



# Forest Schools Handbook

## Forest School Health and safety.

St. George's has a Health and safety policy that ALL staff are expected to have read and adhere to in their working day - this is available both online and in the office.

Within the Forest School setting there are other Health and Safety factors that have to be taken into consideration. These include -

. The main delivery of the Forest School sessions will be by a qualified - level 3 - Forest School leader -

Emma Whittaker

Rachel Humphries

Lauren Weston

Kate Wilkinson

. There will always be at least one other member of staff in attendance with the Forest School leader (See safeguarding children at Forest School).

. There will be Risk assessments done before the start of the session of all the activities on offer during that session that the children may choose to partake in (See Risk Assessments section).

. There will always be a trained First Aider present at each session. They will have the correct equipment and a written accident/emergency procedure (Details of this are further in the handbook).

On the following pages you will find a proportion of the Health and Safety policies related to Forest School in more detail.



## Introduction

In this handbook are the policies, procedures, rules and guidelines that all staff involved in the delivery of Forest School are to adhere to.

This will ensure a consistent and safe approach to

Forest School, so to give the children an opportunity for hands on learning in a woodland environment.



## Aims and Ethos

'The ethos of Forest School is based on a fundamental respect for children and young people and for their capacity to instigate, test and maintain curiosity in the world around them.'

(FSTC, N.D)

We at St George's feel that Forest School enhances and compliments the daily running of our school. Forest School is an inspirational process that offers children opportunities to achieve and develop their confidence, resilience and self - esteem and build on their creativeness and independence through hands on learning experiences in a local woodland environment.

Forest School is a long - term child-initiated, educational process that promotes, observes and supports the social, emotional and physical development of children and young people in an outdoor woodland environment. It offers the children and young people the chance to take supported risks appropriate to that environment.



## Risk Management

The people responsible for managing the risks in Forest School are the 4 Forest School leaders -

Emma Whittaker

Rachel Humphries

Lauren Weston

Kate Wilkinson



There are many risks within the Forest School environment before the introduction of tool usage, shelter building and rope work - to name but a few of the activities. One of the main points of Forest School is encouraging children to take controlled risks and it is the responsibility of the above Forest School leaders to know the risks and ensure that the children have a safe Forest School experience.

The above Forest School leaders will ensure this safe experience by having completed 'Risk Assessment's for all the activities that will be on offer to the children as well as all the tools that the children will be able to use - see 'Risk Assessment' session of this handbook. The Forest School leaders will also complete a 'Daily Risk Assessment' before every Forest School session that they are holding.

It will then be the responsibility of the Forest School leaders to follow these 'Risk Assessments' - looking at the hazards, the risks and making sure that the control measures are put into place.

"It has been documented that by depriving children of risks we are in fact disadvantaging them for later life. Living a sheltered life void of risks does not allow children to develop their own understanding and management of risks, this actually endangers individuals when taking risks later in life. With taking risks in life and at Forest School it is about finding a happy medium. Not being disgracefully unaware of risks, putting people in danger through negligence. However, also not being over the top and wrapping our children in cotton wool. It all relates to managing the risks." ([learningintheleaves.co.uk/risk-management](http://learningintheleaves.co.uk/risk-management))

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## First Aid

All four of the Forest School leaders are First Aid trained.

Emma Whittaker

Rachel Humphries

Kate Wilkinson

Lauren Weston

(See copies of certificates in this handbook)

When in the Forest the Forest School leaders will be the ones immediately responsible for First Aid.

Forest School leaders should always have their mobile phones on them for emergencies.

All the Tas within the school setting are also First Aid trained.

Within school there are also two lead First Aiders that are to be called upon in an emergency - Mrs. Emma Underwood and Mrs. Kim Sohier.

In each Forest School session there will be a 'Forest School Emergency bag' - a rucksack - this will be kept in the same place during each session - as decided by Forest School leaders.

**Inhalers** will be taken out in a lidded plastic box for the children that require them in the group - school guidelines will be followed on inhaler use. They will be kept in a plastic lidded box in the same place as the 'Forest School Emergency bag'. See school 'Asthma policy'

**Epi Pens** - should anyone in the group have one - will be taken out in the 'Forest School Emergency bag'. See school 'Administering medicines' policy.

**Medical information** - this will be for ALL children in school - this will be kept in a folder which will go to the forest each session - FS leader will be responsible for this and for knowing relevant medical information for any children in the group. The folder will be kept with the 'Forest School Emergency bag'.

**Contact information** for children is kept in the school office as the Forest School site is within the school grounds.

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The 'Forest school Emergency bag' contains -

- . *Plasters/band aids of different sizes, including non - allergic ones*
- . *Antiseptic wipes*
- . *A variety of mixed sized bandages - lots*
- . *Sterile gloves*
- . *Gauze tape, micropore tape*
- . *Scissors*
- . *Cling film - for burns*
- . *Little sachets of eye wash*

It will also include -

- . *A warm blanket*
- . *Toilet paper*
- . *Sugar - dextrose tablets/coke*
- . *Stuffed animal to help comfort children*
- . *Sterile water*
- . *Tweezers*
- . *Emergency blanket*
- . *Burn gel pads*
- . *Insect relief after bite*
- . *Spray on antiseptic*
- . *Insect repellent*
- . *Sun cream*

*These items need parental permission before using.*





- . *Emergency firelighting kit*
- . *Matches in waterproof container*
- . *Flashlight*
- . *Whistle*
- . *Extra clothes - hats, socks, gloves etc.*
- . *Medical information for all the group*
- . *Accident report book*
- . *Emergency procedure - attached to outside of the rucksack.*



The 'Forest School Emergency Bag' will be checked that it contains all of these items by the Forest School leader before each session.

**PLEASE REPLACE ANY ITEMS THAT HAVE BEEN USED DURING A FOREST SCHOOL SESSION ONCE THE SESSION HAS FINISHED.**

A copy of this list is attached to the outside of the 'Forest School Emergency Bag'.

### Accident and Emergency Procedures

In the case of an emergency the whistle will be blown 3 times and all the children will come back to the fire circle. This will be explained to the children at the beginning of every Forest School session.

At Forest School we follow the whole school policy for Health and Safety - within this there is a section on First Aid and an Emergency procedure (copies of this are available online and in the office).

**In the case of a minor First Aid** incident involving a child - if possible - this will be dealt with within the Forest School setting using the 'Forest School Emergency Bag' and recorded in the accident book as normal school protocol.

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**In the case of a minor head bump** - ice maybe required from the fridge inside school - the other member of staff within Forest School can go and get this. The head bump will be dealt with, recorded in the accident book, head bump letter filled out and upon the discretion of the First aider a telephone call made to the parent/carer by the school office for informative purposes only - again as school protocol.

**In the cases of more major incidents** - involving a child/ren the Forest School leader will take lead and using their First Aid training will do what is necessary at that time. The other member of staff will go and seek help from within the school (KS2 classrooms are only a very short distance from the Forest area) and locate one of the lead first aiders. The Forest School leader can telephone the main school office - 01952387750 using their mobile phone.

**In the case of a serious incident** - involving a child/ren and an ambulance needs to be called, the Forest School leader will be responsible for the situation and the calling of an ambulance.

The other member of staff will take the other children out of the Forest area and into school. They will get help from other staff, inform the lead first aiders and the school office - all of these will then follow the school protocol.

Telephoning for the ambulance -

Phone - 999

School postcode - TF2 9LJ

School address - St. George's C of E Primary School,  
London Road,  
St. Georges  
Telford.

School phone number - 01952387750. Maybe your mobile number also.

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Give as much information about the patient as possible -

- . Who has been injured
- . How they have been injured
- . What their injuries are
- . If they have any medical conditions
- . Where about on the school site you are

DO NOT put the phone down until told to do so by the call taker.

TRY AND STAY CALM!!

The office staff should deal with meeting the ambulance and directing them/bringing them to the Forest area.

**A DEFIBULATOR IS AVAILABLE IN THE SCHOOL OFFICE.**

A copy of this is attached to the outside of the 'Forest School Emergency Bag.'

Accidents involving adults involved in Forest School session.

When an adult has an accident (not FS leader) the Forest School Leader will be informed and take responsibility - again following the correct school protocol.

In the case of an incident where a forest school leader becomes unwell or has an accident, the responsibility of Forest School will be taken over by the second Forest School Leader. If the second Forest School Leader is not there, a member of staff who is in Forest School will take charge.

The above scenarios will be dealt with in a similar way as incidents involving a child/ren. Always following school protocol.

### Fire Drill

In the case of a whole school fire drill - the children in Forest School will come back to the main area - by use of three blows on the whistle - fire circle - the Forest School leader will do a quick register whilst the other member of staff does a sweep of the Forest area to check that no children have been left behind.

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The children will then be led to the appropriate area for their class during a fire drill and will then continue with the fire drill procedure as set out in the 'Emergency plan and fire procedure policy' (This can be found online or in the office).

The children will be told this in detail at the very first Forest School session but then reminded about it at every session after that. The children are aware of the fire drill procedure when in school.



### School Emergency procedure

This is set out in the 'Emergency plan and fire procedure policy' - it relates to things like -

Bomb alert, severe fire - The children assemble on the school field.

