



# Crawford Village

Primary School & Nursery

## Forest School Handbook



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# Declaration

This handbook is used as a working document which is frequently updated and reviewed with relevant policies and procedures to ensure that best practice is followed at all times.

The table below details the staff members who have read, understood and agreed to the practice outlined within.

<b>Name</b>	<b>Role</b>	<b>Date Read</b>	<b>Signature</b>
Emma Crompton	Forest School Lead	14/8/25	<i>E Crompton</i>
Anna Davies	Forest School Lead	14/8/25	<i>A Davies</i>
Debra Eaton	Head Teacher	14/8/25	<i>D Eaton</i>
Rob Brearley	Head of School	14/8/25	<i>R Brearley</i>
Lorraine Linney	Teaching Assistant	14/8/25	<i>L Linney</i>

Declaration Review Date: .....14/8/26.....

## Location of Forest School Site

Head teacher: Mrs D Eaton

Head of School: Mr R. Brearley

Crawford Village Primary School

Crawford Village

Upholland

West Lancashire

Wn8 9QP

01695 622333





# Vision Statement

The aim of Crawford Village Forest School is to develop our children holistically through child-led, experiential play in an outdoor setting. Through this process, learners will have regular opportunities to take risks, solve problems, work with tools, play, learn and begin to understand the boundaries of behaviour resulting in increased confidence, self-esteem, self-regulation, empathy towards others and connection with nature.

The ethos of Forest School is based upon 6 core principles:

- A long term process of regular sessions in a woodland or natural setting.
- Set in a woodland or natural environment to support the development of a relationship between the learner and the natural world..
- Child centred process to create a community of learners.
- The holistic development of all those involved, fostering resilient, confident, independent and creative learners
- Offers learners the opportunity to take supported risk appropriate to the environment and to themselves.
- Run by fully qualified practitioners who continuously maintain and develop their professional practice.

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



[forest school - Search Images](#)

# **Policies and Procedures**

## **Behaviour**

In Crawford Village Forest School, we recognise that all behaviour is a form of communication. Our leaders take a non-judgemental view upon any behaviours that occur and instead seek to understand the unmet need which drives the challenging behaviour. This unthreatening and compassionate approach helps to create a more trusting and deep connection between the learner and leader and also supports a more inclusive and beneficial learning environment for all involved. Empathy and understanding is used to support behaviour rather than rewards and punishment. Rather than controlling behaviour, our leaders look to understand it and recognise what drives it.

Our forest school does not look to blame or sanctions and alternatively takes a holistic approach to behaviour. When there is conflict, the leader supports the learners by actively listening to their feelings and emotions. They seek to help the learners understand each other's perspective and work together to find a solution which both parties agree upon.

One of the core principles of forest school is the community principle and with this in mind, all cohorts who embark upon a forest school journey will begin by agreeing upon a set of values which guides their behaviour within the sessions. Learners will regularly revisit these values throughout the sessions and be given the opportunity to reflect upon how their behaviours have aligned with these community values. Learners are encouraged to collectively establish rules within their sessions for any activities that they may engage in which support the values they have agreed upon. This helps to foster a sense of ownership and community responsibility. This, along with supporting one another and celebrating successes all helps with the holistic development of the whole child within a positive, inclusive and community based environment.

There will be times, when safe to do so, that learners are given the opportunity to face the consequences of their actions. For example, they may find that other learners do not want to play with them if they behave unfairly or too roughly. This can be a valuable teaching opportunity for learners to understand the implications of their actions within a safe and empathetic environment.

If challenging behaviours continue to occur, the forest school leader will focus on the root cause of this behaviour within a supportive environment using restorative practices. Through observation, any potential triggers will be identified and the leader will work with the learner to help them develop the tools to manage conflict constructively.

Very occasionally, there may be an instance where the behaviour of an individual puts the safety of themselves, other learners and leaders at risk. In these very extreme cases, the Forest School leader may feel that forest school is no longer a safe environment for that particular learner and they will be removed from the session. Future participation would be reviewed on an individual basis.

## **Equality**

At Crawford Village Forest School, we are committed to ensuring inclusivity and equal opportunities for all irrespective of ethnicity, religion, attainment, age, disability, gender or background. We actively seek to remove any barriers which prevent this and aim to provide all our learners with the opportunity to be fully involved and engaged within the forest school experience.

We will:

- Ensure equality of access for all children
- Appreciate and value the differences in others
- Promote a culture of tolerance and respect.

Click on the link below for access to the full policy

[Equality Policy](#)

# Environmental

## Ecological Impact

Ecological Impact Assessment	
<b>Site address and coordinates</b>	<p>Crawford Village Primary School  Crawford Village  Upholland  West Lancashire  WN8 9QP  01695 622333</p> <p>53.52353369889621, -2.7504606336135393</p>
<b>History of site</b>	Crawford Village Primary School was built in 1913. It is located in a small rural Lancashire village which has a deeply rooted history in farming.
<b>Stakeholders</b>	Pupils, parents, staff, governors, local community
<b>Ecological Survey:</b> <b>Flora</b> <b>Fauna</b> <b>Abiotic Elements</b>	<b><u>Flora</u></b>
	<b>Trees</b> Oak Rowan, Alder, Silver Birch, Sycamore tree Apple trees Blossom tree?
	<b>Bushes</b> Privet hedge Willow Bush (Osier)
	<b>Plants</b> Grass Stinging Nettles Daisy Buttercup Dandelion
	<b><u>Fauna</u></b>
	<b>Invertebrates</b> Wasps Bees Ants Earthworm Woodlouse
	<b>Mammals</b> Rabbits Hedgehog Moles Foxes
	<b>Birds</b> Robins House Martin House Sparrow Blackbird

