

Westhead Lathom St James' Forest School



Westhead Lathom St James' CE Primary School

Forest School Handbook





Contents

1. Declaration review date	5
2. Declaration that handbook has been read by all supporting adults with a role at Forest School 5	
3. The Forest School Ethos and principles	6
4. Policies and Procedures	7
4.1. Behaviour	7
4.2. Equality	7
4.3. Environmental	8
4.3.1. Ecological impact.....	8
4.3.2. Landowners' agreement	9
4.3.3. Woodland Management.....	9
4.4. Health and Safety.....	10
4.4.1. Accident and Emergency	10
4.4.2. Cooking (including food hygiene).....	14
4.4.3. COSHH.....	15
4.4.4. Extreme weather.....	15
4.4.5. Fire	15
4.4.6. First Aid	17
4.4.7. Insurance	17
4.4.8. Manual handling	17
4.4.9. Risk management.....	17
4.4.10. Risk assessments.....	18
4.4.11. Risk Benefits Analysis	33
4.4.12. Tools.....	33
4.4.13. Transport	37
4.4.14. Welfare	37
4.5. Safeguarding.....	39
4.5.1. Anti-Bullying.....	39
4.5.2. Confidentiality	40
4.5.3. Child/adults at risk protection.....	41



4.5.4. Data protection and personal data handling ICO	41
4.5.5. DBS	43
4.5.6. Disclosure	44
4.5.7. Lost or missing child	45
4.5.8. Social media	46
4.5.9. Staff, Ratios, Roles, and Responsibilities	47
4.5.10. Visitor Protocol.....	49
5. Forest school Risk Benefit Assessments:	50
5.1. Campfires	50
5.2. Campfire cooking	53
5.3. Collecting natural materials	56
5.4. Den building	59
5.5. Ropes.....	62
5.6. Site	65
5.7. Tools	68
5.8. Weather.....	71
6. Stakeholders.....	74
6.1. Landowner/ Manager	74
6.2. Management team	74
6.3. Neighbours.....	74
6.4. Organisational partners	74
6.5. Other site users.....	74
6.6. Participants	74
6.7. Parents/Carers	75
6.8. Staff.....	75
6.9. Volunteers	75
6.10. Any other interested parties	75
Appendix.....	76
Appendix 1	76
Appendix 2	79
Appendix 3.....	82
Appendix 4	83
Appendix 5.	86



Forest School

Appendix 6 92

Appendix 7 94



1. Declaration review date

Issue	Date	Author/Editor	Revision notes	Reviewer
1.	Autumn 2023	Sarmite (Lucia) Parkinson Forest School Leader	Original Policy documents copied into new format, with header, footer, and version control. Policy reviewed and updated to ensure reflects current policy and practice.	Helen Clark Head Teacher
2.	Autumn 2024	Sarmite (Lucia) Parkinson Forest School leader		Helen Clark Head Teacher

2. Declaration that handbook has been read by all supporting adults with a role at Forest School

Helper Agreement

I _____ (volunteer at Forest School) have read and understood all that is stated in this handbook and had the opportunity to have any questions answered about its contents or my role. I understand that the Forest Leader is in charge of the activities within the session and have read the relevant risk assessment for the activities to take place during the session. I have provided my medical and emergency details to the Forest leader.

Signed _____ Dated _____



3. The Forest School Ethos and principles

The ethos of Forest School contains six principles, which were created and agreed upon in 2011 by the UK FS community (Appendix 1). A good and effectively managed FS as well as the ethos of provision is governed by these principles.

Forest School is an outdoor approach to learning that enables our children to regularly experience the freedom and beauty of our wonderful woodland environment within our school grounds in all weathers and seasons. One of the benefits of the Forest School is the possibility for the children to experience the changing seasons, which is another way of connecting to the environment. This allows the children to create and develop their own boundaries.

It is both an experience and place where our children can be in charge of their own learning - get dirty, take risks, make decisions, use tools, cook over a fire, solve problems and have lots of fun!

Typical ongoing forest school activities might include:

- Bug hunting
- Tree climbing
- Den/shelter building
- Whittling sticks
- Mud play
- Nature art
- Woodwork
- Tool use
- Fire building and lighting

Children are free to unleash their creativity!

Small achievable tasks lead to confidence building and the resilience to keep trying! Teamwork games and activities are a regular part of our sessions. Each of our classes have access to forest school on a regular basis.



4. Policies and Procedures

4.1. Behaviour

The Forest School Leader and his support team ensure that children at the Forest School session:

- feel secure and know that their contributions are valued;
- appreciate and value the differences in others;
- take responsibility for their own actions;
- the Forest School activities aim to promote team building, social skills, emotional and communication development;
- use materials that reflect a range of cultural backgrounds, learning styles and linguistic needs, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- any abuse (verbal, physical) is not tolerated at our Forest School session. In case of such inappropriate behaviour a child will be supervised by a member of the Forest School team.

4.2. Equality

Forest School does mean Forest School FOR ALL. The mission statement of St. James School emphasises the value placed on the individuality of all our children. In our Forest School, each child has an opportunity to achieve their own targets, irrespective of ethnicity, religion, attainment, age, disability, gender, or background. We aim to provide the following to all our children:

- Equality of access for all children;
- Employ a range of styles of learning, including collaborative learning, so that children can value working together;
- opportunities to take part in challenges and learn to assess their own risks;
- Seek to involve all parents in supporting their child's education;
- Take account of the performance of all children when planning for future learning and setting challenging targets;
- Make best use of all available resources to support the learning of all groups of children.
- Children with challenging behaviour will be risk assessed and may need one to one supervision, but their entitlement to participate in Forest School remains the same.



Forest School

- Children with medical needs or disabilities will be assessed and supported so that they can take part fully in each Forest School session.
- Everyone is encouraged to participate fully, regardless of disabilities or medical needs.

4.3. Environmental

The Forest School environment is an environment to which we are all entitled, and we assume that the experiences we will aim to create there will linger in the participants memory for years. All activities are always designed to produce success and enjoyment; however, this will involve learning how our actions may affect living things around us. This might be achieved by educating children about Fauna and Flora, seasonal changes as well as develop their knowledge to recognize living things from the dead, and most importantly - nothing alive should be picked up or destroyed.

4.3.1. Ecological impact

Our school uses the FS site for a range of programmes- such as outdoor learning and afterschool club activities - in these cases monitoring for issues of over-intensive use is provided. In this case is important to bear in mind the ecological impact of running a Forest School and with that in mind consideration will follow the main five approaches to mitigation:

- Avoiding;
- Replacing;
- Reducing;
- Restoring;
- Compensating;

These include deliberate actions taken to improve adverse effects. To avoid the trampling impact to ground flora at the FS site will be reduced by using pathways. We have a few main pathways already established on our site, but to identify any vulnerable areas and avoid them (especially areas covered by bluebells in springtime) it is beneficial to include awareness of such in the learning process for pupils (Appendix 1, FS 1st and 3rd principle) and in general management of nature as well (Forest School Association). The same sensibility is applied when using natural materials for activities - these are only taken where there is an abundance of that particular



resource avoiding any unnecessary harm to nature (fallen leaves from trees, broken branches from shrubs or spare moss from the tree trunks).

4.3.2. Landowners' agreement

Westhead Lathom St James' CE Primary School grounds were allocated and agreed upon by the Lancashire County Council and the school's governance. The active use of the school grounds for FS leads back to 2009 when part of the school field started to be utilised for this purpose and regular sessions began to be conducted. There were activities for planting new trees (such as memory trees for when children were leaving school). In 2016 a plantation was created with various trees and shrubs, which expanded the FS site with much greater and richer Flora and Fauna. In 2019 the mud slide was added to the FS site.

4.3.3. Woodland Management

One of the principles of Forest School is to promote environmental awareness and encourage sustainability. The children are taught about appreciation, respect, and responsibility for the world around them and both, the children, and adults, are encouraged to be aware of conservation issues of the woodland around them. At our FS site we have decided to start using the newly planted tree area for FS activities as well. This required some planning, for example, a set-up of a new walking path through the growth of a grassy part of the FS site. This meant that a small part of the field's flora had to be destroyed by turning it into a walking path. However, in doing so we turned the new tree area into a freely accessible place for children to play in. We wanted to include this new area into our bee hotel and bird observation project. Therefore, we are in process of setting up bird feeders, bee hotels, birds' drinking stands and bird houses. This means that there will be biodiversity in this part of the FS site as this project will attract more insects and birds. It also means that children may benefit by observing and learning as well:

- Children will be educated not to pick up anything that is still growing;
- For woodcraft activities materials from coppice will be used, such as a willow which is growing at Forest School site;
- Forest school leader will ensure that woodland species are conserved, and any damage or biodiversity disturbance is avoided.



4.4. Health and Safety

A Parent/Guardian Consent Form (Appendix 6) must be completed and given to the Forest School Leader before Forest School sessions start. This form provides up to date medical information and emergency contact details for the children (in case of an emergency). Every person involved in Forest School sessions (including staff, children, and volunteers) must have a medical form, which will be kept in a folder in the “Essential Equipment” bag. This folder contains confidential medical data, and it is accessible for Forest School Leader only or members of staff from the Forest School session team.

