



Forest School Handbook

September 2021

Stewards of the Earth

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Please note, we hold our Forest School sessions in Hunts Wood, which is leased by the school with the express wish that the school help to maintain the flora and fauna. We have also been given permission to hold ongoing Forest School sessions.

Introduction

This handbook contains information and procedures relating to the running of Forest School sessions in a safe and enjoyable way. The Handbook is subject to annual review and to immediate review if it is deemed necessary. We adhere to all Turners Hill School Policies, which are available to view at www.turnershillschool.org.uk – About Us

Our Ethos

One of the principles of Forest School is to promote environmental awareness and encourage sustainability. The children will learn, through independent play, to respect and be responsible for the world around them. Both the children and adults will be encouraged to respect their environment and to be aware of the conservation issues of our forest school area. Children will be involved in site checks and the planning of environmental games that will help support this. Forest School offers a learner centred approach, where participants can learn through self-directed exploration and play. Participants will be given the opportunity to develop their curiosity, confidence, self-esteem, creativity, empathy, communication skills, knowledge of the environment and the ability to assess risk.

Aims

- To encourage children's self-esteem, to develop a love of learning and acquire the skills and knowledge necessary to equip them for life.
- To help pupils develop their own values and beliefs.
- To foster thought and care for others in a community that creates a safe and healthy environment within which the children become happy and confident.
- To provide an inclusive environment where each child is valued.
- To promote high standards of behaviour, where children are encouraged to be sensitive to each other's needs.
- To help pupils to develop lively, enquiring minds and a love for flora and fauna.

Activities

Our activities will depend on the ability and experience of participants.

Activities may include:

- Nature exploration
- Building dens and other structures
- Fires, cooking and foraging
- Games and activities
- Free play, guided play and clay play

- Natural crafts
- Using tools, such as potato peelers, saws, drills and knives
- Scavenger hunts and adventure play
- Woodland Management

Environment procedure

We aim for all our participants and staff to have a high level of respect for the natural world and encourage all to be involved in decisions about their environment and safety. We encourage learners to develop respect for the planet and model positive behaviour to this effect. We try to do this through the choice of products we purchase; recycling and reusing materials where possible. We try to minimise our waste and aim for low environmental impact sessions. On site activities, such as fires, will follow practices that minimise impact on wildlife through being mindful of what is burnt and how any residues are disposed of. Before leaving the site, we will ensure that litter is collected and disposed of suitably.

Weather and cancellation procedure

Forest School sessions will go ahead regardless of the weather (unless we have dangerous conditions such as high winds). The weather forecast will be checked by the Forest School Leader prior to sessions each week and decisions will be made accordingly.

Wind speeds above 20mph including gusts (high force 5 or above) in a woodland setting generally present a level of risk requiring cancellation of all activities, including using open fires. The final decision will be made by the Forest School Leader who will use their professional judgement to assess site safety and decide whether it is safe for a session to continue. In addition, Heavy rain and other extreme weather conditions may make activities too dangerous to continue.

Personal Protective Equipment (children may be unable to attend if not dressed appropriately)

All group members will wear clothing suitable for the weather conditions, ie;

- waterproof coat/trousers for wet weather
- warm layers for cold weather
- sun protection – hat, sun cream – for hot weather
- appropriate footwear for uneven, slippery woodland conditions for all weather
- *please be aware that in cold weather wellingtons do not provide warmth, thick socks or wellington socks are advised.*
- *Please be aware that in hot weather wellingtons can be very sweaty as they are not breathable.*
- Suitable gloves will be provided, if necessary, when managing the fire once lit.
- Kneeling pads will be provided, if required, when using tools or tending the fire.

Insurance

- Turners Hill CoE Primary School holds an insurance certificate covering Forest School activities.
- *See appendix for copy of Insurance certificate.*

Toileting

- All children should be encouraged to go to the toilet before going to the Forest School site.
- Should a child need to go to the toilet once we get to the site an adult will escort the child to the school gate. The child will then go to the relevant toilet in the school building and return to the school gate. The adult will then escort the child back to the Forest School site.

Risk/Benefit Analysis

Forest School programmes may include activities that are considered higher risk than usual for participants. It is the general approach of Forest Schools to consider not only the risks of each activity but the potential benefits too. We also recognise that taking risks is an important part of learning and developing and we want to provide a safe and supportive environment in which participants can learn about risks, challenges and personal safety. Consequently, we will use a risk/benefit analysis in our assessment of our sites and activities. We will seek to minimise risk by following appropriate procedures for more risky activities, such as tool use and fires, and by carrying out risk assessments covering key hazards that participants may come into contact with during a session.

On site Risk Assessment Procedure

Forest School sites must be safe and accessible; therefore, a daily risk assessment will be carried out before each session. During the assessment, we will seek to identify significant hazards and take action or precautions to reduce the risk to a safe level. The site has been checked for mobile phone coverage and assessed for access in case of an emergency. A copy of the site risk assessment will be brought to each session and make on the spot amendments as necessary. Together, staff and pupils will be involved in completing a Daily Risk Assessment sheet each session. The Forest School approach engages participants in risk management with the aim of gaining a lifelong skill.

Weather conditions will be checked regularly prior to sessions and we will respond appropriately to changing weather conditions throughout.

Safe Tool use

Using a range of tools will be necessary in many activities and is an integral part of preparing fire wood. Tool use enables participants to develop new practical skills that help develop self-confidence. We aim to ensure that they use tools safely and with as little risk to their own and others health as possible. Tools that may be used include potato peelers, bow saws, pruning saws, loppers, knives, drills and hatchets.

The following guidelines are to be followed when using tools:

- The Forest School Leader will check all tools are fit for use before the session.
- Only tools that are in safe working order shall be supplied for use.
- Correct and safe use of sharp tools will be demonstrated to all staff and participants.
- All groups are to be supervised closely by competent leaders until deemed capable to work with limited supervision.
- Tools will be kept in a designated safe area when not in use – none should be left unattended outside this area.
- Saw guards will be replaced immediately after use.
- Walking around with open/unmasked tools will only be permitted if carried in a safe manner.
- Safe working distances and suitable rations must be maintained at all times.

Guidance on Safe Knife Use

- Leader to be confident in a participant's safe use of potato peeler before knife introduced.
- Designate a specific zone for those using knives.
- Always carry knife with sheaf firmly on.
- Always pass knife with sheaf firmly on and with handle towards recipient.
- Always keep knife in sheath when not in use.
- Leader to count knives out and back in.
- Ensure participants have been shown the safe way to use knife before use, including grip and body position (elbows and knees).
- Knife work is ALWAYS supervised by a responsible adult.
- Each person using a knife is to sit on a stable surface/log, well out of reach of others and be aware of their own, and others, 'Blood Bubble' (arm length + tool length).
- Knives must always be used down and away from the body.

Fire Management

Fires and the use of Kelly kettles are frequently used during Forest School sessions. We aim to ensure that all people participating in sessions with fires and/or kettles will do so safely and with as little risk to their health as possible. Fires will only be used where it is appropriate to do so.

- Leaders will explain to participants the importance of using only dead wood for fires and also of the importance of dead wood as a habitat.
- Smoke inhalation will be reduced by burning dead wood. Those in smoky areas will be encouraged to move to less smoky areas.
- Fires will only be lit in suitable defined spaces or in a fire area.

- Participants will only be allowed to light fires under direct supervision of a trained leader using suitable materials and equipment.
- Anyone lighting or working around fires must have long hair tied back and scarves or sweatshirt drawstrings tucked securely in.
- All participants will be given clear guidelines about how to behave and move around the area when the fire or kettle is lit.
- Any lit fire will be supervised by an adult at all times, as will all cooking activities.
- Related safety equipment, including heat-proof gloves, a fire blanket and water will be kept within close range of fires.
- All fires should be fully extinguished and all traces removed at the end of a session.

Food Hygiene

- Our Forest School Leaders must have a relevant Food Hygiene qualification.
- All perishable food must be stored in a cool box/bag and wrapped in appropriate packaging to avoid attracting insects or vermin.
- Food must never be left uncovered at any time.
- Hands must be cleaned before handling food and utensils.
- All water provided by Forest School must be fresh i.e provided in sealed containers.
- Raw meats must be stored separately to cooked meats in a chilled container.
- Make sure products are used within the 'use by' date.
- Food handlers must cover all cuts/grazes in the appropriate manner.
- Clean all food utensils and place in storage.
- Children are only permitted to eat at designated times.

Please refer to: Guide to the Food Hygiene General Regulations, 1970

Manual Handling

Lifting and moving of objects should always be done by use of mechanical devices rather than manual handling wherever reasonably practicable. The equipment used should be appropriate for the task at hand. For example: A wheelbarrow/trolley to move tools and equipment or a water carrier with wheels. Log stumps should always be carefully rolled NOT lifted if they need to be moved.

Forest School session staff and participants must:

- Make proper use of equipment provided for their safety
- Take care to ensure that their activities do not put others at risk
- Inform the Forest School leader if they identify hazardous handling activities.