Violent intruder, dangerous dog, major traffic incident on Stafford Street - The school hand bell is rung and all children are taken into the safety of the school building.

ALL staff have read and are aware of these procedures. In the Forest the instructions will be the same as for a 'Fire drill' and then once all the children are gathered and accounted for we will follow the above instruction - set out in the 'Emergency plan and fire procedure policy' that is relevant to the incident.

### Toileting

All children involved in the Forest School session will be encouraged to use the toilets before we go to the Forest. However, if a child needs the toilet when at Forest School they will be able to use the school toilets. Foundation/KS1 will be escorted by an adult - back and forth - from Forest School to the toilet. KS2 will walk to toilets independently - the nearest toilets are in the year 3/4 block.

## Clothing

The clothing will be different depending on the seasons and the weather on that day.

**In the winter, the clothing to wear will be -**

Waterproof coat

Waterproof trousers

Wellington boots or walking boots.

Warm hat, scarf and gloves

Warm trousers

Long-sleeved top and a jumper or fleece

Thick socks - thermal if possible or two pairs of thinner ones

**In the summer - the clothing to wear will be -**

Walking boots, trainers or wellington boots - sandals are not suitable.

Sun hat

Sun lotion

Long-sleeved top or light shirt - to protect shoulders and arms.

Light trousers - shorts/skirts are not suitable.

Waterproof coat and waterproof trousers in bag - in case the weather is wet.



## Tools

On the following pages are the tool procedures for the tools that are used in Forest School - these are: loppers and secateurs, bowsaw, hand axe, fixed blade knife and pruning saw.

On the tool procedures you will see how to use the tools safely and the maintenance needed in the upkeep of the tools - the Forest School leader will be responsible for overseeing this and that the procedures are followed correctly.



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## **Behaviour Policy and Procedure**

In St George's school our motto is 'Everyone matters, everyone achieves' which is at the heart of everything we do and believe. Forest School sessions will be underpinned with a positive approach to behaviour, therefore supported by and promoted in our whole school policy [Behaviour policy \(stgeorgesschool.org.uk\)](http://stgeorgesschool.org.uk).



It is essential that the Forest School sessions are tailored to suit the client group and the ethos of encouraging freedom and creativity is promoted throughout, in a safe and nurturing environment. Providing children with the magic of nature in the woodland will help to develop children in a holistic way.

### **Forest School helps to develop:**

- 🌳 Children's respect for nature and the natural environment by learning new skills and knowledge.
- 🌳 Children's personal, social, and emotional skills in a safe environment.
- 🌳 Children's ability to behave suitably and responsibly in a natural environment.
- 🌳 Children's independence, self-awareness, self-discovery, communication skills and self-esteem, contributing to building intrinsic motivation within the child.
- 🌳 Children's ability to work harmoniously, in collaboration with their peers.

### **Forest School Leaders will:**

- 🌳 Ensure the needs of all individual learners, including social and behavioural considerations are at the heart of all Forest School sessions.



- 🌳 Establish clearly, and effectively the expected behaviour during a Forest School session. Set clear rules and boundaries for keeping safe.
- 🌳 Ensure that everyone is treated equally and valued in a safe, positive environment.
- 🌳 Involve the children in creating a mission and ethos for each client group, ensuring it is achievable for all, giving them ownership and understanding.
- 🌳 Plan activities suitable for the age group ensuring they are both challenging and achievable.
- 🌳 Be a positive role-model, modelling the caring, respectful, and considerate behaviours required.
- 🌳 Encourage and reinforce positive behaviour between peers and when they are displaying respect and care for the natural environment.
- 🌳 Raise children's self-esteem through the use of praise and positive reinforcement when they are demonstrating appropriate behaviour, independence, and working collaboratively.
- 🌳 Encourage children to become responsible for themselves and their actions, by helping each other when tidying up and using equipment.
- 🌳 Ensure the policy is available to all, involve parents and staff in establishing and maintaining appropriate behaviour ensuring a consistent approach.
- 🌳 Use techniques to diffuse undesirable behaviour, such as giving children space to cool off, whilst keeping an eye on them from a distance, they will hopefully re-join the group when they have calmed down. Distraction techniques can also help diffuse situations, by gaining their focus, their natural curiosity may bring them back into the group in a positive way.
- 🌳 Discuss the behaviour, (tailored to the individual child) calmly discuss any undesirable behaviour when the situation is defused, acknowledge the children's feelings, whilst discussing the importance of the Forest School behaviour required. Ensure they know the next session will start with a clean slate for them. Depending on the situation and the age of the child, the behaviours should be included in the reflection time at the end of the session to see how it impacted on others, therefore maximising the child's opportunity to learn from their

experiences and encourage them to take responsibility for their actions.

### **The children will aim to:**

- 🌳 Develop a positive attitude and respect for the woodland environment.
- 🌳 Listen and respond accordingly to leaders and adults whilst in the woodland.
- 🌳 Maintain caring and kind behaviour to their peers.
- 🌳 Keep themselves safe when using equipment.
- 🌳 Know how to take manageable risks and have fun when navigating and playing within the Forest School site.
- 🌳 Begin to take responsibility for themselves, and the way in which they behave.

### **Sanctions for inappropriate behaviour**

If sanctions need to be given the Forest School leader will:

- 🌳 Attempt to re-engage the child, without initially condoning their behaviour using the techniques stated previously.
- 🌳 If the child continues to display undesirable behaviour the adult will then quietly and calmly remind the child of the required behaviour and give the child a verbal warning.
- 🌳 If the undesirable behaviour continues, a second verbal warning will be given, and the child will be taken to one side to be reminded of the appropriate behaviour in Forest School and why it is important to follow the rules.
- 🌳 If the child persists with the behaviour, they will be required to have a final warning and miss five minutes of the activity or free play in the form of 'time out', staying within the vicinity of the group.
- 🌳 If a child has more than two 'time outs' in one session their parents and the Senior Leadership Team will be informed and sadly they will have to

miss the next Forest Schools session due to compromising the safety of the group.

- 🌳 Within Forest School if a child's inappropriate behaviour puts other children at risk, for example with tools or fire, the child should be immediately escorted back to the school building and the Senior Leadership Team informed.
- 🌳 If the behaviour is regarded as extremely dangerous, as the child has been warned of the dangers it will be necessary for them to miss the next Forest Schools session. The Forest Schools leader will be required to fill in an incident report form and log the behaviour on the school CPOMS system.
- 🌳 In line with St George's school's behaviour policy children should only be physically restrained for their own or others safety, with all other children in the group being removed from the situation. If this becomes necessary the Head Teacher would be informed to assume responsibility, and the behaviour should be recorded on the school's CPOMS system.

## Equality within Forest School

Our school motto, 'Everyone matters, everyone achieves' is at the heart of everything we do and believe. At St George's C of E Primary School, we will ensure that equal opportunities and the principles of fairness underpin all aspects of our policies, procedures and education provision. The school will adhere to statutory Government legislation and consider other relevant guidance, which aim to make sure that everyone is treated with equity.



We will make every effort in creating equality of opportunity in order to ensure learning experiences are accessible and fair to everyone. Every person has the right to be treated fairly, regardless of race, gender, sexuality, disability, age, culture, religion, nationality or caring responsibilities. Where necessary, we will implement reasonable adjustments, or additional support, to ensure equality of access to an education and suitable working environment. For more information on this, please read our school's 'Equality Policy' which can be found online on our website (<https://www.stgeorgesschool.org.uk/>)

Regarding our Forest School programme, we strongly believe that at St George's, we provide an inclusive environment for all children to develop their confidence, resilience, self-esteem and independence through hands on learning experiences in a local woodland environment. Our sessions are aimed to provide all children with an enjoyable experience to support their social, emotional and physical development. Our sessions provide opportunities for all children regardless of race, gender, sexuality, disability or age the chance to take supported risks and reach their highest level of personal achievement.

Our Forest School leaders, who deliver our outdoor education provision, will recognise diversity and demonstrate a proactive approach to ensuring that everyone is treated fairly, recognising special needs and understanding differences. Children with medical needs or disabilities will be helped through appropriate levels of adult supervision so that they can participate fully in each Forest School session. Behaviour will reach our high standards of conduct and the learning environment we provide will be safe and accessible for all. We actively

seek to remove any barriers to learning and participation that may hinder or exclude individual children or groups of children.

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## Lost Child Procedure

In the event of a child becoming lost while at Forest School, the Forest School leader will put into practice the following procedures (in line with the school ['children going missing policy'](#))



- A register will be taken at the start of every Forest School session and this will be checked to confirm the child came to forest school.
- The gate to the Forest School site will be closed once all the children have entered.
- A search will be made for the child as soon as possible in the Forest School site.
- While the search is carried out the Forest School leader will make enquiries with all adults to establish the last sighting and time.
- A member of staff will immediately inform a member of SLT
- The office will be informed who will ensure that the pedestrian gate is closed and locked.
- Any missing children will be reported to the police if not located and parents/carers will be informed.

The activities for the remaining children will continue as normal and staff not involved in the search will continue to supervise appropriately.