	<b>Abiotic Elements</b> Soil: Water: Currently no water source on site
<b>Special Features</b>	Purpose built seating area Trim trail Raised beds (At other end of playing field) Planter & trellis next to playground Small number of fruit trees Empty chicken coop (enclosed with netting)
<b>Designations: Ecological</b>	The site is set within a farming community. Agricultural farmland surrounds the school on three sides. The school is situated at the top end of a linear village. Not in a protected area
<b>Historical</b>	The school was built in 1913 and the existing grounds have been used by the school since that time. There is a large playing field with trees at one end and a purposely built seating area along with a trim trail which was erected a number of years ago for the children to play on during break time in the summer months. It is at this end of the playing field that the forest school will be mainly held however, the learners will also have free access to the playing field which is surrounded by a privet hedge on two side. At the other end of the field there are two raised beds which are used in a gardening club and three fruit trees.
<b>Type and level of impact</b>	<b>Trees:</b> picking leaves and berries pulling and snapping branches damaging trunks through hitting with sticks <b>Ground flora:</b> Trampling over Picking <b>Habitats:</b> Disturbing dead wood to build dens Disturbing leaf litter through running through leaves, collecting piles of leaves. <b>Birds:</b> Noise Smoke from fire
<b>Mitigations</b>	See table
<b>Biodiversity action plan</b>	Introduce more fruit trees to mini orchard. Develop raised beds area Create wild flower meadow Develop empty chicken coup – Fruit plants e.g. strawberries and raspberries. Plant new Willow structures to further develop existing structure. Create water feature to introduce water into the site

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### Ecological Impact Assessments Activities

FS Activity	MACRO FAUNA	MICRO FAUNA	SOIL	GROUND LAYER FLORA	FIELD LAYER FLORA	SHRUB LAYER FLORA	CANOPY LAYER FLORA
Tree Climbing	LI	LI	LI	LI	LI	LI	NI
Nature Art	LI	LI	LI	MI	MI	MI	NI
Camp Fire Cooking	MI	MI	MI	MI	MI	MI	MI
Natural Crafts (tools)	LI	LI	LI	LI	LI	MI	NI
Den Building	LI	LI	MI	MI	MI	MI	NI
Group Games	LI	MI	MI	MI	MI	MI	NI

## Detailed Ecological Impact Assessment

Impact Action	Impact on environment	Mitigation Measures	New Impact	Actions to contribute positively
<b>Camp fire cooking</b>	Smoke impacting on fauna in surrounding area. Possibly affecting any nests which may be present in the canopy area of trees. Hot embers scorching soil and ground layer. Destruction of habitats if ground litter/ twigs used for fire fuel. Use of dead wood for fire reduces biodiversity found in the site as it houses many different species of flora and fauna. Risk of fire spreading if fire not adequately extinguished. Beauty of site impacted if ashes left.	Use designated fire pit for campfire so fire is contained. Locate fire pit at least 4m away from canopy layer and shrubs. Limit frequency of fires – to mark special occasions only to allow soil time to recover. Bring all fuel onto the site for campfire. Effectively distinguish fire at the end of session. Remove ashes when possible.	LI	Any ashes can be spread in soil area to add nutrients.
<b>Nature Art</b>	Cutting willow branches to use in crafting. Children picking flowers/leaves/berries to use for art projects Using leaf litter in art projects which can disturb natural habitats.	Ensure willow on site is sustainably used, coppicing during the late winter and early spring months. Replanting of willow when necessary to cope with demand. Ensuring learners are aware of the impact that picking flowers/leaves and berries has on impact. Natural resources to be used sparingly and cherished. Replenishing log piles, leaf piles to ensure habitats are protected.	LI	Habitats can be created with used resources once the art project has been completed. Learners can create new habitats. Willow art work can be used as a living structure within the site. New willow plantations can be created which will provide additional habitats for wildlife. Art work can be used to enhance the site for the enjoyment of all.
<b>Natural crafts (tools)</b>	Use of freshly cut logs from the site for crafting will reduce natural habitats created with dead wood. Living branches/ trunks could be damaged through learners sawing wood which is still attached. Unightly if wood shavings are left littered around the site.	Try to acquire fresh green wood from a reputable, sustainable source so that natural resources are not depleted. All tools to be used under supervision within a designated area. Site to be left in the same way it was found. Wood shavings to be collected and taken off site if necessary.	LI	Crafts such as bird tables, bird boxes, fairy stools and tables, dream catchers, tent pegs can be used to enhance the learning environment and learning experience.
<b>Group games</b>	Plants, leaves and log piles may be disturbed/ trampled upon as learners move about the site. This could impact the local habitats and sometimes kill plants if stems are broken.	Try to create natural pathways that encourage learners to stay out of densely populated vegetation. Rotate play areas to allow vegetation to recover. Identify plants with learners so they feel a responsibility themselves not to damage them. Protect delicate areas with fencing so that they are undisturbed.	LI	Learners to be involved with sowing and caring for wildflowers to enhance their connection with nature and have a sense of joint responsibility for the sustainability of the site.
<b>Den Building</b>	Removing dead wood from the site which impacts the habitats for local wildlife and reduces biodiversity of the site.	Monitor the size and number of dens that are built. Have den building resources available for learners to use so that they do not scavenge from within the site. Ensure that when dens are finished with, the resources are returned to their original place.	LI	Use as a teaching point so that learners create specific log piles/ habitats which are permanent structures for the local wildlife. Learners to research how to encourage different wildlife onto the site.

# Landowners Agreement

The Forest School Site is located on private land which is owned by the school and we have permission of the head of school, Mr R. Brearley, to use this site for the purpose of forest school including the use of fires.

