



Horton Kirby Church of England School

Forest School Handbook



Respect, Responsibility, Resilience, Reflection
Where everyone matters and everyday counts

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Horton Kirby Church of England School



Forest School Handbook

1. Vision Statement

'To provide children the opportunity to test themselves; build self-esteem, pride and resilience; develop new skills and learn the art of reflection in a safe, calm and nurturing environment.'

2. What is Forest School?

Forest Schools originated in Scandinavia in the 1950s, where they have an 'open-air' culture, as a way of teaching children about the natural world, building independence and self-esteem through exploration and practical experiences. The first arrived here in the UK in the 1990s.

Forest School takes a holistic approach to learning that offers ALL learners regular opportunities to achieve, take managed risks; develop increased levels of self-confidence and self-esteem, through practical, hands-on learning experiences in a woodland or natural environment.

The Forest School Principles revolve around the child taking the lead in the learning process with the qualified Forest School Leader supporting and facilitating the learning. Through regular sessions, which run throughout the year in ALL weathers, children play, explore, learn boundaries of behaviour (both social and physical), take supported risks using real-life tools and gain the ability to use their own initiative to solve problems, which in turn promotes higher levels of self-esteem and motivation.

Forest School promotes the holistic development of those involved, developing their resilience, creativity, confidence and independence as well as nurturing a relationship with the natural world.

Forest School at Horton Kirby Church of England Primary School provides opportunities for children to:-

- develop their personal and social skills
- develop their language and communication skills
- improve physical gross and fine motor skills
- work through practical problems and challenges, building resilience
- develop life-long practical skills
- use tools to create, build or manage
- pursue knowledge that interests them
- build confidence in decision making
- manage and evaluate risk
- explore connections between humans, wildlife and the earth
- reflect on learning and experiences
- regularly experience achievement and success
- learn how to manage failures
- discover how they learn best
- improve their concentration skills
- become more motivated

- understand the benefits of a balanced and healthy lifestyle

The ethos of Forest Schools and the opportunities it provides fit well with the aims of Horton Kirby CE Primary School as outlined in the school prospectus, which is available online at <https://www.hortonkirby.kent.sch.uk>

3. [Forest School Rules](#)

At the start of each Forest School session, children will be made aware of the Forest School rules, expectations and boundaries in order to remain safe. Children take an active part in deciding on safe boundaries. Our Forest School motto and rules are as follows:-

Don't Pick, Don't Lick and Be Careful with a Stick!

1. No pick, no lick – nil by mouth.
2. Look after our woodland area - Leave everything growing.
3. Respect the boundaries.
4. Come back to base when you hear our signal (whistle).

4. [Our Site](#)

At Horton Kirby, Forest School sessions will take place within the school grounds. We are extremely lucky to have extensive grounds and a vast natural native woodland on site. Within our woodland, we have a wide variety of flora and fauna.

Our long-term plan is to plant hedging along the back of the playing field and allow wildflowers to grow naturally and develop a deeper diversity. Rather than set up a permanent shelter, taking into consideration the impact that regular usage will have on the natural environment and habitats, we have decided to alternate our base camp between Beech Tree Base (situated by the pedestrian entrance at the top of the playing field) and Robin's Roost Base.

Both sites offer children the physical freedom to climb, swing, balance, explore as well as providing a wealth of natural resources to create environmental art, build shelters and dens as well as the materials used in order to develop their skills using hand tools.

5. [Roles and Responsibilities](#)

Mrs Philpott, is our Forest School Leader and is supported by Mr Spackman who is also working towards his Level 3 Forest School Leader qualification. Leaders are responsible for the safety and wellbeing of the group during each Forest School session. Risk Assessments on the site and all activities, together with equipment checks, are carried out before, during and after each Forest School session.

A register will be completed by the Forest School Leader as well as regular head counts during the course of the session.

All staff and volunteers supporting the Forest School Leader have undergone an appropriate selection process to assess their skills and suitability for working with children and have been subject to enhanced DBS checks. All sessions are staffed by a qualified first aider and all staff have access to a recommended first aid kit.

During the course of Forest School sessions, adults will support the Forest School Leader with activities and observations, support the children's learning and extend their developmental skills, allowing the children to explore safely without interruption, unless required.

Prior to adults accompanying the Forest School Leader, they are asked to familiarise themselves with this handbook and sign an agreement (see Appendix 8).

6. [What will Children do at Forest School?](#)

The first session at Forest School will focus on familiarisation of the Forest School area and setting boundaries. Even

though our Forest School will be taking place in the school grounds with people we know well, the activities and learning approaches are different.

Each session begins at Base Camp where a central circle is set up and is the main focal point for all our Forest School activities. After a game, such as '123 where are you?' which aims to reinforce site boundaries, children are free to explore the Forest School area. This free play may include searching for wildlife, climbing on logs or building dens. After the first exploration, we gather together and share our discoveries. This is then followed by facilitated and scaffolded activities using natural resources which stimulate imagination, creativity and investigation. These may include (along with many others):

- ❖ Natural art activities such as tree faces, sticky strips
- ❖ Use of hand tools for woodwork activities (if skills and behavior indicators are secure)
 - Elder Bead Bracelets (use of Junior Hacksaws)
 - Whittling Elder Pencils
 - Willow Weaving
- ❖ Den Building
- ❖ Building shelters using a tarpaulin
- ❖ Tying and using knots and lashings
- ❖ Setting up a rope swing
- ❖ Campfire building and lighting
- ❖ Making hot drinks and food on campfire
- ❖ Tree climbing
- ❖ Senses activities
- ❖ Mini-Beast Hunts
- ❖ Creating bug homes and bird feeders
- ❖ Tree Investigations
- ❖ Team building games

Although each session and activities are always planned, it is normal for diversions to take place. As per the ethos of Forest School, we follow the child's lead when something interesting and exciting is found or noticed.

All sessions end with a review where we pass, Freddy our Forest School Friend, around the circle to reflect upon our experiences, learning and personal achievements gained during the session.

Finally, as a group we return the site back to nature—how we found it, or as near as possible.

7. [Benefits of Forest School](#)

Forest School promotes the holistic development of a child. It is particularly suited to children who struggle, for various reasons, to learn in a traditional classroom setting, as well as providing all children with a positive outlook which is then transferred to the classroom where they are found to be more motivated and have increased concentration levels.

Physical Development: Development of gross motor skills, building muscle, spatial awareness, balance, co-ordination and stamina. Fine Motor skills are enhanced when using hand tools as well as hand-eye co-ordination.

Emotional and Mental wellbeing: Spending time in woodland areas is calming and reduces stress.

Social Development: Development of communication and language skills, the ability to share, take turns and work as a team.

Behaviour: Research has shown that being outside has a calming influence on the brain, thereby improved behaviour is noticed.

Self-Regulation: The ability to recognise and manage risk as well as understand the reason for boundaries and rules.

Increased self-confidence and self-esteem: Learning new skills, taking risks when using hand tools develops a sense of responsibility and pride.

Increased knowledge, awareness, respect and understanding of the natural environment.

Creative Development: Through free-play and exploration, children become naturally inquisitive of the natural environment, using it as provocation for storytelling and role play.