The following procedures are implemented during the Forest School sessions:

4.4.1. Accident and Emergency

In case of medical emergency - (includes serious injury, poisoning, or illness) to adults or children.

The Forest School Leader holds the outdoor First Aid certificate and coordinates the emergency procedure.

Stage One:

Any adult during the session's time who witnesses or is involved in an emergency, such as serious injury or suspects him/her or another person to have a serious illness, should immediately alert the Forest School Leader/outdoor first Aider.

The Forest School Leader:

- Raise the alarm to other Forest School sessions team members.
- Assess the situation - is it safe for you to approach?
- Appoint someone to take responsibility for the rest of the group of children.

Stage Two:

The assisting team member will gather children away from the casualty but nearby, so the group remains together. The allocated individual will do head count to ensure all children/adults are



accounted for. The assisting team member will ensure the other children are safe and then will be available to support the Forest School Leader if necessary. The rest of the staff members (volunteer, TA) will always stay with the group of children. The assisting adult will use the radio to communicate with the school office to request back up support. In case of possible radio technical issues Forest School Leader's phone should be used and an emergency phone number dialled (School Office): **01695 574078**.

Stage Three:

The Forest School Leader will decide on what action is most appropriate and will put it in the action.

The Forest Leader should:

- Check vital signs;
- Ask the team member to get a folder containing consent & medical information form;
- Delegate the children supervision to other members of staff and contact Emergency services - **999** or **112**;

*On call – individual should speak slowly and clearly, give description of incident and patient current state, location.

Stage Four:

The assisting staff member will call the school office to keep the management updated on the situation. The school office will provide an extra staff to organise the movement of the Emergency Services.

The school office will inform the Head Teacher. Inform parents/carers (responsibility of office staff). The Forest Leader should:

- Fill in the First Aid form;
- Delegate direction of Emergency services;
- Stay with injured/ill person all the time - all Five stages, so that any symptoms can be effectively monitored and reported.



Stage Five:

The assistance will arrive and organise the movements of the Emergency Services.

Remaining group of the children will make their way back to school where on the playground the members of the Forest School team will do a head count.

The Forest School Leader:

- Will complete the hand - over procedure with a delegated member of the team before the children leave the site.
- The accident report form will be completed and RIDDOR if required. The copy of the report will be given to the child's parents.

Forest School Leader becomes ill/injured:

Stage One:

In the event of the Forest School leader becoming ill or sustaining an injury, the session must end. An additional adult must take the lead.

Procedures to be followed:

- The Lead adult must gather children together and away from fire (if it is lit) and do a head count;
- An adult must use a radio/mobile phone to call for help, whether that is the school office or 999;
- On call – the adult must speak slowly and clearly, give description of incident and patient's current state, location;
- Adult must ensure that the Forest School Leader is out of danger;
- The fire (if lit) needs to be extinguished.



Stage Two:

- Lead adult will stay with the ill/injured Forest School leader, the rest of the staff and the children will make their way back to school where on the playground the members of the Forest School team will do a head count;
- The school office will inform the Head Teacher.

Stage Three:

- The school office will provide an extra staff to organise the movement of the Emergency Services;
- The delegated member of the team will give comprehensive handover at the site;
- Accident report will be completed at the school office.

Emergency Fire Procedure:

In the event a fire becoming out of control:

Stage One:

The Forest Leader assembles children away from the fire and performs a headcount. All children will exit school field via the gate with a delegated member of the staff. Assembly point will be on the School playground where the second headcount will be performed.

Stage Two:

If it is a small fire that the Forest Leader is sure to be able to extinguish his/herself, a fire blanket or water from the safety kit to put it on will be used.

Stage Three:

If the fire is out of control, the Forest School Leader will call Emergency Services on 999 and send additional adults to the school office. If there is no signal, then additional adults MUST be sent to the office to request a 999 call. The school office will provide an extra staff to organise the movement of the Emergency Services. The school office will inform the Head Teacher and inform



parents/carers. The Forest Leader will stay at a safe distance, but close to the fire site to wait for the Emergency Services.

4.4.2. Cooking (including food hygiene)

Cooking:

The better option is to use a hot coil for the cooking process or use a small fire. This ensures that the hazard of getting burned by the flames is reduced. To check the food during the cooking process, a tool (for example, a spatula or grill tongs) should be used to turn over or move the food. This would create a safe distance between the heat and the hand. Protective glasses can be worn (optional) when cooking. People with long hair should tie their hair in a tight ponytail, and the sleeves of the clothing should not be loose.

Hazards:

There are three major hazards that may be introduced into the food supply any time during the FS session (transporting, preparing, serving food). These hazards may be microbiological, chemical, or physical. It is very important also to identify a group of food with high risk of allergies. By following food hygiene principles, we are trying to avoid contamination of food by doing the following:

- The Forest leader is holding Level 2 Food Hygiene certificate (Appendix 7);
- Any cuts are covered with a plaster before preparing food/serving food;
- Keep chemicals (hand sanitiser) in the original container and store separately from food;
- All participants use hand gel/sanitiser before eating.

The children are taught not to try to eat or put in the mouth anything that is found at the Forest School site, unless this activity has been specifically planned for the session. Children must be reminded not to put their fingers or hands in their mouths or noses.

Waste disposal:

Following the level 2 food safety procedures of food/litter/wastewater disposal should be as follows:



- It is the responsibility of the staff (member in charge of the session) to ensure that all waste is removed from the FS site at the end of the session;
- Waste must be taken to the best point of disposal;
- Food should be removed from the site in a plastic bag (if it is classed as food waste) or in an appropriate sealed container (if classed as food);
- Litter should be collected at the end of the session by the member of staff responsible for the session. No litter should be left at the FS area;
- Wastewater should be tipped in a suitable area away from the main activity of footpath (Hazard Analysis and Critical Control Point (HACCP) | Food Standards Agency).

4.4.3. COSHH

According to the law (the Control of Substances Hazardous to Health Regulations) it is the Forest School Leader's responsibility to adequately control exposure to materials in the workplace that cause ill health. Those materials could be food waste, blood, flour dust.

How to prevent exposure to a source: by using PPE (gloves) and by following the level 2 food safety procedures.

4.4.4. Extreme weather

Sessions take place in all weather, except high winds and lightning. Due to the high wind or thunderstorm/lightning Forest School session will be cancelled and moved to the next closest available time.

4.4.5. Fire

Campfire circle is an important part of the Forest School. At this circle we start and finish our sessions. It is very important to follow appropriate behaviour and to follow instructions by using this part of the site.

When we are using the fire circle:

- Related safety equipment, including water will be kept in close range to the fire;
- Smoke inhalation will be reduced by burning dead wood. Children will be encouraged to move places if sat in the direction of smoke;



- Children will only be allowed to light fires under direct supervision of the Forest School Leader using suitable materials and equipment;
- Fire must always be guarded by an adult;
- All fire must be extinguished at the end of a session by being doused with water and stirred until all steam and smoke has ceased. Remains will be checked to see that they have cooled and are safe to leave.

Location:

Camp fire is situated in an open part of the site and is enclosed by short logs on all four sides then larger seating logs. All children, staff and volunteers must be made aware of fire pit rules from week 1. A fire will not be lit until all children understand the rules:

1. Stand behind the log;
2. Step over and sit down on the log;
3. Stand up, turn around and step over the log;
4. Children are only allowed into the fire pit area if invited by an adult;
5. Never throw anything into the fire;
6. Children should be knelt by the fire.

<p>Managing surrounding area (seating distance from fire minimising ecological impact)</p>	<p>The fire pit (Appendix 3) should be set up as 1m x 1m. Inside this a fire is located. The distance from the fire pit in the centre to the seats around it in a circle should be 2m away. However, prior to setting up the seats the wind direction or other weather conditions should be considered due to possible smoke, for example. The seats for people should have clear and wide enough gaps between them for safe escaping from the fire pit if needed. It should be made sure that there are no trip hazards to avoid people falling into the fire, also if hot food or drink is carried away from the fire pit, this would avoid spillages that could cause possible burns.</p>
--	--



4.4.6. First Aid

- First Aid treatment must be carried out by a trained outdoor first aider (Forest School Leader);
- All cuts, grazes and open wounds must be covered when possible, to avoid infection;
- Major injuries that constitute 'reportable injuries' will be reported to the Health and Safety Executive via RIDDOR;
- The Forest School Leader must check for any known allergies and conditions and make other staff/volunteers aware (if not already). Ensure medication is available and is only administered by an outdoor first aider;
- If parents have provided sun cream, it is to be applied prior to the start of the session (children encouraged to apply own sun cream with supervision).

4.4.7. Insurance

Westhead Lathom St James' CE Primary School's Forest School site is Lancashire Council property. Our Forest School site is covered by RPA and Ecclesiastical Public Liability Insurance held by the school.

4.4.8. Manual handling

- When Forest School sites shed must be used, ensure that supplies are stored at appropriate heights, waist height, although there may be storage of light items at floor and shoulder height or above if it can still be accessed safely;
- Any noticed storage faults must be alerted to the Forest School Leader immediately;
- The Forest Leader must be sure the items are stored safe avoiding fall or trip hazards;
- All staff are required to complete the Manual Handling e-learning module and be familiar with the Lancashire County Council Guidance on Manual Handling, available on the Health, Safety & Quality website.