## Woodland Management

<b>Vision for the site</b>	<p>To have an exciting outdoor sustainable learning environment to support up to two sessions per week of a maximum of 15 learners per session.</p> <p>I am hoping that the raised bed area will be rejuvenated, and producing both fruits and vegetables along with a soft fruit area which will be located within the netted area of the existing ex-chicken structure, which can be used within school to support other areas of the curriculum.</p> <p>To have developed the willow structure so that it is more sustainable for use and aesthetically pleasing.</p> <p>To have a mature pond area which encourages wildlife and provides water for birds and to develop both a wild meadow area and enhance the current fruit tree provision to create a small orchard.</p>		
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Anticipated use of site</b>	15 learners for one afternoon per week  Groups once a fortnight	15 learners for two afternoons per week  Groups once a fortnight	15 learners for two afternoons per week  Groups once a fortnight
<b>Plans to enhance diversity</b>	Plant new Fruit trees Plant willow shoots Create water feature Develop raised bed area	Wild meadow area Soft fruit area (located within old chicken coup)	To create a pond area. To have a hammock for the site.
<b>Mitigating Impact</b>	See ecological impact assessment sheet – to continually review the ecological impact assessment as and when needed.		
<b>How can client group be involved?</b>	<p>Observe learners in initial sessions to identify areas for development.</p> <p>During gathering sessions, discuss with learner how they would like to improve/ develop the site.</p> <p>Where possible, carry out planting, gardening, creation of features during the sessions. If learners show an interest and choose to get involved facilitate this.</p>		
<b>Evidence of ongoing monitoring</b>	<p>Use of site survey</p> <p>Complete safety sweep before every session.</p> <p>Use management plan as a working document to ensure that developments are happening and if not why.</p>		
<b>Biosecurity</b>	<p>Ensure diseased wood is not brought onto site.</p> <p>Monitoring flora/ fauna on site</p> <p>Ensuring footwear is cleaned of external mud etc... Which could harbour potential cross contamination.</p>		

# Health & Safety:

Click on link below for access to full policy

[Health & Safety Policy](#)

## Accident & Emergency Policy

In Crawford Village Forest School, we recognise that the safety of our learners and leaders is of the utmost importance. As a result, there will always be an outdoor first aid trained member of staff present during any forest school session and the following procedure will be adhered to at all times.

- There will always be a minimum of two members of staff to facilitate any forest school session.
- The leader will be fully aware of any medical needs that the learners may have and appropriate medication will be on site as required e.g. (inhalers for asthma)
- A mobile phone will be carried by the leader during any forest school session (07984 3515290)
- A fully stocked first aid kit will be on site during any session.
- **In case of an emergency**, the forest school leader will assess the situation and the extent of any injuries.
- They will immediately call for help/ alert staff from within the school to assist (School Office: 01695 622333).
- If emergency services are required, they will ensure the immediate safety of the casualty and then dial 999.
- A member of staff will be sent to meet the ambulance and direct the paramedics to the site. (The ambulance can reach the Forest School site by accessing school grounds through the carpark gate and then onto the field through a second gate. A member of staff from within school will be asked to open both of these gates for quick access – see map below.)

The rest of the children will be gathered by the assistant and taken away from the incident.

- The forest school lead, supported by a member of staff from school, will perform any first aid that is required until the emergency services arrive
  - If the casualty is taken to hospital, a member of school staff will accompany them until parents arrive.
  - During sessions where there will be a fire, there will be a full bucket of water on site for immersing potential burns and the additional fire first aid kit.
  - Following any accident or emergency all accident and emergency reports will be completed in line with school procedures.

**If the Forest Leader or assistant** is injured or is taken ill, the session will be ended. Staff from within school will be alerted and the learners will be escorted back into the school building to their

teachers. The Forest Leader/ assistant will be treated appropriately for their condition.



# Food Hygiene and cooking policy

At Crawford Village Forest School, we recognise that cooking and eating around a campfire is one of the highlights of any session however, it is essential that the following procedures are adhered to in order to ensure that the highest standards of food hygiene and safety are maintained at all times.

- A fully trained forest school leader will supervise any handling, preparation and cooking of food during the session.
- Food will be transported to the site in clean containers, using a cool bag if required for fresh items which may spoil in hot temperatures.
- Raw meats will be stored separately from other food stuffs.
- All use by dates will be checked and adhered to.
- Any water will be provided in a clean container.
- Before handling any food, learners will wash their hands using either hand sanitisers or clean soapy water which will be available on site.
- All dishes and crockery will be clean before being brought onto the site.
- Preparation of food will be carried out on clean surfaces. E.g cleaned chopping boards, inside freezer bags for bread making.
- Cooking of food will be facilitated by the leader and recommended temperatures for cooking will be adhered to using temperature probe – see table below.
- Uneaten food will be removed from the site to prevent vermin.
- Dirty dishes and utensils will be washed, dried and removed from the site

## Meat Temperature Safety Guide

	POULTRY	
	White Meat	160°F, 71°C
	Dark Meat	165°F, 75°C
	PORK	
	White Meat	145°F, 63°C
	Dark Meat	160°F, 71°C
	BEEF	
	Rare	120°F, 40°C
	Medium-Rare	130°F, 55°C
	Medium	140°F, 60°C
	Medium-Well	150°F, 63°C
	Well-Done	155°F, 70°C
	Ground Beef	160°F, 71°C
	LAMB	
	Medium-Rare	125°F, 52°C
	Medium	130°F, 55°C
	Medium-Well	145°F, 63°C
	Well-Done	150°F, 65°C
	Ground Lamb	160°F, 71°C
	SEAFOOD	
	Fish with Fins	145°F (63°C)
	Shrimp, Lobster, Crab, and Scallops	Cook until flesh is white and opaque
	Clams, Oysters, Mussels	Cook until shells open

Credit: Grace Canaan

Click on link below for guidelines for cooking hot food safely.

[Safe internal cooking temperatures](#)



# COSHH: Control of Substances Hazardous to Health

At Crawford Village Forest School, leaders are aware of the Control of Substances Hazardous to Health Regulations Act 2002.

- In Forest School, the use of substances which have the risk of being hazardous to health are not used within the sessions.
- General hygiene measures are in place to ensure cleanliness of food preparation areas, utensils and hands is maintained.
- All waste products are removed from the site and disposed of correctly.

