

**ALL SAINTS CEVA
PRIMARY SCHOOL
AND NURSERY UNIT**

**Forest School
Handbook**

**With Jesus as our guide we will inspire a passion for learning,
high aspirations and respect for all**



POLICY TITLE:	Forest School Handbook
POLICY REFERENCE NUMBER:	

POLICY OWNERSHIP:	
School	Head Teacher
Governors	Chair

POLICY IMPLEMENTATION DATE:	October 2022
POLICY REVIEW DATE:	October 2023

POLICY REVIEW DOCUMENT HISTORY

This policy is monitored by the Policy Owner(s) and will be reviewed every year, or as dictated by school requirements or legislation.

Version	Date	Author	Amendment	Approval / Adoption
1	October 2022	S. Pearle		E. Johnson

LEGAL COMPLIANCE & EQUALITY STATEMENT

At the time of ratifying this policy, the policy owner was satisfied that, to the best of their knowledge, this document complies with all relevant legislation.

The school is committed to the principles of Equality and under this policy no person will be treated less favourably on grounds of race, colour, nationality, ethnic or national origin, disability, gender, marital or parental status, age, religion or belief, sexual orientation, proposed or actual gender re-assignment, economic group, employment status, or any other condition or legally protected characteristic which cannot be shown to be wholly justified in relation to the effective operation of the school.

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Forest School Ethos

Our school vision is to create:

- **Successful learners**
who are creative, inspired, focussed, enthusiastic, enquiring and motivated.
- **Confident individuals**
who are reflective, positive, ambitious, happy, resilient and independent.
- **Responsible citizens**
who are caring, helpful, trustworthy, understanding, respectful and tolerant

Mission statement:

With Jesus as our guide we will inspire a passion for learning, high aspirations and respect for all.

The Vision for Forest School at All Saints CEVA Primary School and Nursery is...

Children at All Saints will:

- Have the opportunity to explore the outdoors building a nature connection.
- Create something from nature.
- Consider how they can be respectful and be aware of their impact on the environment.
- Take risks in a safe environment.
- Be able to identify the flora and fauna local to All Saints.

What is Forest School?

Forest school is a child centred approach to learning in an exciting, engaging and risky (but safe) way. There are six key principles to the Forest School approach detailed below by the Forest School Association.

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.

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.

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

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

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

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

An example of a series of Forest School session plans can be found in Appendix A.

Forest School Rules and Code of Conduct

All members (including adults and pupils) of All Saints Forest School will:

- Listen to one another respectfully.
- Be open to the new experiences of Forest School.
- Be respectful of their surroundings. We will not cause damage to the local flora and fauna which will have a long-term lasting impact e.g. damaging trees.
- Behave in a safe manner following the guidance set out by the session leaders (in line with the risk assessments).
- Be dressed appropriately for the weather conditions (hot, cold, wet, snow etc.).
- Ensure that tool use is supervised appropriately, following safe use guidance including the use of appropriate safety clothing (e.g. rigger gloves).
- Fire Circle rules:
 - No walking across the Fire Circle area, children must move around the outside of the circle.
 - The fire square is not to be entered, this is where the lit fire will be.
 - If next to the fire square, adopt the 'Respect' position (kneeling on one knee).
 - At least $\frac{3}{4}$ full bucket of water to hand at all times.
 - Enough fuel ready before the start of the fire.
 - The Forest School Leader may not leave the fire unattended at any point.
 - Adult, pupil ratio to be 2 adults:15 pupils.
 - All fire safety kit ready before lighting the fire (water bucket, fire tongs, fire gloves). A specialist burns first aid kit is also readily available.
 - Adults will have clear communication with one another during Fire Circle time.

Forest School Policies

We have several policies in school which are particularly relevant to the Forest School. All of the policies are reviewed every two years by the Governing Body, unless stated otherwise on the policy document. The relevant policies include:

- All Saints CEVA Primary School Health and Safety Policy
- All Saints CEVA Primary School Safeguarding and Child Protection Policy
- All Saints CEVA Primary School Policy for First Aid
- All Saints CEVA Primary School Equality Duty and Single Equality Policy
- All Saints CEVA Primary School Inclusion Policy
- All Saints CEVA Primary School Food Hygiene Policy
- All Saints CEVA Primary School Risk Assessment Policy
- All Saints CEVA Primary School Data Protection Policy
- West Northamptonshire Council Whistleblowing Policy

Ecological Impact Assessment and Sustainable Management Plan

The EIA and the Sustainable Management Plan can be found in Appendix B. This document details the impact of running the Forest School on the school site. This includes environmental impacts as well as impacts on the biodiversity of the Forest School site.