4.4.9. Risk management

A good risk management provides detailed tailored risk assessments plans where Forest School Leader uses them as a tool to reduce or avoid the hazards to Forest School session groups. The Risk assessments by themselves are not protection from any harm, but they provide



methodologies by which Forest School leaders monitor and demonstrate their commitment to Health and Safety.

The Risk Assessment includes a five-step method where:

1. Identify the Hazard;
2. Decide who might be harmed;
3. Evaluate the risks and decide on precaution;
4. Record findings and implement measures required;
5. Review the Risk Assessment and update accordingly.

All adults involved in the Forest School session will be given a copy of the completed Risk Assessment for the present session and according to this assessment will be obligated to manage or report risks under the Health and Safety at Work Act 1974.

4.4.10. Risk assessments

- The Forest School site must be made safe and easily accessible. The risk assessment is used to identify hazards, value the risk and the potential harm and identify to whom the risk is posed. It also provides an action plan to prevent the risk and a final risk value;
- A safety sweep of the area must be made before each Forest School session. Look for windblown trees and litter (Appendix 4);
- Different activities and Forest School groups will need risk assessments to be modified.



RISK ASSESSMENT RECORD

Manual Handling Risk Assessment

ACTIVITY ASSESSED: Manual Handling		ASSESSED BY	S. Parkinson	APPROVED BY	Helen Clark		
ACTIVITY LOCATION		ASSESSMENT DATE	25/11/2023	APPROVAL DATE	25/11/2023		
Westhead Lathom St James' CE Primary School's Forest School site							
HAZARD	Who is at risk and how?	Risk Level Without Precautions	PRECAUTIONS		Who will do them?	When Before, During or After?	Risk Level with Precautions
			To reduce the risk level				
Moving & handling equipment;	FSL learners	H	PPE, Tool talk, working within appropriate tool/equipment.		FSL learners	before	L
Long carrying distances;	FSL learners	M	Using a wheelbarrow/trolley.		FSL	before	L



Excessive movement (stooping, pushing, pulling, twisting, bending sideways etc);	FSL learners	M	Tool talk, PPE.	FSL learners	before	M/L
Repetition.	FSL learners	M	Tool talk,	FSL learners	before	L
Uneven ground (tripping)	FSL learners	H	Health and Safety policy	FSL	before	M/L



Campfire Risk Assessment

ACTIVITY ASSESSED: Campfire		ASSESSED BY	S. Parkinson	APPROVED BY	Helen Clark	
ACTIVITY LOCATION		ASSESSMENT DATE	25/11/2023	APPROVAL DATE	25/11/2023	
Westhead Lathom St James' CE Primary School's Forest School site						
HAZARD	Who is at risk and how?	Risk Level Without Precautions	PRECAUTIONS To reduce the risk level	Who will do them?	When Before, During or After?	Risk Level with Precautions
Lighting the fire (burns)	FSL learners	H	PPE, Tool talk, working within appropriate tool/equipment. Safety awareness - consider weather conditions, specifically fire pit area which will be used. Forest School Leader light the fire (KS2 child may be invited to help light it under supervision of FS leader)	FSL	before	M/L
Feeding the fire (burns)	FSL learners	H	PPE, Tool talk. Safety rules. Appropriate equipment.	FSL	before	M/L
Cooking on fire	FSL learners	H	Tool talk, Food Hygiene rules, Health and safety rules, PPE.	FSL	Before, During	M/L



Forest School

Dousing the fire	FSL learners	H	Tool talk, PPE, Appropriate equipment.	FSL	Before During	M/L
Extinguished the fire	FSL	H/M	PPE, Tool talk, Safety rules.	FSL	Before	L



Tools Risk Assessment

ACTIVITY ASSESSED: Tools (bow saw)		ASSESSED BY	S. Parkinson	APPROVED BY	Helen Clark		
ACTIVITY LOCATION		ASSESSMENT DATE	25/11/2023	APPROVAL DATE	25/11/2023		
Westhead Lathom St James' CE Primary School's Forest School site							
HAZARD	Who is at risk and how?	Risk Level Without Precautions	PRECAUTIONS		Who will do them?	When Before, During or After?	Risk Level with Precautions
			To reduce the risk level				
Blade	FSL learners	H	PPE, start 1:1, Tool talk, work with tool are- 2 arm's length space.		FSL learners	before	M/L
Wood	FSL learners	H	PPE, check the condition of wood.		FSL learners	before	M
Faulty tool	FSL learners	H	Tool talk, maintenance.		FSL	before	M/L



Removing sheet	FSL learners	H	Tool talk, PPE, work within the tool.	FSL learners	before	M
Replacing sheet	FSL learners	H	Tool talk, PPE, work within the tool.	FSL learners	before	M
Weather	FSL learners	M	PPE, Tool talk.	FSL	before	L



Tools Risk Assessment

ACTIVITY ASSESSED: Tools (Bushcraft knife)		ASSESSED BY	S. Parkinson	APPROVED BY	Helen Clark		
ACTIVITY LOCATION		ASSESSMENT DATE	25/11/2023	APPROVAL DATE	25/11/2023		
Westhead Lathom St James' CE Primary School's Forest School site							
HAZARD	Who is at risk and how?	Risk Level Without Precautions	PRECAUTIONS To reduce the risk level		Who will do them?	When Before, During or After?	Risk Level with Precautions
Blade	FSL learners	H	PPE, start 1:1, Tool talk, work with tool is 2 arm's length space.		FSL	before	M/L
Wood	FSL learners	H	PPE, check the condition of wood.		FSL	before	L
Faulty tool	FSL learners	H	Tool talk, maintenance.		FSL	before	L



Carrying	FSL learners	H	Tool talk, PPE, work within the tool.	FSL learners	Before during	M/L
Cleaning	FSL learners	H	Tool talk, PPE, work within the tool.	FSL learners	after	M/L
Weather	FSL learners	M	PPE, Tool talk.	FSL	before	L



Tools Risk Assessment

ACTIVITY ASSESSED Tools: (Bill hook)		ASSESSED BY	S. Parkinson	APPROVED BY	Helen Clark		
ACTIVITY LOCATION		ASSESSMENT DATE	25/11/2023	APPROVAL DATE	25/11/2023		
Westhead Lathom St James' CE Primary School's Forest School site							
HAZARD	Who is at risk and how?	Risk Level Without Precautions	PRECAUTIONS To reduce the risk level		Who will do them?	When Before, During or After?	Risk Level with Precautions
Blade (Lacerations Loss of digits)	FSL learners	H	PPE, start 1:1, Tool talk, work with tool is 2 arm's length space.		FSL	before	M/L
Wood	FSL learners	H	PPE, check the condition of wood.		FSL learners	before	M
Faulty tool	FSL learners	H	Tool talk, maintenance.		FSL	before	L



Forest School

Removing sheet	FSL learners	H	Tool talk, PPE, work within the tool.	FSL learners	before	M
----------------	--------------	---	---------------------------------------	--------------	--------	---



Collecting natural materials Risk Assessment

ACTIVITY ASSESSED: Collecting natural materials		ASSESSED BY	S. Parkinson	APPROVED BY	Helen Clark		
ACTIVITY LOCATION Westhead Lathom St James' CE Primary School's Forest School site		ASSESSMENT DATE	25/11/2023	APPROVAL DATE	25/11/2023		
HAZARD	Who is at risk and how?	Risk Level Without Precautions	PRECAUTIONS To reduce the risk level		Who will do them?	When Before, During or After?	Risk Level with Precautions
Picking berries (Blackberries)	FSL learners	H	PPE,		FSL learners	before	M/L
Picking up dry branches from the floor	FSL learners	M	PPE, Safety talk,		FSL	Before During	L
Ground layer	FSL learners	M	Not even ground, Safety talk.		FSL	Before During	L



Contact with insects	FSL learners	H/M	PPE, Health & Safety (Check allergy list)	FSL	before	L
Weather	FSL learners	M	PPE	FSL	before	L



Shelter building Risk Assessment

ACTIVITY ASSESSED: Shelter building		ASSESSED BY	S. Parkinson	APPROVED BY	Helen Clark		
ACTIVITY LOCATION		ASSESSMENT DATE	25/11/2023	APPROVAL DATE	25/11/2023		
Westhead Lathom St James' CE Primary School's Forest School site							
HAZARD	Who is at risk and how?	Risk Level Without Precautions	PRECAUTIONS To reduce the risk level		Who will do them?	When Before, During or After?	Risk Level with Precautions
Shelters collapsing (Rope burn, bumps from falling wood)	All	H	PPE, advise how and where to construct the shelter, using appropriate materials and choose a suitable place; area check needs to be performed before build starts. Forest School Leader monitors how shelter is being made closely to identify support amendments to potentially hazardous shelters. Forest School Leader checks the shelter before they are used.		FSL & staff	Before during	M



Branches sticking out from shelter Poking eyes and body parts on shelter	FSL learners	H	PPE, materials monitored, check the condition of wood.	FSL learners	Before during	M
Knots slipping (Rope burn, bumps from falling wood)	FSL learners	H	PPE, Tool talk, maintenance.	FSL & staff learners	before	M/L
Branches, roots, string or rope, Trips and fall	All	H	Area check needs to be performed prior to building start, PPE, work within the tool, safety talk.	FSL & staff	Before, during	M
Injury from use of tools (Cuts)	All	H	Tool talk, PPE, work within the tool.	FSL & staff	Before, during, After	M
Weather	FSL learners	M	PPE	FSL	before	L



4.4.11. Risk Benefits Analysis

- Risk Benefit Assessment starts with the principle that risk is an essential element in the development of children's physical, emotional, and intellectual development;
- Risk Benefit Assessment is an approach to risk assessment that focuses not just on the risks of the activity, but on the benefits of the activity;
- To take a risk during the Forest School session isn't just about physical actions, it's also about taking intellectual risks: trying anything for the first time, testing new ideas, accepting other children's' opinions. By developing children during the Forest School's sessions' settings of taking the risks, we are helping children develop the resilience, clarity of thought and practical skills to manage difficulties in their future;
- The Risk Benefit Assessment outcome might be different for each child, depending on their own ability and confidence levels, as well as the context of the risk, that is why the mitigating factors (precautions) are very important (chapter "Risk Benefit Assessment").