Curriculum Links: The ethos and principles of Forest School support many of the Early Years Foundation Stage Curriculum and the National Curriculum for Key Stage 1 and Key Stage 2 and compliment the topic based curriculum we have at Horton Kirby.

8. [Risk Assessment and Management](#)

Forest School at Horton Kirby Church of England Primary School aims to develop children's self-esteem, independence and motivation to learn in a safe environment. The Forest School Leader will therefore be responsible for conducting appropriate site and activity risk assessments prior to each session. The five step approach is adopted whereby the following steps are taken:

- Identify hazards and risks.
- Identify who may be harmed and how.
- Record what is already being done to reduce and eliminate the risk
- Evaluate the risks and decide if existing controls are adequate or whether more should be done.
- Record findings, including daily amendments to standing risk assessments based on site visits and observations. Review assessments on a regular basis.

Everyone will be informed of potential hazards and methods of working in order to minimise their risk further. When possible, everyone will be involved in the risk assessment process as part of their learning. Particularly in relation to the use of hand tools and management of fire, children will be taught appropriate and adequate skills in order to keep themselves and others safe.

See Appendix 1 for full details of Risk Assessments.

9. [Code of Conduct](#)

Boundaries: Before each session begins children are made aware of how far that they can explore. Eventually we hope this area will be separately fenced from the playing field. We do have lots of fun beneath the trees. If children move to explore hidden areas an adult should also move into the cover deep enough to be able to see the children but allowing the children the freedom to explore independently. If you lose sight of a child shout '1, 2, 3, where are you?' The children have been taught to respond '1, 2, 3, I am here'. This enables the leader to trace children who have strayed. Children who are known to need 1-1 support are given the support needed.

Carrying and Transporting Materials: Children are encouraged to roll, lift, drag and to pull materials, either by using their hands or by using ropes. We encourage safe lifting by bending our knees and keeping our back straight. Safe lifting should always be modelled by adults. Heavier objects should be rolled, lifted or carried by more people working together.

Collecting wood: Sticks may be collected for creating pictures and patterns but should be collected sparingly so as not to disrupt creature habitats. Sticks should not be removed from the site and there are resources available within school in the Forest School area for activities where natural resources cannot be found on the site. This is a good mathematical activity involving sorting and matching. Wood is also collected for fire lighting purposes. It is collected in four thicknesses – matchstick sized, pencil sized, thumb sized and wrist sized.

Digging: Digging large holes is discouraged. Children may carefully move soil to look for insects and their habitats using fingers or small sticks found within the forest but deep holes should not be made.

Eating and Drinking: We have a 'Nil by mouth' policy (No pick, no lick) for anything found in the area, unless this activity has been specifically planned for during the session. Children must be reminded not to put their fingers or hands in their mouths or noses. Prior to snack time, children will use wipes and water to clean their hands.

Fire Circle: An open fire will be lit within a fire square or stone circle. A fire circle using log sitting stools may be established around the perimeter, 2.0m from the fire square. No-one may enter the fire circle. There is no running past the fire circle. No items must be carried and placed within the fire circle unless by an adult. If you wish to move around the fire to a new stool you must step out of the circle and walk around the outside of the log circle. Even when the fire is unlit we will treat it as if it is lit.

Lighting a fire: When lighting a fire, the Forest School leader will take control of the operation and all accompanying adults will be briefed before we start. The person in charge of the fire safety and management will wear a clear and visible symbol as a visual cue to the children, we suggest a high visual jacket. A lit fire will not be left unattended at any point. A fire may not be lit until it has been confirmed to all that our fire safety equipment is in place. Open fires will be built within a fire square. See risk assessment.

Leaving the Forest School Site: We work according to the ethos 'leave no trace' that we were in the wood as much as is reasonably possible. Shelters should be taken down, imported materials need to be removed. All equipment is carefully counted out and back in again, especially when using tools and tent pegs. Very occasionally large items may be left between sessions. All rubbish will always be removed. If artefacts have been found or made these may be taken off the site with the consent of an adult.

Picking up and playing with sticks: Children can carry sticks shorter than their arm's length but are encouraged to think about how close they are to other children. Longer sticks may be dragged or carried with the help of another person when each person is at either end. Sticks must not be thrown. Sticks must not be pulled from living trees.

Picking up and playing with stones: Stones may be picked up and transported. Children often like to make patterns and pictures with them. Stones may not be thrown. They may be dropped but thought must be given to whether it is safe to do so, i.e. what is beneath where I am dropping it?

Rope and String: We encourage the collection and transportation of materials. We do not allow children to tie up each other. If a child has a good idea and wants to tie up something, for example a tarp or a swing, an adult should help them as needed, modelling appropriate knot tying and modelling how to talk through ideas and decisions.

Toileting: Children are encouraged to use the toilets before we leave the school building. Children will be allowed to return to the school building with an accompanying adult. The nearest toilets are to be found in the Key Stage 1 or EYFS area. During COVID-19, children will need to return to their bubble toilets.

Tree Climbing: An adult must be present when children climb trees in the Forest School. The ground cover should be checked for 'sharp objects' and the tree marked as suitable for climbing. A visual check must be made for loose and rotten branches. Children are permitted to explore to their own limits or to a maximum height of 1.5m. Adults should be near enough to catch if a child should fall but far enough away to not be invasive to the children's exploration.

Using Tools: All tools have their own clear code of conduct for correct use which will include consideration of specific personal protective equipment, correct use of a specific body posture, and consideration of the appropriate types of activity that each tool may be used for. All tools are counted in and out.

[10. Procedures](#)

General Health and Welfare

All staff to be aware of the general welfare of the children. Young children get cold very quickly so additional clothing should be available along with an emergency blanket and welfare bag.

Emergency Bag – First Aid Kit <i>Checked and re-stocked regularly</i>	Welfare Bag
Accident Book and pen Disposable Gloves Plasters, bandages and dressings Anti-septic wipes Scissors Bite/Sting cream Cotton Wool Eye Wash Burns Gel Burns Dressing Cling Film Instant Ice pack Parental permission to apply cream	Mobile Phone Tarpaulin to create shelter from extreme weather Warm Blanket or fire blanket List of allergies High calorific snack Hot drink (Thermos Flask) Dog faeces bags Hand Sanitiser Personal resuscitation mouth protector Tissues Mediation for individual children (inhalers or Epi-pens) Antibacterial wipes Red Emergency 'Help Needed' Lanyard

Weather

The Forest School sessions take place in ALL weathers, however the Forest School Leader will keep a close eye on the weather conditions and cancel or shorten sessions if necessary.

Forest School sessions will be cancelled in high winds and extremely cold temperatures. After snow, the site will be carefully checked for hazards. The site will also be checked for fallen branches after high winds and storms.

Clothing

We will be going out in ALL weathers—children need to be protected from extreme weather conditions. Old clothes are best as your child WILL get dirty!

No person will be permitted to go to Forest School without appropriate clothing that will protect them from extremes of heat or cold, keep them covered to reduce the likelihood of cuts and scrapes. Layers are far better than one thick item of clothing as they can be removed.