## Extreme Weather

At Crawford Village Forest School, we fully embrace all weather conditions and use these as learning opportunities for our learners to experience nature in all forms.

The only times that the sessions will be cancelled or temporarily postponed due to the weather are when they pose a risk to safety for the learners and leaders. This will be during particularly high winds (Beaufort Wind Scale of 7 or above) or thunder storms where shelter may be taken inside the school building for the duration of the storm. These decisions will be made by the forest leader as and when necessary.

In cold and wet weather, the leader will ensure that a shelter has already been erected prior to the beginning of the session so that there is somewhere dry for the learners. Cold weather clothing will be worn. Hot drinks will be made on the campfire and learners will be encouraged to keep moving so as to stay warm.

In high temperatures, there will be unlimited water available to ensure learners remain hydrated. The trees will naturally provide shade and loose clothing will be worn.

### The Beaufort Wind Scale

<https://kindlingplayandtraining.co.uk/forest-school/wind-and-woods/>

Scale	Description	miles per hour	Effects	Risk
0	Calm	0-1	smoke rises	Low
1	Light air	1-3	Smoke drifts	Low
2	Light breeze	4-7	Leaves rustle	Low
3	Gentle breeze	8-12	Twigs move	Low
4	Moderate breeze	13-18	Leaves and small branches sway	Low
5	Fresh breeze	18-24	Small trees sway	Medium
6	Strong breeze	25-31	Large branches sway	Medium
7	Moderate gale	32-38	Whole trees in motion	High
8	Fresh gale	39-46	Twigs break off trees	High
9	Strong gale	47-55	Branches break off trees	Very High
10	Whole gale	56-64	Trees uprooted	Very High
11	Storm	65-74	Widespread damage	Extreme
12	Hurricane	75+	Devastation	Catastrophic

# **Fire Policy**

The campfire is an important element of the Forest School experience and although not needed at every session, the inclusion of a fire can enhance the overall experience for the learners and is a good way to celebrate a special event within the natural annual cycle, not to mention a useful source of heat and energy.

For many learners, Forest School will be their first introduction to fire and this policy sets out the guidelines to ensure that they are introduced in a safe, controlled, managed and rewarding way to enhance the learning experience and also minimise the impact on the environment.

## **Fire Procedures:**

- You must always have the landowner's permission to have a fire.
- Check any local restrictions that may be in place.
- Fires should only be considered if there is a purpose for example:
  - ❖ To keep warm
  - ❖ Cook food/ boil water
  - ❖ To signify a celebration
- A risk assessment **MUST** be carried out before any fire is lit.
- The soil type must have been assessed to ensure it is not flammable e.g. peat.
- The fire should only be lit within the fire pit area.
- There must be a 1 metre surround (double logs) around the fire to create a safe barrier from the fire.
- Any seating should be 2 metres away from the fire.
- Fire pit must be situated away from overhanging branches – a minimum of 3 metres.
- A fully trained leader must always be present within the fire circle when the fire is lit. **NEVER LEAVE THE FIRE UNATTENDED.**
- Never harvest fuel from the site as this will destroy habitats and impact the biodiversity of the site.
- Bring logs and tinder onto the site to use on the fire. Avoid soft wood or treated/ painted wood. Best wood to use is kiln dried hard wood e.g. Oak, Ash or Silver Birch.
- Fire Safety equipment which **MUST** be on site:
  - ❖ A large bucket of water for potential burns and to extinguish the embers at the end of the session.
  - ❖ Fire glove
  - ❖ Fire blanket
  - ❖ Burns kit
- Ensure that the fire is the right size for the purpose.
- Ideally, manage the fire so that the embers burn down by the end of the session.
- **ALWAYS** fully extinguish and embers/ash with water.

## **In the event of an emergency situation where a fire that gets out of control:**

- The Forest School leader will immediately alert all participants shouting 'Fire'
- All participants will be walked quickly and safely to the designated fire assembly point (By the gates at the far end of the field – by the carpark.)
- A headcount will be carried out to ensure all are present and accounted for.
- The School Office will be informed (Tel: 01695 622 333)
- The emergency services will be contacted – Tel : 999
- No one will return to the scene until the emergency services have attended the scene and the fire has been completely extinguished.

## **Fire Circle**

The fire circle forms part of our risk management. Seating is arranged approximately 2 metres away from the fire so that pupils can enjoy the warmth and experience of the fire without being too close. Before any fire is lit, the learners will have experienced a variety of 'fire pit' games which will introduce them to how they move around the fire circle. They will be practised at stepping back over the seating to walk around the outside of the seating area and they will understand that they should NEVER walk across the inner area unless invited to do so.

## **Fire Preparation**

Learners may be involved in preparing the kindling using a fixed blade knife to create the different thicknesses required:

- Matchstick
- Pencil
- Finger
- Thumb
- Wrist

Learners may also be involved in the laying of the fire e.g. 'The Upside Down Fire'.

Resources and safety equipment should all be neatly located near the fire pit before the fire is lit.

## **Fire-lighting**

Flint and steel, sparking onto cotton wool will be used to light the fire, although there will be matches kept in tool box in case of an emergency.

Learners will only light the fire under direct supervision, if invited to do so.

No flammable liquids will be used to light or accelerate the fire.

Logs and sticks must always be placed, not thrown on to the fire and the hand should NEVER go over the fire.

## **Using a flint and steel**

Procedure for learners to practise using a fire steel:

- They strike a fire steel down and away from themselves and others
- They practice with a small puffed up 'cotton wool ball'
- They are responsible for the mini fire until it is completely extinguished.
- This occurs within the fire circle under direct supervision of a forest school leader.

## **Extinguishing the fire**

At the end of any session the forest school leader must ensure the fire has been completely doused in water to ensure that it is completely out.

Ideally, the fire will have been timed so that all the logs which have been added to the fire have burned down to ash so the remnants of the fire are minimal.

