School is backed by relevant working documents, which contain all the policies and procedures required for running Forest School and which establish the roles and responsibilities of staff and volunteers.
- The Forest School leader is a reflective practitioner and sees themselves, therefore, as a learner too.

Principle 6. Forest School uses a range of learner-centered processes to create a community for development and learning

- A learner-centred pedagogical approach is employed by Forest School that is responsive to the needs and interests of learners.
- The Practitioner models the pedagogy, which they promote during their programmes through careful planning, appropriate dialogue and relationship building.
- Play and choice are an integral part of the Forest School learning process, and play is recognised as vital to learning and development at Forest School.
- Forest School provides a stimulus for all learning preferences and dispositions.

- Reflective practice is a feature of each session to ensure learners and practitioners can understand their achievements, develop emotional intelligence and plan for the future.
- Practitioner observation is an important element of Forest School pedagogy. Observations feed into 'scaffolding' and tailoring experiences to learning and development at Forest School.

This information was taken directly from forestschoollassociation.org
Full principles and criteria for good practice | Forest School Association

Environmental Impact and sustainable management plan

In line with Principle 2 of the Forest School Ethos, it is important to lessen the environmental impact of having a Forest School on the site. It is important to have a sustainable management plan to ensure that the flora is managed and the irreversible damage to the flora is not sustained. Forest School is a habit to many species of fauna, and the children also benefit from the learning that this can provide.

Weather

The Forest School Leader should monitor the incoming weather for signs of adverse weather conditions during planned sessions. Forecasts should be reviewed the day before and the day of the planned activity. This is especially important if storms or high winds are forecast or noticed. The following controls should be put into place:

- Do not hold Forest School Sessions in high winds or during thunder and lightening.
- If storm approaches without warning, ensure any fire is extinguished and vacate site immediately.

To prevent sunstroke during hot or sunny weather, the following controls should be put into place:

- Children to wear hats in summer if Forest School Leader feels it is very sunny.
- Children to apply sunscreen before Forest School.
- Forest School Leader to carry out dynamic risk assessment if felt that children will be too hot in long sleeves. Forest School Leader to adjust any activities to suit clothing.

To prevent hyperthermia or discomfort from cold or wet weather, the following controls should be put into place:

- Ensure that all children have appropriate footwear, warm socks.
- Ensure children have additional layers if very cold such as vest, joggers, hats/gloves/snoods.
- Ensure that parents are notified if additional clothing is required, or what has been provided is not adequate.
- Prepare warm drinks using Kelly Kettles on cold days.
- Adjust length of session if it is felt that children are becoming cold.

Fire

In order that a fire is made and enjoyed safely the follow controls should be ensured. The Risk Assessment document also contains the following information.

Preparation, lighting and feeding of fire

- Ground to be cleared in preparation for fire.
- Fire circle to be enclosed by larger sticks.
Fire water bucket to be stationed next to fire at all times.
First Aider and first aid kit on site. Ensure Forest School Leader and additional adults are aware of any child's medical needs and have any medication on site.
For example, inhalers for asthma if smoke aggravates condition.
- A trained Forest School Leader/Assistant will remain with the fire at all times.
- Children never come into the middle of the Fire Circle without being invited by a Forest School Leader/Assistant.
Forest School Leader to undertake a dynamic risk assessment to assess number of children in Fire Circle depending on age and experience of children.
Fire to be lighted safely using method taught on Forest School training, including: flint and steel, cotton wool and petroleum jelly.
- Forest School trained adult to light fires. Children can light fires on a 1:1 basis once FS leader feels they are ready.
Fire wood to be stationed at a safe distance to the inner fire circle.
Ensure fire wood is as dry as possible to minimize smoke inhalation.
- Children to be modelled and taught how to place wood and sticks onto fire carefully. Never to burn plastic.

Position of children/Fire Circle

- Children must step out of the Fire Seating Circle backwards and move around the edge of the circle to change positions. They never cross the Fire Circle.
- Appropriate clothing to be worn, arms and legs to be covered. Boots or wellies to be worn. Long hair should be tied back.
- Fire circle seating is 2m from edge of inner fire circle.
- Children are not permitted to throw things into the fire
- Consideration of wind direction and strength. Do not light fires in strong winds. Move children to new seating space if wind is blowing smoke in eyes.
- Consider how dry the ground and flora are. Do not light fires in drought conditions. Listen carefully to advice given by Fire Brigade in drought/summer season.
- Consider positioning of fire circle and whether site needs to be moved.