4.4.12. Tools

Forest School includes activities that require the use of tools; they may include bow saw, hand drill, knives, and a fire steel. Using tools enables the children to develop new skills and increase self-confidence. We aim to ensure all participants use tools safely with little risk to their health.

The following guidelines are to be followed when using tools:

- All tools should be checked prior to the FS session;
- The tools are used in the craft pit area only;
- Tool talks will be given prior to use;
- All tools must be accounted for at the end of the session;
- Tools will only be used when a level 3 Forest Leader is present;
- The use of tools with children will be carried out on a 1:1 basis with an adult;
- Tools should not be left unattended;
- When using tools (like bow saw, bushcraft knife), the non-sawing/non-whittling hand should be gloved. Steel toe capped boots or wellingtons should be worn;
- Tools are stored in a locked box in the staff room.



After the FS session, tools, which have been used at the session, must be checked, cleaned, and put back into storage properly. The appropriate tool maintenance is a very important part of the FS session.

Tool	How to check	How to clean	How to maintain	How to store
Bowsaw	Check four aspects of the tool: - Rust - Handle - Blade - Frame	Use the wire wool to clean the blade, then use the metal polish (for example, Autosol/Brasso). Dab to polish onto the blade and then continue to polish in a circular motion. Clean after with a rag.	Check & replace the blade if needed. Clean the guard after each use.	Keep in a dry, locked toolbox or in a secured shed on the premises of the FS.
Billhook	Visually inspect if the handle is secure and if the blade has any notches.	A wire wool and metal polish can be used for the whole blade in the same manner as for a bow saw, but more emphasis on the cutting edge should be applied. Clean with an oily rag after.	The blade should be regularly sharpened with a Cigar stone 10x on each side, by moving the stone over the whole blade. It then should be wiped with a clean cloth after.	The tool should be stored in a sheath or wrapped in a clean towel. It should be then stored in a dry, locked toolbox.
Loppers	Visually inspect	Wire wool and metal polish can be used in the same manner	Both sides of the blades should be sharpened using a	Loppers should be stored in a clean,



	<p>handles for any damage.</p> <p>Inspect bolts and check if the loppers open and close easily.</p> <p>Check if the blade is damaged.</p>	<p>as for the bowsaw to clean the loppers' blades.</p> <p>It should be wiped with an oily rag afterward.</p>	<p>cigar stone or a diamond file regularly.</p>	<p>dry and locked toolbox.</p>
Bush craft knife	<p>The blade should be checked if it is straight and nick free. The handle and blade should be secure.</p>	<p>Using the same technique as for the loppers, the knife's blade should be cleaned after every use. The sheath should be checked if it is clean.</p>	<p>Using whetstone or oil stone each side of the blade should be sharpened on both fine and coarse sides.</p> <p>Oil should be added using oil stone and the blade should be pushed down the stone 10 times. Repeat with the other side and wipe on the strop, then a clean cloth.</p>	<p>The knife should be stored in a sheath, in a dry, locked knife box. All knives should be numbered and after each FS session all knives should be accounted for.</p>



Rope/cord maintenance and storage

Ways to ensure cords/ropes are up to standard	Description of execution
Cleaning and drying	<p>The following 3-step rule is essential to keep ropes up to standard.</p> <ul style="list-style-type: none"> • Cleaning – ropes should be placed in a washing case (a simple pillowcase can be used too) and washed in a washing machine on a cold-water cycle with no washing powder as it may damage the fibre of the rope; • Drying – ropes should be completely dry prior to the next use; • Check for any damage or possible weak spots of the rope.
Checking rope/cord condition prior to use	<p>A very easy and effective method to identify if the rope is damaged is to slide the whole length of the rope between the thumb and index finger. Any tears in the fibre can be felt then.</p>
Identifying when rope/cord should be taken out of circulation.	<p>If there is a damage recognized (visually or tactilely), rope should not be used for carrying weight or giving any support.</p> <p>It could, however, be used as a craft material, for example, it could be used to make a fence from willow sticks, by applying it as a weaving material to make up the fence's wall.</p>
Storage	<p>All ropes should be stored in a dry place, each piece of rope folded and secured to avoid it getting tangled. They could be hung on a hook or stored in the storage box.</p>



4.4.13. Transport

Our Forest School sessions are provided on our school's private grounds. Each session children attend by walking into the area, there is no need for any kind of transport.

In case there is a child who requires a wheelchair to mobilise (currently there are no requirements for this) there is no transport needed as the area is wheelchair friendly and accessible.

4.4.14. Welfare

Food and drink:

During the Forest School sessions, clean drinking water should be accessible for children at all times (depends on season and temperature). In our school traditionally children have their own drinking bottle, which they can take over to the Forest School site and have a drink if needed. It is a Forest School staff responsibility to check if all children have refilled water bottles with them before accessing the Forest School site.

There are three major hazards that may be introduced into the food supply at any time during the FS session (transporting, preparing, serving food). These hazards may be microbiological, chemical, or physical. It is very important also to identify a group of food with high risk of allergies. The policy about allergic food and cooking on the FS site should be included in the FS handbook. For example, it would not be an appropriate to choose to cook a very complicated dish, or to work with raw meat or fish at the FS site, because it would be nearly impossible to prepare the food up to the standard that it needs to be at, according to the policy of food safety ((Hazard Analysis and Critical Control Point (HACCP) | Food Standards Agency).

Weather and clothing:

Any FS session should be started by checking the weather forecast the day before as well as in the morning.

- Families are reminded regularly, particularly when the seasons change, about sending children with suitable Forest School clothing into school;
- It is the Forest School leader's and staff member's responsibility to check children are suitably dressed before participating in Forest School. For safety reasons if a child is



unsuitably dressed and appropriate clothing cannot be provided by school or parent/carer they will be unable to participate.

Clothing across the four seasons:

Winter: A warm hat, self-protective equipment (for example, lip balsam), warm gloves/mittens, warm coat/waterproof, waterproof trousers or wear ordinary trousers with thinner waterproof trousers over them, waterproof boots, however, wellies would not be a great choice, because feet would be protected from the wet but not from the cold. A high visibility vest should be included if the FS session occurs in a public access area and not on secure school premises. This would be in line with the UK government guidelines for health and safety at school (Department of Education, 2022).

Spring: A hat, waterproof boots or wellies, warm and waterproof coat, gloves, and waterproof trousers. A high visibility vest should be worn if the session was in a public access area and not a secure premise of the school.

Summer: A summer hat, self-protective equipment (this may include insect repellent spray or cream and sun cream applied by parents or children themselves under parent supervision prior to the session). If the weather conditions allow it would be recommended to wear a long-sleeved thin fabric shirt, long-legged trousers, a thin waterproof jacket, and walking shoes/wellies (this is dependent on the weather conditions). A high visibility vest should be worn if the session has been organised in a public access area and not on secured school premises.

Autumn: A hat, long-legged trousers, and a coat (these may need to be waterproof if the forecast implies wet conditions on the day), and boots or wellies. In late autumn when the temperature drops low gloves may be needed. A high visibility vest should be worn if the session has been organised in a public access area and not on secured school premises.

Toileting:

- Children will be encouraged to go to the toilet before the session;
- Children will be allowed to go back into school escorted by an adult if the toilet is required/children need changing if a toilet accident occurs.



4.5. Safeguarding

4.5.1. Anti-Bullying

Preventing:

In Forest School as a part of Westhead Lathom St James' CE Primary School CE, any form of bullying will be treated very seriously by all members of staff. As bullying can and does occur anywhere and everywhere (in schools, within the home and the community) Forest School site will not be immune to it, however, Forest School is a place for ALL children (FS Ethos). Therefore, if it is discovered that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. In addition, we have a zero tolerance approach to any form of bullying relating to the protected characteristics: race, disability, gender, gender reassignment, age, pregnancy and maternity, marital status, religion and belief, and sexual orientation.