Ashes can be left within the fire pit area.

# **First Aid Policy**

**First aid is defined as the immediate or initial treatment given to someone taken ill or injured prior to the arrival of other medical services.**

In Crawford Village Forest School, we recognise that the safety of our learners and leaders is of the utmost importance. As a result, there will always be an outdoor first aid trained member of staff present during any forest school session and the following procedure will be adhered to at all times.

- Prior to any session, the appropriate risk assessment and site sweep will have been conducted by the forest school leader taking into account weather conditions and dynamics of the group.
- There will always be a minimum of two members of staff to facilitate any forest school session.
- In case of an emergency, staff from within the school will immediately be alerted to assist.
- The leader will be fully aware of any medical needs that the learners may have and appropriate medication will be on site as required e.g. (inhalers for asthma)
- A mobile phone will be carried by the leader during any forest school session.
- A fully stocked first aid kit will be on site during any session.
- During sessions where there will be a fire, there will be a full bucket of water on site for immersing potential burns and the additional fire first aid kit.
- If a child has burned themselves, they will submerge the burned area in tepid water (fire bucket) for at least 20 minutes and first aid procedures will be followed.
- Following any treatment for first aid, the school first aid log will be completed by the leader who carried out the treatment and parents will be informed as per the school procedure (Bumped head letter/ letter detailing first aid/ immediate telephone call for any concerns).

## **First Aid Kit inventory**

First Aid Guidance Book	Disposable gloves (Latex free)
Sterile non-medicated dressings	Safety pins
Triangular bandages	Eye bandage
Cleansing wipes	Eye Wash
Space Blankets x 2	Instant ice pack
Cling film	Burn cool x 4

# Insurances



Department  
for Education

## Confirmation of risk protection arrangement (RPA) membership

The Department for Education's risk protection arrangement (RPA) is a voluntary arrangement for academies, free schools and local authority maintained schools. It is an alternative to insurance through which the cost of risks that materialise will be covered by government funds.

The following local authority maintained school is a member of the RPA.

NAME OF MEMBER ORGANISATION:	Crawford Village Primary School
MEMBERSHIP NO/URN:	119224
MEMBERSHIP PERIOD:	01 April 2025 to 31 March 2026
RPA MEMBERSHIP RULES:	Community

(1)	EMPLOYER'S LIABILITY
Limit of indemnity	Unlimited
(2)	THIRD PARTY PUBLIC LIABILITY
Limit of indemnity	Unlimited
(3)	PROFESSIONAL INDEMNITY
Limit of indemnity	Unlimited
(4)	PROPERTY DAMAGE
Limit	Loss of or damage by any risk not excluded to any property owned by or the responsibility of the Member including property the responsibility of the Member due to a lease or hire agreement Cover Reinstatement value of the property

### NOTES:

1. Indemnity is subject to the RPA membership rules.
2. In accordance with the provisions of paragraph 1 of Schedule 2 of the Employers' Liability (Compulsory Insurance) Regulations 1998 (SI 1998/2573), the Secretary of State for Education hereby certifies that any claim established against the named member organisation above in respect of any liability to the employees of the kind mentioned in section 1(1) of the Employers' Liability (Compulsory Insurance) Act 1969 will, to any extent to which it is otherwise incapable of being satisfied by the aforementioned employer, be satisfied out of moneys provided by parliament.
3. A General Principles Clause is included.

Signed:

Dated: 01 April 2025

Susan Dawson  
Director of Commercial for Sector and Commercial Operations



Department  
for Education

## RPA Team Contact Details

### Reporting a New Claim

Submit via: [RPA.CM@davies-group.com](mailto:RPA.CM@davies-group.com)

### Urgent Incident Notifications

Phone: 0330 058 5566

### Claims Updates or Queries

Phone: 0330 058 5566  
Email: [RPA.CM@davies-group.com](mailto:RPA.CM@davies-group.com)

### Overseas Travel Emergencies & Urgent Incidents

Phone: 0203 475 5031

### Overseas Travel Pre-travel Advice & Guidance

Website: <https://traveltracking.northcottglobalsolutions.com/default.aspx>  
Username: NGS.Topmarksolutions  
Password: topmarksolutions2018

Please email the following for access to E-Learning library:  
[r2ops@northcottglobalsolutions.com](mailto:r2ops@northcottglobalsolutions.com)

### Queries on the Risk Management or Cover Provided

Phone: 0117 976 9361  
Email: [BPACover@whrco-gsp.com](mailto:BPACover@whrco-gsp.com)

Access to the RPA cover helpdesk is available 9.00 to 17.00 Monday to Friday excluding bank holidays.

For assistance accessing the RPA Risk Management Portal: [RMBLsupport@willis.com](mailto:RMBLsupport@willis.com)

### Queries on Funding or How to Join/Leave the RPA

Email: [BPADFE@education.gov.uk](mailto:BPADFE@education.gov.uk)

### Cyber Incident Notifications

Cyber Incident Response Hotline: 0800 368 6378  
Cyber Incident Response Email: [RPAresponse@CyberCian.com](mailto:RPAresponse@CyberCian.com)



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## Confirmation of Risk Protection Arrangement (RPA) Overseas Travel

The Department for Education's risk protection arrangement (RPA) is a voluntary arrangement for academies, free schools and local authority maintained schools. It is an alternative to insurance through which the cost of risks that materialise will be covered by government funds.

The following local authority maintained school is a member of the RPA.

NAME OF MEMBER ORGANISATION:	Crawford Village Primary School
MEMBERSHIP NO/URN:	119224
MEMBERSHIP PERIOD:	01 April 2025 to 31 March 2026

The RPA includes cover for school trips overseas travel, which is summarised below. Please see membership rules for full cover.