COSHH

We will avoid the use of substances of that have the risk of being hazardous to health, wherever possible.

Control measures

No substances currently used during Forest School sessions present a high risk.

- The majority of substances used within Forest School sessions are of domestic standard for household use and therefore do not present any threat to health and are safe to use.
- Personal Protective Equipment (PPE) is provided to further ensure safety.
- Cleaning substances are of domestic standard.
- All substances are correctly stored in clearly labelled containers.
- Children will wash their hands prior to going to Forest School and immediately on their return, there will also be an option to clean hands during the session.
- All waste products will be disposed of safely in accordance with statutory regulations and done in a way to minimise the ecological impact.

First Aid

There will be a staff member present at each Forest School session who holds a current 16 hour Outdoor or Forest School First Aid certificate.

Emergency and Serious Incident Procedure

In the event of a serious incident, which could arise as a result of an illness or threat, school office and/or emergency services should be contacted and these procedures followed:

Secure safety of whole group from further danger.

Stop all work/activities if safe. Call in and locate group promptly as agreed with group in advance. If possible, remove whole group from any further danger or threat of danger.

First Aider to attend to any casualties

Helper to supervise remainder of the group. A first aid record should be kept for the casualty and any changes noted. This form can then be handed to emergency services.

Emergency services contacted as necessary

A charged mobile phone and/or a walkie talkie will be carried by the Forest School leader. The grid reference and a 'What 3 words' reference will be given to the 999 call handler. A member of staff will meet the emergency vehicle at the designated meeting point.

Safety of the rest of the group

This will be maintained by the Forest School staff, away from the scene of the incident.

Informing next of kin

This will be carried out as soon as practically possible, after the incident, by the school staff.

Reporting: incidents and accidents

Any accidents will be recorded on the schools on line accident reporting system. Major injuries that constitute 'reportable injuries' will be reported to the Health and Safety Executive via RIDDOR. 'Incidents', which include major behavioural incidents and any major negative occurrence that is not an accident, will be reported by the accompanying school staff to the Designated Safeguarding Lead and also to the parent/carer.

Lost or Missing Person Policy

Unknown woods can be disorientating, especially if a participant is unused to this kind of environment. Many woodland sites are not surrounded by walls or fences, and whilst we appreciate this sense of freedom can be beneficial to all, there is also the possibility that a participant may get lost. There are a number of ways this could be prevented:

- Boundaries will be clearly marked and made known to the group. Going outside the boundaries will require all of the group to go, or a sub group with at least one leader – allowing at least two leaders to stay with remainder of group.
- The group will be counted and checked at start and end of the session, particularly after activities that include groups splitting up.
- Good communication within the group will encourage collective responsibility for each other's safety – a known 'call' will be routinely practiced with the group during every session.
- We encourage all our participants to take an interest in their surroundings so as to help them find their bearings. Ultimately, we would like to inspire all who are able, to become responsible for their own safety with respect to staying close to the rest of the group.

In the event of leaders fearing that a member of the group has gone missing:

- All the group will be immediately called back in, by prearranged call or whistle, counted and missing member determined. *The time will be noted.*
- The Forest School leader must ensure the safety of the remaining pupils. At least one adult must stay with them at all times.
- Determine the last known location and activity of the missing person and their description to assist with search. Record this information which can be passed onto emergency services if/when required.
- One or more adults should immediately start searching for the missing group member – calling and whistling as appropriate. Remember that they may be in the undergrowth or unresponsive.
- If the missing group member is not found within 10 minutes the Forest School leader should contact the school and/or dial 999 to inform the police.

Leaders must recall and write down a description of what the missing person was wearing and any distinguishing features. Any information on their last known location and time should be noted. Also, if they have any special medical or learning needs then these need to be noted down. All information must be passed to emergency services.

When the child is found

- Ensure the welfare needs of the missing child are met
- Ensure everyone is informed – group adults, school, police, parents

Public finding of missing child

In the event of missing child being found by a member of the public.

- Ensure the welfare needs of the missing child are met.

- Obtain contact details of the member of the public and where the child was found.
- Advise them not to talk to press/media or mention the incident on social media for 24 hours to enable family to be informed and for the details of the incident to be established either by the school and/or the emergency services.
- Safeguarding issues to be considered if member of the public involved.

Friendship and Anti-Bullying

(Full school policy available on school website – www.turnershillschool.org.uk)

We aim to provide a safe and secure environment for all children at Forest School. We aim to create a happy atmosphere to ensure everyone is mutually valued and respected regardless of gender, race, age, beliefs and ability. We encourage children to adopt high standards of behaviour in order to develop a sense of self-discipline and to take responsibility for their own actions and to understand that forgiveness and reconciliation are important life skills.

Safeguarding

(Full school policy available on school website – www.turnershillschool.org.uk)

Designated Safeguarding Lead: Ben Turney

Deputy Safeguarding Leads: Charlotte Palin, Alex Constable, Nikki Brimbecombe, Carole Boshier

The Forest School leader is committed to creating an environment which is safe, to achieve this we will:

- Ensure each session is well planned and best practice is used.
- Encourage a safe environment to ‘speak out’.
- Appropriate action, in accordance with our full school policy, will be taken to deal with any issues.

Equality Opportunities

(School statement available on school website – www.turnershillschool.org.uk)

Our Forest School has three guiding principles for expected behaviour these are:

- Look after yourself
- Look after others
- Look after resources
- Look after the environment

It is the responsibility of all Forest School staff and volunteers to enforce this procedure at all times. We are committed to equal opportunity for all, irrespective of gender, race, culture, colour, creed,

age, class, religion or disability. We will not tolerate aggressive or offensive behaviour. Everyone involved in Forest School will be treated with equal respect.

We will;

- Foster warm, welcoming and respectful environments that allow us to question and challenge, resolve conflicts peacefully and work and learn from our discussions.
- Ensure that differences do not become barriers to participation, access and learning by creating inclusive processes and practices, where the varying needs of individuals and groups are identified and met.
- Promote understanding and learning between and towards others to create cohesive communities.
- Adapt activities to ensure that everyone can participate and, where possible, we will keep spare sets of waterproof clothing and footwear to ensure that bad weather is not a barrier to taking part.

Disclosure/accusation/confidentiality

Full procedure available on www.turnershillschool.org.uk – About us

Posters are clearly displayed around the school for pupils, staff and visitors advising them who to contact if they have any concerns. A clear escalation process is in place making it as easy as possible to express concerns and know that your views are important and confidentiality is adhered to.

Social Media

Photographs and names of pupils/adults will not be used for social media unless permission has been provided.

Staff and Assistants

- All staff and volunteers will have regular, enhanced checks from the Disclosure and Barring Service, dated within 5 years of their current home address. The minimum number of staff at a Forest School session is 2 adults to 11 Year 3 children

Forest School Leader Responsibilities:

- Plan and lead all Forest School activities.
- Ensure the safety of children and adults on site at all times, including completing risk assessments for all planned activities, as well as dynamically assessing risk on the day.
- Ensure adults know and understand their responsibilities.
- Provide all staff with an up to date and complete handbook.
- Regularly review the Handbook and policies to ensure they are relevant and up to date.
- Have an up to date Outdoor First Aid qualification and appropriate insurance cover.

- Take into account the personal needs and abilities of the participants when planning sessions in order to make the activities as appropriately as possible.
- Ensure the effective communication with staff in regards to any major change to the planned sessions.
- Provide appropriate resources and equipment that adhere to good standards and Health and safety regulations.

School Staff Responsibilities

- To work with the Forest School leader to manage behaviour using a problem-solving approach.
- To have read the Handbook and be familiar with the emergency procedures.
- To ensure that the students are adequately dressed for the weather and ready on time.
- To ensure that required medication (e.g. epipens/inhalers) are available at every session and assist with any first aid incidents.

Lone Working

- When preparing for a session, it may be necessary for one person to visit the school site alone. In these circumstances, anyone carrying out the work should inform the Forest School Leader, (or a member of staff if it is the Forest School leader attending the site on their own) before departing and ensure that they have each other's mobile number. The lone worker should leave details of where they will be working and at what times. Contact should be made when the lone worker leaves the site. If the lone worker changes location they should inform the Forest School leader. If no contact has been made by the lone worker at the agreed end of time, then the Forest School leader (or member of staff) should attempt to contact them. If they are unable to contact the lone worker, then they should visit the agreed area to ensure that the lone worker has not had an accident. Then follow normal accident procedures.

Visitors Protocol

From time to time we may have visitors to our Forest School session. This policy is in place to ensure the safety of the children, as well as the staff, remains a priority at all times when they are onsite. All visitors will be made aware of our requirements and expectations during their visit. With particular reference to

- Safeguarding
- Philosophy of Forest School
- Responsibilities

Visitors will be asked to sign in using the Visitor signing in sheet, stating the purpose of their visit. Visitors will remain visible to staff at all times whilst they are at Forest School.