Bullying falls into two categories:

1. Emotionally harmful behaviour, such as taunting, spreading hurtful rumours and excluding people from groups, or cyber-bullying;
2. Physically harmful behaviour, such as kicking, hitting, pushing or other forms of physically abusive behaviour.

The behaviour constitutes bullying if:

- It is repetitive, wilful or persistent;
- It is intentionally harmful, carried out by an individual or group.

There is an imbalance of power leaving the person who is bullied feeling defenceless. Any form of bullying should be reported.

Procedures for Reporting Bullying Behaviour

Children in our school are encouraged to report bullying behaviour to a "trusted" adult. If staff have concerns during the Forest School session about some antisocial behaviour, they will report



(Appendix 5) to the Forest School leader or headteacher directly. After a report or disclosure of bullying behaviour it will be investigated by an appropriate adult. They will ensure that it is followed up regularly until it is no longer an issue.

4.5.2. Confidentiality

Roles and Responsibilities:

All staff have clear roles and responsibilities. Staff and volunteers are inducted in safeguarding and confidentiality during the induction meeting with the Headteacher.

Staff keep a variety of records within school:

- Pastoral records - Individual pupil's pastoral records are kept in a chronological order. These may include information such as: medical, changes in behaviour, coming to school without a coat, or without breakfast. These records are kept in a locked filing cabinet in the Head teacher's room.
- Child Protection and CAF - Individual pupil's files are kept securely in the Head teacher's office. These files will include chronologically listed information about the child as well as a CAF, Child in Need assessments.

The headteacher keeps records of provision and intervention with identified pupils. These records are kept securely in the Headteacher's office.

- S.E.N. records - Teachers hold a copy of I.E.P.s in their classrooms. Pupils with significant special educational needs, who have undergone assessments have individual pupil files which include for example: assessment reports, annual reviews, medical reports. Each pupil has a file kept securely in the Headteacher's office.
- Personal Data information (about pupils and families) - are kept on the Lancashire County Council SIMS database, this is covered by The Data Protection Act 1998.
- Pupil records - Each pupil has an individual pupil record which contains annual reports and assessment information. These are kept securely in a locked filing cabinet in the main office.
- Photographs of children are not to be used without parents/carers permission in the press and the Internet.



4.5.3. Child/adults at risk protection

In case in any doubts or concern about child/adult at risk during the Forest School session any member of Forest School session team should follow the 5 R's of safeguarding principles:

- **Recognise** – the signs of abuse and neglect;
- **Respond** – appropriately to concerns about abuse and neglect;
- **Report** – concerns to the appropriate authorities;
- **Record** – information accurately and appropriately;
- **Review** – safeguarding practices regularly to ensure they are effective.

These principles apply to safeguarding both children and adults. An adult at risk is any person who is aged 18 years or over and is at risk of abuse or neglect because of their needs for care and/ or support.

4.5.4. Data protection and personal data handling ICO

This policy relates to all WLSJ CE School employees (including voluntary, temporary, contract and seconded employees), who capture, create, store, use, share and dispose of information on behalf of WLSJ CE School. The following policy relates to all electronic and paper-based information.

In order to undertake our statutory obligations effectively, deliver services and meet customer requirements, the school needs to collect, use and retain information, much of which is personal, sensitive or confidential. Such information may be about:

- Pupils;
- Parents and Guardians;
- Governors;
- Employees or their families;
- Members of the public;
- Business partners;
- Local authorities or public bodies.



We regard the lawful and correct treatment of personal data by the school as very important to maintain the confidence of our stakeholders and to operate successfully. To this end, the school will ensure compliance, in all its functions, with the Data Protection Act (DPA) 1998, the General Data Protection Regulation (GDPR) and the new Data Protection Act (DPA) 2018, and with other relevant legislation.

Data Protection Principles

The Principles of DPA and GDPR state that personal information must be:

- Processed lawfully, fairly and in a transparent manner in relation to individuals; the lawful basis can be:
 - Consent of a data subject;
 - Processing is necessary for the performance of a contract with the data subject;
 - Processing is necessary for compliance with a legal obligation (e.g. The Education Act 1996, School Standards and Framework Act 1998, Education Act 2002, Children and Families Act 2014);
 - Processing is necessary to protect the vital interests of the data subject or another person (e.g. life or death);
 - Processing is necessary for the performance of a task carried out in the public interest.

The lawful basis for sensitive personal data (racial, political, religious, trade union, genetic, health, sex life, criminal convictions, or offences) is:

- Explicit consent of the data subject;
- Processing is necessary for carrying out obligations under employment, social security or social protection law;
- Processing is necessary to protect the vital interests of a data subject or another individual where the data subject is physically or legally incapable of giving consent;
- Processing carried out by a not-for-profit body with a political, philosophical, religious or trade union aim provided the processing relates only to members or former members and provided there is no disclosure to a third party without consent;
- Processing relates to personal data manifestly made public by the data subject;



- Processing is necessary for the establishment, exercise or defence of legal claims or where courts are acting in their judicial capacity;
- Processing is necessary for reasons of substantial public interest;
- Processing is necessary for the purposes of preventative or occupational medicine, for assessing the working capacity of the employee, medical diagnosis, the provision of health or social care or treatment or management of health or social care systems and services;
- Processing is necessary for reasons of public interest in the area of public health, such as protecting against serious cross-border threats to health or ensuring high standards of healthcare and of medicinal products or medical devices;
- Processing is necessary for archiving purposes in the public interest, or scientific and historical research purposes or statistical purposes in accordance with Article 89(1);
- Collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes;
- Adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed;
- Accurate and, where necessary, kept up to date;
- Kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed;
- Processed in a manner that ensures appropriate security of the personal data against unauthorised processing, accidental loss, destruction or damage, using appropriate technical or organisational measures.

4.5.5. DBS

Westhead Lathom St James' CE Primary School is committed to keeping pupils safe by ensuring that adults who work or volunteer in school are safe to do so. We, therefore, ensure that: an enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for teaching, training, instructing or the care or supervision of children;



- Regularly work in the school at times when children are on the premises;
- Regularly come into contact with children under 18 years of age (Regular is defined as; at least 3 times in a 30-day period).

The governing board will conduct the appropriate pre-employment checks for all prospective employees.

School will ensure that:

- The appropriate DBS and suitability checks will be carried out for all governors, volunteers, and contractors. The DfE's DBS Workforce Guides will be consulted when determining whether a position fits the child workforce criteria;
- The original DBS certificate is seen for all appointees to the school, even where the on-line DBS system indicates that the check is clear.

4.5.6. Disclosure

Statement for pupils concerning confidentiality.

We understand that there may be times when there are things which may be worrying you, but you feel that you can't talk about them with your family. Teachers and other members of school staff will do all we can to help you, but you need to know the following:

- If you really want to talk to someone confidentially, (without anyone else knowing what you have said), you can speak to your class teacher or Miss Clark. We might also be able to help you find someone else outside of school if you think this is better for you;
- The teachers and other members of staff in the school will often be able to help you with many of the things that may be worrying you, but they cannot promise to keep everything to themselves. If you tell them about some things like selling drugs or stealing, they will have to speak to one of the teachers in the school who might then have to speak to your parents/carers or the police or social services;
- If the staff member feels that they have to tell someone else what you have talked about, they will always tell you first and help you sort it out, perhaps helping you to speak to your parents/carers if you want this;



- Very rarely there are things which you talk about that can be very dangerous for you or for other young people e.g., someone trying to harm you. Even the school nurse may have to tell someone else about what you have said, but they will tell you first and always help you to sort things out;
- Please remember if the school nurse is speaking in lessons, they must tell things to senior teachers in the school, just like the teachers. The only time they can be confidential is when they see you outside of lessons.

4.5.7. Lost or missing child

Preventive action:

The Site sweep must be done before a session, making sure the schools property's boundaries do not have any damage and are secure. Children are regularly reminded of Forest School rules and boundaries.

Stage One:

In case of any of the Forest School sessions' members suspecting a person might be missing, should immediately alert the Forest School Leader or other members of staff.

Stage Two:

The session will be stopped, and the group brought together for a headcount. The Forest School Leader will appoint a member of staff to look after the group. If the fire is lit it should be extinguished and any tools collected and stored in the delegate store area safely.

Stage Three:

The Forest School site boundaries and inner part of the site will be searched. Established when and where the missing child has been seen last.

Stage Four:

Whilst search is underway, the other adult must notify the school office either by using a radio at a far distance communication or making way to the office by foot.



Stage Five:

Office manager will notify the Head Teacher and a decision will be made on whether to call the police. The report about the incident must be done after returning in the school.

4.5.8. Social media

According to Lancashire County Council policy: "The use of Social Networking sites and other forms of Social Media":

- The school staff should not access these sites for personal use during working hours;
- The school staff should familiarise themselves with the site's 'privacy settings' in order to ensure that information is not automatically shared with a wider audience than intended;
- The school staff do not conduct or portray themselves in a manner which may - bring the school into disrepute; lead to valid parental complaints; be deemed as derogatory towards the school and/or it's employees; be deemed as derogatory towards pupils and/or parents and carers; bring into question their appropriateness to work with children and young people;
- The school staff do not form on-line 'friendships' or enter into communication with parents/carers and pupils as this could lead to professional relationships being compromised;
- On-line friendships and communication with former pupils should be strongly discouraged particularly if the pupils are under the age of 18 years;
- The school staff could face legal proceedings if comments they post about named individuals are found to have harmed their reputation.