The Sustainable Management Plan explains the three year plan for the Chestnut Explorers Forest School, ensuring the longevity and success of the Forest School.

Equipment for Forest School

Equipment	Use
First Aid Kit (including Burns kit)	To be able to carry out first aid on and off the school site. Amongst other items, the first aid kit includes a range of sterile dressings, plasters, cleansing wipes, eye wash, scissors and PPE. Specialist burns first aid kit to be used in the treatment of burns around the fire pit.
Mobile phone	The Forest School Leader will always have a charged mobile phone to hand in case of an emergency.
Rigger gloves	As a safety measure when using various tools (for adults and children). Children are informed which hand to wear the glove on if only one is needed (i.e. not the hand holding the tool).
Fire safety gloves	For use with Kelly kettles, holding fire tongs, moving pans etc. on the fire grate.
Fire grate	To allow for cooking on the camp fire.
Fire tongs	For moving logs in the fire.
Kelly kettle	For boiling water.
Buckets	Fire bucket (water), hand washing station (with soap)
Hand drill	For drilling holes into wood
Hammer	For use with den building and other craft activities.
Nails	For use with den building and other craft activities.
Potato peelers	Whittling wood e.g. for making skewers for cooking on the fire.
Fixed blade knives	Whittling wood e.g. for making skewers for cooking on the fire, for making different shapes/models out of wood.
Pruning saw	Cutting down thicker branches of wood from trees.
Bow saw	Two-person saw for cutting through thicker pieces of wood/branches.
Tarpaulin	For waterproof den building.
Paracord	For den building.
Lockable storage box	For secure storage of all tools including, but not limited to, knives and saws.
Wet and dry stone	For ensuring the blades are kept sharp, enabling safe use.
Oil	For cleaning and care of the various tools, including blades and drills.

Using and storing tools

Learning how to use tools safely is one of the key, exciting aspects of Forest School. The Forest School Leader is trained in knowing how to use, carry, clean and store tools safely. This knowledge is passed on to the Forest School pupils.

All tools are kept in a lockable toolbox. This includes all saws, hammers, nails, knives and peelers.

If pupils have used a tool in a Forest School session, they will be taught how to safely clean the tool using the appropriate equipment. There are wet and dry stones for ensuring that any blades are kept sharp. Oil is also available for ensuring tools and blades are protected from rust and avoid dirt build up.

Pupils are taught how to use each tool safely through an adult led introduction by the Forest School Leader. They are then taught about the 'blood circle'. This is the distance which should be between pupils when using different tools. The blood circle is an arms length away, plus the length of the tool.

Appropriate adult ratios are in place to ensure that tool use is safely managed, and the number of pupils using tools at a given time is also limited. A clearly marked Tool Area is part of the on site Forest School Area. Adult ratios for a session is at least two adults to a maximum of fifteen pupils.

Specific risk/benefit assessments are completed for any tasks or activities involving tool use. These are completed by the Forest School Leader and overseen by the Headteacher.

Safeguarding, confidentiality and Forest School

The Forest School follows the clear guidance for safeguarding, as set out by the Safeguarding and Child Protection Policy.

Listed below are the Designated Safeguarding Leads:

- Designated Safeguarding Lead: Mrs Emma Johnson
- Deputy Designated Safeguarding Lead: Mrs Aimee Kerr
- Deputy Designated Safeguarding Lead: Mrs Amy Lovell

The nature of the activities undertaken during Forest School means that the safeguarding of the pupils and adults is of paramount importance. The Risk Assessments carried out prior to the Forest School sessions also highlight the need to mitigate any risk, whilst being flexible enough to be responsive to any changes during the Forest School sessions where necessary.

We make use of photos and videos as part of our Forest School sessions. We have clear permissions from parents in place for all pupils, detailing when, and if, pupils' images are permitted to be shared on various platforms including social media and the school website.

Equal Opportunities, Inclusion and Forest School

Forest School Sessions follow the guidance set out in the Equality Duty and Single Equality Policy alongside the Inclusion Policy.