OVERSEAS TRAVEL INCLUDING WINTER SPORTS		Limit
Medical Expenses, Repatriation and Emergency Travel	Per person	£10,000,000
Baggage	Per person	£2,000 in total (inner limits apply)
Money	Per person Per event	£750 £5,000
Cancellation, Curtailment, Replacement, Rearrangement and Change of Itinerary	Per person Per trip	£4,000 £250,000
Political and Natural Disaster Evacuation	Per person Per trip	£10,000 £80,000
Missed Departure	Per person	£1,000
Disruptive Pupil Expenses	Per event	£5,000
Loss of Passport/Travel Documents	Per person and/or trips	£2,000
Search and Rescue Expenses	Per event	£100,000
Kidnap Consultants Costs	Per person and/or trips	£250,000
Piste Closure	Per day per person Total Per person	£35 per full day of closure £350
Legal Expenses	Per person	£50,000
Personal Liability	Per occurrence	£5,000,000
Personal Accident	Per Person	Death and capital benefits £100,000

### NOTES:

1. Indemnity is subject to the RPA Membership Rules.
2. Cover applies to any school trip, excursion or work experience placement anywhere in the world which is related to education; commences during the RPA Membership Year and involves travel outside of the school boundaries. Includes winter sports trips.
3. Emergency Contact Details: 0203 475 5031

Signed:

Dated: 01 April 2025

Susan Dawson  
Director of Commercial for Sector and Commercial Operations



Department  
for Education



# Manual Handling

At Crawford Village Forest School, safety is of the utmost importance and careful risk assessments are in place to prevent injury.

All staff should:

- Read risk assessments prior to attending sessions
- Follow safe tool usage guidance to ensure proper use of equipment provided
- If lifting heavy objects, e.g. tree trunks, leaders and learners must not attempt to lift or move an object which is too heavy for them. They should ask for help where necessary and not cause any unnecessary strain on their back.

## Risk Management

One of the core principles of Forest School is learners being given the opportunity to effectively manage risk. As a result of this, risk taking is an essential part of the Forest School programme and although the safety of our learners is always of the utmost importance, learners will be encouraged to take risks within their comfort zone and develop their understanding of and approach to risk.

At Crawford Village Forest School, the first session for any cohort will be focused on creating rules and values for us to abide by in order to keep everyone in the group safe. The learners will be shown the boundary of the site so that they are fully aware of where they can go and any potential hazards will be discussed at that time using an enquiry based approach. Games will initially be played, to enable the learners to explore the site and provide opportunities for the learners to experience any potential risks in a safe environment.

All the relevant risk assessments are carried out by the Forest Leader including:

A site sweep

Risk benefit analysis (including tools and fire)

Dynamic risk assessment will occur continuously throughout each session and will be adapted to individual circumstances e.g. age/experience of cohort/ weather/ resources available

## Risk Assessments

*Hazard – is something with the potential to cause harm*

*Risk – the combined likelihood of the hazard harming someone and the likely consequences if it did occur.*

- An **initial site risk assessment** is carried out to establish any potential risks and mitigations that can initially be put in place.
- Before every forest school session, a **site safety sweep** will be carried out by the forest school leader focusing on the canopy, shrub, field and ground layer. Any potential hazards will be identified and steps taken to reduce these risks will be documented.
- Activity **Risk:Benefit Assessments** (RBA). This is carried out by the forest school leader to weigh up the benefits of an activity with the risks. This allows the leader to determine if the activity is worth pursuing.
- **Dynamic Risk Assessments.** These allow the leader to be adapt to the interests of the learners. They will occur throughout the session where the leader thinks through the consequences of decisions that are being made in real time.

**There are four key dynamics to consider when assessing risk:**

- The leader
- The learners
- The site
- The resources

## **Risk Benefit Analysis**

At Crawford Village forest school, we use Risk Benefit Assessments to balance the potential risks of an activity with the valuable learning and developmental benefits they offer. The process allows the leader to carefully consider both the negative and positive aspects of an activity and therefore make an informed decision about whether and how to proceed.

For each activity the Forest School Leader should:

- Identify any potential hazards
- Assess any risks
- Identify benefits
- Implement control measures to mitigate risk
- Make an informed decision
- Review and Evaluate

## **Tools Usage**

As with fire, using tools is an important part of the Forest School experience. They help learners develop new skills, manage risk and connect with the natural environment around them. The following procedures are to support the safe, effective and enjoyable use of tools within the forest school sessions:

- Before any learners are introduced to tools for the first time there will be an opportunity to establish behavioural boundaries when using tools. This will be facilitated by the forest school leader and all 'rules' will be decided upon and agreed with by the learners. Only when the forest school leader is confident that all learners understand these rules and can abide by them will tools be used in the sessions.
- If tools are to be used within a session, before the session begins, the forest school leader will set up a 'tool pit' within the site (preferably with the back in line with a boundary). If possible, there will be a rope surrounding the perimeter of the tool pit so it is visible to the learners.
- The tool pit will be introduced to the learners:
  - How shall we use it?
  - How can we keep ourselves safe while we are in the tool pit?
- All tools will be stored in a locked toolbox.
- Tools will be regularly inspected for damage and well maintained.
- Broken tools will be either repaired or removed from usage.
- A trained forest school leader will always be present within the tool pit if the tools are being used.
- Tools will be used on a 1:1 ratio.
- Before a learner uses a tool they will receive a tool specific 'tool talk'.
  - P.A.S.S
    - Parts
    - Arrival
    - Safe use
    - Safe storage

- At the end of a session, tools should be cleaned and returned to the locked toolbox.

Each tool that is used in forest school has an individual resource sheet detailing how it is to be safely used and maintained.

## Transport

The Crawford Village Forest School is located within the primary school grounds and so transport will never be required.

## Welfare

Learning and playing outside is all part of the Crawford Village Forest School experience however there are many considerations that must be taken into account to ensure that it is an enjoyable experience for all and risks are properly managed. The following procedures give guidance to ensure that the basic needs of both the leaders and learners are met.