## **Safeguarding**

At St George's C.E Primary School and Nursery it is everyone's responsibility to safeguard and promote the welfare of children, this includes everyone who comes into contact with children and their families. Everyone will consider, at all times, what is in the best interest for the child and ensure their practice is child-centred.



In addition, adults working within Forest School need to appreciate that when children feel comfortable and content, when their instinct to trust and risk take is encouraged, they may be moved to disclose information which they might have otherwise kept to themselves. Any volunteer, or member of staff, who finds that a child is telling them something that concerns them should follow the course of action set out below in simple steps:

- Listen to the pupil but ask NO leading questions.
- Allow the child to lead the discussion but do not press for details.
- Keep calm and offer reassurance.
- Accept what the child says without challenge.
- Make NO promises. You cannot 'keep a secret'. You should make it understood that there are limits to confidentiality at the start of the disclosure.
- Inform one of the designated safeguarding leads.
- Keep an accurate, written record of the conversation, including the date, the time, the place the conversation occurred in and the essence of what was said and done by whom and in whose presence. Record using C-Poms and alert appropriate members of staff.

In case of a child going missing please refer to 'Children going missing policy' which can be found on the school website or the school office.

As a school consent for photo taking is obtained at the beginning of each academic year, this information is stored online and a copy of this information will be in a folder in the forest school rucksack, any children who do not have consent for

photographs will be clearly identified and easily accessed for Forest School leader.



# Safeguarding

At St George's Primary School and Nursery, we place a high priority on safeguarding all the children in our care. As part of our curriculum, we have regular PSHE sessions where we talk to children about how to keep themselves safe and who to talk to if they need help.

All our staff receive regular safeguarding training, and we try our best to help and support families and signpost them to other agencies if extra assistance is needed.

We also have a team of Designated Safeguarding Leads. If you ever have a concern about a child, a family or would like to discuss an online incident, please speak to one of our team.

If you feel the concern is urgent and it is outside of school hours, you can call Telford and Wrekin Safeguarding team on 01952 385385.

## **Our approach to safeguarding**

At St George's C.E. Primary School and Nursery it is everyone's responsibility to safeguard and promote the welfare of children, this includes everyone who comes into contact with children and their families. Everyone will consider, at all times, what is in the best interest for the child and ensure their practice is child-centred.

For the purpose of this policy, safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;

- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18.

No one in the school will manage concerns about a child in isolation. **Everyone** will identify concerns, share information and take prompt action.

### **The role of school staff**

Our staff will identify concerns early, provide help for children, and prevent concerns from escalating. They will provide a safe environment in which children can learn.

St George's C.E. Primary School and Nursery is committed to identifying children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life.

Everyone at Portfields Primary School has a responsibility in relation to child protection. We are committed to: taking all reasonable measures to safeguard and promote the welfare of each child and young person (pupil) in our care the practice of safe recruitment in checking the suitability of staff and volunteers to work with children and young people protecting each pupil from any form of abuse, whether from an adult or another pupil Our aims:

- o To raise awareness of individual responsibilities in identifying and reporting possible cases of abuse
- o To provide a systematic means of monitoring, recording and reporting of concerns and cases
- o To provide guidance on recognising and dealing with suspected child abuse
- o To provide a framework for inter-agency communication and effective liaison
- o To ensure that any deficiencies or weaknesses in child protection arrangements are remedied without delay
- o To ensure that safe recruitment procedures are operated
- o To design and operate procedures which promote this policy and which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations
- o To contribute to the operation of appropriate health and safety procedures
- o To have regard to and be consistent with relevant statutory and regulatory requirements and guidance.

In addition, adults working within Forest School need to appreciate that when children feel comfortable and content, when their instinct to trust and risk take is encouraged, they may be moved to disclose information which they might have otherwise kept to themselves. Any volunteer, or member of staff, who finds that a child is telling them something that concerns them should follow the course of action set out below in simple steps:

1. Listen to the pupil but ask NO leading questions. Allow the child to lead the discussion but do not press for details.
2. Keep calm and offer reassurance. Accept what the child says without challenge.
3. Make NO promises. You cannot 'keep a secret'. You should make it understood that there are limits to confidentiality at the start of the disclosure.
4. Inform the Child Protection Officers (Vikki Pegg and Liz Dines)
5. Keep an accurate, written record of the conversation, including the date, the time, the place the conversation occurred in and the essence of what was said and done by whom and in whose presence. Keep the record secure and hand it to the CPO

Everyone at Coppice School has a responsibility in relation to child protection. We are committed to:

- taking all reasonable measures to safeguard and promote the welfare of each child and young person (pupil) in our care
- the practice of safe recruitment in checking the suitability of staff and volunteers to work with children and young people
- protecting each pupil from any form of abuse, whether from an adult or another pupil

Our aims:

- to raise awareness of individual responsibilities in identifying and reporting possible cases of abuse
- to provide a systematic means of monitoring, recording and reporting of concerns and cases
- to provide guidance on recognising and dealing with suspected child abuse
- to provide a framework for inter-agency communication and effective liaison
- to ensure that any deficiencies or weaknesses in child protection arrangements are remedied without delay
- to ensure that safe recruitment procedures are operated
- to design and operate procedures which promote this policy and which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations
- to contribute to the operation of appropriate health and safety procedures
- to have regard to and be consistent with relevant statutory and regulatory requirements and guidance

## Daily Operating Procedure

### Before a Forest School session - Forest School Leader (FSL)



- The FSL will do a 'site check' - undertaking a 'Daily Risk Assessment' and removing any hazards that have been identified where possible.
- The FSL will gather all the resources needed for the session including the 'Emergency bag' and the folder with the children's medical information in.
- The FSL will collect any inhalers needed for the group going to Forest School and make sure they are in the 'Forest School asthma box'.
- The FSL will collect any other medical equipment needed eg. Epi pens.
- The FSL will undertake a tool and equipment check.
- The FSL will discuss with the staff involved in the session of any hazards identified during the 'site check', any major medical needs of the children involved in the session and a brief overview of the session and the role that the staff member will take.

### The children -

- The children (max 15) will be collected from their class.
- They will be taken to the locker area (if no room in the classroom) where they will change into their Forest School clothes.

The FSL will take a register before leaving the school building.

The FSL is responsible for taking both the register and the medical information folder to the forest.

### Start of session

- The children will be walked over to the Forest School site by the FSL and another member of staff.
- Any equipment that is needed for the session will be taken across to the Forest School site at this time.

- The 'Emergency bag', register and medical information folder will be put in the same place each session.
- When in the Forest School site the children will sit on the benches around the fire pit, where they will be told about anything new on the site or of any potential hazards which were found during the 'site check'. A review of the rules and boundaries will also be done.

## End of session

- The children will be given prior notice to activities ending.
- The children are expected to put all the equipment back in the relevant places - it will be counted in by an adult.
- The children and Forest School staff will end the session by again sitting on the benches around the fire circle. An evaluation of the session will take place - how this is done will be up to the FSL.
- The FSL will redo the register or a head count.
- The equipment will be put back into the onsite storage or taken back to into school ready to be put away.
- The children will be walked back to their classes, where they will get changed into their school clothes and wash their hands.

The FSL is then responsible for restocking the 'Emergency bag, first aid kit' if anything was used. Putting back both the inhalers and epi pens. Checking, cleaning and putting away properly any equipment used so it is ready to be used in the next Forest School session.



### Cancellation procedure

The Forest School session will be cancelled if:

- Weather - the weather is too windy - in 'Site RA' it says 15mph + or thunder and lightning - this may happen during the actual session, if this is the case, the session will finish earlier than planned and the children will go back into their classes. The Forest School leader will check the weather forecast prior to the session taking place.
- Staff - there is a shortage of staff members - there should always be one Forest School Leader and at least one other member of staff to 15 children.

The Forest School leader will be responsible for cancelling a Forest School session.

If a session is cancelled the children and the staff member of the class will be informed as soon as possible - the children will then continue in class as normal.