- ❖ Warm base layers: vest, long sleeve top, jumper, jogging bottoms
- ❖ Coat with hood or waterproof coat
- ❖ Thick socks or two pairs of socks
- ❖ Wellington Boots
- ❖ Hat and Gloves in cold weather
- ❖ Sun Hat in sunny weather

We work on the principle that “there is no such thing as bad weather, only bad clothing”, but staff must be aware of how children in their class react to different weathers and how this affects their sensory processing. We do have a selection of spare clothing but this will need to be matched to the child prior to the session and checked for suitability.

Food and Drink

Drinking water to always be available. Children to bring their water bottles along with them and will have access to the tippy tap to replenish their individual bottles.

Staff to ensure that children clean their hands thoroughly with antibacterial wipes/hand sanitiser before eating and drinking.

The Forest School Leader is responsible for preparing any hot snacks on the fire or Kelly Kettle. The Forest School Leader is responsible for overseeing hygienic preparation of food in line with current Health and Safety regulations.

- ❖ Wash hands before and during cooking
- ❖ Not handle food if they are ill with stomach problems (vomiting/diarrhoea)
- ❖ Sores and cuts should be covered with a waterproof plaster

- ❖ Use spoons, tongs and other suitable implements to handle food
- ❖ Long hair should be tied back
- ❖ Ensure raw and cooked food are kept separate
- ❖ Ensure food is prepared on a suitable surface e.g. chopping boards, saucepan – not the ground
- ❖ Ensure food is cooked thoroughly before serving
- ❖ Take all rubbish and food scraps away at the end of the session to prevent attracting vermin.

The Forest School Leader must ensure they are aware of any food allergies and special dietary requirements: Participants are asked to state any food allergies and special dietary requirements they may have on their Parental Consent and Medical form. This information will be used to plan what food and drink to provide during sessions, ensuring that the food and drink provided is suitable for all.

Emergency Procedure

Prior to any Forest School session children are briefed what they will be expected to do in the event of an emergency situation. The site is fully fenced and enclosed but there is direct access to the playground and Pine Class from the Forest School area. The procedure is as follows:

In the event of an emergency on the Forest School site the following steps will be taken:-

- ❖ Immediate assessment of safety of other group members and self
- ❖ Attend to casualty and make as comfortable as possible.
- ❖ Make sure the group is safe sending them to the picnic bench area close to the school. At the same time, send a child with the red emergency 'Help Needed' Lanyard to Pine Class to ask for assistance.
- ❖ Administer First Aid
- ❖ If necessary, contact emergency services.

11. Fire Safety

The Health and Safety Policy shall be followed and risk assessments put in place before fires are lit. It is recognised that campfires are an important part of Forest School, it is therefore our aim to ensure that all children and adults participate safely.

Location

The Forest School Leader will establish a fire pit area. The site will be chosen so as to avoid tree roots, peaty soil, deep leaf mould, uneven ground and overhanging branches.

The fire pit will be central to the area and surrounded by logs or bricks to help prevent the spread of fire. A seating area will be approximately 2 metres for the fire. Exit points will be created at regular intervals around the fire circle and logs.

When the campfire is in use, participants are not permitted to access the area immediately surrounding the fire without permission.

All participants will be taught how to change seats by standing, stepping back over the log and then walking around the outside of the seating area. They must never cross the inner area.

Participants will be advised how to deal with fire smoke in an appropriate way. Where there is an obvious wind direction seating in the line of smoke will not be used. Wherever possible, asthma sufferers will be seated in positions well away from the line of smoke.

Safety

Before a fire is lit, participants must demonstrate that they are able to follow instructions. The Forest School Leader will check the area of hazards such as trip hazards.

The fire will always be lit by a flint. It will be kept small and manageable. The Forest School Leader will be responsible for the fire, from when it lit and until it is extinguished. They will never leave a lit fire.

When a fire is being used there will be a fire first aid kit available in addition to the standard first aid kit. A fire bucket containing water will be available on site and its position indicated at the start of the session.

Either a fire blanket or a wet towel will also be made available and its position indicated. A container of fresh clean water will be available for immersing a burn should it be required.

People feeding the fire or cooking on it will use the 'Respect' position.

Pots, pans and kettles will only be removed from the fire by the Forest School Leader using a flame proof glove. They will make children aware of the dangers of touching hot pans and will always ensure food and drink given to children will be at an appropriate temperature.

Weather conditions will also be considered. High winds or very dry conditions would mean that fire lighting does not continue.

Extinguishing Fires.

All fires must be extinguished at the end of the session.

Whenever possible, fires should be allowed to burn out naturally. With careful management this is easily achievable.

If larger logs have been used these should be separated out from other ashes.

The fire must be doused down with water. It is advisable that ashes are stirred once doused in case there are any hot spots remaining. A good indication that the fire is fully extinguished is when all smoke and steam has ceased.

It is advisable to remove a build-up of ashes from the site.

See full Risk Assessment in Appendix 1

12. Tool use

All tools are counted out and back in at the beginning and end of each session in which they are used. When not in use in the forest they are kept secured away in a locked area. Before each tool is to be used it will be checked for damage and working order. Each tool type is kept in their own suitable containers, many of which are also lockable. Children must never be allowed to help themselves and will always have adult supervision when collecting, transporting and using tools.

Tools are only used for a specific purpose. Adults model correct and safe tool use, storage and transportation at all times. When using a tool, they are used well away from others in the group, (two arm's length and the tool length) and ensuring that others are aware that a tool is in use. Only walking is permitted when transporting a tool.

General Tool Safety

- ❖ Keep tools in good, clean order.
- ❖ Check tools are safe to use before the start of each session.
- ❖ Carry out tool maintenance (cleaning and oiling) once a week.
- ❖ Do not use tools with damaged blades or handles or with loose bolts or fixings.
- ❖ When transporting tools do not carry more than can be held securely.
 - A blunt blade is more dangerous than a sharp one.
 - Count tools in and out.



- Loppers
- Potato peeler
- Tent pegs
- Hacksaw (Junior)
- Palm drill
- Bow saw
- Sheaf knife
- Opinel knife
- Anvil secateurs
- Hatchet
- Bill Hook



Lopper

Use: Cutting wood – Snedding. Use like scissor ensuring feet are well away from the blades and blades are facing forwards. Do not use gloves when using the loppers.

Safety Check: Check handles and mechanism to ensure it is not broken and easily open and closes.

Maintenance: Ensure the blade is sharp – take/send to a professional blade sharpener.

Cleaning: Wipe off any debris and moisture after use with a soft cloth. Clean with olive oil or cooking oil (less environmental impact) to remove dirt from the blade.

Storage: In the forest, lay on the forest floor with the handles facing forwards. Store lying flat in a secure shed/building (bread crate is ideal for this).

Transportation: Carry the loppers with blades facing behind and the handles facing forwards. When passing to another person; hold the centre of the arms.

Tent Pegs:

Use: Push through creamy Elder pith to create beads. Peg down a tarpaulin. Rest the wood you are working with on the ground or on a bench NOT your leg. Poke the piths away from the body towards the ground. Keep a safe distance from other people and be aware of those around you while you work.

Only use when sitting or kneeling down.