All pupils will have the same opportunity to take part in Forest School sessions as set out in the Legal Compliance and Equality Statement detailed at the beginning of this document. Every endeavour will be made to ensure that all children are able to enjoy and partake in outdoor learning sessions at All Saints. It is the role of the Forest School Leader, supporting adult and Headteacher to ensure that there are no barriers to any pupil being able to attend Forest School sessions.

Risk Assessment

In order to run a successful Forest School, clear boundaries and risk assessments need to be in place. All Forest School sessions are led by the Forest School Leader with the support of an additional adult. This, paired with group sizes limited to 15 pupils, enables more risky activities and learning to take place.

The Forest School Leader completes a range of risk assessments, detailed below:

Generic site risk assessment – This is a risk assessment which is carried out to identify possible risks specific to the Forest School site at All Saints, as well as the useable area of Castle Fields. This is overseen by the Forest School Leader and the Headteacher.

Activity risk/benefit assessment – Each activity which has an element of risk has its own risk/benefit assessment carried out. It should identify that the benefits outweigh the risks, as well as identifying the necessary controls to be put into place to enable the activity to take place safely. This is overseen by the Forest School Leader and the Headteacher.

Session safety check record – Before each Forest School session, the Forest School Leader completes a site sweep. This is to identify if there are any changes to the risks of the site e.g. damaged branches, excessively wet, animal faeces etc. Where necessary, controls are put into practice to ensure that the risk and/or hazards are minimised or removed.

With all risk assessments, once the controls are in place, the level of risk should be low.

Accident and Emergencies Procedure

The Generic Site Risk Assessment includes the Emergency Contact details for the Forest School Leader, as well as the School Office. The Forest School Leader will always have a charged mobile phone to hand during the sessions, and is also the designated First Aider for the sessions. The accompanying adult is also First Aid trained.

The Forest School follows the school Policy for First Aid.

Food Hygiene

The Forest School Leader has up to date Food Hygiene training, which ensures that good practice is followed when preparing and cooking food on the campfire.

Poor Weather Procedure

The Forest School Leader will complete a site sweep prior to every Forest School session. This will identify whether the site is safe to be used for the session. The sweep also takes into consideration any inclement or extreme weather. If poor weather conditions make the session unsafe, then the session will be rescheduled or halted. For example, thunder and lightning would be deemed unsafe on the Forest School site due to the large Horse Chestnut tree in the corner of the site.

Children will not be able to take part in a Forest School session if they do not have the appropriate clothing or equipment (i.e. sun lotion, wellies, warm clothing etc.). The Forest School sessions run during the school day, as such, any cancelled or halted sessions would result in children returning to their normal classroom lessons.

Lost/Missing person

The Forest School Leader will always ensure that there is sufficient adult/pupil ratios when running the Forest School sessions. This, along with having a register for each session, helps to mitigate the risk of anyone going missing. Clear boundaries and instructions are given when visiting Castle Fields, and the Forest School staff always have access to a mobile phone in case of emergency.

Designated Person Responsibilities

Responsibilities of the Forest School Leader:

- Be an ambassador for outdoor learning.
- Plan and deliver the Forest School sessions.
- Complete any required risk assessments including: Site Risk Assessment, Specific Activity Risk/Benefit Assessment and the Session Safety Check.

- Manage ongoing risk during Forest School Sessions.
- Designated lead First Aider.
- Keep up to date with any relevant legislation to Forest School.
- Complete any necessary or relevant training to ensure longevity of Forest School at All Saints.

Responsibilities of the additional Forest School supporting adult:

- Be an ambassador for outdoor learning.
- Support the Forest School Leader in the delivery of Forest School sessions.
- Be familiar with relevant Risk Assessments prior to each session.
- Support the Forest School Leader with managing ongoing risk during Forest School sessions.
- Trained First Aider.

Roles of the Headteacher:

- Be an ambassador for outdoor learning by ensuring that appropriate adult ratios are available for the continued delivery of Forest School sessions.
- Oversee Risk Assessments.
- Ensure the relevant policies are adhered to.
- Along with the School Business Manager, ensure that sufficient funding is available to enable Forest School to run safely (e.g. resourcing materials, equipment etc.)