Considering all above-mentioned regulations any personal device during the Forest School session is not acceptable. Acceptable devices at Forest School session are:

1. Forest School Leader mobile phone (in case of emergency call only);
2. Handheld radio (to communicate with school office);
3. One iPad (to make pictures for a participant's class portfolio only).



Online Safety

Westhead Lathom St James' CE Primary School will adhere to the Online Safety Policy at all times and is committed to keeping children safe online. The school recognises that addressing online safety issues should form an integral part of the school's safeguarding arrangements.

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

The school will ensure that suitable filtering systems are in place on ICT equipment to prevent children accessing inappropriate material. This system will be monitored and reviewed with any inappropriate behaviours or searches being followed up appropriately.

When the school will become aware of an online safety issue that has occurred outside of school, it will be managed in accordance with the Online Safety Policy and School Behaviour Policy.

Staff will be aware that ongoing in-person monitoring is required in addition to the software in place as it is vital that staff do not rely solely on IT systems as this may leave some children vulnerable.

Staff will be aware of the filtering and monitoring systems in place and will know how to escalate concerns where they are identified. Staff will be made aware of the expectations and responsibilities they are required to undertake, relating to filtering and monitoring systems during their induction.

4.5.9. Staff, Ratios, Roles, and Responsibilities

According to the Lancashire County Council Safeguarding policy all school staff including Forest School (as a part of Westhead Lathom St James' CE Primary School) have a responsibility to:

- Consider, at all times, what is in the best interests of the pupil with a child-centred approach;
- Contribute to, and maintain a high safeguarding ethos within the setting, with safeguarding pupils at the forefront of practice at all times;
- Ensure ALL children have opportunities to communicate and know that they are listened to and understood;



- Contribute to providing a curriculum which will equip all children with the skills to keep themselves safe and develop an attitude which will enable them to enter adulthood successfully and reach their full potential;
- Establish effective, supportive, and positive relationships with parents, carers, pupils and other professionals;
- Maintain an attitude of 'it could happen here' where safeguarding is concerned;
- Be proactive to provide a safe and secure environment in which pupils can learn;
- Be prepared to identify pupils or families who may benefit from early help;
- Be aware of the school's individual procedures that support safeguarding, including all policies, internal reporting procedures, information and engagement with training provided;
- Be aware of the role and identity of the DSL and deputy DSL and seek them for advice if required;
- Undertake regular (at least annually) safeguarding training, including online safety training, during induction. This includes an understanding of the expectations and responsibilities relating to filtering and monitoring, including receiving bulletins, emails, and briefings. All staff should undertake prevent awareness training at least once every two years;
- Be aware of the local early help process and understand their role in it;
- Be aware of, and understand, the process for making referrals to Children's Social Care, understanding that anyone can make a referral;
- Understand how to make a referral to CSC and/or the police immediately, if at any point there is a risk of immediate serious harm to a child;
- Be aware of and understand the procedure to follow in the event that a child confides that they are being abused, exploited or neglected, in a timely manner;
- Maintain appropriate levels of confidentiality when dealing with individual cases;
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe;
- Be aware of safeguarding issues that can put pupils at risk of harm;
- Be aware of behaviours linked to issues such as drug-taking, alcohol misuse, deliberately missing education, sharing indecent images, extremist behaviours and other signs that pupils may be at risk of harm;
- Be fully aware of the importance of mental health in relation to safeguarding and that all staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation;



Forest School

- Be aware that a pupil may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or may not recognise their experiences as harmful;
- Understand the process for reporting concerns over professional adults;
- Teachers, including the headteacher, have a responsibility to: Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'. Report, by law, any disclosures of FGM to the police;
- The governing board/body has a duty to take strategic leadership responsibility for the school's safeguarding arrangements.

4.5.10. Visitor Protocol

Any Westhead Lathom St James' CE Primary School's Forest School visitor must report to the school office first and not enter the school via any other entrance. If a visitor inadvertently arrives via another entrance, they should be escorted by a member of staff to the reception area. At the reception, all visitors should explain the purpose of their visit and who has invited them. Then they will be required to sign a visitor register. After visiting the Forest School session, a visitor must sign out his/hers/their name at the school office before leaving the school premises.



5. Forest school Risk Benefit Assessments:

The identified risks and benefits they provide have been listed below. If there are any new risks and benefits identified at a later date, then an additional assessment will be carried out by the Forest School Team Leader using a blank template and the filled-out copy will be added to the handbook for future reference (Appendix 2).

5.1. Campfires

RISK: BENEFIT ASSESSMENT RECORD

Site / Activity: Campfire

Campfire Risk Assessment

ACTIVITY ASSESSED: Campfire		ASSESSED BY	S. Parkinson	APPROVED BY	Helen Clark	
ACTIVITY LOCATION		ASSESSMENT DATE	25/11/2023	APPROVAL DATE	25/11/2023	
Westhead Lathom St James' CE Primary School's Forest School site						
HAZARD	Who is at risk and how?	Risk Level Without Precautions	PRECAUTIONS		Who will do them?	When Before, During or After?
			To reduce the risk level			Risk Level with Precautions



Lighting the fire (burns)	FSL learners	H	PPE, Tool talk, working within appropriate tool/equipment. Safety awareness - consider weather conditions, specifically fire pit area which will be used. Forest School Leader lights the fire (KS2 child may be invited to help light it under supervision of FS leader)	FSL	before	M/L
Feeding the fire (burns)	FSL learners	H	PPE, Tool talk. Safety rules. Appropriate equipment.	FSL, learners	Before, during	M/L
Dousing the fire	FSL learners	H	Tool talk, PPE, Appropriate equipment.	FSL, learners	Before during	M/L
Extinguished the fire	FSL	H/M	PPE, Tool talk, Safety rules.	FSL, learners	Before, during	L
Weather	All	H	Activity not to be used in case of a lightning forecast and/or strong winds.	FSL	Before	L



Risk: Benefits

1. Physical development;
2. Building up confidence;
3. Communication skill development;
4. Spiritual development;
5. PSED(personal self /regulation skills);
6. Building up outdoor activity practical skills;
7. Joy;
8. Emotional experience.

Review Date:



5.2. Campfire cooking

RISK: BENEFIT ASSESSMENT RECORD

Site / Activity: Campfire cooking

ACTIVITY ASSESSED: Campfire Cooking		ASSESSED BY	S. Parkinson	APPROVED BY	Helen Clark		
ACTIVITY LOCATION		ASSESSMENT DATE	25/11/2023	APPROVAL DATE	25/11/2023		
Westhead Lathom St James' CE Primary School's Forest School site							
HAZARD	Who is at risk and how?	Risk Level Without Precautions	PRECAUTIONS To reduce the risk level		Who will do them?	When Before, During or After?	Risk Level with Precautions
Using cooking equipment (burns)	FSL learners	H	PPE, Tool talk, working within appropriate tool/equipment. Safety awareness - consider weather conditions, specific fire pit area to be used.		FSL, learners	Before, during	M/L



Preparing a food to cook (cuts)	FSL learners	H	PPE, Safety rules, appropriate cooking equipment.	FSL	Before, during	/ML
Cooking on fire (Tasting the food)	FSL learners	H	Tool talk, Food Hygiene rules, Health, and safety rules (allergies), PPE.	FSL	Before During	M/L
Eating (choking, burns, allergies)	FSL learners	H	Appropriate cooking equipment, allergies check before session, Health & Safety talk.	FSL	Before During	M/L
Weather	All	H	Activity not to be used in case of a lightning forecast, and/or strong winds.	FSL	Before	L



Risk: Benefits

1. Physical development;
2. Building up confidence;
3. Communication skill development;
4. Creativity;
5. PSED(personal self /regulation skills);
6. Building up outdoor activity practical skills;
7. Joy;
8. Emotional experience;
9. Outdoor practical skills development.

Review Date:



5.3. Collecting natural materials

RISK: BENEFIT ASSESSMENT RECORD

Site / Activity: Collecting natural materials

ACTIVITY ASSESSED: Collecting natural materials		ASSESSED BY	S. Parkinson	APPROVED BY	Helen Clark		
ACTIVITY LOCATION		ASSESSMENT DATE	25/11/2023	APPROVAL DATE	25/11/2023		
Westhead Lathom St James' CE Primary School's Forest School site							
HAZARD	Who is at risk and how?	Risk Level Without Precautions	PRECAUTIONS		Who will do them?	When Before, During or After?	Risk Level with Precautions
Picking berries/Blackberries (cuts, stings)	FSL learners	H	To reduce the risk level PPE, Health and Safety talk, site sweep		FSL learners	Before, during	M/L



Picking up dry branches from the floor	FSL learners	M	PPE, Safety talk,	FSL	Before During	L
Ground layer (trips, fouts)	FSL learners	M	Not even ground, Safety talk.	FSL	Before During	L
Contact with insects	FSL learners	H/M	PPE, Health & Safety (Check allergy list), First Aid equipment	FSL	Before, during	L
Weather	FSL learners	M	Activity not to be used in case of a lightning forecast, and/or strong winds.	FSL	before	L



Risk: Benefits

1. Physical development;
2. Improve relationship with nature;
3. Communication skill development;
4. Spiritual development;
5. PSED(personal self /regulation skills);
6. Building up outdoor activity practical skills;
7. Joy;
8. Emotional experience;
9. Cooperation;
10. Self-esteem and self-confidence.