### **Clothing**

***‘There’s no such thing as bad weather, only unsuitable clothing’ – Alfred Wainwright***

Appropriate clothing is essential when you are spending lengthy periods of time outdoors. Parents will be given clothing lists for different seasons/ weather conditions. The learners will be encouraged to take responsibility for their own belongings, putting on, taking off layers as the elements dictate and knowing where they have left any clothing that they are not wearing.

<b>Autumn</b>	<b>Winter</b>	<b>Spring</b>	<b>Summer</b>
Waterproof clothing. Trousers (not jeans) – jogging bottoms or leggings. Long sleeved t-shirt. Jumper/ sweatshirt or fleece jacket Warm coat for colder days. Two pairs of socks Comfortable shoes or wellies  SPARES – pack a spare set of clothing, especially socks and trousers (more than one set if toilet training).	Base Layers – thermal vest, thermal long-sleeve top and thermal leggings. Warm Trousers – fleeced lined or warm tracksuit bottoms. Long sleeve top. Warm jumper – a wool jumper or fleece. Warm jacket – just in case it is a colder day. Hat, scarf and gloves. Two pairs of socks – Comfortable shoes which will help keep feet warm. Wellington boots may not be suitable for particularly cold days as they do not retain the heat well. Winter waterproofs.  SPARES – pack a spare set of clothing, extra jumpers, gloves, socks and trousers (more than one set if toilet training).	Waterproof clothing. Trousers (not jeans) – jogging bottoms or leggings. Long sleeved t-shirt. Jumper/ sweatshirt or fleece jacket Warm coat for colder days. Two pairs of socks Comfortable shoes or wellies  SPARES – pack a spare set of clothing, especially socks and trousers (more than one set if toilet training).	Comfortable trousers. Long sleeved t-shirt for protection against stings, scratches, bug bites, ticks and sunburn. Jumper or a lightweight fleece jacket. Socks. Comfortable shoes or wellies Waterproofs Sunhat and sun cream.  SPARES – always pack a spare set of clothing, even in the summer, especially socks and trousers (more than one set if toilet training).

## **Toileting**

The school building can be easily accessed independently by learners if they need the toilet. Learners will always tell a leader if they are going to the toilet. Handwashing facilities are also available there for after they have been to the toilet.

## **Handwashing and water**

Antibacterial hand wash will be available along with a large water container which can be poured over hands to remove mud and dirt.

## **Food and water**

Drinking water will be stored separately from the handwashing water in clean containers to be heated or used for cold drinks throughout the session.

Food will be kept in clean, sealed storage containers and if food is perishable, it will be kept in a cool box.

## **Adverse weather**

Crawford Village Forest School aim to be outside in all weathers. The exception is in severe winds (Force 7 or above on the Beaufort 'windspeed' Scale – 32-38 miles per hour).

A session would also be temporarily suspended during a thunder and lightning storm. In the case of a storm, the children would move into the school building to shelter until it had passed.

In particularly cold or wet conditions, the leader will ensure that there is a shelter already erected within the site for children to store their belongings and shelter in. On these days, a fire will be maintained for warmth and hot drinks will be provided to help keep children warm. Children will be encouraged to move to stay warm and the appropriate clothing will be worn by all attending the session.

## **The leader**

The forest school leader will always:

- Carry a mobile phone whilst on site.
- have a list of participants and any medical requirements e.g. inhalers, allergies
- First Aid Kit

# **Safeguarding:**

## **Anti-Bullying**

At Crawford Village Forest School we are committed to providing a caring, friendly and safe environment for all pupils so that they can learn in a relaxed and safe atmosphere. Bullying of any kind is unacceptable in our Forest School and leaders, learners and all stakeholders have a responsibility to ensure that bullying doesn't happen. If bullying does occur, all learners should be able to tell an appropriate person and know that it will be addressed promptly and compassionately.

What to do if bullying occurs:

The emphasis is always on a caring, listening approach to all learners where all behaviour is recognised as a form of communication.

- Listen to any concerns and keep records of all conversations
- Inform head teacher of any bullying accusations.
- Listen to the identified bully.
- Discuss Forest School Values and collective rules.
- Speak to any potential witnesses.
- Inform parents of all parties involved.
- Monitor ongoing situation for any repetition.
- Check in with both parties to ensure both feel listened to and supported.

Click on link below for access to full policy

[Crawford Village Anti-Bullying Policy](#)

## **Confidentiality**

Crawford Village Primary School is the data controller of all personal information provided by its workforce, visitors, pupils and parents. The school governors are responsible for the accuracy and safe-keeping of data. The school determines the purposes for which, and the manner in which, any personal data is processed. There is an independent protection officer and their role is to oversee and monitor the school's data protection policies and ensure they are compliant with the General Data Protection Regulation (GDPR).

In Forest School, it is vital that leaders have access to any medical, special educational needs and disabilities, health and safety or behaviour information which could impact upon the safety of leaders and learners within the sessions.

Click on link below for access to full policy

[Confidentiality](#)

## **Child/adults at risk protection**

Crawford Village Forest School is committed to safeguarding and promoting the physical, mental and emotional welfare of its leaders and learners.

All leaders have a responsibility to:

- Consider what is in the best interest of the learner with a child-centred approach.
- Maintain a high safeguarding ethos.



- Ensure all learners have the opportunity to communicate and know they are listened to.
- Maintain an attitude of 'it could happen here'.
- Provide a safe and secure environment.
- Be fully up to date with school procedures that support safeguarding, including annual training.
- Maintain appropriate levels of confidentiality.

Click on link below for access to full policy

[Child Protection and Safeguarding Policy](#)

## **Data protection and personal data handling**

### **ICO**

In order to comply with the GDPR, Crawford Village Primary has updated its privacy notice which gives information about how they collect, hold and share information. Some data is for statutory purposes for the Department for Education and Lancashire Local Authority. Information is not shared without consent unless the law and policies allow it.