Insurance Requirements

The school is insured through Northamptonshire County Council. The documents are available upon request from the School Business Manager, and includes detail surrounding liability and the type of cover including Personal Injury.

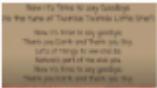
Appendix A

Forest School Planning Spring 1

Session dates:

Class: 10 x Year 1, 5 x KS2

Staff: Steph Pearle, 1 other staff member.

	Starter activity / Welcome	Adult initiated activity	Free play	Fire circle	Story / song time	H&S considerations (in addition to fire H&S)
Session 1	Journey stick (scavenger hunt) - Children have a stick with a piece of string tied on the end. Take a walk through Castle Fields, children collect items of interest on their journey and tie them onto their stick as they go. <i>Chn retell their journey when we return to Forest School.</i>	Tree guardians - we must respect our Forest School and look after the nature around us. <i>Resources: clay, twigs, pebbles, leaves etc.</i>	Decorating the area, making it our own. 123 where are you?	When a fire is lit, one adult must always be at the fireside and cannot leave for any reason. Set the rules around: Distances from the fire, respect position, entrance and exit from the fire pit? Explain what we need around the fire for safety before we start.	Litte Rabbit Foo Foo by Michael Rosen 	See risk assessments.
Session 2	Deer ears - Stand in a circle - Focus on listening to the sounds of nature. What can you hear? What can we hear which is special to the location of the school? (i.e. being in the town)	Colour matching - match nature colours to colour cards. <i>Resources: Paint colour cards (greens/browns).</i>		Revisit fire circle rules. Cooking crumpets on the fire grate. *Have additional kindling to ensure the fire is sufficient for cooking. Also, expecting very cold weather.	Deep in the rainforest by Gwen Pascoe	
Session 3	Owl eyes - Stand in a circle facing outwards. What do you see. Look for the finer details.	Whittling - making a skewer to be able to cook with. <i>Resources: knives for Y5/6, potato peelers for Y1, sticks for whittling.</i>	Creating nature's paint brushes - in the blue shed.	Revisit fire circle rules Cooking marshmallows on a stick	Where's my teddy? By Jez Alborough	Tool use - potato peelers.

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Session 4	<p>Bat and moth - Stand in a circle. One child is bat (blindfolded), the other child is moth. Both children stand in the middle of the circle. Bat says 'bat', moth say 'moth' as an audible clue. Bat has to try to touch/catch moth.</p>	<p>Wood slice necklaces Children to use hand drill to create a hole for the twine. They will then hammer in some short nails, which they will weave colourful twine around for decoration.</p> <p><i>Resources: hand drill, twine, nails, hammer, rigger gloves.</i></p>	<p>Creating nature picture frames (sticks for the frame, natural objects for the image). Answer the Q: <i>How do you feel when you're outside?</i></p>	<p>Revisit fire circle rules</p> <p>Making toast or cinnamon sugar apples using skewers made by children.</p> <p>Hot chocs - revisit Kelley kettles.</p>	<p>Alone in the woods by Ian Beck</p>	<p>Tool use - hand drill, hammer and nails.</p>
Session 5	<p>Mini beast mime - Shout out a number, this is the number of children in the group, then shout out a minibeast. The children then have to act out that minibeast in their group.</p>	<p>Dream catchers / nature weaving Children to collect 3/4 sticks of similar length to make into a frame. They will secure the sticks together with support. Children will then collect interesting items which they want to weave into their frame.</p> <p>Clove hitch (open) Square lashing</p>	<p>Knots - To help with being able to build a den for bear. Attaching to vertical railing.</p> <p><i>Resources:</i> paracord, tarpaulin, scissors or knives for cutting.</p> <p>Den building for bears / children.</p> <p>How could they make it more comfortable/ homely?</p>	<p>Year 5 pupils will prepare their instructional guide for how they will be making the fire in the next session.</p> <p>They will need to consider: Resources Safety Instructional steps</p>	<p>Follow My Leader by Emma Chichester Clark</p>	
Session 6	<p>Mice vs squirrel Bucket in the centre containing beanbags/balls/pinecones.</p> <p>1 squirrel (maybe have 2 squirrels and 2 buckets). Everyone else is mice. Bucket is emptied over the playing area. Mice try to catch the beanbags and put them</p>	<p>EP to model how to use the mallet and tent pegs for creating the dens with the Year 1 children.</p> <ul style="list-style-type: none"> Glove on hand holding the peg, bare hand for holding the mallet. Blood circle rules still apply as it's tool use. 	<p>Y1 chn to complete a den building competition for little bear.</p> <p>What will they need, how can they make it cosy and homely for</p>	<p>Revisit fire circle rules.</p> <p>Children have chosen to cook hot dogs (in hot water). Apples in sugar and cinnamon.</p> <p>Y5 children to build/start the campfire under</p>		<p>Allergies - considered whilst children decided their menu.</p> <p>Tool use - mallet, tent pegs.</p>