Safety Check: Ensure the peg is straight. If bent throw away.

Cleaning: Wipe off dirt, moisture and debris with a soft cloth.

Storage: Drawstring bag.



Potato Peeler: Use: Removing bark from Elder to make bracelet beads. Rest the wood you are peeling on the ground or on a bench and not your leg. Hold the potato peeler away from the body and peel away from yourself towards the ground. Use when sitting or kneeling and do not move around when using the peeler.

Safety Check: Check to ensure the blade is secure and not bent. If bent, throw it away. DO NOT buy cheap peelers. TOP TIP: Invest in peelers with chunky handles.

Number the peelers; count them out and count them in after use.

Storage: Draw string bag. Secure shed in desk tray on a shelf.



Palm Drill:

Use: Drill holes for outdoor jewellery/medallions and name badges.

Safety Check: Check no chunks out of the handle or likelihood of causing splinters. Ensure the drill is secure. Replace the drill bit if it blunt.

Number drills: count them out and in.

ALWAYS drill down on a hard surface.

Cleaning: Clean dirt and debris off with a toothbrush or soft cloth.

Storage: Drawstring bag. Secure shed in desk trays on a shelf.



Hacksaw:

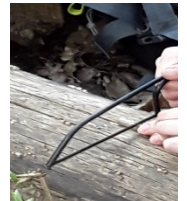
Use: Sawing small piece of timber for a bead. Back and forth motion.

Safety check: Check blade for kinks/bends. If found replace the blade. Ensure blade is secure.

Number the handles. Count out and back in after each session.

Cleaning: Brush of dirt, debris and moisture.

Storage: Tupperware box – handles over the top and blades facing down in the box. Secure shed in desk tray on a shelf.



Bow Saw:

Use: When using the bow saw it is important to wear a PPE in the form of rigger gloves. Place non-sawing hand through the middle of the saw and hold the timber. Always use a saw horse to ensure the timber being sawn is secure. Use long back and forth strokes for more effective cut.

When using with children – Leader and child to kneel on floor with Leader on one side of saw and the child on the other, both in the 'respect position'. The Leader guides the saw and the child follows.

Safety Check: Make sure the handle is secure. Blade cover to be on the blade at all times when not in use. Ensure the blade cover is not split. Replace split covers with pipe insulation/pool noodles.

Clean: Wipe dirt, debris and moisture off.

Storage: Store lying flat with blade cover on. Secure shed.



Sheath Knife:

Use: Always use the knife when in a sitting position. Use two hands, using the thumb to push the blade away from the body. Used for whittling.

When moving around with a knife, ensure the blade is pointing down and in its sheaf.

Safety Check: Check the holding function the protective cover is in working order. Ensure the blade is sharp – a blunt blade is dangerous and can cause more accidents.

Number the knives and count out and back in.

Clean: Wipe dirt, debris and moisture off with a soft cloth, olive oil/cooking oil.

Storage: Store in a locking tool box. Secure shed on a shelf.

TOP TIP: Invest in sheath knives with high vis handles and covers.



Opinel Folding Knife:

Use: Always use the knife when in a sitting position. Use two hands, using the thumb to push the blade away from the body. Used for whittling. Also used for splitting wood.

Safety Check: Ensure the collar twists and is secure and operational.

Clean: Wipe dirt, debris and moisture off with a soft cloth. Use olive oil on the cloth.

Storage: Ensure the blade is folded and locked securely and stored in a tool box. Secure shed.



Anvil Secateurs:



Use: Have one blade which closes on to a flat surface. They are better for cutting hard woody stems as the blade is less likely to stick to the stem as it cuts. DO NOT cut anything thicker than the width of a little finger.

Safety Check: Ensure the locking mechanism works. Transport/walk with the secateurs locked securely.

Number the handles. Count the tools out and back in.

Clean: Wipe dirt and debris off with a soft cloth or tooth brush.

Storage: Drawstring bag. Secure shed on a shelf.



Hand Hatchet

Use: The blade should be vertical and move away from the body in a downwards action. Keep wood between you and the hatchet at all times. Used for shaving points for saw horse.

Safety Check: Ensure leather cover is securely fastened around the blade when not in use and the strap is secure. Check the handle is secure and where the handle meets the blade it is secure and not wobbling. If blunt, send away to be professional sharpened.

Moving around with the tool: Place cover on or hold handle just below blade next to leg with blade facing backwards

Clean: Wipe dirt, debris and moisture from the blade with a soft cloth. Clean with olive oil.

Storage: With leather cover on in a sharps box. Secure Shed.



Bill Hook:

Use: Move the blade away from the body, hook facing downwards. Used to split wood. In this case it was used with one person holding both ends and the other hitting with a mallet. Can also be used for snedding brambles etc.

Safety Check: Check handle is secure and not wobbly. Ensure blade is sharp – send to be sharpened by a professional.

Prior to hitting the blade, call to partner 'Ready?'

When walking: Ensure cover is on. Hold next to leg with the blade facing down.

Cleaning: Use soft cloth with olive oil or cooking oil. Ensure all dirt, debris and moisture has been wiped off.

Storage: Protective cover is on and stored in a sealed container (plastic).



13. [Confidentiality](#)

Use of Photographs: Parents and carers at Horton Kirby Church of England Primary School have given their consent for photographs to be taken. There are very few children who are not to be photographed. A check will be made to ensure children are able to be photographed for Seesaw, the Website and the school Facebook page. NB: Some children are able to be photographed for Seesaw but not the website or social media.

Photographs should only be taken on the School Tablets – no-one should be using mobile phones or have mobile phones on them except the Forest School Leader who will only use their mobile phone in extreme emergency situations.

The Forest School Leader will discuss confidentiality with adults/volunteers attending sessions. All adults will be asked to read the Confidentiality Policy – see Appendix 6.

14. [Child Protection and Safeguarding](#)

During Forest School sessions, any concerns should be communicated to the Forest School Leader as soon as possible. Observations and communications should be recorded immediately on My Concern or written down immediately in detail. The Forest School Leader will then follow the standard procedure of informing the school's Designated Safeguarding Leads, Mrs Lawrence, Mr Pollard or Mr Sexton.

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, this guidance is reviewed at least annually. Staff will sign to say they have read and understood the document annually.