# Site Risk Assessment

Venue and postcode: St George's Primary School. TF2 9LJ	Location: St George's Primary School. TF2 9LJ. Forest School area located on site.
Assessment carried out by: Emma Whittaker, Kate Bevington, Lauren Weston, Rachel Humphries.	Signature:
Review date: May 2022	Date:

Site Checked for	Hazards and Associated Risk(s)	Who is at risk	Control Action(s)	Evaluation of risk
Canopy layer	Falling branches/deadwood	Children and adults	Pre-visit by Forest School leader and staff/helpers to identify possible hazards. Remove any hanging deadwood. Complete daily risk assessment. If needed, cordon off any areas until the hazard is removed. Not to go into woods when windy, check weather forecasts (15mph +)	Medium
	Hanging rope	Children and adults	Make all aware to stay safe (see shelter building risk assessment).	Low

# Site Risk Assessment

Shrub layer	Poisonous plants	Children and adults	<p>Inform all children not to pick or eat berries, plants, or fungi.</p> <p>Forest School leaders able to identify poisonous and stinging plants.</p> <p>Children taught to recognise and avoid potentially dangerous common plants, e.g. stinging nettles.</p> <p>FS leaders trained in Outdoor First Aid - first aid kit on site.</p> <p>If there are children within group who are known to put things in their mouth, supervise closely (adult support).</p>	Low
	Stagnant water	Children	Check resources - tip away.	Low
Site Checked for	Hazards and Associated Risk(s)	Who is at risk	Control Action(s)	Evaluation of risk
Field layer	Nettles, brambles	Children	<p>Ensure appropriate clothing and footwear is worn.</p> <p>Make children aware, look with eyes don't touch.</p> <p>Rub with water if stung.</p>	Low
	Low level branches, thorns, eye pokers.	Children	Check pathways prior to visit (completed in daily risk assessment). Make children aware - remove	Low



## Site Risk Assessment

	Animal faeces	Children	lower branches.  Check site regularly during daily risk assessment. Do not touch - stay away. Make an adult aware so they can safely remove.	Low
	Children playing with sticks.	Children	Drag large sticks, keep sticks low, walk with sticks pointing to the ground.	Low
<b>Ground layer</b>	Trip hazards (logs)	Children/adults	No running. Ensure that correct clothing and footwear is worn by all participants.	Moderate
	Mushrooms	Children	No licking, no picking. See above for additional control actions (poisonous plants).	Moderate
	Slippery leaves/uneven ground/roots/stumps.	Children/adults	Walking/watching where you are going. Make children aware of any hazardous areas.	Low
	Fire circle	Children/adults	Fire circle rules, adult supervision. See fire risk assessment for more details.	Moderate.

## Site Risk Assessment

Site Checked for	Hazards and Associated Risk(s)	Who is at risk	Control Action(s)	Evaluation of risk
<b>Access to the site:</b>	Slippery under foot	Children/Adults	Make aware/take care	Low
	Gates	Children	Adult to make sure that gates are shut.	Low
<b>Boundaries around the site:</b>	High level fencing	Children	Make aware, stranger danger (site backs on to main road) All adults to be aware of public passers by.	Low
<b>Structures</b>	Willow Dome	Children	Yearly maintenance (see maintenance plan) Close area if necessary.	Low
<b>Animals on site</b>	Cats	Children	Teach children respect for animals and safe distances. Adults to check areas before session.	Low
<b>Other</b>	Litter - minor injury	Adults and children	All adults to check for litter during daily checks. Bin bags available on site. Show children correct place to put rubbish. Children to inform adults of any litter on site.	Low

## Site Risk Assessment

	Hot weather	Adults and children	Ensure children have sun lotion if weather is hot as per school policy. Children to wear appropriate clothing (arms and legs covered). Sun hats if necessary. Provide temporary shade or rain cover.	Low
	Wind	Adults and children	Check weather forecast prior to going into the forest. Stop session if wind speeds become excessive. Dismantle any temporary shelters which may become a hazard.	Low
	General health and welfare	Adults and children	Following high winds, check for fallen trees. Ensure medical needs for each child are known and recorded in medical folder (including allergies, medications and inhalers for individual children where needed).	Low
	Emotional and behavioural management	Children	Ensure any existing care plans are followed. Discuss individual needs with class teacher prior to going into the forest.	Low

# Risk Assessment - Small Tools and Equipment



Signatures and date -

Tool / Equipment	Bowsaw				
Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	New Risk Rating
<p>Incorrect or improper use of Bowsaw - cuts.</p> <p>Trip or fall when carrying bowsaw.</p> <p>Tools left unattended.</p> <p>Falling branches when cutting.</p>	<p>Children &amp; Adults</p> <p>People using tool and those who are in close proximity</p>	<p>HIGH</p> <p>MED</p> <p>HIGH</p> <p>MED</p>	<ul style="list-style-type: none"> <li>• Safety talk given by FS leader and followed by participants.</li> <li>• Safe working area maintained which is clear of any obstacles - to prevent trips.</li> <li>• Safe working distance always maintained.</li> <li>• 'No running' policy across the site and in vicinity of those children using tools.</li> <li>• No glove needed on hand using the bowsaw but a glove is needed on the other hand.</li> <li>• Tools maintained - cleaned after use by FS leader.</li> <li>• Cutting blade/ teeth and handle checked before and after use.</li> <li>• First aid kit kept close to hand.</li> <li>• Kept in bag with amount clearly labelled.</li> <li>• Keep the blade cover on the bowsaw when it is not being used and when being transported around site. Carry it like a 'handbag', blade pointing down.</li> <li>• Tools counted in and out each session.</li> <li>• When cutting high branches make sure that the area is clear of other people. This will be adults only, wearing correct PPE.</li> <li>• Make sure that high branches are correctly supported when cutting. This will be adults only, wearing correct PPE.</li> <li>• Adult supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Only to be used for correct purpose.</li> <li>• Any child who is behaving inappropriately will be stopped.</li> <li>• Extra supervision may be needed or rules explaining again.</li> <li>• Leader to model correct use.</li> </ul> <p style="text-align: center; color: red;"><b>SEE BOWSAW TOOL PROCEDURE.</b></p>	<p>MED</p> <p>LOW</p> <p>LOW</p> <p>LOW</p>

# Risk Assessment - Small Tools and Equipment



Signatures and date -

Tool / Equipment	Drill				
Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	New Risk Rating
<p>Incorrect or improper use of drills.</p> <p>Trip or fall when carrying drills.</p> <p>Tools left unattended.</p>	<p>Children &amp; Adults</p> <p>People using tool and those who are in close proximity</p>	<p>HIGH</p> <p>MED</p> <p>HIGH</p>	<ul style="list-style-type: none"> <li>• Safety talk given by FS leader and followed by participants.</li> <li>• Safe working area maintained which is clear of any obstacles - to prevent trips.</li> <li>• Safe working distance always maintained.</li> <li>• 'No running' policy across the site and in vicinity of those children using tools.</li> <li>• Tools maintained - cleaned after use by FS leader.</li> <li>• Safety checks on drill before using.</li> <li>• First aid kit kept close to hand.</li> <li>• Kept in tool box with drill bits kept separately.</li> <li>• Glove to be worn on non tool hand.</li> <li>• Hair tied up and no loose clothing that can be caught in the drill.</li> <li>• Carry safely - hold handle, DO NOT wave around and walk, DO NOT RUN.</li> <li>• Drills counted in and out each session.</li> <li>• Adult supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Only to be used for correct purpose.</li> <li>• Any child who is behaving inappropriately will be stopped.</li> <li>• Extra supervision may be needed or rules explaining again.</li> <li>• Leader to model correct use.</li> </ul> <p style="text-align: center; color: red;"><b>SEE DRILL TOOL PROCEDURE.</b></p>	<p>MED</p> <p>LOW</p> <p>LOW</p>

## Experiences and Activity Assessment - Campfire

Experience/Activity - To safely build a campfire.	Group details— Nursery to year 6
Assessment carried out by: Emma Whittaker	Other Risk Assessments referred to; Site and daily risk assessments.
Review date: May 2022	Signature: _____ Date: May 2021



### Benefits of experience/activity -

- \* Learning a new skill.
- \* To work as a team to build a fire.
- \* Learning how to keep themselves safe (staying a safe distance from the fire).
- \* Spatial awareness.
- \* To promote reflection and discussion opportunities about what the group have liked, disliked, feelings, compassion for nature and what they would like to do next in future FS sessions.
- \* Provides a relaxing, therapeutic experience.
- \* Increased feelings of satisfaction—cooking/toasting on a campfire.
- \* To witness the safe extinguishing of a fire.



Experience/activity	Hazard	Risk(s)	Level of Risk	Control Action(s)	New level of Risk
Fire pit preparation	Possible slippery area, incorrect soil/tree roots fallen vegetation.	Falling/ slipping, potential lack of fire control when burning.	Medium	<p>There will be an established area (fire circle) which is the only place where fires will be permitted (the area should be free from low, overhead branches, the soil must be hard standing, not peaty, free from tree roots and on even ground).</p> <p>The FS leader must check the area in the daily risk assessment and before preparing to have a fire - remove any fallen vegetation and potential hazards.</p>	Low
Safe fire building	Entering the fire circle.	Falling, slipping, silliness.	Medium	<p>The FS leader will have given a safety talk and will keep revisiting the behaviours required for children keeping themselves safe.</p> <p>The children must only approach the fire pit when it is NOT lit, when invited to add their material when building the fire.</p> <p>All children must follow instructions given and remain seated when not building their part of the fire.</p>	Low



Experience/activity	Hazard	Risk(s)	Level of Risk	Control Action(s)	New level of Risk
Fire lighting	Naked flame/sparks	Burns/scalds/flying sparks.	High	Adults to light the fire while the children follow the fire circle rules (stay seated on the logs, all situated at a safe distance from the fire).  Fires can be lit in a variety of ways, under NO CIRCUMSTANCES can flammable liquids be used.	Medium
Fire	Naked flames/fire/sparks/flying embers	Burns/scalds	High	Fire safety talk and reminders given, discuss with children to check their understanding of the rules on keeping safe.  Ensure all children understand how to leave and enter the fire circle in a safe manner.  The FS leader should never leave the fire unattended and anyone working with the fire must wear gloves.  Keep water/ fire blanket/first aid kits (including additional first aid required for burns/scalds etc) are kept within close vicinity of the fire circle.	Medium



Safety briefing,  
Fire management,  
Use appropriate material for fire.  
Take account of wind direction and  
weather conditions..