Childrens' behaviour and responsibilities

(Full school policy available on school website – www.turnershillschool.org.uk)

- To take personal responsibility for their own safety as well as the safety of others.
- To listen to and follow safety information given to them.
- The decision may be made that a child may be unable to attend Forest School, or be sent back to school from Forest School, if it is decided that they are unable to behave in a 'safe' manner.
- To bring appropriate clothing and footwear to their Forest School session.

Consent

- Parent/guardian consent, which will cover the whole school year, must be given prior to the commencement of any activities, they will be asked to complete a consent form before their child can attend Forest School session. They will also be agreeing to ensure that their child/children are dressed accordingly - leaflets explaining suitable clothing will be attached to the consent letter along with an explanation leaflet about the risk of ticks.

Parental Consent

- I agree to my child taking part in Turners Hill CoE Primary School Forest School activities at regular intervals during the coming academic year. Sessions will be led by our Forest School staff. I understand my child will need to bring their own outdoor clothing. I understand that my child may, at an appropriate level, have opportunities to work with hand tools and small fires through the course of their Forest School work. I understand that my child will work in groups containing 1 adult to 4 children for 3 year olds, 1 adult to 6 children for 4-5 year olds and 2 adults to 10 children for over 5 year olds at all times.

- Signed by

•

- Signed by

•

Emergency Contact Details:

Taking part in Forest School activity is conditional on individuals recognizing that these activities are activities where the potential for misadventure exists, including personal injury.

Participants shall be aware of and accept these risks and agree to be responsible for their own actions and involvement.

I declare that in the event of any claim of compensation for an incident, the claim will only be against another party directly involved in that incident.

No compensation will be sought from the school unless they are found, by law, to have acted in a negligent or illegal manner.

It must be remembered that safety is the responsibility of ALL participants who are each responsible for the safety of themselves and other participants.

All safety rules and procedures must be followed. Any hazards found in / on the site must be reported to a Forest School Leader who will take all reasonable steps to ensure every participant is made aware of the hazard.

I declare that I have read and agree to the content of this document. I have discussed the content with my children and made them aware of their responsibilities. I can be contacted on:

..... or

If I cannot be contacted, in an emergency, please contact:

Name:

Relationship:

Signed:

Date:

Declaration – *all regular, supporting, helpers*

I confirm that I have read the Turners Hill school Forest School Handbook

Signed.....

Signed.....

Signed.....

Signed.....

CASUALTY REPORT FORM

Complete as much of this form as possible. The form should remain with the casualty at all times.

PERSONAL DETAILS OF CASUALTY Gender: Name: Age: D O B:

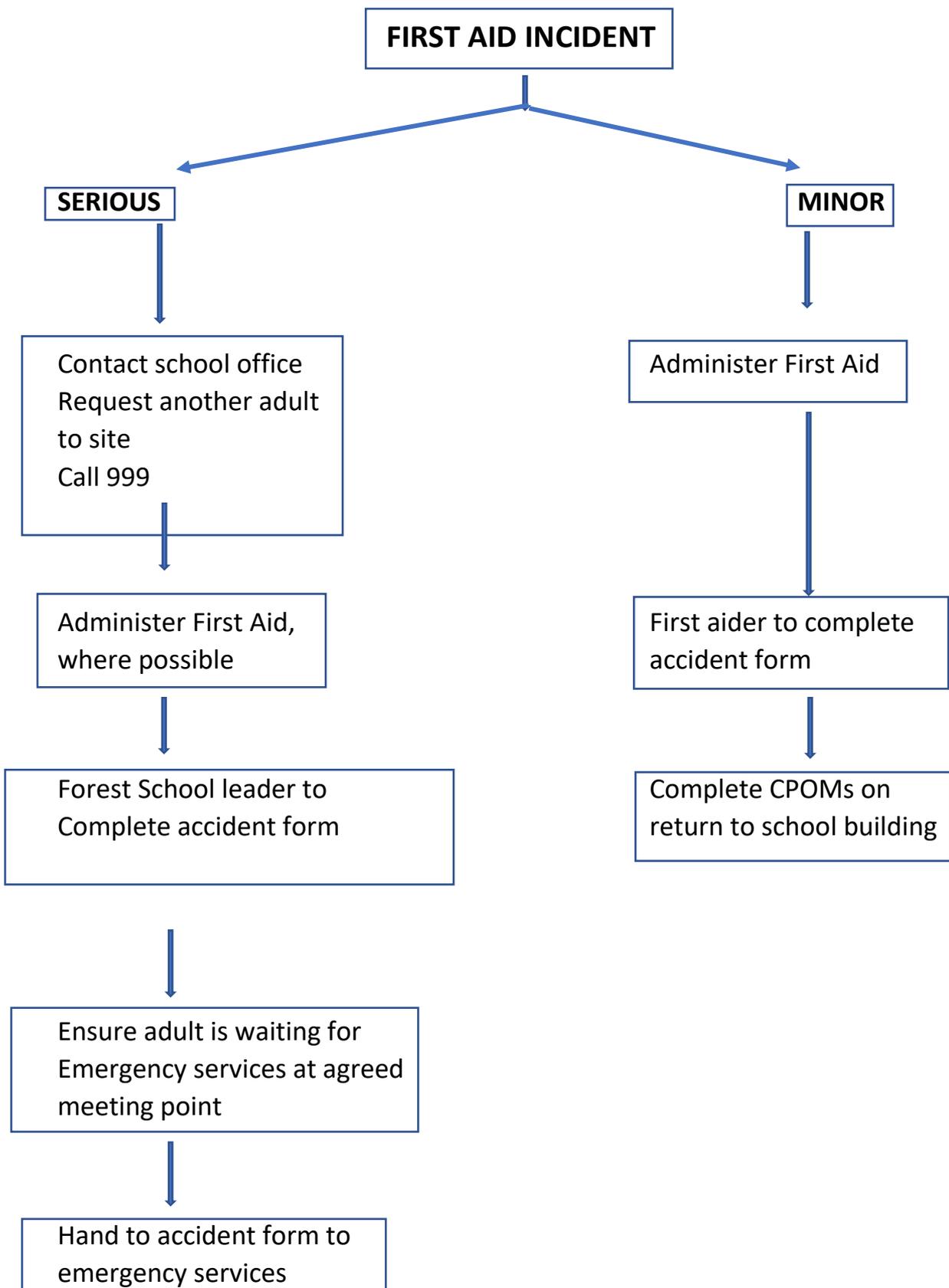
NAME OF KIN DETAILS Name: Relationship: Tel number:

OTHER USEFUL CASUALTY INFORMATION S igns and symptoms: A llergies: M edications: M edical History: L ast Eaten: E vents – what happened:
--