Review Date:



5.4. Den building

RISK: BENEFIT ASSESSMENT RECORD

Site / Activity: Den building

ACTIVITY ASSESSED: Den building		ASSESSED BY	S. Parkinson	APPROVED BY	Helen Clark		
ACTIVITY LOCATION		ASSESSMENT DATE	25/11/2023	APPROVAL DATE	25/11/2023		
Westhead Lathom St James' CE Primary School's Forest School site							
HAZARD	Who is at risk and how?	Risk Level Without Precautions	PRECAUTIONS		Who will do them?	When Before, During or After?	Risk Level with Precautions
Den collapsing (Rope burn, bumps from falling wood)	All	H	To reduce the risk level PPE, advise how and where to construct the den, using appropriate materials and choose a suitable place; preform an area check before building starts. Forest School Leader closely monitors how the den is being made to identify and support amendments to potentially hazardous shelters. Forest School Leader checks the shelters before they are being used.		FSL & staff	Before during	M



Branches sticking out from the den - poking eyes and body parts on shelter	FSL learners	H	PPE, materials monitored, check the condition of wood.	FSL learners	Before during	M
Knots slipping (Rope burn, bumps from falling wood)	FSL learners	H	PPE, Tool talk, maintenance.	FSL & staff learners	before	M/L
Branches, roots, string or rope (Trips and fall)	All	H	Area check before build starts, PPE, work within the tool, safety talk.	FSL & staff	Before, during	M
Injury from use of tools (Cuts)	All	H	Tool talk, PPE, work within the tool.	FSL & staff	Before, during, After	M
Weather	FSL learners	M	PPE, in case of wet ground, safety talk about slip and trip hazards. Activity not to be used in case of a lightning forecast, and/or strong winds.	FSL	Before, during	L



Risk: Benefits

1. Physical development;
2. Building up confidence;
3. Communication skill development;
4. Spiritual development;
5. PSED(personal self /regulation skills);
6. Building up outdoor activity practical skills;
7. Joy;
8. Emotional experience;
9. Cooperation and awareness of others(social skills);
10. Improved relation with und understanding of outdoors.

Review Date:



5.5. Ropes

RISK: BENEFIT ASSESSMENT RECORD

Site / Activity: Ropes

ACTIVITY ASSESSED: Ropes		ASSESSED BY	S. Parkinson	APPROVED BY	Helen Clark		
ACTIVITY LOCATION Westhead Lathom St James' CE Primary School's Forest School site		ASSESSMENT DATE	25/11/2023	APPROVAL DATE	25/11/2023		
HAZARD	Who is at risk and how?	Risk Level Without Precautions	PRECAUTIONS To reduce the risk level		Who will do them?	When Before, During or After?	Risk Level with Precautions
Damaged rope	FSL learners	H	PPE, materials monitored, check the condition of ropes.		FSL	Before	L



Loops of rope Entanglement leading to falls, trips.	FSL learners	H	PPE, Tool talk, maintenance (ropes to be brightly coloured or marked, loose ropes to be tidied away and secured when not in use.)	FSL & staff learners	Before, during, after	M/L
Neck height catching neck leading to strangulation.	Learners	H	Area check before building starts, PPE, work within the tool(ropes to be brightly coloured or marked), safety talk (group taught to avoid putting ropes at neck height where people could walk into them.) Member of staff to monitor and advise where appropriate.	FSL & staff	Before, during	M/L
Rope slipping Rope burn.	All	H	Tool talk, PPE (gloves to be worn if activity involves pulling a rope), adults to monitor use of rope and to control activities that involve pulling on rope.	FSL & staff	Before, during, After	M
Weather	FSL learners	M	PPE, in case of wet ground, safety talk about slip and trip hazards. Activity not to be used in case of a lightning forecast, and/or strong winds.	FSL	Before, during	L



Risk: Benefits

1. Physical development;
2. Building up confidence;
3. Communication skill development;
4. PSED(personal self /regulation skills);
6. Building up outdoor activity practical skills;
7. Joy;
8. Emotional experience;
9. Swinging in the trees.

Review Date:



5.6. Site

RISK: BENEFIT ASSESSMENT RECORD

Site / Activity: Site

ACTIVITY ASSESSED: Site		ASSESSED BY	S. Parkinson	APPROVED BY	Helen Clark		
ACTIVITY LOCATION Westhead Lathom St James' CE Primary School's Forest School site		ASSESSMENT DATE	25/11/2023	APPROVAL DATE	25/11/2023		
HAZARD	Who is at risk and how?	Risk Level Without Precautions	PRECAUTIONS To reduce the risk level		Who will do them?	When Before, During or After?	Risk Level with Precautions
Slips, trips and falls	All	M	PPE, Safety talk before session.		FSL & staff	Before during	M/L



Impacts and accidents between children playing games (free and structured).	FSL learners	H	Behaviour rules remind before sessions starts (fire circle talks), Group games based on social skill development, team build up.	FSL learners	Before, during.	M
Ingestion of toxins or poisons from flora and fauna.	learners	H	Health & Safety talk, teach - "Don't know? Don't touch". Supervising activities which include material found in Flora and Fauna.	FSL & staff	Before, during, after	L
Overhanging trees and branches above heads.	All	H	Area check (site sweep) before session starts.	FSL	Before,	L
	All	H	Tool talk, PPE, work within the tool.	FSL & staff	Before, during, After	M
Weather	FSL learners	M	PPE, in case of wet ground, safety talk about slip and trip hazards. Activity not to be used in case of a lightning forecast, and/or strong winds.	FSL	Before, during	L



Risk: Benefits

1. Fresh air;
2. Building up confidence;
3. Communication skill development (Communication and social interaction between adults and children);
4. Physical, mental and social health and wellbeing improvements;
5. PSED(personal self /regulation skills);
6. Building up outdoor activity practical skills;
7. Joy;
8. Emotional experience;
9. Engagement with natural environment and natural elements;
10. Privacy.

Review Date:



5.7. Tools

RISK: BENEFIT ASSESSMENT RECORD

Site / Activity: Tools

ACTIVITY ASSESSED: Tools		ASSESSED BY	S. Parkinson	APPROVED BY	Helen Clark		
ACTIVITY LOCATION Westhead Lathom St James' CE Primary School's Forest School site		ASSESSMENT DATE	25/11/2023	APPROVAL DATE	25/11/2023		
HAZARD	Who is at risk and how?	Risk Level Without Precautions	PRECAUTIONS To reduce the risk level		Who will do them?	When Before, During or After?	Risk Level with Precautions
Finger, toe, leg, arm or head/neck injured (cuts, bruise, breaks)	All	H	PPE. Tool talk. Using appropriate materials for crafting and choosing a suitable place/area. The Forest School Leader supports and monitors the tool pit.		FSL & staff	Before, during	M



Faulty tool	FSL learners	H	PPE, Tool check before session, maintenance.	FSL	Before	L
Wood (injuries)	FSL learners	H	PPE, Tool talk, FS leader must choose a suitable type of wood for craft.	FSL	Before	L
Not appropriate age of participants to use a tool	learners	H	FS leader must recognize and make the right decision for using tools for each age group.	FSL	Before	L
Weather	FSL learners	M	PPE. In case of rain, the pit is located under shelter. Activity not to be used in case of a lightning forecast, and/or strong winds.	FSL	Before, during	L



Risk: Benefits

1. Physical development;
2. Building up confidence and resilience.
3. Communication skill development;
4. Development of imagination and creativity skills leading to improved problem solving skills;
5. PSED(personal self /regulation skills);
6. Building up outdoor activity practical skills;
7. Appreciation of risks and development of experience that allows them to increasingly make more decisions about physical, social and emotional risk taking;
8. Emotional experience;
9. Appreciation of and engagement with natural spaces and place;
10. Taking responsibility and developing awareness of self and others.

Review Date:



5.8. Weather

RISK: BENEFIT ASSESSMENT RECORD

Site / Activity: Weather

ACTIVITY ASSESSED Weather		ASSESSED BY	S. Parkinson	APPROVED BY	Helen Clark		
ACTIVITY LOCATION Westhead Lathom St James' CE Primary School's Forest School site		ASSESSMENT DATE	25/11/2023	APPROVAL DATE	25/11/2023		
HAZARD	Who's at risk and how?	Risk Level Without Precautions	PRECAUTIONS To reduce the risk level		Who will do them?	When Before, During or After?	Risk Level with Precautions
Hot/Overheat	All	H	PPE, ALL children have an access to their water bottles, health and safety check, activities must be run in a shady part of the FS site.		FSL	Before, during	M
Cold	All	H	PPE, Tool talk. Safety rules. Appropriate equipment.		FSL	Before, during	M/L



Windy	All	H	Activities not to be used in strong winds. Clear Briefing/Instructions, full understanding.	FSL	before	L
Wet/rainy	All	H	PPE, Appropriate equipment being used, safety talk about slips and trips.	FSL	Before During	M/L



Risk: Benefits

1. Building up confidence;
2. Communication skill development;
3. PSED(personal self /regulation skills);
5. Building up outdoor activity practical skills;
6. Emotional experience;
7. building up knowledge about nature;
8. Respect for environment;
- 9.Observation.