Where known asthma sufferers are present ensure inhalers and medications are present on site.



Experience/activity	Hazard	Risk(s)	Level of Risk	Control Action(s)	New level of Risk
Fire	Smoke	Smoke inhalation	Medium	<p>The appropriate material must be used for the fire.</p> <p>Consider the wind direction and weather conditions- if the wind is in a consistent direction try not to sit children in the plume direction.</p> <p>FS leaders to make sure they are aware of any children in the group with asthma and ensure their required medications and/or inhalers are on site and accessible to the child.</p>	Low
Toasting/cooking	Hot food	Burns/scalds	High	<p>All children toasting food must have long toasting sticks.</p> <p>All children must follow the instructions given.</p> <p>Toasted food must be given time to cool before consumption.</p> <p>Additional first aid and sterile water in the close vicinity of the fire circle.</p>	Medium



Experience/activity	Hazard	Risk(s)	Level of Risk	Control Action(s)	New level of Risk
Extinguishing the fire.	Hot ash/hot ground.	Burns/scalds	High	<p>All children must still follow the fire circle rules whilst the fire is safely extinguished.</p> <p>All fires must be extinguished by an adult at the end of the session.</p> <p>When possible fires should burn out naturally, large logs should be separated from the ashes. Ashes can be spread out a little to assist with reducing the heat.</p> <p>The fire pit should be doused with water to extinguish the fire until all smoke and steam is no longer visible.</p> <p>Adults extinguishing the fire should use sticks to poke holes in the ground then add more water to disperse any ground hotspots.</p> <p>Carefully using the back of their hand an adult can check the heat of the ground to ensure the ground has cooled sufficiently.</p>	

# Risk Assessment - Small Tools and Equipment



Signatures and date -

Tool / Equipment	Axe				
Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	New Risk Rating
Cuts/bruises/ grazes/severing.	Adults/ children	High	<p>Safety talk given to all that will use the Axe.</p> <p>Sturdy leather footwear must be worn by all using the axe.</p> <p>The axe should be visually inspected before use to check for any damage to the head or handle.</p> <p>The axe should be suitably sheathed or the sharp edge planted in a log when not in use.</p> <p>Axe work should only be carried out in a clearly defined area on hard standing with good light, in a safe working area.</p>	<p>KS2 children can use the axe IF they have been fully trained by an adult and have reached the required skill and responsibility level.</p> <p>Axe handles and operatives hands should not be wet/cold to avoid slipping when being used. AXES SHOULD NOT BE USED IN THE RAIN.</p> <p style="text-align: center; color: red;"><b>SEE AXE TOOL PROCEDURE.</b></p>	Medium

Experiences and Activity Assessment - cooking and food



Experience/Activity - Cooking and food	Group details - Nursery to Year 6
Assessment carried out by: Rachel Humphries	Other Risk Assessments referred to; Fire
Review date: May 2022	Signature: _____ Date: _____

Benefits of experience/activity -

The activity is to cook on an open fire.

- The children will learn about simple food preparation, meals and food types.
- They will learn about the basics of food hygiene.
- They will prepare, cook and eat simple foods on an open fire.
- They will learn about the variety of foods available.
- They will learn about healthy food choices
- They will enjoy social time.

Please also see - Food safety and cooking procedure.

The adults will have the overall say - making judgements on the age of the children and deciding on the tasks appropriate to that age range.



Experience/activity	Hazard	Risk(s)	Level of Risk	Control Action(s)	New level of Risk
<p>Preparing of food - pouring, mixing, chopping, slicing and cleaning.</p>	<p>Knife use Dirty water Unclean containers</p>	<p>Cuts from knives Illness from dirty water/dirty containers</p>	<p>MED</p>	<p>Talk to/show the children safe use of knives. Limited the amount of knives available. Use of knives will be managed by adults. Good storage for cooking knives/cutlery so are not left lying around. Clean water will be taken to the Forest for each session. Forest school staff will ensure that all equipment is clean prior to using and after - there is a dishwasher in school.</p>	<p>LOW</p>



Experience/activity	Hazard	Risk(s)	Level of Risk	Control Action(s)	New level of Risk
<p>Cooking food over hot fire or ashes - heating, frying, baking and boiling.</p> <p>First aider and first aid bag will always be on site - containing a burns kit.</p>	<p>Fire</p> <p>Hot cooking fats</p> <p>Hot cooking items - saucepans.</p>	<p>Burns from sparks or items placed on the fire.</p> <p>Hair/clothing catching on fire</p> <p>Scalds from boiling water or cooking fats - spills/steam escape.</p>	<p>MED</p>	<p>Hot cooking items to be kept in 'Fire circle' - only touched by adults and kept away from children..</p> <p>Cooking fats used with care.</p> <p>Hot water to be poured carefully - only by adult.</p> <p>Fire resistant gloves to be worn and fire safety precautions in place - see fire RA.</p> <p>Long hair should be tied up and NO loose clothing worn.</p>	<p>LOW</p>

Experience/activity	Hazard	Risk(s)	Level of Risk	Control Action(s)	New level of Risk
<p>Eating of the food - both cooked and uncooked that has been prepared.</p> <p>First aider and first aid bag will always be on site - with list of children with specific allergies and epi pens if required.</p>	<p>Food that has not been prepared/cooked properly.</p> <p>Allergies</p>	<p>Food poisoning/illness</p> <p>Allergic reactions/anaphylactic shock</p>	<p>MED</p>	<p>Follow strict hygiene rules - see 'Food safety and cooking procedure'.</p> <p>Check the class list for children with specific allergies prior to planning the cooking session and cater for them specific to their needs.</p>	<p>LOW</p>
<p>→</p>					



Experience/activity	Hazard	Risk(s)	Level of Risk	Control Action(s)	New level of Risk
<p>Removing any scraps of food from food preparation and any left over food that has not been eaten.</p>	<p>Toxins or poisons from scavenged food or these toxins/poisons rubbing off onto consumed food.</p> <p>Attracting vermin onto the Forest School site.</p> <p>Leaving the Forest School site a mess.</p>	<p>Illness from eating contaminated foodstuffs.</p> <p>Destruction, by vermin of the natural habitats of other animals.</p> <p>Spread of diseases from vermin.</p>	<p>MED</p>	<p>Making sure that all foodstuffs are properly stored and disposed of.</p> <p>Leaving the Forest School site in a natural condition - as though no one was ever there!</p>	<p>LOW</p>





Experience/activity	Hazard	Risk(s)	Level of Risk	Control Action(s)	New level of Risk
<p>Making hot drinks during the session</p> <p>E.g. hot chocolate</p>	<p>Boiling water.</p> <p>Hot cooking items (kettle)</p> <p>Unclear containers</p>	<p>Children/adults - burns or scalds from boiling water.</p>	<p>MED</p>	<p>Remind children that food/drink cooked on the fire is boiling hot prior to activity.</p> <p>Children must be sensible in waiting for it to cool down before eating/ drinking.</p> <p>Adults available to advise younger children.</p> <p>Children must not touch the kettle and only an adult must pick it up by holding the handle.</p> <p>Adult making drinks must be careful that the kettle is not too full that it could bubble out of the spout causing injury to others.</p> <p>When pouring, place the cup on the ground or sturdy surface and pour away from the child in case it splashes.</p> <p>First aider and first aid bag will always be on the Forest School site - containing a burns kit.</p>	<p>LOW</p>

# Risk Assessment - Small Tools and Equipment



Signatures and date -

Tool / Equipment	Fixed blade knife				
Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	New Risk Rating
<p>Incorrect or improper use of knife.</p> <p>Potential risk of cuts or wounding or serious injury.</p>	<p>Children &amp; Adults</p> <p>Person using tool and those who are in close proximity</p>	Medium	<ul style="list-style-type: none"> <li>• Safety talk given by FS leader and followed by participants.</li> <li>• Safe working area maintained which is clear of any obstacles.</li> <li>• Safe working distance always maintained.</li> <li>• Knife used only in a designated area unless it has been approved and supervised by FS leader.</li> <li>• 'No running' policy across the site and in vicinity of those children using tools.</li> <li>• No glove needed on hand using tool, helping hand gloved.</li> <li>• Tools maintained / sharpened after use by FS leader.</li> <li>• First aid kit kept close to hand.</li> <li>• Knife must be kept in sheath when not in use and stored away in tool bag / box.</li> <li>• Tools counted in and out each session.</li> <li>• Adult supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Check understanding with individuals using tool as required.</li> <li>• Any child who is behaving inappropriately will be stopped.</li> <li>• Extra supervision may be needed or rules explaining again.</li> <li>• Leader to model correct use.</li> </ul> <p style="text-align: center; color: red;"><b>SEE FIXED BLADE KNIFE TOOL PROCEDURE.</b></p>	Low