Time: D etails:
--

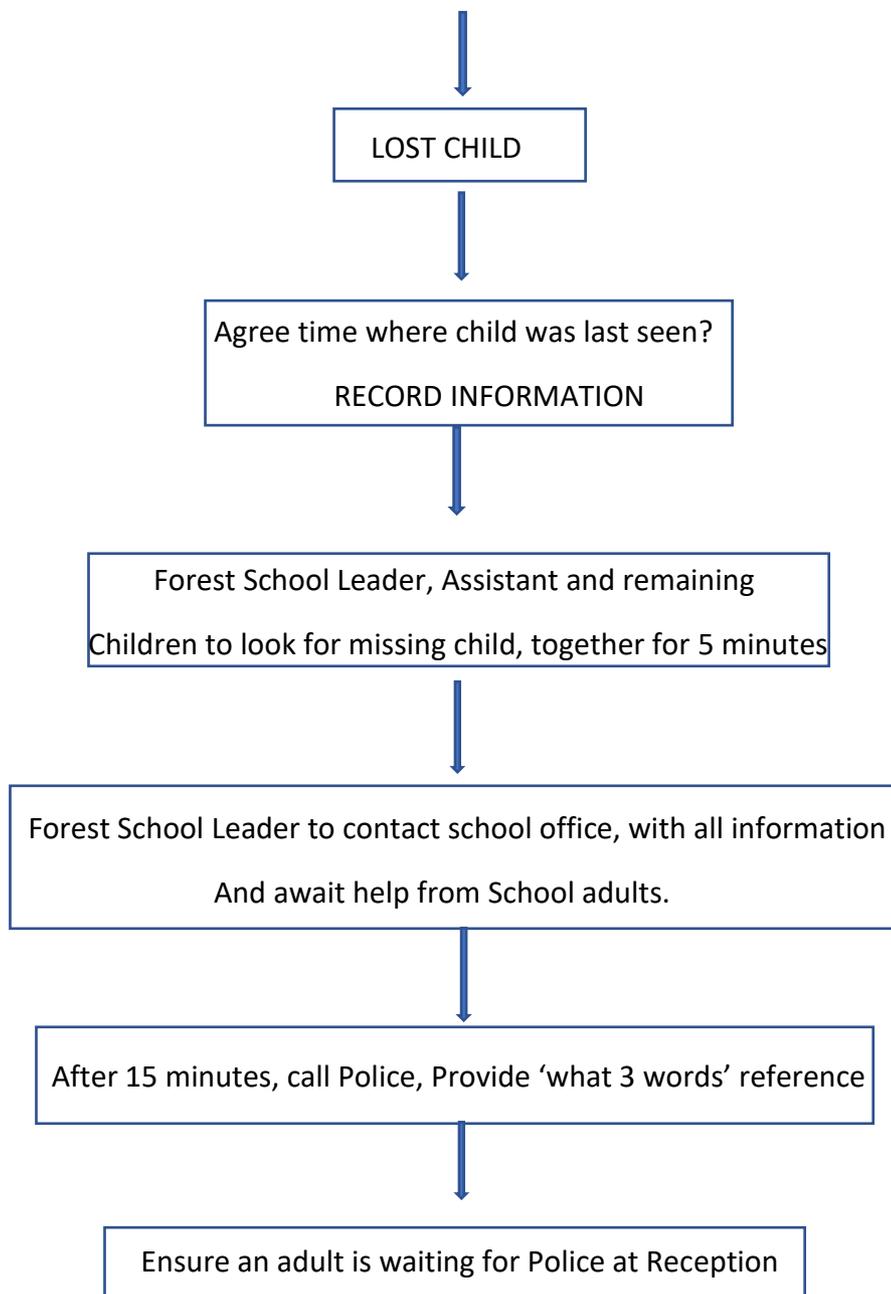


INFORMATION FOR RESCUE SERVICES
Leaders contact number:..... School number:
Location: Grid Reference: Wat3words:
Description of location:.....
How many in group: Age range of group:
Information on weather:
Environmental: information on ground conditions e.g. snow/ Ice/slope:



IMMEDIATE ACTION – (Primary Survey)		EMERGENCY
Airway	Conscious – Clear and Open → <input type="checkbox"/>	DIAL 999
	Conscious – But with Airway Problem → <input type="checkbox"/>	
	Unconscious → Check & open → <input type="checkbox"/> (chin lift, head tilt, jaw thrust)	
Breathing	Present and Normal → <input type="checkbox"/> (between 10 & 30 breaths per minute)	DIAL 999
	Present and NOT Normal → <input type="checkbox"/> (shallow/deep/rapid/slow/painful)	
	Absent → CPR → <input type="checkbox"/>	
Circulation	No life-threatening bleeding <input type="checkbox"/>	DIAL 999
	Life-threatening bleeding → <input type="checkbox"/> External bleeding Tummy tender/distended Broken pelvis/thigh bone	

EMERGENCY ACTION PLAN



DAILY RISK ASSESSMENT

Assessed by:	<i>Pat Steers/Helen Rykala</i>	<i>Pat Steers/Helen Rykala</i>
Date:		
Site:	<i>Hunts Wood</i>	<i>Hunts Wood</i>
Group:		
Weather conditions		
Wind speed		
Risk of environment injuries, hypothermia/heat stroke		
General site condition, Litter/animal faeces		
Canopy layer risk of falling branches/dead trees		
Shrub layer, risk of eye hazards. Poisonous plants/fungi		
ACTIVITIES		
Fire		
Cutting tools		
Games		
Rope work		
Tree Felling		
OTHER - Den building		
Location identified on SSRA, Grid ref and or postal address post code	<i>340 354 RH10 4PA</i>	<i>340 354 RH10 4PA</i>
Mobile phone available and best location identified		
1 st aid kit available		
Children's' medicine/inhaler		
Water available		
Resources available		

Introduction

Forest School in the UK may seem to be a fairly new movement, however, in reality the concept is based on a rich heritage of outdoor learning going back at least to the 19th century. Philosophers, naturalists and educators such as Wordsworth, Ruskin, Baden Powell, Leslie Paul, Kurt Hahn, Susan Isaacs and the Macmillan sisters all laid the foundations for what is known today as Forest School.¹

During the 1970s and 80s the UK education system moved toward a more teacher / outcome-centred approach in an attempt to improve numeracy and literacy, primarily through the introduction of a national curriculum. Somewhat in response to this, there was a growth of 'alternative' educational models in the 1990s and it is in this context that Forest School emerged.¹ In 1995 Bridgwater College developed a BTech in Forest School and started to offer it to early years practitioners in particular. Many involved in outdoor learning saw this as something that built upon the UK's outdoor learning heritage and soon Forest School was being offered around the UK.¹

What's involved?

In Worcestershire alone, there are 360 "forest schools", mostly primary schools, which typically give pupils one woodland learning experience each week². The idea of exposing small children to knives and fire might seem scary, however, safety is of paramount importance during Forest School sessions. All leaders of Forest School must have a Level 3 Forest School qualification, which covers essential safety training such as risk assessment and food hygiene. There should always be adult supervision and guidance whilst the children are taught to understand risk and encouraged to assess risk for themselves. Because Forest School learning is child-directed, the scope of the activities that can take place is enormous. Typical activities include:

- Sensory walks
- Foraging
- Shelter building
- Mini beast hunts
- Tree climbing
- Campfire cooking
- Woodwork using tools (Axe, saws knives)
- Nature art
- Games like Hide and Seek
- Fire building and lighting
- Puddle and mud jumping
- Using knots and lashings

Assess the Risks

Each Forest School may have differing facilities to operate within and as such each should be assessed accordingly. Policies and procedures should be written which are appropriate to individual requirements and circumstances. Not all schools have the facilities to conduct activities on-site and therefore may have to use local amenities, such as parks and woodland.

The age, any medical condition or ailments and the disposition of the participating children should be considered when attending a Forest School environment, with the risk assessment highlighting any concerns and controls which should be put in place.

As Forest Schools can involve activities in and around trees, Local Authorities, as tree owners, should be mindful that the public safety aspects are addressed as part of their approach to managing tree health. A sensible approach will ensure the maintenance of a healthy tree stock, the sound management of the environment and will usually satisfy health and safety requirements.³

An effective system for managing trees should meet the requirements set out in the Management of Health and Safety at Work Regulations 1999 and the associated ACOP (guidance is contained in HSG 65 Successful health and safety management and INDG 163 Five steps to risk assessment).

Local Authorities should also be mindful that the Occupiers Liability Act 1957 states that a duty of care is owed to all visitors and that the occupier must be prepared for children to be less careful than adults.

Bringing hazards to the notice of visitors comes within Section 1(5) of the Occupiers Liability Act 1984. The occupier (in this

case – the council), discharges his duty by 'taking such steps as are reasonable in all circumstances of the case to give warning of the danger concerned or to discourage persons from incurring the risk'. Any signage provided must be clear.

The provision and use of work equipment regulations (PUWER) 1998 would also have to be considered for all hand tools such as saws and knives as these should be used safely and appropriately maintained. Specific consideration should be given to the suitability of work equipment, maintenance and inspection and training. Safeguarding of children should also be of significant importance, with particular attention drawn to the Children Act 1989 (as amended) The Children and Social Work Act 2017 and the Safeguarding of Vulnerable Groups Act 2006.

The Management at Work Regulations 1999 require employers to carry out risk assessments and make arrangements to implement necessary measures, appoint competent people and arrange appropriate information and training.
The Health and Safety (First-Aid) Regulations 1981 makes provision for appropriate first-aid provisions, specifying that employers should provide, or ensure that there is provided, such number of suitable persons as is adequate and appropriate in the circumstances for rendering first-aid to his employees if they are injured or become ill at work.

Implement the controls

A careful consideration of the location and contextual factors of the Forest School based on the deliberations of a risk assessment will need to be drawn up and implemented. These considerations should include:

- It is good practice for LEAs to provide concise guidance for head teachers and governors on their expectations for checking staff qualifications and competencies
- A Forest School handbook written by Level 3 practitioner or a group of practitioners within the same setting, containing the policies and procedures developed to ensure compliance with statutory requirements
- Consideration given to the maintenance of the Forest School environment, including the management of the paths and trees
- Ensuring that all staff have correct level of training and all leaders to have Level 3 Practitioners qualification
- The correct adult to pupil ratio is maintained to ensure continuous and effective supervision
- Ensuring that all instruction is tailored to each child's ability and the correct level of supervision is maintained
- Any tools used are correctly maintained and inspected. Pre-user checks are essential
- Ensuring that areas are inspected before use to ensure that the site is safe to use and free from any items which may cause harm
- Inspection of trees to be undertaken on a regular basis by Level 3 practitioner and Local Authority
- Ensuring all personnel have the correct level of DBS, especially when outsourcing staff
- Any medical concerns are highlighted to all staff. A sufficient number of trained personnel should be present and training should include anaphylaxis training
- There should be clear arrangements for maintaining training records
- Ensuring that all personnel tasked with cooking food have been correctly trained and have a recognised food safety certification
- The lighting of camp fires requires a management procedure to be implemented, ensuring that there is suitable fire safety equipment to hand
- Emergency procedures are prepared to cover factors such as medical emergencies, a missing child, and adverse weather conditions
- All risk assessments and associated guidance should be reviewed on a regular basis

Insurance Implications

In our experience, the public liability policy of a typical council would not generally exclude Forest School activities, however, if there is any doubt then clarification should be sought.