Cooking/Heating water on a fire

- Ensure the ground is flat and even where Kelly Kettles or grills are placed.
- Ensure that kettles are within the fire circle.
- Ensure that Forest School Leader monitors and handles Kelly Kettles or alternative cooking vessels.
- Ensure that an adult is positioned between any cooking vessel and a child.
- Use fire gloves to protect hands when moving cooking vessels.
- Ensure email with ingredients list is sent home to parents prior to providing any food to children.
- Children to wipe their hands using baby wipes before eating. Hand gel is also available.
- Adults to ensure that food/drink is at a suitable and safe temperature to eat.
- Food to be prepared inside, in line with good hygiene practice.
- Utensils, cooking vessels will be washed thoroughly and stored carefully and hygienically.
- Food waste or disposable cooking items such as: sticks and foil, will be taken back to school at the end of the session, so not to attract vermin.

Ending a session with fire

- Fire will be extinguished by water at the end of each session.
- Forest School Leader to ensure that all embers have been extinguished and ash is moved and cleared once cool.

Accidents, Emergencies and Unexpected Events

The Forest School Leader should have a phone or walkie talkie (linked with the school office or site manager) on them for use in emergencies or unexpected events. This would be for the purposes of calling the School Office in the first instance to request immediate staff support and to call 999 in a First Aid or Fire Emergency.

In an emergency, the other member of staff will escort the children away from any accident or emergency onto the school playing fields adjacent to Forest School.

The additional summoned staff support would then be able to support the Forest School Leader with any accident or emergency.

If it is the Forest School Leader that requires support, then the other member of staff supporting with Forest School that session will summon support from the school office using the phone and requesting Emergency Services if required. They would then move children to a safe space in Forest School. This would either be the Fire Circle or to line up by the gate and then escort the children to the school field and back to the classroom once the additional summoned staff support had arrived.

The Forest School Site is adjacent to the carpark and school field so is easily accessible to the main school building.

First Aid

When undertaking Forest School, there must a qualified Paediatric First Aider on the Forest School Site at all times.

Sarah Collett (Forest School Leader) is a Paediatric First Aider.

In line with the school policy, the First Aider at Forest School is responsible for the following:

- Taking charge when someone is injured or becomes ill
- Ensuring there is an adequate supply of medical materials in first aid kits, and replenishing the contents of these kits
- Ensuring that an ambulance or other professional medical help is summoned when appropriate
- Acting as first responders to any incidents; they will assess the situation where there is an injured or ill person, and provide immediate and appropriate treatment
- Sending pupils home to recover, where necessary
- Filling in an accident report on the same day, or as soon as is reasonably practicable, after an incident
- Keeping their contact details up to date

The class first aid kit should be brought down to Forest School each session.

Any injury should be recorded as per the school's existing First Aid Policy. All injuries requiring First Aid should be recorded using a medical slip available in the First Aid room. All head bumps or injuries are required to be phoned home.

This is based on the Tudor Grange Primary Academy Yew Tree First Aid Policy, which is based advice from the Department of Education, and legislation including:

- The Health and Safety (First Aid) Regulations 1981, which state that employers must provide adequate and appropriate equipment and facilities to enable first aid to be administered to employees, and qualified first aid personnel
- The Management of Health and Safety at Work Regulations 1992, which require employers to make an assessment of the risks to the health and safety of their employees
- The Management of Health and Safety at Work Regulations 1999, which require employers to carry out risk assessments, make arrangements to implement necessary measures, and arrange for appropriate information and training

- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013, which state that some accidents must be reported to the Health and Safety Executive (HSE), and set out the timeframe for this and how long records of such accidents must be kept
- Social Security (Claims and Payments) Regulations 1979, which set out rules on the retention of accident records
- The Education (Independent School Standards) Regulations 2014, which require that suitable space is provided to cater for the medical and therapy needs of pupils 2.2 This policy complies with our funding agreement and articles of association.