# Risk Assessment - Small Tools and Equipment



Signatures and date -

Tool / Equipment	Loppers				
Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	New Risk Rating
<p>Incorrect or improper use of loppers.</p> <p>Trip or fall when carrying loppers.</p> <p>Tools left unattended.</p>	<p>Children &amp; Adults</p> <p>People using tool and those who are in close proximity</p>	<p>HIGH</p> <p>MED</p> <p>HIGH</p>	<ul style="list-style-type: none"> <li>• Safety talk given by FS leader and followed by participants.</li> <li>• Safe working area maintained which is clear of any obstacles - to prevent trips.</li> <li>• Safe working distance always maintained.</li> <li>• 'No running' policy across the site and in vicinity of those children using tools.</li> <li>• Tools maintained - cleaned after use by FS leader.</li> <li>• Check blade for sharpness and rust and check the handle before use.</li> <li>• First aid kit kept close to hand.</li> <li>• Kept in bag with amount clearly labelled.</li> <li>• Carry safely - making sure blades stay closed, tool held next to leg with blades facing down to ground.</li> <li>• Tools counted in and out each session.</li> <li>• When cutting, cut away from body and if coppicing/cutting at height, wear a hard hat.</li> <li>• Adult supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Only to be used for correct purpose.</li> <li>• Any child who is behaving inappropriately will be stopped.</li> <li>• Extra supervision may be needed or rules explaining again.</li> <li>• Leader to model correct use.</li> </ul> <p style="text-align: center; color: red; font-weight: bold;">SEE LOPPERS TOOL PROCEDURE.</p>	<p>MED</p> <p>LOW</p> <p>LOW</p>

# Risk Assessment - Small Tools and Equipment

Signatures and date -



Tool / Equipment	Pruning Saw				
Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	New Risk Rating
Incorrect use of a the pruning saw	Adults	Medium	ONLY ADULTS TO CORRECTLY USE THE PRUNING SAW FOR MAINTENANCE- RECAP SAFE TOOL USE. THE OPERATIVE MUST HAVE ANOTHER ADULT PRESENT AND BE WEARING THE APPROPRIATE FOOTWEAR/CLOTHES.	Always ensure the pruning saw user has a safe working area with no children present.	Low
Cuts/grazes	Adults	Medium	The pruning saw must be used correctly in accordance with the tool procedure.  The pruning saw must be well maintained and closed when not in use.  Adults must wear a glove on the none tool hand, (not on the tool hand).	First aid kit in close proximity to the operative.  Visual check of tool before use.  Check blade tension.	Low
Falling branches, cuts, grazes, bruises.	Adults	Medium	Ensure the operative has a safe working area, free of obstacles.	Ensure all adults know when the branch will fall to minimise risks.	Low

# Risk Assessment - Small Tools and Equipment



Signatures and date -

Tool / Equipment	Secateurs				
Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	New Risk Rating
<p>Incorrect or improper use of secateurs.</p> <p>Potential risk of cuts or wounding or serious injury.</p>	<p>Children &amp; Adults</p> <p>Person using tool and those who are in close proximity</p>	<p>Medium</p>	<ul style="list-style-type: none"> <li>• Safety talk given by FS leader and followed by participants.</li> <li>• Safe working area maintained which is clear of any obstacles.</li> <li>• Safe working distance always maintained.</li> <li>• 'No running' policy across the site and in vicinity of those children using tools.</li> <li>• No glove needed unless cutting thorny vegetation</li> <li>• Tools maintained - cleaned after use by FS leader.</li> <li>• Blade and handle checked before and after use.</li> <li>• Ensure safety clip is in place.</li> <li>• First aid kit kept close to hand.</li> <li>• Kept in box with amount clearly labelled.</li> <li>• Tools counted in and out each session.</li> <li>• Adult supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Only to be used for correct purpose - cutting sticks less than thumb thickness.</li> <li>• Any child who is behaving inappropriately will be stopped.</li> <li>• Extra supervision may be needed or rules explaining again.</li> <li>• Leader to model correct use.</li> </ul> <p style="text-align: center; color: red;"><b>SEE SECATEURS TOOL PROCEDURE.</b></p>	<p>Low</p>

# Risk Assessment - Small Tools and Equipment



Signatures and date -

Tool / Equipment	Fixed blade knife				
Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	New Risk Rating
<p>Incorrect or improper use of knife.</p> <p>Potential risk of cuts or wounding or serious injury.</p>	<p>Children &amp; Adults</p> <p>Person using tool and those who are in close proximity</p>	<p>Medium</p>	<ul style="list-style-type: none"> <li>• Safety talk given by FS leader and followed by participants.</li> <li>• Safe working area maintained which is clear of any obstacles.</li> <li>• Safe working distance always maintained.</li> <li>• Knife used only in a designated area unless it has been approved and supervised by FS leader.</li> <li>• 'No running' policy across the site and in vicinity of those children using tools.</li> <li>• No glove needed on hand using tool, helping hand gloved.</li> <li>• Tools maintained / sharpened after use by FS leader.</li> <li>• First aid kit kept close to hand.</li> <li>• Knife must be kept in sheath when not in use and stored away in tool bag / box.</li> <li>• Tools counted in and out each session.</li> <li>• Adult supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Check understanding with individuals using tool as required.</li> <li>• Any child who is behaving inappropriately will be stopped.</li> <li>• Extra supervision may be needed or rules explaining again.</li> <li>• Leader to model correct use.</li> </ul>	<p>Low</p>

Experiences and Activity Assessment - Shelter Building.

Experience/Activity - Shelter building	Group details - Nursery to Year 6
Assessment carried out by: Rachel Humphries	Other Risk Assessments referred to;
Review date: May 2022	Signature: _____ Date: _____



Benefits of experience/activity -

The activity is to build a shelter out of natural materials.

During this activity the children will be:

- Moving sticks/branches around the Forest School site.
- Using rope to attach branches together.
- Moving around the Forest School site themselves.
- Problem solving and working as a team.
- Building and dismantling a shelter made from natural materials.



Experience/activity	Hazard	Risk(s)	Level of Risk	Control Action(s)	New level of Risk
Moving around Forest School site.	Debris on ground - sticks, brambles, tree trunks/stumps, low sticks/branches on trees.	Tripping - hurting themselves, bruises. Banged heads. Poked eyes.	MED	Talk to the children about being aware of their surroundings. Being aware of not only what is on the ground but that sticks/branches can be head height too on trees.	LOW
Stick and branch carrying.	Branches and sticks maybe too heavy or long.	Hurting other children by incorrect movement of sticks and branches - poked eyes Hurting self by the branches being too heavy - pulled muscles. Scratches and splinters from the wood.	MED	Tell the group of children the hazards of moving sticks and branches around the Forest School site - see under hazards. Demonstrate the correct way to move branches and sticks around the site. Continue to observe and correct this as the	LOW





Experience/activity	Hazard	Risk(s)	Level of Risk	Control Action(s)	New level of Risk
				<p>children are building their shelters.</p> <p>Introduce PPE - gloves - this will reduce the chances of scratches and splinters.</p> <p>Tell the children about the importance of being aware of the other children/adults around them.</p>	
Using rope	Rope	Rope burns. Tripping. Strangulation. Getting tangled up.	MED	Tell the group the safe usage of rope - The rope is kept in a central location, - show the group where this will be.	LOW



Experience/activity	Hazard	Risk(s)	Level of Risk	Control Action(s)	New level of Risk
				<ul style="list-style-type: none"> <li>• Only get/use what you need - take rest back to the central location.</li> <li>• Only use it to attach branches together - at NO point will anyone tie the rope around themselves or anyone else.</li> <li>• Do not leave it on the Forest floor for others to trip over - take back to the central location as soon as finished using it.</li> </ul> <p>If the group has done tripod lashing already, demonstrate how to do it.</p>	



Experience/activity	Hazard	Risk(s)	Level of Risk	Control Action(s)	New level of Risk
				<p>Adults to be aware of when groups are using rope so a little more observation/supervision can take place.</p> <p>PPE - as before - reduce the risk of rope burns when pulling, tightening ropes</p>	
Building of the shelter	<p>Shelter collapsing.</p> <p>Sharp sticks poking out from shelters.</p>	<p>Head injuries.</p> <p>Poked, scratched eyes.</p> <p>Scratched faces.</p> <p>Bruises.</p>	HIGH	<p>Tell the children about using the tripod effect on both ends of the shelter - demonstrate either using Y sticks or tripod lashing. Tell them the importance of fixing the branches together.</p>	LOW



Experience/activity	Hazard	Risk(s)	Level of Risk	Control Action(s)	New level of Risk
				<p>Tell them that the stick/branch across the middle shouldn't be too heavy but strong enough to take their weight if they dangle off it.</p> <p>Limit the amount of children per shelter group and make sure they have sufficient space to build their shelter and move around it safely.</p> <p>Tell the children again, about the importance of being aware of what is around them - sharp sticks pointing out of the shelter.</p>	