Summary

Forest school has developed over the years and offers a wide range of activities, some more hazardous than others. They offer a number of benefits to children including social and physical / health. They also provide the individual with the ability to learn about risk. Forest School arrangements require a documented approach in order to effectively manage the risks, which includes clear policies and procedures and the establishment of appropriate competencies. Through the robust implementation of controls, Forest School environments are able to offer effective learning opportunities whilst managing the risks effectively.

References

1. <https://forestschoollassociation.org/history-of-forest-school/>
2. <https://www.theguardian.com/education/2014/dec/09/the-school-in-the-woods-outdoor-education-modern-britain>
3. <https://www.forestresearch.gov.uk/research/common-sense-risk-management-of-trees/>



This is to certify that
PATRICIA ANGELA STEERS
has successfully passed
Forest School First Aid

Forest School First Aid - 2 Days

This certificate is valid for 3 years from the date of issue

Centre Details: Silver Fox Training Ltd

Certificate Number: WB1J9H7Z

Venue: Ringmer Primary School, Ringmer

Date of issue: 13/06/2021

Expires: 13/06/2024

Signed:

A handwritten signature in black ink, appearing to read 'Bernie Hartshorn', written over a horizontal line.

Bernie Hartshorn (ITC Awards Manager)

To check the validity of ITC certificates please visit www.itcfirst.org.uk/certificates

Forest School information sheet.

Ticks and Lyme disease

What are ticks?

Ticks are tiny spider like creatures found in grassy or woodland areas. They attach themselves to passing animals and people. They do this by finding a suitable spot where they bite through the skin and feed on blood. They will



feed for 3-5 days then drop off.

What is Lyme disease?

Lyme disease is an illness caused by a bacteria, which lives in the gut of ticks. Most ticks do not carry the bacteria, but infection could be passed on if you are bitten by one.

How to prevent ticks.

When at Forest school, please ensure that your child has most of their skin covered. Trouser bottoms can be tucked into socks and sturdy shoes or boots should be worn, even in summer.

A long sleeved top should always be worn to cover the arms. Insect repellents can also be used.

Please check your child over for ticks when they return from Forest School. Particularly vulnerable areas are where there are folds of skin, such as the armpit and also the scalp.

What to do if your child has been bitten by a tick.

Remove the tick as soon as possible to reduce any chance of infection.

Grasp the tick as close to the skin as possible using fine tweezers and pull firmly and steadily out without jerking or twisting. Do not crush or squeeze the tick's body.

If any part of the tick remains in the skin, remove with fine tweezers. Apply disinfectant to the area. If you are worried seek advice from your doctor.



Signs and symptoms of Lyme disease.

The most common symptom is a slowly expanding rash round the bite, usually after 5 – 14 days. Other typical symptoms include fever, headaches, tiredness and rashes.

Most cases can be treated successfully with a course of antibiotics.

If left untreated infection can spread.



WHAT TO WEAR OUTSIDE



Outdoor activities may never happen if we waited for the 'right' weather.
Here's how to wrap up to enjoy your time outside...

Bring a hat to keep your head warm

Scarves are a good idea too

Oh no...

Wind and waterproof jacket



Jacket is too short and leaves a gap at the trouser line

Gloves to keep your hands warm

Jeans get cold when wet and takes ages to dry

Waterproof over trousers

These city boots are unsuitable for walking in wet, rough terrain

Sturdy walking boots or wellies with insulated soles

Several layers of clothing including a thermal base layer

Thick, warm, woolly socks

Created by Juliet Robertson,
creativestarlarning.co.uk

REMEMBER TO BRING THE FOLLOWING...



Suntan lotion
(let's be optimistic)

Thermos flask for
A hot drink



A small backpack for carrying
equipment and spare clothes

A spare sweater
and socks



Communication Strategies for Forest School at Turners Hill CoE Primary School

Stakeholders	Useful information	Key messages	Methods of communication
Parents/carers	<p>Forest School will take place under almost any weather condition, so please provide clothing suitable for the weather conditions on each day of Forest School. A list of suitable clothing is available on the Forest School page of our website, our letter to parents and on request at the school office.</p> <p>Forest School takes place on the woodland abutting school grounds, leased to 'us' from Paddockhurst Estate.</p> <p>An explanation of the Forest School ethos and how we support and respond to your child is available to read in our Handbook. Our handbook will also set out the roles and responsibilities of those looking after your child.</p> <p>All our school policies are accessible on the school website, www.turnershillschool.org.uk and are summarised within our Handbook.</p> <p>Forest School is offered to all children in Year 3 as part of KS2 enrichment afternoon.</p>	<p>We endeavour to provide useful information and support.</p> <p>We are trustworthy and reliable.</p> <p>Our staff are trained professionals.</p> <p>We value the views and opinions of service users.</p> <p>We will share our Forest School experiences with all stakeholders</p>	<p>We aim to have regular Forest School entries/photos on our website.</p> <p>Photos of Forest School are posted on a display board within school.</p> <p>Contact with FS leader welcomed when required.</p>

Parent/Carer response form

Name of child:

Do you think Forest School is a valuable experience for your child?

Yes/ No/ I don't know

Please comment on what we do well at Forest School:

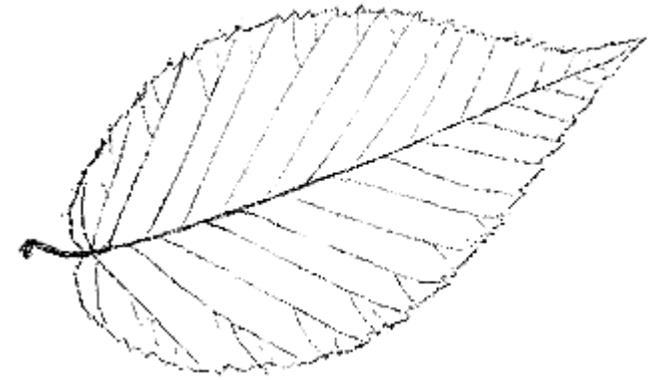
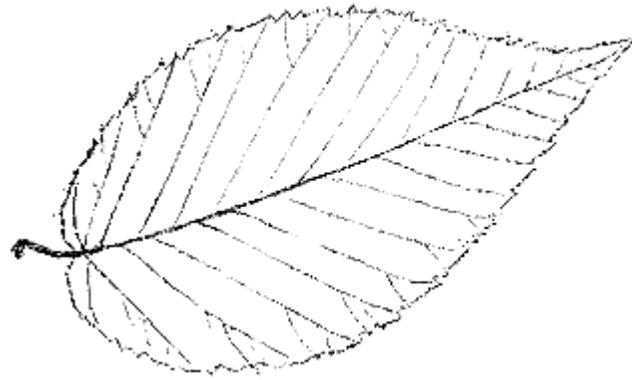
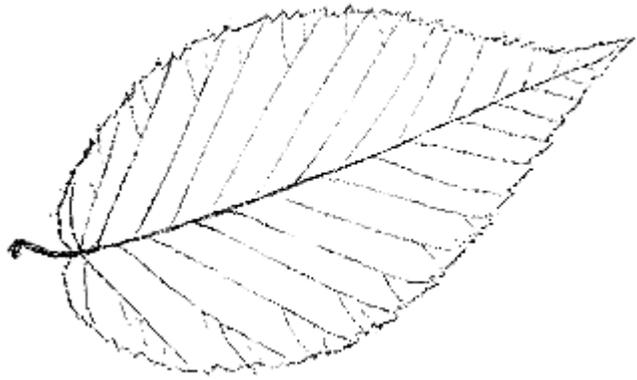
Please comment on areas for consideration:

Any further comments/feedback?

Stakeholders	Useful information	Key messages	Methods of communication
Participants	<p>Forest School will take place under almost any weather condition, so please wear clothing suitable for the weather conditions on each day of Forest School.</p> <p>Forest School takes place on the woodland abutting school grounds, leased to 'us' from Paddockhurst Estate.</p> <p>At Forest School, we will listen to your ideas and make a set of rules and boundaries together, to which you are then expected to stick to. You will be encouraged to think for yourselves and try things out, learning how to manage risk safely and learn new skills.</p> <p>Forest School is offered to all Year 3 children</p>	<p>We will provide useful information and support.</p> <p>We are trained professionals here to keep you safe and help you.</p> <p>We value your views and opinions.</p> <p>You are expected to show respect to yourself, others and the natural environment and in return will receive respect.</p> <p>We will share our Forest School experiences with all stakeholders</p>	<p>The Forest School page on our website will give you access to information and our regular posts.</p> <p>Our display board will show photos of what we have been up to., including photographs that you have taken during Forest School sessions.</p> <p>Contact with FS leader welcomed when required.</p>

Participant's response form

Below, write or draw something you like about Forest School in each Birch leaf.



Below, write or draw something you think could make Forest School better in each seed.