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	back in the bucket (one at a time). The squirrel has to keep trying to emptying the bucket. If mice get all the balls in then the mice win.		bear?	supervision of SP.		
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Appendix B

SITE SURVEY

Description of your Forest School site including location, grid reference, deciduous/ancient/coniferous, woodland/plantation, ponds and other additional habitats, rough age of site, soil type, aspect, terrain. Use the headers as a guideline and consider including relevant photos, maps here.

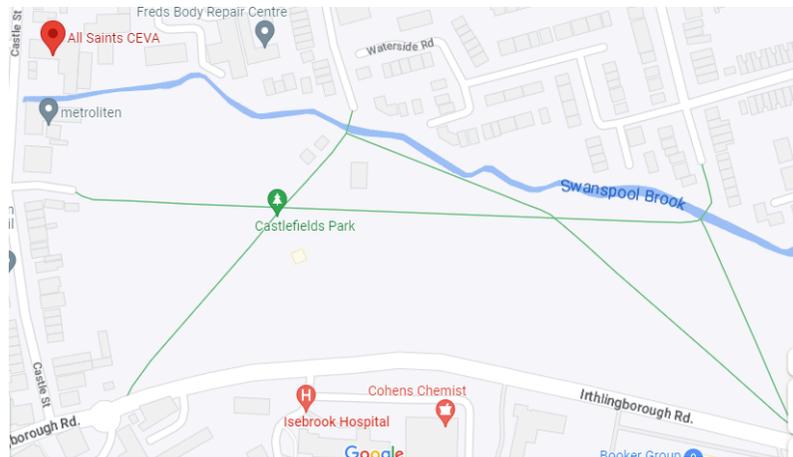
Name of your site: All Saints CEVA Primary School and Nursery Unit. Castle Street Wellingborough.

Approximate size: 150m²

Location / Grid reference:

School site grid reference: SP897677

Castle Fields grid reference: SP897676





This Google maps image shows the Forest School area of the school site (approximately 150m²). The area in question is now laid with artificial grass, and the two large trees to the right of the red rectangle have since been pollarded.

Woodland type:

The school site has three trees directly on the Forest School site (one horse chestnut, one willow and one bay tree). We also access the public park, Castle Fields. Castle Fields has a selection of deciduous trees including both oak and red oak.

Additional habitats:

A small brook runs along one side of Castle Fields public park (Swanspool Brook). The brook does encourage rats near the Forest School site. Shrubs line the edge of the Forest School site on the outside of the school fence. Some of the shrubs have bramble-like thorns or sharp holly leaves. These have to be maintained to ensure the site is safe for the pupils.

Known history of site:

The school has been on the site since 1881. Being a town centre site, the school does not have the option to expand. As such, much of the school site is laid with playgrounds (tarmac), brick paving or artificial grass. Very little greenery is available on the school site itself. Castle Fields is a short, two minute walk away if we should need more open space to use in the sessions. Castle Fields is an open, public space which includes a play area, bandstand and some

Biodiversity of FS site (species present). What time of year was the survey carried out?

Date/Time of year of survey: November 2022.

(You may want to do one for each term to represent seasonal changes and ensure a majority of species are captured)

Species present :

- Trees (detail here): Horse Chestnut,
- Plants, including shrubs, wild flowers (detail here): Bay tree.
- Wildlife, including birds/mammals/insects (detail here): spiders and other minibeasts identified under logs including woodlice and centipedes.
- Fungi (detail here): None identified/seen at present.
- Wildlife sensitive habitats/ species present and location: Swanspool Brook may be habitat to specific wildlife, however none specifically seen in the area next to the school Forest School site. Previously, ducks have been seen in the vicinity of the brook. The brook itself is not kept in particularly good condition so possibly is not a very inviting habitat for wildlife.