Experience/activity	Hazard	Risk(s)	Level of Risk	Control Action(s)	New level of Risk
				<p>Adults should check and monitor the shelters - checking for strength and giving assistance where appropriate - not by doing but helping the group to solve own problems.</p>	
<p>Dismantling shelters safely</p>	<p>Shelter collapsing and landing on child/ren.. Sharp sticks. Rushing to dismantle it - leading to injury.</p>	<p>Head injuries Scratches/splinters Bruises Poked eyes</p>	<p>HIGH</p>	<p>Tell the children that dismantling a shelter is just as important as building it. Tell them that this needs to be done carefully and tell them the hazards and risks of doing it - need to take their time. Nobody should be in the shelter whilst it is being dismantled.</p>	<p>LOW</p>



Experience/activity	Hazard	Risk(s)	Level of Risk	Control Action(s)	New level of Risk
				<p>Recap on the control actions that they have been told already -</p> <ul style="list-style-type: none"><li data-bbox="1576 632 1854 703">• Aware of who around them.</li><li data-bbox="1576 730 1917 802">• Safe use of ropes and where kept.</li><li data-bbox="1576 829 1921 901">• Safe movement of sticks/branches.</li><li data-bbox="1576 928 1906 1000">• Wearing of PPE - gloves.</li><li data-bbox="1576 1027 1921 1145">• Explain where the branches/sticks need to go back to.</li></ul>	

## Experiences and Activity Assessment - Tree Climbing



Experience/Activity - Tree climbing	Group details :
Assessment carried out by: Lauren Weston	Other Risk Assessments referred to;
Review date: May 2022	Signature: _____ Date: _____

### Benefits of experience/activity -

Learning to make risk judgements and manage risk.

Balance, co-ordination, strength and general physical literacy will be developed. Developing confidence through awareness of physical capabilities.

Group working and social skills will be developed by participants, including turn taking and socially supporting each other verbally.

Learn about tree types and properties (strength, flexibility and rooting)

Engagement with natural environment.

Builds resilience and then confidence through success and challenge.

Fun, achievement and physical enjoyment of the activity.




Experience/activity	Hazard	Risk(s)	Level of Risk	Control Action(s)	New level of Risk
Tree Climbing	Injury from falling from tree or log.	Falls to ground or onto objects, resulting in serious injury either through contact with tree on the way down or impact with the ground.	High	<p>Children to be supervised at all times when climbing trees or logs.</p> <p>Ground to be checked before climbing for stones, glass or any other potential hazards that could cause further injury.</p> <p>Children to wear appropriate footwear and clothing.</p> <p>Ropes not to be used in 'climbing' tree.</p> <p>Children to be told that they should not climb any higher than the adult can reach.</p> <p>Children to only climb where they are confident and physically able to and not to be helped up</p> <p>All staff leading sessions will hold relevant first aid qualification and carry a first aid kit.</p>	Medium





Experience/activity	Hazard	Risk(s)	Level of Risk	Control Action(s)	New level of Risk
Tree Climbing	Children walking underneath tree where climbing is taking place.	Children falling on each other or being kicked while below a climbing activity.	Medium	Make children aware of any trees being climbed. Children not to walk directly underneath 'climbing tree'.	Low
Tree climbing	Insects in trees/on branches.	Bites/stings from insects.	Medium	Tree/log should be checked for nests ie. Birds, wasps, ants. Inform children of hazards before climbing. Talk to children about looking at where they are putting there hands.	Low


Tools Operating Procedure:

<b>Loppers and Secateurs</b>	
Tool used for:	Cutting smaller branches/material for maintenance of site, harvesting materials and making areas safe.
Transporting to FS:	Loppers - to be kept in a material bag. Secateurs - store in boxes that are tricky to open for little hands. If walking with tool, ensure that the blades are closed, and the safety catch is on. Hold next to legs with blade facing downwards.
Safety Checks:	 <ul style="list-style-type: none"> <li>▪ Check the safety catch.</li> <li>▪ Check the tools have been cleaned after last use (dry and clean).</li> <li>▪ Check sharpness of blade - test using fingers across the blade. It should feel rough with no dinks.</li> <li>▪ Check the grips on the handles - should be secure.</li> <li>▪ Check for any rust on the blades.</li> <li>▪ Check that the blade opens and closes easily.</li> <li>▪ Check the screw is at the correct tension.</li> </ul>
PPE needed (and for whom):	If cutting bramble bush, gloves must be worn. No loose clothing to be worn.
Additional Safety Equipment to be used:	If coppicing/cutting at height, wear a hard hat.
Ratio Adult/Child	1:1 adult supervision - Early years + Phase 1 Supervised group for secateurs - Phase 2 1:2 loppers
Safe Body Stance:	<ul style="list-style-type: none"> <li>▪ Hold handle - do not wave around.</li> <li>▪ Ensure safe area around each child.</li> <li>▪ Cut away from body.</li> <li>▪ Below shoulder height.</li> </ul>



	<ul style="list-style-type: none"> <li>▪ Standing on balanced, even ground.</li> </ul>
Safe Action:	<ul style="list-style-type: none"> <li>▪ Always walking when using tools.</li> <li>▪ Hold tool down by your side pointing to the floor.</li> <li>▪ Model safe use of tool to children and appropriate branch size for different tools.</li> <li>▪ Remove safety catch.</li> <li>▪ Support and oversee children using tool - if blades jam, ask for help.</li> <li>▪ Cut at the bottom of the blade (strongest part).</li> <li>▪ Pass tools safely - put down and someone else picks up.</li> <li>▪ Ensure a safe working distance (arm's length + length of tool).</li> <li>▪ Keep non-tooled hand away from the tool.</li> <li>▪ Do not leave tools on the floor.</li> <li>▪ Count tools back into the box/bag when finished.</li> </ul>
How to Clean and maintain:	<p>Use a cloth and oil (WD40) to ensure all dirt and moisture is off the blade.</p> <p>Check all components of tool - safety catch / rust / nut tightness.</p>
Storage:	<p>Store in a box hard to open by children.</p> <p>Tools to be locked away in cupboard - children have no access.</p> <p>Ensure all tools counted back in after use.</p> <p>Label storage box/bag with how many tools in each.</p> <p>Adult to collect tools prior to Forest School session.</p>

Tools Operating Procedure:

<b>Hand Axe</b>	
Tool used for:	Splitting wood or cutting/ shaving rough wood.
Transporting to FS:	Ensure that the cover is on the blade of the axe. Axes should be kept in a locked box. If walking with the axe, place the cover on the axe. Holding it just below the blade next to your leg with the blade facing backwards.
Safety Checks:	 <ul style="list-style-type: none"> <li>▪ Complete a visual check of the tool.</li> <li>▪ Check the head is secure and not loose.</li> <li>▪ Ensure the sheath is on when not using tool.</li> </ul> <ul style="list-style-type: none"> <li>▪ Check the blade is sharp.</li> </ul>
PPE needed (and for whom):	Steel capped boots (only for swinging action). Glove on non-tooled hand.
Additional Safety Equipment to be used:	Chopping block
Ratio Adult/Child	1:1
Safe Body Stance:	<ul style="list-style-type: none"> <li>▪ Chopping: kneel down with knee of cutting hand on floor.</li> <li>▪ Small chopping action from elbow.</li> <li>▪ Thumbs up to ensure fingers are out of the way.</li> <li>▪ Blade moving away from the body, facing downwards.</li> <li>▪ Splitting: hold axe parallel to front of your body, use a mallet to drive the blade through the wood.</li> </ul>
Safe Action:	Transport with sheath on the axe, walking with tool down by side. Swinging tool - ensure safe working distance. Chopping block placed on an even surface.



	<p>Glove on non-tooled hand.</p> <p>Splitting wood: working with a partner, hold the axe with 2 hands. Partner to use the mallet to hit. Ensure both people are ready.</p>
How to Clean and maintain:	<p>Use cloth and oil (WD40) to ensure all dirt and moisture is off the blade.</p> <p>Sharpen blade with wet stone.</p> <p>Place in water if the handle on the axe becomes loose.</p>
Storage:	<p>Store in a locked box.</p> <p>Tools to be locked away in cupboard - children have no access.</p> <p>Ensure the sheath is on the blade properly - keep cover in pocket to ensure that it is kept dry.</p> <p>Ensure all tools counted back in after use.</p> <p>Label storage box/bag with how many tools in each.</p> <p>Adult to collect tools prior to Forest School session.</p>




Tools Operating Procedure:

<b>Fixed Blade Knife</b>	
Tool used for:	Whittling, splitting wood, carving, cutting rope.
Transporting to FS:	Ensure that the knife is in its sheath and in secure waterproof locked box.
Safety Checks:	<p>Before completing safety checks you need to safely remove the knife from the sheath - you do this by holding the handle of the knife with one hand and the sheath with the other hand and then pull the knife from the sheath - make sure that your fingers are not near the blade when taking the knife out of the sheath</p> <ul style="list-style-type: none"> <li>▪ Complete a visual check of the tool.</li> <li>▪ Check the blade for sharpness - finger across the blade.</li> <li>▪ Check for any dinks/damage to the blade.</li> <li>▪ Check the blade and handle are secure.</li> <li>▪ Check that the blade clicks back into place when putting into sheath.</li> </ul>
PPE needed (and for whom):	Glove on non-tooled hand (younger children).
Additional Safety Equipment to be used:	Long trousers
Ratio Adult/Child	1:1
Safe Body Stance:	<ul style="list-style-type: none"> <li>▪ Ensure a safe working distance (arm's length + the length of the knife).</li> <li>▪ Sitting down in a safe area with knees facing away from the</li> </ul>