Stakeholders	Useful information	Key messages	Methods of communication
Volunteers	<p>Forest School will take place under almost any weather condition, so please wear clothing suitable for the weather conditions on each day of Forest School.</p> <p>Forest School takes place on the woodland abutting school grounds, leased to 'us' from Paddockhurst Estate.</p> <p>An explanation of the Forest School ethos and our approach to learning is available to read in our Handbook. The roles and responsibilities of staff/volunteers and advice on how adults should support and respond to participants is contained within our Handbook. Managed risk taking is encouraged within the Forest School environment and children should be enabled to explore and discover their own personal boundaries. Forest School endorses independence and encourages children to try things for themselves. Children's development is tracked through observations. Your input would be greatly valued and appreciated.</p>	<p>Forest School is a commitment and requires reliability and stability for the children attending.</p> <p>We endeavour to provide useful information and support.</p> <p>We are trained professionals and are here to support you to support the children.</p> <p>We value the views and opinions of service users including volunteers.</p> <p>We will share our Forest School experiences with all stakeholders</p>	<p>Our Handbook is an important point of reference and covers most facets of Forest School.</p> <p>Posts on the website.</p> <p>Discussion of particular children of interest after a session to give feedback.</p> <p>Display board updated regularly.</p> <p>Weekly contact with FS leader.</p>

Volunteer response form

What impacts have you seen for the children who attend Forest School?

Please comment on the positive aspects for you and the children:

Please comment on areas for consideration:

Any further comments/feedback

Stakeholders	Useful information	Key messages	Methods of communication
<p>Paddockhurst Estate (landowners)</p>	<p>Forest School will take place under almost any weather condition.</p> <p>Forest School takes place on the woodland abutting school grounds, leased to 'us' from Paddockhurst Estate.</p> <p>An explanation of the Forest School ethos and our approach to learning is available to read in our Handbook.</p> <p>Managed risk taking is encouraged within the Forest School environment and children should be enabled to explore and discover their own personal boundaries. Forest School endorses independence and encourages children to try things for themselves.</p> <p>Children will be encouraged to learn about the environment and how to manage it for the benefit of the natural fauna and flora.</p>	<p>We endeavour to provide useful information and support.</p> <p>We value the views and opinions of service users.</p> <p>We will share our Forest School experiences with all stakeholder</p>	<p>Our Handbook is an important point of reference and covers most facets of Forest School.</p> <p>Regular posts on the website</p> <p>Regularly updated display board.</p> <p>Contact with FS leader welcomed when required, and vice versa.</p>

Paddockhurst response form

Please comment on what we do well at Forest School:

Please comment on areas for consideration:

Any further comments/feedback?

Stakeholders	Useful information	Key messages	Methods of communication
Visitor participants	<p>Forest School will take place under almost any weather condition, so please provide clothing suitable for the weather conditions on each day of Forest School. A list of suitable clothing provided in the letter sent to parents and on request at the school office.</p> <p>Forest School takes place on the woodland abutting school grounds, leased to 'us' from Paddockhurst Estate.</p> <p>An explanation of the Forest School ethos and how we support and respond to your child is available to read in our Handbook. Our handbook will also set out the roles and responsibilities of those looking after your child.</p> <p>All our school policies are accessible on the school website, www.turnershillschool.org.uk and are summarised within our Handbook.</p> <p>Managed risk taking is encouraged within the Forest School environment and children should be enabled to explore and discover their own personal boundaries.</p> <p>Forest School endorses independence and encourages children to try things for themselves.</p> <p>Your input would be greatly valued and appreciated.</p>	<p>We endeavour to provide useful information and support.</p> <p>We are trustworthy and reliable.</p> <p>Our staff are trained professionals.</p> <p>We value the views and opinions of service users.</p> <p>We will share our Forest School experiences with all stakeholders</p>	<p>Our Handbook is an important point of reference and covers most facets of Forest School.</p> <p>Posts on the website.</p> <p>Discussion of particular children of interest after a session to give feedback.</p> <p>Display board updated regularly.</p> <p>Contact with FS leader when required.</p>

Visitor participant response form

Please comment on the positive aspects for you and the children:

Please comment on areas for consideration:

Any further comments/feedback

Assessment Date: September 2022			Review Date: September 2023		
Assessed by: Pat Steers			Turners Hill CoE Primary School – Hunts Wood (abutting school grounds)		
Site checked for	Hazards	Hazard	Risk	Control measures	New hazard/risk rating
Access to site					
<ul style="list-style-type: none"> Public rights of way Bridle paths Roads Parking 	<ul style="list-style-type: none"> Steep slope. Main footpath is tarmac with small loose stones - slip/trip/fall hazard 	3	3	<ul style="list-style-type: none"> Appropriate footwear to be worn Ensure adults and children are aware of sloping ground 	3 x 2 (6)
Boundaries	Hazards	Hazard	Risk	Control measures	New hazard/risk rating
<ul style="list-style-type: none"> Fencing around the site Barbed wire Ditches, roads and tracks 	<ul style="list-style-type: none"> scratches 	3	3	<ul style="list-style-type: none"> Activities to get to know the site Point out hazard and potential danger Give reminders to group as and when required 	3 x 2 (6)
Canopy Layer	Hazards	Hazard	Risk	Control measures	New hazard/risk rating
<ul style="list-style-type: none"> Leaning/dead trees Dead wood in overhead trees 	<ul style="list-style-type: none"> Heavy branches or trees falling on people 	3	3	<ul style="list-style-type: none"> Do not go into Woods if wind speed is above 20 mph Establish out of bounds areas Mark off any dangerous 'no go' areas Point out hazards Indicate leaning trees & explain dangers Mark out dangerous trees <p>Check for any large pieces of deadwood in tree canopy upon arrival especially after high winds</p>	3 x 1 (4)

Shrub Layer	Hazards	Hazard	Risk	Control measures	New hazard/risk rating
<ul style="list-style-type: none"> • Sticking out branches at eye level • Branches at head height 	<ul style="list-style-type: none"> • Damage to eyes • Scratches 	3	3	<ul style="list-style-type: none"> • Do not go into Woods if wind speed is above 20 mph • Establish out of bounds areas • Mark off any dangerous no go areas • Point out hazards • Indicate leaning trees & explain dangers • Mark out dangerous trees • Check for any large pieces of deadwood in tree canopy upon arrival especially after high winds 	3 x 2 (6)
Field Layer	Hazards	Hazard	Risk	Control measures	New hazard/risk rating
<ul style="list-style-type: none"> • Poisonous plants • Giant hogweed • Brambles, stinging nettles • Blackthorn • Ticks 	<ul style="list-style-type: none"> • Scratches or stings • Infection from Lyme's Disease 	3	3	<ul style="list-style-type: none"> • Enforce no pick/no lick • Identify and point out areas of hazardous plants • Use games to explore/educate about different plants • Legs to be covered, participants should wear trousers • Information sheet sent home to advise parents on prevention and regular checks 	3 x 2 (6)

Ground Layer	Hazards	Hazard	Risk	Control measures	New hazard/risk rating
<ul style="list-style-type: none"> • Hidden logs lying in grass • Broken glass, rubbish & rusty metal • Fungi (seasonal) • Dog faeces • Boggy areas • Slope, embankments 	<ul style="list-style-type: none"> • Cuts or scrapes from sharp objects • Sloping site – slip hazard 	3	3	<ul style="list-style-type: none"> • Site checked on pre-session visit each time, any litter or hazardous objects safely removed • Pupil awareness – not to pick up litter but inform an adult 	3 x 2 (6)
Structures	Hazards	Hazard	Risk	Control measures	New hazard/risk rating
<ul style="list-style-type: none"> • Shelter • Fire pit • Base camp • Benches/Stump seating 	<ul style="list-style-type: none"> • Burns • Could slip/fall 	3	3	<ul style="list-style-type: none"> • Fire circle rules enforced to ensure safety around fire • No climbing on benches or stumps in fire circle area • 	3 x 2 (6)
Animals on site	Hazards	Hazard	Risk	Control measures	New hazard/risk rating
<ul style="list-style-type: none"> • Deer • Badgers • Foxes • Rabbits/ Moles • Squirrels. Hedgehogs, birds • Insects 	<ul style="list-style-type: none"> • Trip hazards from mole hills on pathway • Bites/stings • Beehives 	3	3	<ul style="list-style-type: none"> • Hazard pointed out to participants • Appropriate footwear for conditions • Check site for nests <ul style="list-style-type: none"> • Fenced off and not currently occupied by a bee colony 	3 x 2 (6)

Other	Hazards	Hazard	Risk	Control measures	New hazard/risk rating
Getting lost in the woods	Fenced in and on school site	3	2	<ul style="list-style-type: none"> Establish boundaries, no go areas and rules with group. eg. always keep the main base in your sight. Activities to get to know the site in the first sessions. Call back signal. 	3 x 1 (3)

Hazard severity		X	Risk Likelihood	Risk Factor after control measures - (H X R)	
1 - Low	Very unlikely		Minor injury - scratches, bruises, burns etc	1	1 – 3 Low
2 - Moderate	Unlikely		Moderate injury - cuts, grazing, burns etc	2	4 – 7 Moderate
3 - High	Likely		Serious injury – hospital treatment, time off school/work	3	8 – 11 High
4 – Very High	Very Likely		Significant injury – risk of death, loss of limbs, eyesight etc	4	12 – 16 Very high