It is important to note that it is required by the EYFS that there is a paediatric first aider within the setting and therefore Forest School site and while EYFS children are eating as part of a Forest School session.



This is to certify that

Sarah Collett

has successfully completed a programme of training delivered in accordance with the currently accepted paediatric first aid practice and is awarded this certificate for the purposes of complying with the requirements of the DfE's statutory framework for the early years foundation stage.

Paediatric First Aid

Commencement date: **15th November 2023**

Expiry/Renewal date: **14th November 2026**

Certificate ID: **199911**

FAIB Approval Number: 005/00 (057)

Authorised Signatories

Lee Painter • Training & Quality Manager

Gareth Curtis • Managing Director

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Content

- Unit 1 covers the following topics:
- the role of the paediatric first aider
 - dealing with emergencies
 - management of an unconscious casualty
 - management of a casualty who is not breathing normally
 - CPR (baby, child & adult procedures)
 - Safe use of an Automated External Defibrillator
 - management of a casualty who is choking
 - management of a casualty who is in shock
 - management of a casualty who has a bleeding wound

It also provides the opportunity to practise the skills needed to administer first aid to an infant, child or adult who is:

- unconscious
- not breathing
- choking
- bleeding from a wound and in shock

Unit 2 covers the following topics:

- dealing with chronic medical conditions and sudden illness
 - diabetes
 - meningitis
 - asthma
 - anaphylaxis - includes adrenaline auto-injector
- dealing with the effects of extreme heat and cold
 - hypothermia
 - heat exhaustion
 - heat stroke
- management of casualty with suspected fracture and dislocation
- management of casualty with head, neck or spinal injury
- dealing with conditions affecting the eyes, ears and nose
- dealing with minor injuries
- dealing with electric shock
- dealing with burns and scalds
- dealing with poisoning
- dealing with bites and stings
- records and reporting

It also provides the opportunity to practise the skills needed to administer first aid to an infant, child or adult who:

- requires a support sling
- requires an elevation sling
- has a suspected spinal injury



The First Aid Industry Body

Health and Safety

The Tudor Grange Primary Academy Yew Tree Health and Safety Policy can be found on the website: <https://www.yewtree.tgacademy.org.uk/files/2023/07/TGPAYT-Health-and-Safety-Policy-v5.0.pdf>

Insurance

Tudor Grange Trust and therefore TGPAYT are covered through the government RPA arrangement.

<https://www.gov.uk/guidance/the-risk-protection-arrangement-rpa-for-schools>

Full details of cover can be found here:

<https://www.gov.uk/guidance/the-risk-protection-arrangement-rpa-for-schools#full-details-of-cover>

Manual Handling

Both adults and children will be manual handling at Forest School.

Adults should refer to TGPAYT Manual Handling Risk assessment which can be found in the appendix.

Ensure that both children and adults only work within their capability and do not attempt to move things that are too heavy. Site Manager can be asked to advise for support with moving heavier objects.

Techniques

Avoid twisting, stooping and over stretching. Lifting above the shoulder should be avoided. If possible, avoid carrying objects for a distance and use a trolley if available. Push loads rather than pull.

Weather conditions

Consideration is given to the weather conditions. Manual Handling is avoided in wet/windy/icy conditions.

Manual handling rules for children

At the start of the session, children will be given a demonstration and talk on how to move items around Forest School in a safe way to minimise the risk of injury to themselves or others.

- Sticks should be dragged behind.
- Sticks and stones are never used as weapons or to 'playfight'
- Stones are not thrown.
- Sticks are only thrown under the supervision of a Forest School Leader or Assistant as part of an activity.
- Branches should be moved by pairs of children, supervised by an adult to ensure safe techniques are used.
- Logs should be rolled.

Risk management/assessment/risk benefit analysis

There is a comprehensive risk assessment document that covers:

- Activities
- Tool use
- Weather
- Forest School site

A tree survey is also carried out every 5 years which is organised by the Tudor Grange Trust. The last full tree survey was completed in October 2025. It is the responsibility of the Site Manager to organise and liaise with the Trust regarding any suggested tree maintenance following on from a survey and to ensure this is completed.