	<p>tooled hand.</p>
<p>Safe Action:</p>	<ul style="list-style-type: none"> <li>▪ When using fixed blade knife, ensure that the blade faces away from you on the outside of your body.</li> <li>▪ Keep the wood between you and the knife.</li> <li>▪ Use the strength closest to the handle (flimsy at the end).</li> <li>▪ Keep legs closed at all times.</li> <li>▪ Cover the knife blade when not in use, you should hear a click when it is sheathed correctly.</li> <li>▪ When passing the knife hold the sheathed part and offer the handle to the other person.</li> <li>▪ When opening, hold the bottom of the sheath.</li> </ul>
<p>How to Clean and maintain:</p>	<p>Use a dry cloth and oil (WD40) to ensure that all dirt and moisture is off the blade.</p> <p>Wipe out any moisture and debris from inside the protective sheath/case.</p>
<p>Storage:</p>	<p>Lock knife into holder - should hear clicking sound.</p> <p>Keep in a locked box and in a locked internal cupboard.</p> <p>Adult to collect prior to Forest School session.</p>

Tools Operating Procedure:


<b>Pruning saw</b>	
Tool used for:	Tree felling / cutting branches. Maintenance of site.
Transporting to FS:	Closed in FS leader's rucksack or in a box in storage cupboard.
Safety Checks:	 <ul style="list-style-type: none"> <li>▪ Check the safety catch is working.</li> <li>▪ Check that it folds securely into the handle.</li> <li>▪ Check the blade for any missing teeth.</li> <li>▪ Check the blade clicks into place.</li> </ul>
PPE needed (and for whom):	Glove on non-tooled hand.
Additional Safety Equipment to be used:	Tree felling - hard hat and steel top cap boots.
Ratio Adult/Child	Adult use only.
Safe Body Stance:	<ul style="list-style-type: none"> <li>▪ Place glove on non-tooled hand.</li> <li>▪ Non-tooled hand kept away from the saw.</li> </ul>
Safe Action:	<ul style="list-style-type: none"> <li>▪ Place glove on non-tooled hand.</li> <li>▪ Make 3 small cuts in the wood first to begin cutting.</li> <li>▪ Ensure that the blade is always kept straight.</li> </ul>





	<ul style="list-style-type: none"><li>▪ Use a forwards and backwards motion when using the tool.</li><li>▪ When finished, put the tool back into the box or on a tool mat.</li></ul>
How to Clean and maintain:	Use paintbrush to ensure all dirt is off the blade. Oil regularly. Check the catch on a regular basis after use.
Storage:	Store with blade securely folded into place. Keep in a box in storage cupboard - no access to children.



Tools Operating Procedure:

<b>Bowsaw</b>	
Tool used for:	Raker blade - used for cutting green wood, tree felling. Peg tooth -general use, sawing dry wood.
Transporting to FS:	Transport in hardwearing bag, labelled with the number of tools inside. Ensure that the guards are safely on. When walking with saw, hold like a handbag with the blade facing down.
Safety Checks:	 <ul style="list-style-type: none"> <li>▪ Check that the blade guards are in place and that they are not damaged.</li> <li>▪ Check the blade is sharp and not rusty.</li> <li>▪ Check that the handle is secure.</li> <li>▪ Check the condition of the blade (no missing teeth).</li> </ul>
PPE needed (and for whom):	Glove to be placed on non-tooled hand.
Additional Safety Equipment to be used:	Sawhorse (at the correct height for the children) Tree felling - wear hard hat and steel toe cap boots.
Ratio Adult/Child	1:1
Safe Body Stance:	<ul style="list-style-type: none"> <li>▪ The leg on the same side of your body as the sawing hand should be behind your other leg.</li> <li>▪ Non-tooled hand with glove on behind the V of the sawhorse.</li> <li>▪ Allow the wood to fall to the ground after cutting.</li> <li>▪ Ensure that children are reminded of this as you reach the end of sawing.</li> </ul>
Safe Action:	<ul style="list-style-type: none"> <li>▪ Ensure that the sawhorse is the correct height for the children using it.</li> </ul>



	<ul style="list-style-type: none"> <li>▪ Ensure a safe working area (designated tool area) for the bowsaw to be used.</li> <li>▪ Ensure a safe working distance from others.</li> <li>▪ Model safe use of tool for the children.</li> <li>▪ Make 3 small cuts in the wood first to begin cutting.</li> <li>▪ Use the whole of the blade for most effective cutting.</li> <li>▪ Use a relaxed arm - FS leader on one side, child on the other.</li> <li>▪ Use a forwards and backwards motion (me to you).</li> <li>▪ Always keep the blade straight.</li> <li>▪ Before the wood drops, remind children not to get the wood until FS leader has said so.</li> <li>▪ The saw needs to be kept safely when not in use either beside you on tools mat or leaning against the sawhorse.</li> <li>▪ When carrying the saw, hold it like a handbag with the blade facing down.</li> <li>▪ When finished, add the clip guard and return to the bag.</li> </ul>
<p>How to Clean and maintain:</p>	<p>Use a paintbrush to ensure all dirt and moisture is off the blade and the cover.          Do not put saws away damp - check for rust.</p>
<p>Storage:</p>	<p>Store in a hardwearing bag.          Tools to be locked away in cupboard - children have no access.          Ensure the clip guard is on the saw properly.          Ensure all tools counted back in after use.          Label storage bag with how many tools in each.          Adult to collect tools prior to Forest School session.</p>

Tools Operating Procedure:

<b>Hand drill</b>	
Tool used for:	Drilling holes
Transporting to FS:	In tool box Drill bits to be stored separately in sealed container (not in drill)
Safety Checks:	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <ul style="list-style-type: none"> <li>▪ Visual checks</li> <li>▪ Check battery pack</li> <li>▪ Check working order of the chuck.</li> <li>▪ Use groundbreak to keep wood being drilled still.</li> </ul>
PPE needed (and for whom):	Glove on non tooled hand. Hair to be tied up.
Additional Safety Equipment to be used:	Groundbreak Vice Clamp Hair to be tied up.
Ratio Adult/Child	Power drill - only adults to use. Hand drill - 1:1
Safe Body Stance:	<ul style="list-style-type: none"> <li>▪ Hold handle - do not wave around.</li> <li>▪ Ensure safe area around each child</li> <li>▪ Below shoulder height.</li> <li>▪ Standing on balanced, even ground.</li> </ul>
Safe Action:	<ul style="list-style-type: none"> <li>▪ Always walking when holding tools.</li> <li>▪ Model safe use of tool to children.</li> <li>▪ Make sure that wood being drilled is secure.</li> </ul>



	<ul style="list-style-type: none"><li>▪ All hair to be kept out of the way (tied up)</li><li>▪ Scarves to be kept out of the way.</li><li>▪ Ensure a safe working distance (arm's length + length of tool).</li><li>▪ Keep non-tooled hand away from the tool.</li><li>▪ Do not leave tools on the floor.</li><li>▪ Count tools back into the box/bag when finished.</li></ul>
How to Clean and maintain:	Battery - PAT tested and kept indoors somewhere warm and dry
Storage:	Kept indoors. Keep battery drill in its case.

St George's C of E Primary School & Nursery  
Forest School  
Procedures for Tool Use



## **Food safety and cooking procedure**

Food and drink preparation are an important part of the Forest School experience as it promotes children's social development through sitting around the fire pit and it teaches them the importance of food hygiene. Hand washing facilities are available during each session and Forest School leaders will ensure that all staff, children and volunteers follow the Forest School food hygiene rules.

These rules have been created through advice from the NHS website - '10 Ways to Prevent Food Poisoning' and 'Preventing Food Poisoning - Good Hygiene at Home' published by the Food Standards agency.



### **Forest School food hygiene rules:**

Everyone who is involved in our Forest School sessions are made aware of the following food and hygiene rules.

*When involved in food and drink preparation you should:*

- Wash your hands before and during cooking.
- Not handle any food if you are ill with any stomach problems, such as diarrhoea or vomiting.
- All cuts should be covered with a waterproof dressing.
- Avoid handling food when possible - instead use suitable implements such as spoons or tongs.
- Ensure long hair is tied back.
- Keep food that is waiting to be cooked separate from food that is ready to be eaten.
- Prepare food on a suitable surface - for example using a chopping board, not on the ground.
- Ensure food is cooked thoroughly before serving.
- Keep utensils clean and regularly wash any tea towels and cloths that are used.
- Take all rubbish and food scraps away at the end of the session to avoid attracting any vermin to the Forest School site.

### **Food allergies and special dietary requirements:**

Following our school policy, parents are asked to state any food allergies and/or special dietary requirements their child/ren may have on their Parental Consent and Medical form. This information will be used by Forest School leaders to plan what food and drink to provide during any sessions, ensuring that leaders cater for all participants.