Assessment Date: September 2021		Review Date: September 2022		Assessed by: Pat Steers		
Tool	Benefit of activity	Hazards	Hazard	Risk	Control measures	New hazard/risk rating
Scissors	<ul style="list-style-type: none"> • Enjoyment challenge • Feeling of accomplishment • Gaining new skill • Fine motor skills • Danger awareness • Learning how to look after the environment 	<ul style="list-style-type: none"> • Sharp blades • Dropping from height • Stabbing • Cutting 	2	2	<ul style="list-style-type: none"> • Safety briefing at beginning of session • Appropriate footwear and clothing • Adult supervision • Tools carried safely as rules state • Tools maintained to good working order • Learners warned about the dangers of the blade • First Aid Kit 	2 x 1 (3)
Secateurs	<ul style="list-style-type: none"> • Creative development • Enjoyment challenge • Feeling of accomplishment • Gaining new skill • Fine motor skills • Physical challenge • Danger awareness • Learning survival skills • Learning how to look after the environment 	<ul style="list-style-type: none"> • Sharp blades • Dropping from height • Stabbing • Cutting 	3	3	<ul style="list-style-type: none"> • Safety briefing at beginning of session • Appropriate footwear and clothing • Adult supervision • Tools carried safely as rules state • Tools maintained to good working order • Learners warned about the dangers of the blade • First Aid Kit 	3 x 1 (3)

Loppers/Shears	<ul style="list-style-type: none"> • Creative development • Enjoyment challenge • Feeling of accomplishment • Gaining new skill • Fine motor skills • Physical challenge • Danger awareness • Learning survival skills • Learning how to look after the environment 	<ul style="list-style-type: none"> • Sharp blades • Dropping from height • Stabbing • Cutting off fingers of others • Nettle/thistle stings 	3	3	<ul style="list-style-type: none"> • Safety briefing at beginning of session • Appropriate footwear and clothing • Adult supervision • Tools carried safely as rules state • Tools maintained to good working order • Learners warned about the dangers of the blade • First Aid Kit 	3 x 2 (6)
Knife and peeler	<ul style="list-style-type: none"> • Creative development • Enjoyment challenge • Feeling of accomplishment • Gaining new skill • Fine motor skills • Physical challenge • Danger awareness • Learning survival skills • Learning how to look after the environment 	<ul style="list-style-type: none"> • Sharp blades • Dropping from height • Stabbing injuries • Cutting fingers 	3	3	<ul style="list-style-type: none"> • Safety briefing at beginning of session • Tool talk demonstration/modelling • Blood bubble rule • Good management and judgement of competence, particularly regarding behaviour, age and attitude • Appropriate footwear and clothing • Close adult supervision • Tools carried safely as rules state • Tools maintained to good working order • Learners warned about the dangers of the blade • First Aid Kit 	3 x 2 (6)

Bow saw	<ul style="list-style-type: none"> • Creative development • Enjoyment challenge • Feeling of accomplishment • Gaining new skill • Fine motor skills • Physical challenge • Danger awareness • Learning survival skills • Learning how to look after the environment 	<ul style="list-style-type: none"> • Cuts through skin • Penetrating injury • Minor amputations (fingers and toes) Cuts or penetration to torso • Dropping wood onto legs or feet • Cutting/injuring someone else 	3	3	<ul style="list-style-type: none"> • Safety briefing at beginning of session • Tool talk demonstration/modelling • Safe working area • Appropriate footwear and clothing • Good management and judgement of competence, particularly regarding behaviour, age and attitude • Close adult supervision • Tools carried safely, sheathed • Tools maintained to good working order • Learners warned about the dangers of the blade • First Aid Kit 	3 x 2 (6)
Pruning saw	<ul style="list-style-type: none"> • Creative development • Enjoyment challenge • Feeling of accomplishment • Gaining new skill • Fine motor skills • Physical challenge • Danger awareness • Learning survival skills • Learning how to look after the environment 	<ul style="list-style-type: none"> • Cuts through skin • Penetrating injury • Minor amputations (fingers and toes) Cuts or penetration to torso • Dropping wood onto legs or feet • Cutting/injuring someone else 	3	3	<ul style="list-style-type: none"> • Safety briefing at beginning of session • Tool talk demonstration/modelling • Safe working area • Appropriate footwear and clothing • Good management and judgement of competence, particularly regarding behaviour, age and attitude • Close adult supervision • Tools carried safely, sheathed • Tools maintained to good working order • Learners warned about the dangers of the blade • First Aid Kit 	3 x 2 (6)

Fixed blade knife	<ul style="list-style-type: none"> • Creative development • Enjoyment challenge • Feeling of accomplishment • Gaining new skill • Fine motor skills • Physical challenge • Danger awareness • Learning survival skills • Learning how to look after the environment 	<ul style="list-style-type: none"> • Cuts through skin • Penetrating injury • Minor amputations (fingers and toes) Cuts or penetration to torso • Dropping wood onto legs or feet • Cutting/injuring someone else 	3	3	<ul style="list-style-type: none"> • Safety briefing at beginning of session • Tool talk demonstration/modelling • Safe working area • Appropriate footwear and clothing • Good management and judgement of competence, particularly regarding behaviour, age and attitude • Close adult supervision • Tools carried safely, closed • Tools maintained to good working order • Learners warned about the dangers of the blade • First Aid Kit 	3 x 2 (6)
Palm drill	<ul style="list-style-type: none"> • Creative development • Enjoyment challenge • Feeling of accomplishment • Gaining new skill • Fine motor skills • Physical challenge • Danger awareness • Learning survival skills • Learning how to look after the environment 	<ul style="list-style-type: none"> • Pierce skin • Blisters on palm • Penetrating injury • Cutting/injuring someone else 	3	3	<ul style="list-style-type: none"> • Safety briefing at beginning of session • Tool talk demonstration/modelling • Safe working area • Appropriate footwear and clothing • Good management and judgement of competence, particularly regarding behaviour, age and attitude • Close adult supervision • Tools carried safely, closed • Tools maintained to good working order • First Aid Kit • 	3 x 2 (6)

Axe	<ul style="list-style-type: none"> • Creative development • Enjoyment challenge • Feeling of accomplishment • Gaining new skill • Fine motor skills • Physical challenge • Danger awareness • Learning survival skills • Learning how to look after the environment 	<ul style="list-style-type: none"> • Sharp balde • Swinging tool • Hitting yourself or someone else • Penetrating injury • Cutting/injuring someone else 	3	3	<ul style="list-style-type: none"> • Safety briefing at beginning of session • Tool talk demonstration/modelling • Safe working area • Appropriate footwear and clothing • Good management and judgement of competence, particularly regarding behaviour, age and attitude • Close adult supervision • Tools carried safely, closed • Tools maintained to good working order • First Aid Kit 	3 x 2 (6)
Mallet/hammer	<ul style="list-style-type: none"> • Creative development • Enjoyment challenge • Feeling of accomplishment • Gaining new skill • Fine motor skills • Physical challenge • Danger awareness • Learning survival skills • Learning how to look after the environment 	<ul style="list-style-type: none"> • Being struck by heavy object • Striking someone else with heavy object Crush injuries 	3	3	<ul style="list-style-type: none"> • Safety briefing at beginning of session • Tool talk demonstration/modelling • Safe working area • Appropriate footwear and clothing • Good management and judgement of competence, particularly regarding behaviour, age and attitude • Close adult supervision • Tools carried safely • Tools maintained to good working order • First Aid Kit • 	3 x 1 (3)

Galvanised nails	<ul style="list-style-type: none"> • Creative development • Enjoyment challenge • Feeling of accomplishment • Gaining new skill • Fine motor skills • Physical challenge • Danger awareness • Learning survival skills • Learning how to look after the environment 	<ul style="list-style-type: none"> • Being struck by heavy object • Striking someone else with heavy object • Crush injuries • Nail through fingers or body 	3	2	<ul style="list-style-type: none"> • Safety briefing at beginning of session • Tool talk demonstration/modelling • Safe working area • Appropriate footwear and clothing • Good management and judgement of competence, particularly regarding behaviour, age and attitude • Close adult supervision • Tools carried safely • Tools maintained to good working order • First Aid Kit 	3 x 1 (3)
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Hazard severity		X	Risk Likelihood	Risk Factor after control measures - (H X R)		
1 - Low	Very unlikely		1	1 – 3	Low	
2 - Moderate	Unlikely		2	4 – 7	Moderate	
3 - High	Likely		3	8 – 11	High	
4 – Very High	Very Likely		4	12 – 16	Very high	