The pond is not yet fenced within the small nature area, however the nature area itself is fenced with a lockable gate. The fire circle is situated within the nature area. The site manager has been informed of the need to fence the pond before the nature area and fire circle can be used during Forest School sessions.

The pond needs to be fenced to allow for a safe distance of 1.5 to 2m to allow enough space for standing, using equipment, and supervising children. The fence needs to be built in a way that prevents climbing or accidental falls.

The following is taken from the TGPAYT Health and Safety version 5.2:

6.5.5. The Health and Safety Advisor will advise on suitable and sufficient risk assessments and assist to determine which can be done locally or at Trust level, and which by any other outside contractors. The Health and Safety Advisor has the discretion to seek advice on appropriate delegation and will report the reasons and response to the Principal.

6.5.6. The government advises that written risk assessments are not required for every activity delivered within the curriculum within standard school hours. Staff should assume they only need to write down a new specific risk assessment in exceptional circumstances, for example when something out of the ordinary is planned in what would otherwise be a Tudor Grange Academies Trust Health and Safety Policy v5.2 Page 20 standard lesson. Where the Principal determines that a risk assessment must be carried out the Health and Safety Advisor will support and ensure that any significant findings of the assessment are written and recorded.

6.5.7. The government advises that some activities, especially those happening away from the School, can involve higher levels of risk. If these are annual or infrequent activities, a review of an existing assessment may be all that is needed. If it is a new activity or other changes have been made that affect the overall risk profile, a specific assessment of significant risks must be carried out. The Principal should ensure that the person assigned with the assessment task understands the risks and is familiar with the activity that is planned. Where a risk assessment is carried out the Principal must ensure that the significant findings of the assessment are recorded and actioned.

Site Sweep

In addition to the Risk Assessment document that documents the known risks to the site, a 'site sweep' should be carried out before the session begins to check for any new hazards such as fallen or hanging branches, dead animals, poisonous berries. The Forest School Leader should complete this before the children arrive at the site. If hazards are found then a dynamic risk assessment should be completed weighing up the risk-benefit. For example, whether to section off a part of Forest School or to prune/remove hanging branches before children arrive.

Tools

As mentioned in the Risk Assessment section, tools are used in accordance with the Risk Assessment document. To ensure the safe use of tools, the following

Tools talk

Children will be given a tools talk by the Forest School Leader in every session that tools are available.

Safe Working distances

Children will work to safe working distances of 2x arms lengths plus tool from another person. Unless they are working with an adult to demonstrate or support use of a tool.

Personal Protective Equipment

Gloves will be provided for children to wear on their free hand. Gloves should not be used to hold the tool so that the tools are securely gripped. More information regarding PPE can be found in the next section of this document.

Demonstration of use

As part of the Tools Talk, the Forest School Leader will demonstrate how to use the tool safely to complete the given activity.

Defined 'tools area' within Forest School

This will be sectioned off by logs and the children will have been made aware that they are not allowed in the 'tools area' unless invited in by the Forest School Leader. The tools area is not set, so a dynamic risk assessment will be carried out by the Forest School leader to determine the most appropriate place depending on the session and activity planned.

Tool Maintenance

Tools will be inspected for wear and tear before and after each session. Tools will require cleaning and sharpening after each session. This will be carried out by the Forest School Leader.

Tool storage and access

Tools will be stored in a locked tool box/bag. The key will be kept in the school office.

Welfare – clothing, PPE, toileting, food and drink

Clothing

Children are required to wear long sleeved and trousers for Forest School activities to protect their skin from scratches from the trees and bushes in the environment.

Forest School takes place in all weathers (excluding strong winds and thunderstorms). It is important that children are dressed appropriately for the season and weather.

Parents are advised to provide their children with waterproof trousers and coat or waterproof all in one suit. Parents also provide children with wellies or boots that the children wear in both Forest School and the EYFS garden. These are stored at school.

Parents are also reminded to send their children in with gloves and hats during the colder months.

In the summer when the weather is hot, children will not be required to wear waterproof coats if they have a long sleeved top on. However, waterproof trousers or joggers will be worn to protect legs from scratches.

Wellies or boots will always be worn.

PPE

If using tools. Children will be provided with Personal Protective Equipment such as gardening gloves.