See Child Protection Policy – Appendix 6

15. [Lost or Missing Child Procedure](#)

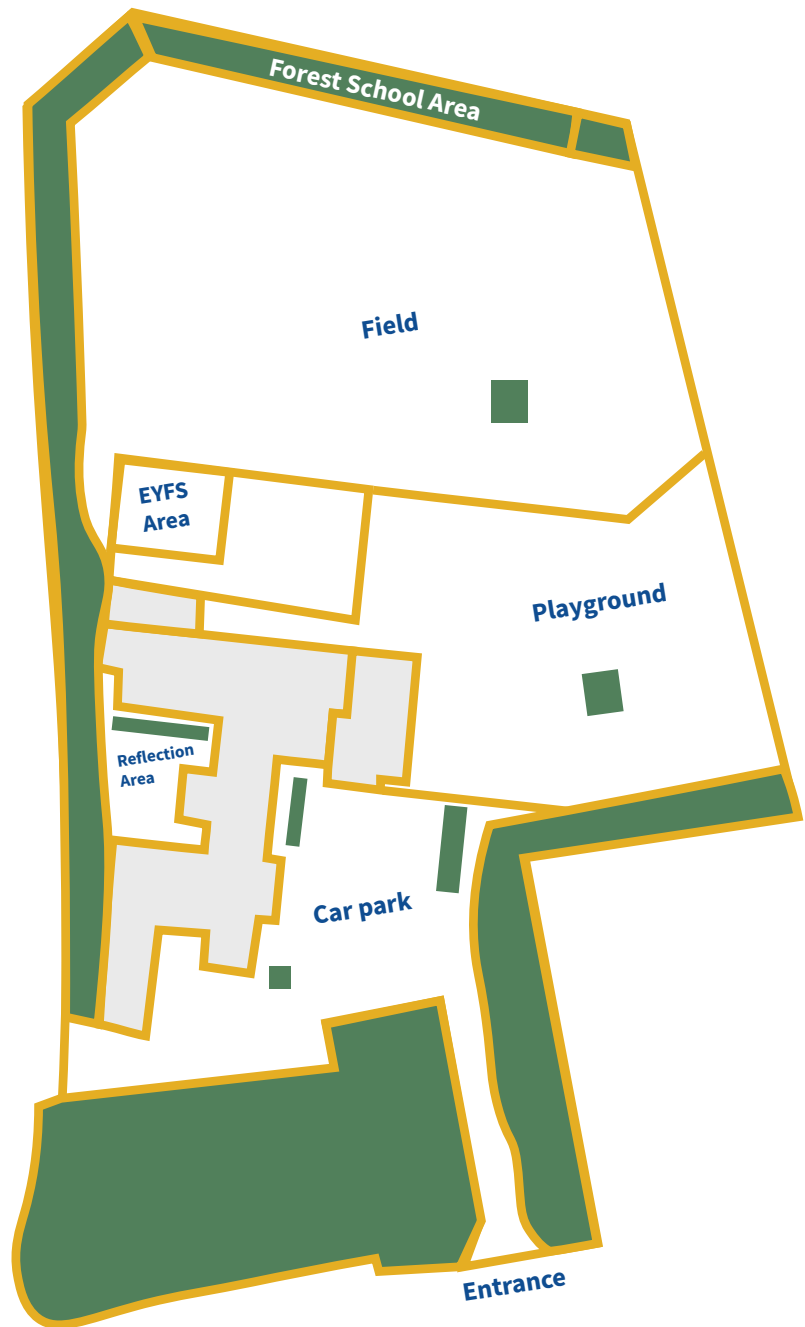
Children are made aware of the Forest School boundaries. They have to stay within eyesight of adults. They know to immediately make their way to Base Camp when the whistle is blown.

In the event of a suspected lost or missing person, the whistle will be blown three times. A five minute interval will be timed by the Forest School Leader. A decision will be made, if the staff to child ratio permits, for another adult to search the immediate area. If this is not the case, a responsible member of the group will be asked to take the Red Help Needed lanyard to Pine Class, or the Forest School Leader will use their mobile phone to contact the school office.

Once the five minute interval has expired the Forest School Leader or the school office will contact the emergency services.

Map of the Site

Forest School Map



Appendix 1

Risk Assessments

1. Site Risk Assessment
2. Collection of Natural Materials and Bug Hunting
3. Shelter Building
4. Using Tent Pegs
5. Using Palm Drills
6. Blind Fold Game
7. Managed Fires
8. Rope and String
9. Tree Climbing
10. Loppers
11. Bill Hook
12. Bow Saw
13. Sheaf Knife
14. Mallet
15. Kelly Kettle
16. Potato Peeler

Appendix 2

Ecological Impact Assessment

Ecological Impact Assessment Matrix of Forest School at Horton Kirby CofE Primary School

	Area Impacted On							
Activity	Ground Layer	Field Layer	Shrub Layer	Canopy Layer	Deadwood	Nesting Birds	Pathways	Other Habitats
Den Building	X	X	X		X		X	X
Exploring	X	X	X		X		X	X
Environmental Art	X	X	X		X		X	X
Tool Based Activities	X				X			
Journey to site	X						X	X
Fire (when have one sited)	X			X				X

Appendix 3

Forest School Management Plan

2.2 Three Year Sustainable Forest School Sit Plan at Horton Kirby CofE Primary School

Factor	Location	Current Situation	Target Situation	Preventative Measures	Method of Management and Monitoring	Timescale
Pathways	Mud steps to gardening area (Area 1)	Steps become slippery in wet weather. Erosion over time.	Wooden/stone steps to be installed.	Reduce footfall on the area by moving activities to a different area during winter months.	Review regularly throughout the seasons. Children to choose how, when where they want to work to maintain paths	Year 1: Monitor impact on increased footfall and continue to reshape the mud steps. Year 2: Add stones/pebbles. Year 3: Install wooden steps.
Deadwood	Areas 1 and 2	None on trees. Fallen branches on the ground. Annual tree inspection carried out by Twig Group. Over collection may result in leaf litter and a reduction in the decomposition cycle	To ensure deadwood on trees remains safe. There is enough for children to collect for Den Building.	Regular risk assessment. Educate children to not remove all ground deadwood.	Risk assess prior to each session for fallen branches.	Year 1: Monitor removal. Plant Elder trees. Year 2: Add more deadwood if necessary. Plant Willow to create a Willow Shelter. Year 3: Continue to monitor and develop Willow Shelter extending to a tunnel.
Foliage	Areas 1 and 2	Preference for one species when collecting for environmental art.	Vulnerable species are protected.	Choose to use fallen leaves for sessions or if using live leaves then only one leaf per plant to be taken and none from very young plants or from vulnerable	Review with children.	Monitor.

				/ weaker species		
Wild Flowers	Area 1	Daffodils, Primroses and Bluebells easily trampled.	Bulbs not disturbed when actively growing and flowers not to be picked when in bloom – No pick no lick rule.	Daffodils planted in tyres. Children educated to not pick.	Review with children. Children to choose how, to maintain wild flowers during sessions	Year 1: Teach children about bulb care, not picking flowers, spotting species / pollination. Year 2: Replant bulbs in areas damage has occurred. Create suitable flower habitats Coppice / prune shrub to help light penetrate. Year 3: Monitor and replant if necessary.
Ground Cover	Areas 1 and 2 wooded areas	Over-collection of leaves may lead to reduction of leaf-litter and affects water retention, recycling and decomposition cycle	Maintain the ground layer in its natural state	Collection of resources and walking through woods seasonally variable Rotate activity areas. Educate children as to the natural environment and habitats.	Observe and change areas used regularly	Year 1: Educate children and monitor. Year 2&3: Continue to educate children and involve them in maintenance.
Trees	Scattered groups in Area 1. Line at the top of the school field (Area 2)	Variety of Common Ash, Common Beech, Lime, Oak and Elder (1).	All tree maintained in natural state. Maintained by Twig Group annually. Require more Elder for Forest School activities.	Educate children that no live flora should be used for activities – only dead fallen leaves. Educate children to care for trees – especially new saplings.	Monitor and remove dead branches	Year 1: Plant Elder saplings for future Forest School activities Year 2: Plant Willow. Try to grow living Willow shelter. Monitor Elder – do we need to plant more? Year 3: Harvest Willow for weaving.