Generic Activity Risk Assessment

Assessment Date: September 2021		Review Date: September 2022		Assessed by: Pat Steers		
Activity	Benefit of activity	Hazard	Hazard rating	Risk rating	Control measures	New hazard/risk rating
Treasure Hunt	<ul style="list-style-type: none"> • Enjoyment, • Challenge, • <i>Feeling of accomplishment,</i> • Gain a new skill, • <i>Team work,</i> • Problem solving, <i>Physical challenge,</i> Practice their agility, • <i>Danger awareness,</i> • Sense of belonging, • <i>Improvement in self esteem and confidence</i> 	<ul style="list-style-type: none"> • Falling branches • Falling trees • Slips, trips and falls • Cuts, scrapes & bruises • Splinters • Dropped branches • Thorns • Nettle stings 	3	3	<ul style="list-style-type: none"> • Daily site risk assessment • Safety briefing at the beginning of each session • Appropriate footwear & clothing • Appropriate groupings • Sticks carried safely, as directed by adults • Adult supervision • Rules and boundaries identified 	3 x 2 (6)
Blindfold games	<ul style="list-style-type: none"> • Building trust and confidence in others, • Sensory development/experience 	<ul style="list-style-type: none"> • Impaired vision • Uneven ground • Tree roots, stumps 	3	3	<ul style="list-style-type: none"> • Daily site risk assessment • Safety briefing at the beginning of each session • Appropriate footwear & clothing • Adult supervision • Suitable area used • Instruction and demonstration • Appropriate groupings • Rules and boundaries identified 	3 x 2 (6)

Tree climbing	<ul style="list-style-type: none"> • Enjoyment, • Challenge, • <i>Feeling of accomplishment,</i> • Gain a new skill, • <i>Team work,</i> • Problem solving, <i>Physical challenge,</i> Practice their agility, <i>Danger awareness,</i> Sense of belonging, Learning survival skills, • <i>Learning how to look after the environment,</i> • <i>Improvement in self esteem and confidence</i> 	<ul style="list-style-type: none"> • Loose branches • Dead trees • Someone falling onto someone else • Flailing body parts • Objects dropping from above • Sharp bark or branches • Branches sticking out 	3	3	<ul style="list-style-type: none"> • Daily site risk assessment • Safety briefing at the beginning of each session • Appropriate footwear and clothing • Check for dead wood • Agreed safe tree for climbing after discussion on safe tree identification • Reminders throughout • Agreed rules for climbing • Adult supervision • Rules and boundaries identified 	3 x 2 (6)
Making natural paints	<ul style="list-style-type: none"> • Creative development, • Learning about plants and fungi • Enjoyment, • Challenge, • <i>Feeling of accomplishment,</i> • Gain a new skill, • <i>Team work,</i> • Problem solving, • Learning survival skills, 	<ul style="list-style-type: none"> • Stings • Allergic reaction • Poisonous species • Sharp objects 	3	3	<ul style="list-style-type: none"> • Daily site risk assessment • Safety briefing at the beginning of each session • Appropriate footwear and clothing • Adult supervision • Rules and boundaries identified • Learners warned about the dangers of picking • Plants picked as rules state 	3 x 2 (6)

Den building	<ul style="list-style-type: none"> • Enjoyment, • Challenge, • <i>Feeling of accomplishment,</i> • Gain a new skill, • <i>Team work,</i> • Problem solving, • <i>Physical challenge,</i> • Practice their agility, • <i>Danger awareness,</i> • Learning survival skills, • Sense of belonging, • <i>Improvement in self esteem and confidence</i> 	<ul style="list-style-type: none"> • Falling branches • Falling trees • Being trapped under branches • Slips, trips and falls • Cuts, scrapes & bruises • Splinters • Dropped branches • Thorns • Nettle stings 	3	3	<ul style="list-style-type: none"> • Daily site risk assessment • Safety briefing at the beginning of each session • Appropriate footwear and clothing • Appropriate groupings • Sticks carried safely, as directed by adults • Adult supervision • Rules and boundaries identified 	3 x 2 (6)
Using cord/rope	<ul style="list-style-type: none"> • Enjoyment, Challenge, • <i>Feeling of accomplishment,</i> • Gain a new skill, • <i>Team work,</i> • Problem solving, • <i>Physical challenge,</i> • Practice their agility, • <i>Danger awareness,</i> • Learning survival skills, • Sense of belonging, • <i>Improvement in self esteem and confidence</i> • <i>Learn the function of knots and how to safely use them</i> 	<ul style="list-style-type: none"> • Falling branches • Falling trees • Cuts, scrapes & bruises • Splinters • Dropped branches • Tripping over a taut/loose rope fixed to ground • Load bearing knot fails and something falls • Load bearing knot fails and someone falls • Strain to back, arm or shoulder muscle • Rope burn 	3	2	<ul style="list-style-type: none"> • Daily site risk assessment • Safety briefing at the beginning of each session • Appropriate footwear and clothing and gloves where required • Rules and boundaries identified • Ropes not put away muddy, and washed when required • Rope and cord stored safely when not in use. • Ropes inspected before every use • Adult supervision • Specific instruction on correct formation of knots • Knots which support weight over 2 kg to be checked by appropriate adult 	3 x 1 (3)

Fire Lighting	<ul style="list-style-type: none"> • Enjoyment, • Challenge, • <i>Feeling of accomplishment,</i> • Gain a new skill, • <i>Team work,</i> • Problem solving, • <i>Physical challenge,</i> • Practice fine motor skills, • <i>Danger awareness,</i> • Learning survival skills, • Enjoyment of the fire, relaxing, • Purposeful activity to cook/drink/survival skills, • Sense of belonging, • <i>Improvement in self esteem and confidence</i> 	<ul style="list-style-type: none"> • Falling branches • Slips, trips and falls • Cuts, scrapes & bruises • Splinters • Dropped branches • Thorns • Nettle stings • In fire lighting • Burns • Setting hair/clothing alight • Setting woods alight 	<p style="text-align: center;">3</p>	<p style="text-align: center;">3</p>	<ul style="list-style-type: none"> • Daily site risk assessment • Safety briefing at the beginning of each session • Appropriate footwear and clothing • Sticks carried safely, as directed by adults • Adult supervision • Rules and boundaries identified • Fire circle rules agreed and enforced • Long hair tied back • No scarves, hoodie ties etc • Work in small groups supervised by knowledgeable adults • Have fire safety kit nearby (water, blanket, gloves) 	<p style="text-align: center;">3 x 2 (6)</p>
Kelly kettle	<ul style="list-style-type: none"> • Enjoyment, • Challenge, • <i>Feeling of accomplishment,</i> • Gain a new skill, • <i>Team work,</i> • Problem solving, • <i>Physical challenge,</i> • Practice fine motor skills, • <i>Danger awareness,</i> • Learning survival skills, • Relaxing, purposeful activity to heat water, • Survival skills, • Sense of belonging, • <i>Improvement in self esteem and confidence</i> 	<ul style="list-style-type: none"> • Burns from flames • Burns from boiling water • Setting hair alight • Setting fire to clothes 	<p style="text-align: center;">3</p>	<p style="text-align: center;">3</p>	<ul style="list-style-type: none"> • Daily site risk assessment • Safety briefing at the beginning of each session • Appropriate footwear and clothing • Adult supervision • Fire circle rules agreed and enforced • Long hair tied back • No scarves, hoodie ties etc • Work in pairs/small groups supervised by knowledgeable adults • Never have cork stopper in whilst kettle is on the fire • Lift kettle on and off fire bowl with handle at right angle to kettle • Feed fire with sticks from the side of the top opening • Have fire safety kit nearby (water, blanket, gloves) 	<p style="text-align: center;">3 x 2 (6)</p>

Cooking on fire	<ul style="list-style-type: none"> • Creative development, Contributing to the group/community, Enjoyment, • Challenge, • <i>Feeling of accomplishment,</i> • Gain a new skill, • <i>Team work,</i> • Problem solving, • <i>Physical challenge,</i> • Practice fine motor skills, • <i>Danger awareness,</i> • Learning survival skills, • Sense of belonging, • <i>Improvement in self esteem and confidence</i> 	<ul style="list-style-type: none"> • Burns from flames • Burns from boiling water • Setting hair/clothing alight • Setting woods alight 	3	3	<ul style="list-style-type: none"> • Daily site risk assessment • Safety briefing at the beginning of each session • Appropriate footwear and clothing • Sticks carried safely, as directed by adults • Adult supervision • Fire circle rules agreed and enforced • Well organised fire area, free from trip hazards • Long hair tied back • No scarves, hoodie ties etc • Work in small groups supervised by knowledgeable adults • Have fire safety kit nearby (water, blanket, gloves) • Sturdy cooking grill for pans to rest on over the fire area • Fire glove to be worn when removing pans/kettles from fire • Respect position (kneeling on one knee) when working at fire level 	3 x 2 (6)
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Hazard severity		X	Risk Likelihood	Risk Factor after control measures - (H X R)	
1 - Low	Very unlikely		Minor injury - scratches, bruises, burns etc	1	1 – 3 Low
2 - Moderate	Unlikely		Moderate injury - cuts, grazing, burns etc	2	4 – 7 Moderate
3 - High	Likely		Serious injury – hospital treatment, time off school/work	3	8 – 11 High
4 – Very High	Very Likely		Significant injury – risk of death, loss of limbs, eyesight etc	4	12 – 16 Very high