The Data Protection Officer for Crawford Village Primary is:

Dr C. Lomas who can be contacted via the school office on 01695 622 333 or  
[bursar@uphollandcrawfordvillage.lancs.sch.uk](mailto:bursar@uphollandcrawfordvillage.lancs.sch.uk)

Crawford Village Primary School is committed to the protection of all personal and sensitive data for which it holds responsibility as the Data Controller and the handling of such data in line with the protection principles and the Data Protection Act (DPA).

Click on link below for access to full policy

[Data Protection and personal data handling ICO](#)

See Crawford Village Primary website for policy

### **DBS**

All leaders and volunteers working with learners in Crawford Village Primary School are DBS checked.

## **Disclosure**

The Designated Safeguarding Lead at Crawford Village Primary School is the Head teacher: Mrs Debra Eaton. The Deputy Designated Lead is Miss Anna Davies. Both designated leads have received up-to-date refresher designated training.

The designated Safeguarding Lead on behalf of the Board of Governors is Dr Chris Lomas (Chair).

The Local Authority Designated Officer (LADO): Tim Booth/ Shane Penn/ Donna Green – 01772 536694

What to do if a learner makes a disclosure during a forest school session:

- Leader stays calm, offered reassurance but does not make any promises.
- Record the conversation (date, time, location, what was said)
- Immediately report to the designated safeguard lead.
- If the DSL is not available, the leader should speak to the deputy DSL.

# **Missing Student**

Crawford Village Forest School is held within the school grounds. There are 2 access points; the gate to the carpark and the gate to the playground. Both of these gates are kept locked at all times. If learners need to enter the school building for example to go to the toilet, there are two secure entrances which can be used independently by the learner.

Pupils will always inform a leader if they are leaving the site.

In the event of a person (adult or child) going missing from the forest school group:

- Gather all participants and carry out a head count to check that all other members of the group are present.
- Inform staff within the school setting immediately.
- Staff to search the outdoor area and inside school for the missing person and gather back after 5 minutes.
- A second search to be carried out if the missing person is not found.
- If the person is not found by this second search, then with SLT consent, contact parents and the police. The decision to do this may be made during the second search depending upon the circumstances.

# **Social Media**

Photographs may be taken of learners at our Forest School. These images may be used in our school's prospectus or in other printed publications that we produce, as well as on our website or school media accounts. We will not use personal details or full names of any child in a photographic image or video on our website or online. Historic photographs will remain on our school website and social media feeds.

Permission from parents to use photographs in the above way is held by school.

If a parent withdraws their permission, that child will not have any photographs taken and used on any social media platform.

# **Staff, Ratios, Roles and Responsibilities**

A level 3 qualification along with a valid outdoor first aid certificate is a minimum requirement for the Forest School Leader. There must be a minimum of 1 adult to 8 children.

It is the role of the Forest School Leader to:

- Plan, deliver and evaluate the Forest School sessions.
- Promote and provide Forest School experiences which adhere to the 6 principles of the Forest School ethos.
- Manage the Forest School site sustainably.
- Maintain tools and equipment
- Communicate with all stakeholders
- Undertake continuous professional development and self-reflection
- be responsible for the health and safety of both learners and leaders and ensures this through robust risk assessments which include:
  - Site assessments
  - Risk: benefit analysis
  - Dynamic risk assessments
  - Work 1:1 with learners in either the fire pit or tool pit

The Forest School Assistants:

- Support the Forest School Leader in planning and delivering sessions
- Assist with setting up activities and preparing materials
- Show enthusiasm
- Provide basic first aid when required
- Contribute to observations

**All leaders within the Forest School sessions act as facilitators rather than teachers. Their role is to support children's learning through observation, child-led activities and an enquiry based approach.**

## **Visitor Protocol**

Any visitors to the Forest School must initially report to the school office to sign in and be allocated a visitor badge.

Personal data such as contact details and DBS information will also be collected.

They may need to show identification and they will be informed of confidentiality and how to report any safe guarding concerns including who the DSL and deputy DSL are.

Any visitors will not be left on the site unsupervised.

Visitors should be aware of the Forest School ethos including the 6 principles.

On departing, visitors should leave via the school office and return the visitor badge.

## **Stakeholders**

At Crawford Village Forest School the key stakeholders consist of:

Pupils, Forest School Leaders, parents, staff, governors, local community

It is the role of the Forest School Leader to ensure that all stakeholders are communicated with effectively to ensure there is a successful Forest School Programme.

- **Pupils:** will be directly involved in the forest school experience. It will be a collaborative process where leaders and learners agree upon common shared values, and rules to abide by. The management of the site will be a joint venture where learner's ideas are valued and their opinions and thoughts listened to.
- **Parents:** will initially be communicated with at a parent meeting where the forest school leader can fully explain the Forest School process - the ethos, principles and benefits. Parents will be given the opportunity to ask any questions, discuss any concerns they may have and offer any support they may be able to give. Parents will also receive updated through termly newsletters and social media updates.
- **Staff:** the forest leader will hold a staff meeting to explain the Forest School process to all staff – the ethos, principles and benefits. Staff will be given the opportunity to ask any questions, discuss any concerns they may have and offer any support they may be able to give. Staff will receive regular updates in staff meeting time and throughout the first year, all staff will be invited to come and observe a session in action.
- **Governors:** The forest School leader will initially present to the governors the ethos, principles and benefits of forest school and how it will develop our children holistically. There will be regular

updates at governor meetings and the forest school leader will be invited to attend a session in action to see for themselves the impact it can have upon the children.

- **Local community:** Through the school website, social media and school community network the local community will have access to information regarding the forest school. They will be able to contact the school directly (Tel: 01695 622 333 or [bursar@uphollandcrawfordvillage.lancs.sch.uk](mailto:bursar@uphollandcrawfordvillage.lancs.sch.uk)) with any concerns or offers of support. Visitor protocols must always be followed.

# Appendices

## Risk:Benefit Assessments

See attached