Brambles	Area 1 - Brambles	Brambles cut back - maintained not spreading into paths where they can easily spike eyes / legs	Prune back annually.	Children to cover arms and legs at all times when walking from the secret passage. Monitoring regularly.	Ongoing. Education children about appropriate clothing.	Year 1-3: Routine pruning/cut back.
Nesting birds	Area 1 and 2	2 nests observed	Ensure nests are not disturbed so birds still use them.	Regular monitoring and observations. Educate children about bird life cycle	Educate and observe during Forest School sessions.	Year 1: Observe and record throughout the year. Change sites if necessary. Year 2&3: Continue to educate the children.
Wildlife Diversity	Area 1	Squirrels, birds, field mice.	Encourage more varied woodland species	Reduce collection of acorns. Reduce/remove amount of brambles from over-spreading	Review with children.	Year 1: Make and put up some bird boxes and bug hotels. Year 2: Maintain health of native trees – remove dead / diseased branches. (Twig Group) Year 3 Add new species to increase diversity.

Appendix 4

Lesson Plans for Forest School Sessions including subsequent evaluations

Appendix 5

Parent Information Leaflet

Appendix 6

School Policies

Confidentiality Policy

Child Protection and Safeguarding Policy

Behaviour and Anti-Bullying Policy

Appendix 7

Accident Form

ACCIDENT REPORT FORM –

This form should be completed if anyone is harmed as the result of an accident during a Forest School session. This document will form the basis of a report should a claim be made, so try to be accurate and complete the whole form.

If you would like to add any further information to clarify the incident, please use the reverse of the sheet.

Name/s of Forest School Leader/s:

Name of injured person/s:

Address of injured person/s

DOB of injured person/s:

Where did the accident take place?

Date and time of accident:

Who else was present?

What happened?

What action was taken?

Whom did you notify and when?

Follow up/further action required:


Please delete as appropriate: Further information is/is not supplied overleaf


Signed _____ Date _____



Appendix 8


Flora and Fauna List


Identification of a range of woodland flora for own site, detailing identifying characteristics for each species.


Layer	Name	Characteristics	Broadleaved/ Coniferous	Uses
Shrub	Elder (Sambucas Nigra) 	<p>Leaves: Ovate, toothed leaves that look a little like Ground Elder leaves.</p> <p>Flowers: Large umbels of off white to cream, small flowers, looking almost 'frothy' from April to June.</p> <p>Fruit: Large clusters of dark purple to black, juice laden berries.</p> <p>Bark: The tree has a light coloured bark and the branches are quite brittle. Inside is a creamy-white pithy tissue</p> <p>Smell: The leaves have an unpleasant smell as can the flowers and when left in a bag for a short length of time smell very like cats urine.</p> <p>Edible: Only the flowers(raw) and berries(cooked) are edible on this tree.</p> <p>DO NOT EAT the berries raw as the seeds contain</p>	Broadleaved	Make pencils Beads for bracelets





		<p>cyanide inducing glycosides, the rest of the tree is poisonous and contains compounds that are metabolised into cyanide within the body.</p> <p>Not suitable for climbing as the branches are very brittle.</p>		
Shrub	<p>Hawthorn</p> 	<p>Leaves: Around 6cm in length and comprised of toothed lobes, which cut at least halfway to the middle or 'mid-rib'.</p> <p>Flowers: Hawthorns both male and female (hermaphrodite) reproductive parts are contained within each flower. Flowers are highly scented, white or occasionally pink with five petals, and grow in flat-topped clusters.</p> <p>Fruit: Deep-red fruits known as 'haws'.</p> <p>Bark: Creamy-brown, finely grained and very hard.</p> <p>Thorny foliage.</p>	Broadleaved	<p>Firewood and charcoal.</p> <p>Thorny foliage makes it a good nesting place for birds.</p> <p>Food for moth caterpillars. Flowers eaten by dormice and nectar/pollen for bees.</p> <p>Haws eaten by birds and small mammals.</p>
Shrub	Brambles	<p>Leaves: Dark green on top and pale underneath. Each leaf is divided into three or five serrated,</p>		Ripe juicy blackberries have high vitamin C content and can



		<p>short-stalked, oval leaflets. Leaf stalks and mid-ribs are prickly.</p> <p>Flowers: White or pink flowers appear from late spring to early summer. They are 2–3cm in diameter with five petals and many stamens.</p> <p>Fruits/seeds: the fruit, known as a blackberry, is 1–2cm in length and ripens from green through red, to deep purple and finally black when ripe in late July.</p> <p>Long, thorny and arching stems.</p>		<p>be eaten raw or cooked.</p> <p>Children to be educated that we have a 'No Pick, No Lick' policy. Only to be collected under supervision of the Forest School Leader, if at all.</p>
Canopy	<p>Common Ash</p> 	<p>Leaves: Comprising of 3–6 opposite pairs of light green, oval leaflets with tips up to 40cm long. There is an additional singular 'terminal' leaflet at the end. The leaves can move in the direction of sunlight, and sometimes the whole crown of the tree may lean in the direction of the sun. Another characteristic of ash leaves is that they fall when they are still green.</p> <p>Flowers: Ash is dioecious, meaning that male and female flowers typically</p>	Broadleaved	<p>Ash is one of the toughest hardwoods and absorbs shocks without splintering. It is the wood of choice for making tools such as tongs for cooking with, hammers and axes.</p> <p>Firewood.</p> <p>Leaves can be used for environmental art.</p>


		<p>grow on different trees, although a single tree can also have male and female flowers on different branches. Both male and female flowers are purple and appear before the leaves in spring, growing in spiked clusters at the tips of twigs.</p> <p>Fruits: Once the female flowers have been pollinated by wind, they develop into conspicuous winged fruits, or 'keys', in late summer and autumn. They fall from the tree in winter and early spring, and are dispersed by birds and mammals.</p> <p>Bark: Usually dark and often covered with lichens and mosses.</p>		
Canopy	<p>Common Beech (<i>Fagus sylvatica</i>)</p> 	<p>Leaves: Young leaves are lime green with silky hairs. As they mature they become darker green and lose their hairs. They are 4–9cm long, stalked, oval and pointed at the tip, with a wavy edge.</p> <p>Fruit: The cup becomes woody once pollinated, and encloses one</p>	Broadleaved	<p>Beech timber is suitable for a variety of purposes, including fuel and tool making.</p> <p>Beech foliage is eaten by the caterpillars of moths, including the barred hook-tip, clay triple-lines and olive crescent. The</p>