The Forest School Leader will use Fire Retardant Gloves for working with fire. These can also be used by children for helping add any prepared food within the fire circle or for adding additional fuel the fire, under the supervision of the Forest School Leader.

The Forest School Leader will also use robust work gloves while using any tools, such as bow saws, loppers or secateurs.

Toileting

There is not a toilet on the Forest School site. All children will be encouraged to go to the toilet before leaving the main school building. The children are made aware that there is no toilet in Forest School to encourage them to try before they leave.

If a child does require to go to the toilet, the supporting member of staff will take the child back to the main school building to use the toilet. In the event that a child has a

urine/faeces accident, the supporting member of staff will take the child back to the main school building to support the child to get clean and changed, in line with the schools Intimate Care Policy. Which can be found on the Trust website.

The Forest School Leader will remain in the Forest School site at all times.

Food and Drink

Children will be encouraged to have a drink before going to Forest School, They will then have the opportunity to have a drink once they are back in the classroom after the session.

During the summer term or when the weather is warm, individual water bottles will be taken down to Forest School for the children to help themselves to throughout the session.

Food will not be taken down to Forest School unless it is part of a planned session by the Forest School leader. For information on food preparation, please see the Health and Safety section of this document.

Food will not be taken down to Forest School unless it is part of a planned session by the Forest School leader.

Food hygiene and preparation

Food preparation for Forest School will take place inside to ensure that food is prepared in a clean environment.

Safeguarding

The same Tudor Grange Primary Academy Yew Tree Safeguarding Policy applies to Forest School.

This can be found on TGPAYT website.

Sarah Collett – Forest School Leader is also a Deputy Designated Safeguarding Lead. All concerns should be reported to either a D/DSL at Forest School or in the main school building as soon as reasonably possible. If an emergency Safeguarding concern was disclosed to the DDSL while in Forest School, then the session would have to end within Forest School site to allow the D/DSL to return to the main school building.

Safe Touch

The activities that are planned at Forest School will take into consideration that safe touch between child and adult may need to take place to guide a child in the use of appropriate use of tools, or how to safely navigate rough terrain. They might also need support in specific activities such as tree climbing or den building where Safe Touch will support children to learn skills, similar to PE where the child's safety has to be considered. All touch will be dynamically risk assessed and proportional to the support or safety required by the child. This will be in line with the Trust's Safe Touch Policy. This can be found on the Trust website.

Missing Child Procedure

A register and headcount should be completed before leaving the main school building. A class list should be brought to the Forest School Site noting any absent children.

All children should be made aware of the stopping call – a signal for all children to stop their activity and return to the Fire Circle seating. A head count should always be completed if there is any doubt that a child is missing.

A headcount should be completed on arrival at Forest School and before leaving the site. If a child was to go missing, then the TGPAYT Missing Child Procedure is followed.

Staffing and Volunteers

There will always be a Forest School Leader present on Forest School while Forest School activities are taking place. There will always be a minimum of 2 adults to a ratio of 30 or less children.

Volunteers

Volunteers will follow the school policy that is outlined in the TGPAYT School Safeguarding Policy. Volunteers can support Forest School if there is no risk that they may be left unsupervised at any time. If no DBS is completed for a volunteer, the Forest School Leader and other school staff on the Forest School site must ensure that the volunteer is always within sight. If a volunteer is required when this cannot be guaranteed, then a DBS should be completed. This document can be found in Annex 16 of the Safeguarding Policy.

Visiting Speaker/Performer

If a speaker, performer or another Forest School Leader was invited to visit TGPAYT Forest School an additional form is required to be completed and signed by the Principle ahead of the planned visit. This can be found in Annex 17 of the Safeguarding Policy.

Ratios

While working with year groups from Reception, Ks1 and Ks2, at least 2 adults should accompany a class of 30 children to Forest School.

The TGPAYT Forest School risk assessment document outlines additional ratios that should be used when doing specific tasks within the Forest School environment.

Nursery: Ratios should be followed in accordance with the Early years Foundation Stage Statutory Framework. However, when taking part in Forest School activities, the lower ratios set out in the Risk Assessment document should be used.