Review Date:



6. Stakeholders

6.1. Landowner/ Manager

Our school, Westhead Lathom St James' CE Primary School, belongs to Lancashire Council. The exact location is as follows:

Westhead Lathom St James' CE Primary School

School Lane

Westhead

Ormskirk

Lancashire

L40 6HL

6.2. Management team

Our School Headteacher is Helen Clark.

6.3. Neighbours

Due to our school being located on the edge of the small village, our closest neighbours are residential areas and farmlands.

6.4. Organisational partners

Our school does not have any organisation partners.

6.5. Other site users

Our Forest School site is used by our school (pupils and staff) only.

6.6. Participants

Our school's children.



Forest School

6.7. Parents/Carers

Our Forest School site does not have a tradition to invite the parents/carers to join the Forest School sessions as observers or on-lookers.

6.8. Staff

The staff take part in Forest School sessions as a support team. Usually, the participators are class teachers, class TA's, 1 volunteer (parent) and 1:1 TA (if required).

6.9. Volunteers

On a regular basis one parent is invited as a volunteer to attend the Forest School session to support the teaching staff in maintaining safety for the children.

6.10. Any other interested parties

Our School does not have any different projects or plans with other interested parties.



Appendix

Appendix 1

Principles and criteria for good practice

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 behavioural 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.



Forest School

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, 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 practitioners/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.



Forest School

Principle 6. Forest School uses a range of learner-centred 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 planning skills 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.

(Full principles and criteria for good practice | Forest School Association)



RISK: BENEFIT ASSESSMENT RECORD

Site / Activity:

ACTIVITY ASSESSED			ASSESSED BY		APPROVED BY		
ACTIVITY LOCATION			ASSESSMENT DATE		APPROVAL DATE		
HAZARD	Who's at risk and how?	Risk Level Without Precautions	PRECAUTIONS To reduce the risk level		Who will do them?	When Before, During or After?	Risk Level with Precautions



Forest School



Forest School

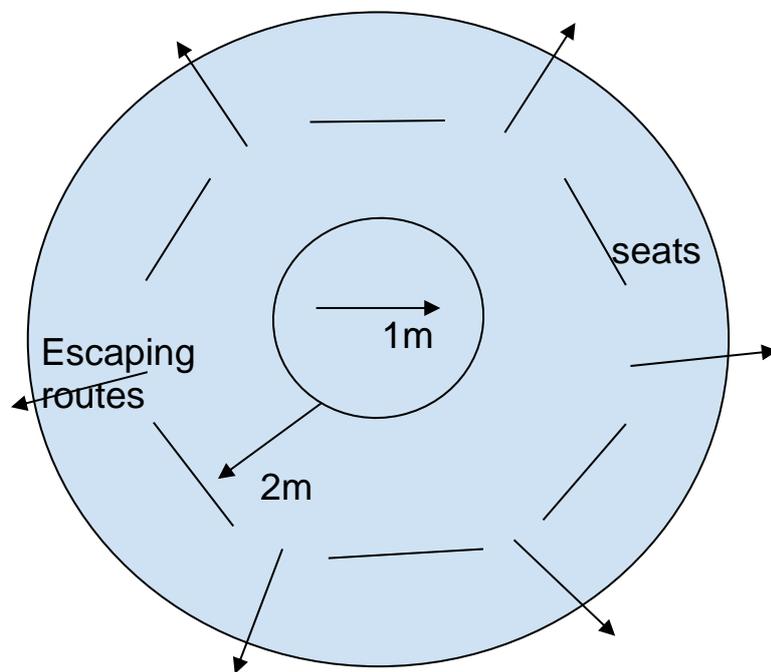
Risk: Benefits

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Review Date:



Fire Pit diagram





Site Safety Sweep

A safety sweep will take place before each Forest School session to identify any hazards and document any steps taken to reduce risk. This will be completed by the Forest School Leader and shared with other adults if necessary. It is recommended that the site sweep is carried out by carefully identifying hazards in each level of the forest structure.

Date:

Location:

Forest School Leader:

Canopy Layer	Check (tick)	Action taken
Fallen/ Hanging Branches		
Weather Damage		
AO:		
AO:		
Shrub Layer		
Weather Damage		
Hanging Branches		
Ropes		



AO:		
AO:		
Field Layer		
Vandalism		
Ropes		
Weather Damage		
Eye hazards		
AO:		
AO:		
Ground Layer		
Litter/Broken Glass		
Animal Faeces		
Trip Hazards		
Water/Ice/Mud		
Fire Circle		
Weather Damage		
Holes		
AO:		
AO:		
Other Checks		



Forest School

Boundaries		
Equipment		
Emergency Kit		
AO:		
AO:		



Bullying Behaviour Incident Form

To be completed as soon as possible by a member of staff/adult observing or reporting the incident and handed to the Headteacher.

Date: _____ Time: _____ Location: _____

Name of person reporting incident

Tick as appropriate

Parent	Teacher	Lunchtime Supervisor	Teaching Assistant	Other Adult (please specify)

Type of Bullying Behaviour

Physical	Pushing		Emotional	Being Unfriendly	
	Kicking			Spreading rumours	
	Hitting			Excluding	
	Unwanted touching			Intimidating	
	Any other violence			Tormenting (e.g. hiding books, threatening gestures)	
Verbal	Name calling		Cyber	Threats or unwanted comments made by email or using social networks	
	Teasing				



	Threatening		Mobile threats or unwanted comments by text messaging or calls	
	Asking for money or property			
	Insult about religion			
	Insult about ethnicity or race			
	Insult about skin colour			
	Homophobic comments			
			Misuse of technology (i.e. camera and video facilities)	

Were others involved?

Yes No

If yes, how many?

Were there any injuries?

Yes No

Those involved

Victim's name	Gender	Ethnicity	Year/age

Perpetrator's name	Gender	Ethnicity	Year/age

Witness' name	Gender	Ethnicity	Year/age or status



Incident

--

Action taken

Victim
Perpetrator
Parent/Carer

Further response in school

Action involving other agencies e.g. LEA, Police, Social Services

Comments

--

Signed (person reporting the incident) _____ Date _____

Signed (Headteacher) _____ Date _____



Incident Log

Date	Perpetrator	Victim (s)	Parents Informed	Report Card	Comments



Bullying Concerns Sheet

This form is to be completed in cases where incidents have not been seen or reported but an adult has concerns regarding a child's attitude or behaviour that may be the result of being bullied or being the perpetrator of bullying

Form completed by _____ Date _____

Name of person reporting concern _____

Tick as appropriate

Parent	Teacher	Lunchtime Supervisor	Teaching Assistant	Other Adult (please specify)

Outline of concerns (including dates if appropriate)

Action Taken



Forest School

Further response in school

Signed (person reporting the concern) _____ Date _____

Signed (Headteacher) _____ Date _____



Parental Consent Form

I confirm that I, _____, am the parent/legal guardian of
_____.

I hereby consent to the above child participating in the Forest School activities of Westhead Lathom St James' CE Primary School. I have provided contact details below and undertake the responsibility to inform the Forest School leader of any changes to this information. I confirm that all details are correct, and I am able to give parental consent for my child to participate in all Forest School activities.

I confirm that I have read of the Forest School Health and Safety Policy and undertake to abide by the obligations which it imposes on me as the parent/legal guardian of the above-named child.

I acknowledge that the Forest School is not responsible for providing adult supervision for my child except as set out in the Forest School Health and Safety Policy.

Name: *(please print)* _____

Signature _____

Contact Details

Name of Child _____

Address _____



Forest School

Parent's Mobile Phone No. _____

Emergency Contact No. (1) _____

Emergency Contact No. (2) _____

Please also include all medical details that might be relevant in dealing in with your child in a safe manner, such as allergies, medication, special needs, etc.

Photographic & Video Consent

I consent/do not consent to the below mentioned child being included in any photographic or video material, in any publications/websites/social network applications which may be used for the purpose of documenting and highlighting their involvement in Forest School.

Name: _____

Age: _____

Signature: _____

Date: _____

Print Name: _____

State Relationship to child: _____

Phone No. _____



e-learning certificate

Sarmite Lucia Parkinson
has successfully completed the course



Food Safety Level 2

A pass was achieved on the following modules:

- Introduction to food safety
- Microbiological Hazards
- Food poisoning and its control
- Contamination hazards and controls
- HACCP from delivery to service
- Personal Hygiene
- Food premises and equipment
- Food pests and control
- Cleaning and disinfection
- Food safety enforcement

Date Completed: 23/09/23
Date Printed: 23/09/23