		<p>or two beech nuts (known as beechmast). Beech is wind pollinated.</p> <p>Easily mistaken for Hornbeam. Beech leaves have wavy edges with small hairs as opposed to the serrated margins of hornbeam.</p>		<p>seeds are eaten by mice, voles, squirrels and birds.</p> <p>The bark is often home to a variety of fungi, mosses and lichens. See Risk Assessment</p>
Canopy	<p>Cherry Tree (<i>Prunus avium</i>)</p> 	<p>Leaves: Oval, green and toothed with pointed tips, measuring 6–15cm with two red glands on the stalk at the leaf base. They fade to orange and deep crimson in autumn.</p> <p>Bark: Shiny bark is a deep reddish-brown with prominent cream-coloured horizontal lines called lenticels.</p> <p>Flowers: Cherry trees are hermaphrodite, meaning the male and female reproductive parts are found in the same flower. Flowers, measuring 8–15mm across appear in April and are white and cup-shaped, with five petals. They hang in clusters of two to six.</p>	Broadleaved	<p>Wood can be used for bean poles in our garden area.</p> <p>The spring flowers provide an early source of nectar and pollen for bees; while the cherries are eaten by birds, including the blackbird and song thrush; as well as mammals, such as the badger, wood mouse, yellow-necked mouse and dormouse. The foliage is the main food plant for caterpillars of many species of moth, including the cherry fruit and cherry bark moths, the orchard ermine, brimstone and short-cloaked moth.</p>


		<p>Fruits: After pollination by insects, the flowers develop into globular, hairless, deep-red cherries.</p>		
Canopy	<p>Horse Chestnut (<i>Aesculus hippocastanum</i>)</p> 	<p>Leaves: 5-7 pointed leaves spreading from a central stem.</p> <p>Flowers: Individual flowers appear in May and have 4-5 fringed petals, which are white with a pink flush at the base.</p> <p>Fruit: Red-brown conker inside a spiky green husk, which falls in autumn.</p>		<p>Conker competitions.</p> <p>Threading to develop fine motor skills.</p> <p>Environmental arts and crafts.</p> <p>Write numbers/letters on for word building, number and letter recognition.</p>
Canopy	<p>Lime Tree (<i>Tilia x europaea</i>)</p>	<p>Leaves: Leaf buds are red, with one small scale and one large scale, resembling a boxing glove, and they form on long leaf stalks.</p> <p>The leaves are dark green, heart-shaped. Leaves are more or less hairless, except for creamy-buff or</p>		<p>Bug Hotels – Dead wood used by wood-boring beetles and nesting holes for birds.</p> <p>Leaves are eaten by the caterpillars of many moth species.</p> <p>Bees also drink the aphid honeydew</p>

	 	<p>white hairs on the underside of the leaf between the joints of the veins. In autumn, leaves fade to a dull yellow before they fall.</p> <p>Flowers: Limes are hermaphrodite, meaning both the male and female reproductive parts are contained within one flower. Flowers are white-yellow with five petals and hang in clusters of 2–5.</p> <p>Fruits: Once pollinated by insects, the flowers develop into round-oval, slightly ribbed fruits, with a pointed tip.</p>		<p>deposited on the leaves. The flowers provide nectar and pollen for insects, particularly bees.</p> <p>Long-lived trees provide dead wood for wood-boring beetles, and nesting holes for birds.</p>
Canopy	<p>Oak Tree</p>  	<p>Leaves: Around 10cm long with 4–5 deep lobes with smooth edges. Leaf-burst occurs mid-May and the leaves have almost no stem and grow in bunches.</p> <p>Flowers: Long, yellow hanging catkins which distribute pollen into the air.</p> <p>Fruits: Acorns are 2–2.5cm long, on long stalks and in cupules (the cup-shaped base of the acorn). As it</p>	Broadleaved	<p>Acorns can be collected for environmental arts and crafts.</p> <p>Good for slow burning firewood.</p> <p>In autumn, mammals such as squirrels, badgers and deer feed on acorns.</p> <p>Flower and leaf buds of English oak are the food plants of the caterpillars of purple</p>

		<p>ripens, the green acorn turns brown, loosens from the cupule and falls to the canopy below, sprouting the following spring.</p>		<p>hairstreak butterflies.</p>
Canopy	<p>Sycamore (<i>Acer pseudoplatanus</i>)</p> 	<p>Leaves: Young leaf stalks are red. Leaf has five lobes.</p> <p>Flowers: Small, green-yellow and hang in spikes, or 'racemes'.</p> <p>Fruits: Pollination by wind and insects, female flowers develop into distinctive winged fruits known as samaras.</p> <p>Seeds spread via wind pollination and are extremely fertile.</p>	Broadleaved	<p>Wood to be used for discs for necklaces.</p> <p>The leaves are eaten by caterpillars</p> <p>The flowers provide a good source of pollen and nectar for bees and other insects, and the seeds are eaten by birds and small mammals.</p> <p>Good resource for art crafts.</p>
Ground	<p>Daffodil (<i>Narcissus</i>)</p> 	<p>Perennial Plant (last for more than three years).</p> <p>Leaves: Five or six leaves that grow from the bulb.</p> <p>Stem: Green.</p> <p>Flower: Bell/Trumpet shaped flower which contains the stamens,</p>		

		<p>surrounded by six lobes (petals).</p> <p>Trumpet can be yellow, orange or white.</p> <p>Grows from a bulb.</p> <p>Eating any part of the plant can cause symptoms such as nausea, vomiting, abdominal pain, and diarrhea.</p>		
Ground	<p>Bluebells (<i>Hyacinthoides non-scripta</i>)</p> 	<p>Perennial Plan</p> <p>Leaves: Narrow strap-shaped, smooth and hairless, with a pointed tip.</p> <p>Flowers: Deep violet-blue in colour, bluebells are bell-shaped with six petals and up-turned tips. Up to 20 flowers can grow on one inflorescence.</p> <p>Flowers mid-April to Late May.</p> <p>Stem: Creamy white-coloured pollen inside.</p> <p>Some bluebell flowers can be white or pink.</p>		

		Sweet-smelling flowers nod or droop to one side of the flowering stem.		
Floor	Primroses 	Perennial Plant – low growing. Leaves: Long and narrow or roundish and crowded together. Flowers: Tube with five spreading corolla (petals) which come in many different colours – red, blue, purple, white, yellow.		
Floor	Lesser Celendine (<i>Ficaria verna</i>) 	Leaves: Glossy, dark-green and heart-shaped with long stalks. Flowers: Shiny, yellow star-like flowers with eight to twelve petals. Flowers between January and April		Environmental Art One of the first flowers to appear after winter. Provides nectar for queen bumblebees and other pollinators emerging from hibernation, and other early insects.
Floor	Daisy 	Perennial Plant Leaves: A rosette shape. Flower: Yellow flower head surrounded by a ray of white florets (petals) which are the female part of the flower.		Environmental Art – book marks. Daisies are edible both raw and cooked – use within a salad. Flowers taste similar to walnuts.