For more information:

[EYFS statutory framework for group and school based providers \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Staffing the site (for other purposes)

In the event that a member of staff wants to use the Forest School Site for another purpose, e.g., art or geography lesson, then this still requires a minimum of 2 adults to be present. This will ensure that the children are supervised adequately, in line with the risk assessment document. This also allows for 1 adult to accompany a child back to the main school building to use the toilet.

Other relevant policies:

These are all covered by existing TGPAYT policies. They can all be found on TGPAYT website. These include:

- Behaviour Policy
- Anti- Bullying Policy
- SEND Policy
- GDPR Policy

Rules for Children at TGPAYT Forest School

Our rules and routines at Forest School: Children should be reminded of the rule below at the start of each session while the children are sat at the Fire Circle. This is in addition to any activity specific rules as outlined in the risk assessment.

The rules are:

- ‘No pick, no lick, be careful with your stick.’
- Respect the plants, trees and animals.
- Walk or jog around the site. No sprinting.
- Never point your stick at a person. Carry sticks by your side. Drag large sticks behind you.
- Never go inside the fire circle*
- No climbing of fences/gates or trees*
- Never go in the pond area*
- If you find anything you think could be dangerous, let an adult know.
- Do not pick plants* or touch fungi.
- Come to the Fire Circle as soon as you hear the ‘Forest School Call’.

*unless agreed by Forest School Leader

Appendices

Manual Handling Risk Assessment

Name of Academy	Tudor Grange Primary Academy Yew Tree		
Purpose and scope	Whole school manual handling risk assessment – to assess manual handling related tasks and implement controls where required to reduce the risk of injury so far as is reasonably practicable		
Risk assessment conducted by	Catherine O'Donoghue Toby Finnegan	Date assessment carried out	17.10.25
Risk assessment approved by	Graeme Plaistow		
Date of next review	17.10.26		

Definition of risk levels

High: there is a high chance of an incident occurring and if it did, the consequences could be severe i.e. potentially life-changing or life-threatening

Medium: there is a reasonable chance of an incident occurring and if it did, the consequences could be serious (but not life-changing or life-threatening) OR an incident could occur that would cause serious injuries if it did happen but the likelihood of it happening is low

Low: an incident is unlikely to occur and if it did, the consequences would be minor

Hazard Identified	Who might be harmed & how?	Existing Controls and general comments	Further action required to control the risks	Action by Whom	Risk rating	Target Date to complete action
					L/M/H	
Moving furniture , including tables	Risk of injury to staff including musculoskeletal	● Staff are advised not lift more than they are capable of and to ask for assistance where required.	Expectant mothers should stick to guidance provided in	All staff	L	As required

and chairs	disorders and strains	● Tables are not to be dragged but should be lifted between two people from one location to another. ● The site facilities team is to be requested for support where necessary. ● Trolleys can be used to eliminate risk of lifting.	individual risk assessments regarding lifting items.			
Load too heavy	Risk of injury to staff, visitors and contractors caused by carrying or lifting a load which is too heavy. e.g. lifting a pupil trunk, moving a box of paper,	● Staff can access manual handling training via National College Learning. ● Staff encouraged to procure items only in sizes that can be handled e.g. clay for the art department in 5 kg bags not 12.5 kg bags. ● Staff encouraged to use facilities site team (who have increased manual handling training than other staff) for manual handling tasks that offer increased risk. ● Staff encouraged to only do what is within their capability and to work with a partner when manual handling. ● Break down the load where possible into smaller or lighter units. ● Extra heavy loads to be move handled must have an item specific risk assessment carried out with the assistance of the Trust Health and Safety Advisor.	Sack trolley to be used for larger loads as appropriate. Seek advice and support from Site Technician if required.	All Staff	L	Ongoing
Incorrect technique	Risk of injury to staff, visitors and contractors caused by carrying or lifting a load incorrectly	● Twisting, stooping, over stretching and repetitive movements are to be avoided. ● Heavier items are to be stored at waist height. ● Lifting is avoided from the floor level or about shoulder height. ● Carrying for a distance are kept to a minimum and trollies are	All staff to follow clear guidance as recommended in National College training	All Staff	L	Ongoing

		available to transport items. ● Loads are pushed rather than pulled where possible.				
Loads above shoulder height	Risk of injury to staff, visitors and contractors because of lifting a load above shoulder height	● Request to go via the facilities management team for additional shelves for storage. ● Frequently used items to be stored at lower levels. ● Heavy items not to be stored above shoulder height.		All Staff	L	
Poor environment	Risk of injury to staff, visitors and contractors due to environmental hazards e.g. trip hazards	● Review the area and remove any obstructions before commencing task to ensure action can take place safely. ● Floors are maintained and in good condition. ● There is adequate lighting. ● There is a procedure in place to report facilities concerns.	Any concerns to be referred to Principal or Site technician as soon as possible	All Staff	L	Ongoing
Weather conditions	Risk of injury to staff, visitors and contractors because of poor weather e.g. slip hazard	● Outside manual handling tasks are planned and consideration is given to the weather conditions. ● Manual handling is avoided in wet/windy/icy conditions.		All Staff	L	
External injuries	Risk of injury to staff and contractors resulting in cuts, abrasions and bruises to fingers, hands, forearms, feet	● Personal protective equipment is provided and used as appropriate. ● Suitable clothing and footwear are to be worn.	Protective equipment available from BAM / Site technician	All Staff	L	As required
Pupils and manual handling	Risk of injury to pupils because of manual handling	● If pupils are to move items, they are supervised and instructed in safe manual handling	Pupils should not be asked to move objects that are heavy. Staff must seek advice from	All Staff	L	As required

		techniques by teaching staff. ● Pupils are not permitted to carry out manual handling operations which: • Are beyond their physical or psychological capacity • Exposes them to substances hazardous to health • Exposes them to radiation • Involves a risk which they are unlikely to recognise because of their lack of experience, training or attention to safety.	Principal if unsure,			
PE equipment	Risk of injury to staff and pupils when moving equipment	● PE equipment is stored near to location of use to minimise handling. ● Long benches, mat rolls etc are moved with the assistance of appropriate manual handling aids or by two people. ● If pupils are allowed to move/set up/dismantle PE equipment, they are instructed in safe manual handling and closely monitored by teaching staff to ensure safe techniques are employed. If pupils are taught to assemble and dismantle PE equipment it must be checked by teaching staff before use.	Pupils should be taught as part of PE how to move equipment safely at the start of the scheme of work lessons.	PE staff	L	Start of each Term
Waste	Risk of injury to staff and contractors due to unknown load, unpredictable	● Rubbish should be cleared regularly to minimise the load. ● Adequate bins are provided throughout the school premises. ● Ensure bags are not overfilled to minimise	Site technician to walk the buildings daily to check for unnecessary items in the school corridors / classrooms.	All Staff Site Technician	L	Ongoing

	e loads and sharp objects	size/weight of individual load. ● Ensure sufficient appropriate mechanical aids (trolleys/sack trucks etc.) are available to deal with goods. ● Handling only to be carried out by trained staff. ● Personal protective equipment is provided and worn. ● Where large items/heavy bins need to be moved manually, assistance is sought. ● Wheeled bins are provided for larger bulk storage of rubbish awaiting collection. ● Sharps are not disposed of in ordinary bins. Any breakages are carefully wrapped prior to placing in any bins. ● The Site technician is contacted where necessary in the event of more serious breakage of items or glass etc. so that disposal direct to an external bin can be safely arranged.				
Hazardous Loads	Staff are at risk from injury due to burns from hot surfaces, Cuts/abrasions from sharp edges etc. Chemicals	● Items are allowed to cool before moving/handling. ● Staff are instructed to shield hot surfaces or use Personal protective equipment (PPE) ● Items are repaired or replaced to eliminate sharp edges. ● Sharp edges or protrusions are shielded. Suitable PPE is provided and worn to protect against sharp objects/protrusions. ● Appropriate mechanical aids are used for moving chemicals such		All Staff	L	

		as bottle carriers/trolleys etc. ● Suitable PPE is provided and worn to protect against hazardous chemicals. ● The relevant COSHH assessment is followed.				
Pregnant workers	Staff are at risk injury as pregnancy progresses	● Ensure the New and Expectant Mother Risk assessment is completed and recommendations are implemented where applicable.	See note above about Pregnancy Risk assessments	Pregnant members of staff	L	As required

[Text Wrapping Break]