ECOLOGICAL IMPACT ASSESSMENT

Record how the impact varies due to seasonality, frequency of use, wildlife, use of fires and other relevant considerations such as SSSI, NNR, TPO etc).

Types of ecological impact common as a consequence of Forest School:

- People pressure / noise / disturbance / trampling /frequency of use
- Fire – on ground or in a container / increased carbon presence / Un-authorized fire lighting
- Removing deadwood – for burning or for making things / reduction in deadwood present
- Cutting live wood for making things / using
- Using trees and shrubs for support /den building
- Bringing organic materials / live & dead on to site / potential biohazard
- Collection of live organic materials including minibeast hunting
- Bringing non-organic materials onto site

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Identify the impacts	What is the nature of the impact? <i>What part of the woodland structure does it affect?</i>	What are you already doing to minimise / avoid the impact?	What further action is necessary?	How will this information inform your management plan? What is your long term planning, who will do it? By when?
Fire – on ground, in fire square.	<p>Increased carbon presence.</p> <p>The amount of smoke produced is greater when there has been damp weather.</p>	<p>Forest School is only running one session a week; using dry wood where possible to reduce the amount of smoke produced; wood is stacked appropriately.</p> <p>Fire is safely put out, ash, and used wood is collected and disposed of.</p> <p>Only using the fuel that is needed, not using too much fuel for the fire. Put the fire out once it has burnt down as much as possible, therefore creating less smoke.</p>	<p>Consider the type of fuel used, possibly use more eco friendly fuels such as recycled wood or coffee ground logs. Find possible fuels which have the potential to be carbon neutral.</p>	<p>Although we want to encourage children to use natural resources available, it is important to teach them about the environmental impact. The school will need to budget for purchasing more eco friendly fuels where necessary. A Forest School budget for consumables will need to be set with the Senior Leadership team moving forwards.</p> <p><i>Forest School Lead to liaise with School Business Manager and have a budget in place by April 1st 2023.</i></p>
Removal of deadwood	Removal of natural, low level habitats for wildlife/minibeasts.	<p>Adding bark wood to ensure sufficient ground cover around the fire square.</p> <p>Ensuring that the amount of sticks/wood removed is closely monitored and does not have a notable impact.</p>	<p>Adding in additional shrubs/flowers to encourage growth of more habitats for a range of wildlife.</p> <p>Bug and bee hotels to be added into the Forest School area.</p>	<p>Each year, we will build on the habitats by adding new plants and shrubs into the Forest School site. This may take the form of a bee and minibeast friendly flower planter.</p> <p>A mixture of annual bulbs will be planted, along with more long standing shrubs which will provide the necessary cover for the minibeasts.</p> <p>The removal of deadwood from the Castle Fields site will be kept limited.</p> <p><i>Forest School Lead to plan in sessions of replanting throughout the year. Budgeting for seeds/bulbs/plants to be included in Forest</i></p>

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				<i>School budget (in consultation with School Business Manager).</i>
Using trees/shrubs for support for den building	Damage to tree branches and trunks.	Children are educated about why we shouldn't damage tree bark (it's role in protecting the tree); children use fences for additional support; children taught appropriate knots to use.	Children will be shown the correct methods for attaching ropes to trees if they are den building.	The majority of den building makes use of metal fencing and a wooden pergola, due to the lack of trees and shrubs on site. Children will not complete den building on the Castle Fields site, due to it being a public park. <i>Overseen by Forest School Lead – ongoing.</i>
Damage to grass area around the fire circle through frequent walking.	Grass is no longer visible, and has become more muddy that grass.	The fire circle area will be covered in bark, to ensure there is still some low level cover for minibeast in the area. This area is also protected from use when Forest School sessions are not taking place.	Ensure that other areas of low level habitat are provided such as grassy areas within the Forest School site. This area is currently covered in pebbles, a small area could be replanted.	Replanting of grassy area to be overseen by the Forest School Lead. To be completed by April 30 th 2023. <i>Bark area to be completed in consultation with School Business Manager and the schedule of other school site work. Date to be confirmed.</i>

SITE MANAGEMENT PLAN:

Develop a rationale and action plan to describe over the next three years, actions to maintain and/or increase biodiversity of the site and manage/mitigate the impact Forest School sessions will have on the site. This may include the practices detailed below in one/both/all three years. Describe if and how these management practices are sustainable and who will do them. This may be represented as a list or in a table. See example for Year 1 below. **YOU CAN LAY THIS OUT IN ANY FORMAT YOU WISH THAT IS LEGIBLE AND EASY TO UNDERSTAND**

POSSIBLE MANAGEMENT OBJECTIVES: Maintaining or creating wildlife habitats e.g. Ponds, wetland areas, Coppicing, Tree planting, Wildflower planting, Creating dead wood habitats, Paths clearance, Drainage work, Screening unattractive views/ reducing traffic noise, Involving local community members

Year 1

Year	Management Actions to be taken	Who will do this?	When will they do it?	How will they do it?	Anticipated impact to Forest School site.
1	Clearing debris from overgrown Forest School site.	Forest School Lead	October 2022.	Clear all leftover materials from Nursery use, removal of broken toys, overgrown weeds, clean flooring from bird droppings (under the horse chestnut tree).	During: some loss of habitat and cover for minibeasts. After: a safe, usable site, which is no longer deemed unsafe with biohazards, broken toys.

	Increase range of habitats for local fauna.	Forest School Lead and Chestnut Explorers (pupils)	May 2023.	Add in a bee hotel and create a bug hotel in the Forest School area. This can be created with a mixture of natural and man made materials.	During: some disruption to low level habitats in order to clear space for a bug hotel. Some minibeasts may be disrupted when some natural materials are moved to use in the bug hotel.
	Increase biodiversity of the site by creating a flower garden.	Forest School Lead, Chestnut Explorers (pupils)	April 2023 – Spring planting for summer.	Following planting instructions (distance apart, positioning), planting a selection of flowering bulbs in the long planter.	During: Some loss of flora including weeds from the planter in preparation for planting. After: Increased cover and habitats for minibeasts. Choice of flowering bulbs to encourage more bees to site.
	Increase range of ground level habitats for minibeasts.	Forest School Lead, Site supervisor, School Business Manager	Summer term 2023.	Selecting a small area within the Forest School site for a grassy area. This will not be trimmed and will become a mini, natural 'grassland' for local fauna.	During: seeded area will need to be monitored, watered. After: Chestnut explorers will be educated on why the grassy area is there and who it is for. They will learn to look after it and not trample it.

				Fire circle are to have wood chip/bark put down as becomes very muddy in the damp months.	Chestnut explorers will be educated about why we have chosen to put wood chip down, and how it can encourage more wildlife into the Forest School site.
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Year 2					
Year	Management Actions to be taken	Who will do this?	When will they do it?	How will they do it?	Anticipated impact to Forest School site.
2	Clearing debris from overgrown Forest School site.	Forest School Lead, Site supervisor.	September 2023	Removal of any overgrown plants from the Summer break, ensure any shrubs/flowers are pruned where necessary. Ensure any animal droppings are cleaned away as needed.	During: some loss of habitat and cover for minibeasts and any other local fauna. After: a safe, usable site, free from any biohazards.

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	Increase biodiversity of the site by creating a flower garden.	Forest School Lead, Chestnut Explorers (pupils)	October 2023 – Autumn planting for Spring Repeating in March 2024 for Summer flowering bulbs if needed.	Following planting instructions (distance apart, positioning), planting a selection of flowering bulbs in the long planter.	During: Some loss of flora including weeds from the planter in preparation for planting. After: Increased cover and habitats for minibeasts. Choice of flowering bulbs to encourage more bees to site.
	Increase biodiversity of the site by creating a hedge along the metal fence between the Forest School area and the exercise area.	Forest School Lead, Site supervisor, School Business Manager	October 2023.	Selecting shrubs to create a hedge to grown against the metal fence. This will be dug out and planted	During: Digging of trench may be disruptive to low level habitats. After: Chestnut explorers will be educate on why the grassy area is there and who it is for. They will learn to look after it and not trample it.
	Develop the shed area to be more in keeping with the natural environment.	Forest School Lead, Site Supervisor, School Business Manager.	Spring Term 2024 (March/April)	Deciding the best course of action – paint the shed a more neutral colour, add bamboo screening where creeping plants can be encouraged to climb.	During: Some disrupting to habitats, trampling, pruning of some shrubs. Forest School site may not be able to be used depending on the time the job takes.

					After: The shed will be a more usable space to support in Forest School sessions, as well as being used as an additional means for creating plant cover/habitats for local wildlife.
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Year 3					
Year	Management Actions to be taken	Who will do this?	When will they do it?	How will they do it?	Anticipated impact to Forest School site.
3	Clearing debris from overgrown Forest School site.	Forest School Lead, Site supervisor.	September 2024	Removal of any overgrown plants from the Summer break, ensure any shrubs/flowers are pruned where necessary. Ensure any animal droppings are cleaned away as needed.	During: some loss of habitat and cover for minibeasts and any other local fauna. After: a safe, usable site, free from any biohazards.

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	Continue to increase biodiversity by creating habitats in plant pots	Forest School Lead, Chestnut Explorers (pupils)	October 2024 (This could continue throughout the year with the new Forest School groups completing their own pot).	Include a wide range of plants/scents which would encourage local fauna to the site.	During: Very little disruption as pots would be added to the patio area. After: Increased minibeasts and bees to the site.
	Increase biodiversity of the site by creating a hedge/tree line along the edge of the fire pit area (between the fire pit and the artificial grass area).	Forest School Lead, Site supervisor, School Business Manager	March/April 2025.	Selecting shrubs/trees to create a natural wall between the edge of the fire circle area and the artificial grass– this could possibly be small trees to add a wider range of biodiversity.	During: Digging of holes may be disruptive to low level habitats if taken from the wood chipped area. Trees would need to be supported whilst saplings – use biodegradable tree guards rather than plastic. After: As the trees grow, there will be an increased type of higher level habitat option to local fauna. Being a town centre site, increasing the range of biodiversity is a high priority.
	Develop the fenced area behind the large	Forest School Lead, Site Supervisor,	May 2025	Select a range of instruments to attach, hang, store along the	During: Limited disruption, maybe some trimming of

	planter into a natural music area.	School Business Manager.		fence behind the large planter. This may include drums, pans, hollow wooden tubes to create an outdoor xylophone.	overgrown plants may be necessary. After: The music area is accessed by a paved pathway already, so little disruption to natural habitats. Children will be able to enjoy music making in nature, tapping into another aspect of their creativity.
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How will the progress be monitored?

(Who will do it? How? When? This may include children and or adults using fixed point photography / seasonal observations / quadrat recordings / species checklist).

Use a table or checklist to represent this information.

	What?	Who will do it?	When?	Achieved? RAG rate (red, amber, green)
Year 1	Clearing debris from overgrown Forest School site.	Forest School Lead	October 2022	

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	Increase range of habitats for local fauna.	Forest School Lead and Chestnut Explorers (pupils)	May 2023.	
	Increase biodiversity of the site by creating a flower garden.	Forest School Lead, Chestnut Explorers (pupils)	April 2023 – Spring planting for summer.	
	Increase range of ground level habitats for minibeasts.	Forest School Lead, Site supervisor, School Business Manager	Summer term 2023.	
Year 2	Clearing debris from overgrown Forest School site.	Forest School Lead, Site supervisor.	September 2023	
	Increase biodiversity of the site by creating a flower garden.	Forest School Lead, Chestnut Explorers (pupils)	October 2023 – Autumn planting for Spring Repeating in March 2024 for Summer flowering bulbs if needed.	
	Increase biodiversity of the site by creating a hedge along the metal fence between the Forest School area and the exercise area.	Forest School Lead, Site supervisor, School Business Manager	October 2023.	
	Develop the shed area to be more in keeping with the natural environment.	Forest School Lead, Site Supervisor, School Business Manager.	Spring Term 2024 (March/April)	
Year 3	Clearing debris from overgrown Forest School site.	Forest School Lead, Site supervisor.	September 2024	
	Continue to increase biodiversity by creating habitats in plant pots	Forest School Lead, Chestnut Explorers (pupils)	October 2024 (This could continue throughout the year with the new Forest School groups completing their own pot).	
	Increase biodiversity of the site by creating a hedge/tree line along the edge of the fire pit area (between the fire pit and the artificial grass area).	Forest School Lead, Site supervisor, School Business Manager	March/April 2025.	

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	Develop the fenced area behind the large planter into a natural music area.	Forest School Lead, Site Supervisor, School Business Manager.	May 2025	
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