Floor	Buttercups 	Perennial Plant Leaves: Rounded leaves divided into three to seven lobes. Flowers: Five glossy yellow petals		Environmental Art – book marks.
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Bibliography:




<https://www.botanical-online.com/>




<https://www.britannica.com/>




<https://www.wildlifetrust.org/wildlife-explorer/wildflowers/meadow-buttercups>


<https://www.woodlandtrust.org.uk/trees-woods-and-wildlife/british-trees/a-z-of-british-trees>

2.2 Identify a range of woodland fauna for own site, detailing identifying characteristics for each species.

Species	Identifying characteristics	Habitat	Diet
<p>Fox - Mammal</p> 	<p>Red Foxes are nocturnal but are sometimes seen hunting during the day when they have a litter of cubs to feed.</p> <p>70cm from head to tail, and the bushy tail or 'brush' is around 40cm long. Their coat becomes thicker and a richer-reddy/brown colour in the winter.</p> <p>Foxes displaying bald patches and gluey eyes, are likely to be suffering from Sarcoptic Mange which can, and should be treated quickly by a vet/RSPCA.</p> <p>Keep children away from the set if there are cubs.</p>	<p>Red foxes sleep in underground dens. Dens are similar to badgers sets but have a strong musky scent at the entrance.</p>	<p>Foxes are omnivores – they eat both meat and plants.</p> <p>Meats: Rabbits, rodents, birds, frogs and earthworms.</p> <p>Plants: berries and fruit too.</p>
<p>Wood Mouse also known as the Long Tailed Field Mouse – Mammal</p> 	<p>Brown back fur with a darker line along the spine and lighter on the sides. Belly and underside fur is a creamy-white. It has bulbous black eyes, and prominent ears. Long tail.</p> <p>Generally come out at night to feed.</p> <p>They do not hibernate during the winter but become less active.</p>	<p>Wood mice live in an underground burrow where they build up a store of food for the winter.</p>	<p>Seeds, green plants, fruits and animal foods.</p> <p>In a mixed deciduous woodland: acorns, ash and sycamore seeds for most of the winter, buds in early spring, caterpillars, worms and centipedes in early summer and blackberries and fungi in the autumn.</p>
<p>Grey Squirrel – Mammal</p> 	<p>Silver-grey coat. Brownish face and feet. Pale underside. Bushy tail. Small ears</p> <p>Larger than a Red Squirrel by its larger size, grey fur, and smaller ears without tufts.</p>	<p>They make a nest, called a 'drey' out of twigs, leaves and strips of bark in the fork of a branch, high up in the tree canopy.</p>	<p>Acorns, hazelnuts, pine cones, bulbs, tree shoots, buds, fungi, nuts from bird food.</p>

<p>Robin – Bird</p> 	<p>Known for its Red Breast. Grey under parts. Brown head, wings and tail. Approximately 14cm</p> <p>Young Robins have brown speckled plumage</p>	<p>Robin's nests are located on or near the ground in hollows, climbing plants, hedge banks, tree roots, piles of logs and any other situations which provide a fully concealed cavity to protect them from predators.</p>	<p>Creepy-crawlies, as well as seeds and fruit.</p> <p>Two favoured foods of the robin are insects such as beetles and mealworms (beetle larva), and invertebrates such as earthworms.</p> <p>To attract more Robins leave out:-</p> <ul style="list-style-type: none"> • Fruit • Seeds e.g. sunflower • Suet • Unsalted crushed or grated peanuts • Raisins • Mild grated cheese (in small amounts) • Live or dried mealworms.
<p>Tree Sparrow – Bird</p> 	<p>Chestnut coloured plumage on the tops of their heads. White neck collar. Brown and black stripes.</p>	<p>Nest in holes in trees or build nests in dense bushes</p>	<p>Seeds, root crops</p>
<p>Magpie – Bird</p> 	<p>Black head, chest, back, and tail and a white belly and shoulder patches. Long, iridescent green tail and a thick, slightly curved black bill. White patches on its wings that can be seen when it is in flight.</p> <p>Distinctive call: "mag, mag, mag".</p>	<p>They build large, domed nests in thorny bushes or high up in tall trees.</p>	<p>Omnivore</p> <p>It forages the ground for small insects, slugs, snails, millipedes, caterpillars, spiders.</p> <p>In winter, they eat more plant material, such as wild fruits, berries and grains, with household scraps and food scavenged from bird tables or chicken runs, pet foods etc.</p> <p>During the breeding season they are known for</p>

			taking eggs and young of other birds.
Ladybird – Invertebrate 	<p>Ladybirds are not really bugs they are beetles.</p> <p>Ladybirds are born black. Adult colouring can range from yellow to scarlet/red. Black spots on their wing covering.</p> <p>Thin wings protected by the half-sphere shaped elytra.</p> <p>Oval shaped bodies</p> <p>Six short legs</p> <p>Black head with white patches on either side</p> <p>Short antennae for sensory perception.</p>	<p>Live in shrubs, trees and fields.</p> <p>Hibernate when it gets cold.</p>	<p>Ladybirds eat plant-eating insects such as aphids so they are helpful beetle.</p>
Bee – Invertebrate 	<p>5 eyes!</p> <p>6 legs</p> <p>Short thick body covered in hair.</p> <p>Three body parts – head, thorax and abdomen</p> <p>Sting which it only uses to protect itself.</p> <p>It will die if it uses its sting.</p>	<p>Honey bees build nests/hives inside tree cavities and under edges of objects to hide themselves from predators.</p> <p>Ground Bees, also known as Digger Bees nest in burrows in the ground.</p>	<p>Collect pollen and nectar on their legs from flowers.</p> <p>Flowers visited by bees usually range in colours from ultraviolet to orange – Bees cannot see red!</p> <p>Bees are pollinators of plants. By visiting different plants they pollinate them.</p>
Painted Lady Butterfly – Invertebrate 	<p>Pale buffy-orange background colour to the upper wings. Forewings have black tips marked with white spots. Hindwings have rows of black spots.</p> <p>Females lay their small, green eggs on a range of species, such as nettles and mallows, but thistles are the general favourite.</p> <p>Caterpillars are black, speckled with tiny white</p>	<p>Fields, disturbed areas and roadsides. Generally any sunny place that provides appropriate nectar and host plants.</p>	<p>Caterpillars eat thistles, stinging nettles and mallows.</p> <p>Adults drink nectar from flowers.</p>

	<p>spots and have a yellow stripe down each side. They are covered in spines.</p> <p>When the caterpillars hatch they begin to eat the underside of the leaf. As they grow, each constructs a tent of folded leaves fastened with silk.</p>		
<p>Earth Worm</p> 	<p>Streamlined body Each segment contains a number of bristles called setae. The streamlined shape helps the earthworm travel through soil, and the bristles improve grip if the soil is wet. Circular muscles surround every segment of an earthworm's body Earth worms are both male and female.</p>	<p>Stay in soil, burrows or piles of leaves during daylight and on the surface of the ground during the night and early morning.</p> <p>Sensitive to vibration</p>	<p>Soil, such as decaying roots and leaves and the decomposing remains of other animals.</p>

<https://garden-care.org.uk/wildlife-the-environment>

<https://learningtheleaves.co.uk/flora-and-fauna-identification>

<https://www.mammal.org.uk/>

<https://www.rspb.org.uk/>

[Earthworm Characteristics \(sciencing.com\)](https://www.sciencing.com/Earthworm-Characteristics/)

<https://www.wildlifetrusts.org/>

Appendix 9

Helper Agreement

Helper Agreement

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

Signed: _____ (Volunteer)

Signed: _____ (Forest School Leader)

Dated: