



Malesbury Primary School -Forest School Health and Safety Handbook 2024/25

Vision Statement

Forest School is an inspirational educational ethos that focuses on developing children's personal, social and emotional development through regular outdoor woodland experiences. At Malesbury, our Forest School program provides all learners with opportunities to achieve and through hands-on learning experiences in a natural or woodland environment, the opportunity to develop self-esteem and confidence. The Forest School Association sets out the aims of Forest School and it aims to ensure that all participants are:

- Viewed as equal, unique and valuable
- Able to experience appropriate risk and challenge
- Able to develop positive relationships with themselves and others and the natural world
- Able to develop competency to explore and discover
- Experience regular success
- Choosing and initiating their own learning and development

Communication with all stakeholders

To enable the successful implementation and operation of Forest School, key stakeholders including the Headteacher, Governors and parents will be informed of the aims, objectives and outcomes across the school year through a variety of sources including newsletters, governor meetings, parent consultations/conversations and the school website and social media.

History of Forest School Area being used





Our Forest School setting is based on school premises. The area is currently used as a food garden and a nature exploration area. This area was created approximately 20 years ago as a community garden. Community stakeholders are not on site when the children are using it, unless with agreed permission. The school uses a clearly marked section which has clearly marked boundaries for our children.

Rules of Forest School:

In order to stay safe and have fun, there are some rules for attending Forest School. These rules are designed to ensure the well-being of all participants, the preservation of the natural surroundings, and a positive educational experience. Here are some typical Forest School rules:

- *Look after our Forest School*
- *Do not pick anything growing*
- *Do not put your fingers or anything else in your mouth*
- *Stay within the boundary: we don't go over it/under it and we don't go past it.*

No picky! No licky! Stop!

The Countryside Code:

There are five sections of The Countryside Code dedicated to helping us learn how to respect, protect and enjoy the countryside:

- Be safe, plan ahead and follow any signs
- Leave gates and property as you find them
- Protect plants and animals and take your litter home
- Keep dogs under close control
- Consider other people

Sessional procedures and Forest school routines

Before the session:


- **A thorough sweep of the site before the session.** *Conduct a sweep as close to the start of the FS session as possible. Check for any damage to the site, litter, animal faeces or animal body parts. Any items found, will be and put in a bin bag, disposable gloves will be used. May need to use reacher grabber tools if necessary. All will be disposed of in accordance with school policy/procedures.*
- **Mark out boundaries** *using red and white tape or more permanent markers such as fencing.*
- **Trees/hedging are checked** *for damage or dead branches that may cause injury.*



- **Safety Briefing:** Before the session, provide a safety briefing to all adults involved, including volunteers. This should cover potential safety hazards specific to the day's activities and site conditions as well as other Emergency Protocols such as injuries, lost participants, or extreme weather conditions.
- **Check weather conditions** and plan accordingly. If there is extreme weather, we will not attend forest school.
- **Ensure the forest school kit bag is stocked**
- **Check first aid kit** – replenish if needed
- **Ensure children are suitably dressed:** wellington boots, gloves, hats, waterproofs.
- **Toileting:** ensure all children go to the toilet before getting dressed for the session.
- **Check medical information** and discuss any concerns with class teacher
- **Collect any tools needed and store them securely**

During the session:

- Count the children into the session
- Review rules of forest school at session
- Monitor weather conditions and assess risk assessment
- Check regularly all children are safe
- Review activities planned and modify when needed
- Children to wash hands if they are having a snack (If the water deposit is empty, we will be taking down containers of water for the children to use along with soap and paper towels/towel as well as antibacterial hand gel

FOREST SCHOOL LEARNING INITIATIVE LIMITED				Year Group	
				Term	
				Date	
				Session No	
				No of pupils	
				Timing of session	
				Staff present	
Weather Considerations:		FS Leader:			
	Outline	Curriculum Links/ Learning Objectives	Health & Safety Considerations	Equipment	
Session procedures					
Introduction and Activity Opportunities				Evaluation	
				Personal Development	Curriculum Areas Met
Plenary					
Next Steps					

After the session:



- Clear away all equipment and resources used
- If there is a fire, ensure it is completely extinguished
- Count all tools and resources back in
- Count children out of the session and when returning to class.
- Assess the environmental impact of the session to the site
- Log any medical/behaviour incidents on the First aid App on the ipad
- Complete the evaluation reflecting on the session on the planning sheet.
- Children will wash their hands thoroughly when returning to the classroom.

Legislation

The Health and Safety at Work act 1974

The Health and Safety at Work Act 1974 is a critical piece of legislation in the United Kingdom that outlines the legal responsibilities for ensuring health and safety in the workplace. While Forest School may not be a traditional workplace, it is essential to consider the Act's provisions and principles to create a safe and secure learning environment.

1. Duty of Care: The Act imposes a legal duty on employers, including schools and educational institutions, to ensure the health, safety, and welfare of their employees and those affected by their activities. In the context of Forest School, this includes the safety of both staff and participants.

2. Risk Assessment: Forest School programs should conduct thorough risk assessments to identify and mitigate potential hazards associated with outdoor activities. This process is essential to ensure the safety of all participants and staff.

3. Safety Measures: Implement appropriate safety measures and precautions to address the identified risks. This may include using protective equipment, establishing emergency procedures, and providing first aid resources.

4. Training and Supervision: Ensure that Forest School leaders and staff are adequately trained and competent in providing a safe learning environment. Adequate supervision is crucial, mainly when working with children in outdoor settings.

5. Record Keeping: Maintain detailed records of risk assessments, incident reports, and safety measures taken. This documentation helps in demonstrating compliance with the Act and can be valuable in case of investigations or audits.

6. Communication and Consultation: Encourage open communication and consultation with staff, participants, and guardians regarding safety concerns, protocols, and emergency procedures.

7. Review and Improvement: Continuously review and improve safety procedures based on lessons learned from previous sessions or incidents. Flexibility in addressing safety concerns is essential.

8. Legal Compliance: Ensure the Forest School program complies with all relevant health and safety regulations and standards, including those specific to educational and outdoor settings.

9. Reporting and Investigation: In the event of an incident or accident, promptly report it, investigate its causes, and take appropriate corrective actions to prevent similar occurrences.



10. Inclusive Approach: Consider the specific needs and safety requirements of all participants, including those with disabilities, medical conditions, or special educational needs.

By incorporating the principles and requirements of the Health and Safety at Work Act 1974 into the Forest School program, you can create a safe and secure learning environment while also complying with legal obligations related to health and safety. This ensures the program can operate effectively and safely while providing valuable outdoor educational experiences.

Children Act 1989

The Children Act 1989 is a piece of UK legislation that outlines the legal framework for the protection and welfare of children. While Forest School is primarily focused on outdoor education and nature-based learning, it is essential to consider the Act's provisions in the context of child safety and welfare, especially in the event of an adult getting hurt. Here are some critical aspects of the Children Act 1989 to consider for a Forest School:

- 1. The Welfare Principle:** The Act prioritises the child's welfare. In the context of a Forest School, the well-being and safety of the children involved must be a top priority.
- 2. Duty of Care:** Forest School leaders and staff have a legal duty of care towards the children under their supervision. This duty includes taking reasonable steps to ensure the safety, health, and well-being of the children.
- 3. Risk Assessment:** Conduct thorough risk assessments to identify and mitigate potential hazards. Ensure that these assessments take into account the safety of both children and adults participating in the Forest School program.
- 4. Supervision:** Adequate and appropriate supervision of children is crucial. If an adult gets hurt, it may affect their ability to provide necessary care. It's essential to have contingency plans in place for such situations to ensure the continued safety of the children.
- 5. Emergency Procedures:** Develop and communicate clear emergency procedures to Forest School staff and participants, including how to respond in case of injury or emergencies. This may involve having access to first aid resources and knowing how to contact emergency services.
- 6. Child Protection:** The Children Act emphasises safeguarding children from harm. Forest School programs must have policies and procedures for protecting children, which may include reporting incidents involving adults to the appropriate authorities.
- 7. Documentation:** Maintain records of risk assessments, incident reports, and any safety measures taken to ensure the well-being of children. This documentation may be necessary in demonstrating that appropriate measures were in place.
- 8. Training and Qualifications:** Ensure that Forest School leaders and staff are appropriately trained and qualified for their roles, including knowledge of child protection and first aid.
- 9. Communication:** Establish open lines of communication with parents or guardians to keep them informed about safety procedures, incident reporting, and any injuries or incidents that may have occurred during Forest School sessions.
- 10. Continuous Review and Improvement:** Regularly review and update safety procedures and protocols based on lessons learned from previous sessions, incidents, or accidents.

In the context of the Children Act 1989, it's essential to prioritise child safety and welfare during Forest School sessions. While the Act primarily focuses on children's



welfare, it indirectly emphasises the importance of maintaining a safe and secure environment for all participants, including the adults involved. This ensures that the Forest School program remains a positive and protective learning environment.

Equality Act 2010 <https://primarysite-prod-sorted.s3.amazonaws.com/malesbury-primary-school/UploadedDocument/4096d062-5453-4bcd-9062-7e531c614e50/malesbury-equalities-statement-and-objectives.pdf>

Linked school policies include:

Behaviour, Equalities, Health and safety, relevant food policies, child protection, Anti-bullying, Confidentiality, Data protection, Early Years.

Food and eating Policy

Statement

Children at Forest Schools are taught a strict NO eating rule, unless it is a specific activity led by an adult to prepare and cook food. Initially, when children are ready they will participate in simple cooking on the fire activities which include low risk foods, never meat products; There is always a staff member present with food hygiene training, when food is being handled and prepared. Marshmallows and Popcorn are considered a choking hazard and should only be consumed from Y1, where appropriate.

Food Preparation, transport and storage;

- Hands will be washed thoroughly and any cuts/grazes covered in the correct manner (gloves) before handling and preparing food.
- Any food needing preparation will be prepared beforehand.
- Food will be stored in clean containers and transported in a cool bag to and from the site, with any clean utensils and cooking pans required. The box will remain closed in between use with food covered in bags or boxes; to avoid attracting pests.
- Water for cooking will be provided in cleaned sealed storage.

Handling, cooking and eating Food;

- A fresh, clean, bucket of soapy water will be available for children to wash their hands before handling food or utensils.
- Children are taught how to cook food safely following the activity risk assessment and fire policy. All food will be checked by an adult to ensure it is fully cooked before eating.
- Children will be asked to sit still around the fire circle or to move to a designated eating area from the fire to keep numbers to a minimum near the fire circle.

Clearing away and cleaning up;

- ALL food not eaten or cooked will be placed in black bin bags and disposed of in the school bin at the end of the session by one of the adults. The area is checked to ensure there are no food traces to avoid vermin being attracted to the area.
- ALL utensils and pans will be placed in the cool box and carried away after the session and cleaned in hot soapy water by one of the adults and stored away correctly.



ESSENTIAL EQUIPMENT LIST

- Register inc any known medical conditions/allergies
- Mobile phone
- Newspaper
- Matches
- Wet wipes
- Protective gloves
- Sun cream
- Scissors
- Water bottle with water for drinking/washing
- Thermal wrap sheet
- First aid kit
- Carry bag for dirty/wet clothing

CLOTHING LIST (for everyone and all seasons)

Clothing policy Statement

As a school, we will endeavour to collect a bank of spare clothes and wellies and within EYFS, we have a set of waterproofs that can be worn by the children. However, we kindly request that parents and participants come prepared for the day's weather conditions (taken from the kit list below) to enable them to take part. The Forest School leader has the right to exclude any child they think is inappropriately dressed and therefore unsafe to participate in Forest school activities.

Procedure

Children will come dressed prior to the Forest School session and will put on the school's waterproof overalls in the hall. It will be the responsibility of the parents to have supplied clothing from the list provided and that children are appropriately dressed ready to go to Forest school. Parents will provide with spare clothes and footwear in case they are needed on the day. The school will endeavour to provide clothing if parents have forgotten in order that children can access the session.

Autumn/Winter

- Vest or T-shirt Long sleeved top
- Hooded top/fleece or thick jumper Waterproof jacket
- Thick socks (thermal or two pairs of thin ones)
- Trousers
- Wellington boots Hat, gloves and scarf

Spring/Summer

- Long sleeved T-shirt or top
- Light trousers (Arms and legs must be covered in the woodland)
- Socks
- Trainers, sturdy shoes or Wellington boots. (Sandals, crocs and flip-flops are not suitable)
- Sunhat
- Parents are responsible for providing and applying their child's sunscreen before



the start of the school day in line with the usual school practice. If insect repellent is required the same procedures will need to be followed.

TYPICAL FOREST SCHOOL KIT

Emergency rucksack with essential equipment
Antibacteria wipes
portable sitting water proof mats
Trugs
Treasure baskets
Bug pots
Buckets
Spades (small)
Soft toys
RSPB birds (ie: Robin, bluetit, goldfinch)
Cupcake cases
Double sided sticky card
Dulux paint strips
Charcoal

Large house paint brushes
Egg boxes
Water
ID charts
Flora and fauna resource
Magnifiers
Binoculars
Clipboards with paper.
Cotton wool
Fire strikers
Kindling
Newspaper
Fire gloves

Sun Policy

All children are expected to have a water bottle in school. Water bottles will be taken to the forest school site and will be easily accessible during the session. If a child does not have their bottle, they will have a drink before leaving the classroom and immediately upon their return.

- *Clothing should be light however, still cover legs and arms. Check appropriate footwear.*
- *Children should wear a cap or hat*
- *Children will be encouraged to apply sun cream before entering school or prior to the session.*
- *If days are particularly hot, activities that involve using the trees as shade should be considered. Alternatively, tarpaulin/shelter can be used to create shade.*
- *Children will be given regular opportunities to rest in the shade. Time outside will be kept to a minimum if it is particularly hot.*

Travel Policy

The children will leave the classroom and will walk across the school playground to the Forest School Site. If the children were to leave the premises then the school's standard risk assessment and travel procedures will be put into place.

Medical Information Form

Medical and Emergency details/procedures

All medical information is kept securely online through integris/medical tracker in line with the school's data protection policy. Specific medication e.g. inhalers or epi pens will be taken to the forest school session for those children who need it. These will be stored in the first aid bag and communicated with other staff attending the session.



Additionally, any adults joining the forest school activities must also complete their medical forms. This is essential to ensure the FSL is fully informed about any medical needs or conditions the adults may have. This information is crucial for the safety and well-being of everyone involved in the forest school outing.

Risk Assessment and Risk Benefits Analysis (see APPENDIX A)

Taking risks and experiencing risk is a necessity in order for children and young people to develop and grow. Dirt, minor cuts, bruises and scrapes are all a normal part of a healthy childhood.

Malesbury Primary School understands that risks are an inherent part of life and are certainly present when attending Forest School sessions. Many risks are good and actually help children and young people develop, providing fun and adventure. Bad risks can be unforeseen by children and young people and it is those risks that we seek to manage or highlight to participants.

Example of Risk Assessment form:

	HAZARD	PERSONS AT RISK	EXISTING PREVENTATIVE MEASURES	PROBABILITY (P) 1-5	SEVERITY (S) 1-5	WHAT MEASURES NEED TO BE TAKEN	BY WHO
1	Igniting the fire	Group & leaders	Fire to be lit at arms-length using fire lighter kits (magnesium block and striker only – fire steel).	1	2	The group will be made fully aware of the forest school fire policy and this must be followed at all times. AAS to additionally ensure the person building the fire is aware of the fire making policy.	AAS

Our Forest School Level 3 Leader uses a risk-benefit analysis tool for risk management. Malesbury Primary School has adopted the use of a dynamic risk-benefit assessment for time spent at our Forest School.

- Staff are duty-bound under the Health and Safety at Work Act to work safely, take responsibility for their own safety and the implications of their actions, and report or remove hazards as they occur.
- Prepare staff tasks and activities that are age-appropriate for the group experiencing the session.
- Ensure activities are suited to the participant's abilities.
- Model the safety rules throughout the session and remind participants of them as necessary.
- Forest School activities have an individual Risk Benefit Assessment and a generic risk assessment.
- Risk Benefit Assessments (RBA) and policies and procedures will be reviewed every year. If there are any incidents the RBA's, policies and procedures will be reviewed immediately.
- While at work at our Forest School, a Dynamic Risk-Benefit Assessment will be used.
- Children are taught to use our tools and fire in a specific way (e.g. respect position, blood bubble, etc) and once they have become familiar with the rules they are able to use them independently.
- Our Forest School leaders site specific Handbook containing all RBA's, policies, procedures and emergency information is always onsite.
- Accident forms are filled out digitally and signed in the event of an incident. These are stored and sent to local authority, School, parents etc if requested.



Fire

In the event of a fire:

- *EYFS and KS1 children will gather and be counted at basecamp (headcount). Office staff to let FS leader know when learning can be resumed.*
- *Everything will be left where it is, and children should follow the instructions of the Forest School Leader.*

Climbing

- Make sure you check the branch before you stand on it.
- **Climb on branches thicker than your arm.**
- Only climb as high as the adult allows.
- If you feel unsure then stop.
- You got up there you must try to get yourself down.
- If you get tired, come down or rest.

Tools

- Only 1 tool will be used at a time.
- Tools must always be carried in a zipped pocket and in their protective cases/locked when walking around with them.
- Tool use will only be instructed by The Forest School leader.
- Initial assessments knife use will be age and stage of student and carried out by Forest School leader with the use of a potato peeler and carrots, initial assessment assessing listening skills and manipulation.
- Further tool use will be 1-1 with Early years and 1-2 with key stage 1.
- Forest School assistants will only give supervision to stop and put tools down safely waiting for Forest School leader direction.
- Tools must always be returned to their designated area/box when not in use.
- Everyone must conform to the 'Safe Working distance' ('Blood bubble') whilst using tools. The Safe Working Distance is an arm's length plus the length of the tool that is being used.
- If you get tired, stop!!

Tarps and ropes

- Use tarpaulin and ropes in designated areas.
- An adult must be present.
- Check that branches are strong enough to take, hold up tarps.
- Use coloured rope to make sure it is seen well.
- Don't leave hanging rope tied appropriately with knots.
- When put away, fold tarp and rope to be safe.

It is important that the adults involved try to help children understand the importance of these rules and support children in understanding that Forest School will become too dangerous if these rules aren't followed, which may mean that Forest School sessions have to end.



Dynamic Risk Assessment

Minor first aid:

The forest school leader is Outdoors paediatric first aid trained. Several members of staff in the school are also first-aid trained and therefore, can support this. If first aid is needed whilst working with tools, all tool work will need to stop for the duration of the first aid. Any first aid required will be logged after treatment is given using medical tracker.

Major first aid

The Forest School leader will be responsible onsite until professional assistance arrives. Should an incident occur, the following will happen:

- The FS leader or responsible adult will make contact with the office. They will then contact emergency services and parent/carers.
- The children will be gathered at basecamp when hearing a given whistle or command:
- The children will be counted by the supporting adult and depending on the nature of the incident, will return to the school building ASAP.
- This will be recorded on the First Aid App on the ipad upon return to school and CPOMS

Missing child

The forest school site is a secure site, however, if a child is suspected of being missing from the forest school space, then the Forest School Leader will blow the whistle/shout out chant and gather children at basecamp where a head count will be taken. All tools will be quickly locked away and an initial sweep of the Forest School area will take place. The supporting adult will remain with the group while the Forest School leader establishes the last time and place the missing child was seen. After 5 minutes, contact will be made to the office through the mobile, using the school phone or in person. At this point, the group will be taken back to the setting/classroom.

Evacuation of site

In the event of an evacuation, participants will be guided to a designated safe area. A headcount will be taken to ensure everyone is accounted for.

Evacuation in the case of extreme weather – In the case of extreme weather conditions, it may be necessary to evacuate the FS area. In the event this happens, the whistle will be blown and children will exit the forest and head back to the classroom.

Adult helpers will gather the children and conduct a head count whilst the Forest School leader ensures the forest school area is clear and all tools/equipment are collected. Children will return to the classroom through the Annexe hall.

Lock down

In the event of a lockdown, the following procedures will be applied. Communication from the school to the Forest School Leader will be via mobile. Any



Malmesbury Primary School



tools that are out, will be locked away by the assisting adult and any fires will be extinguished. The forest school leader will gather the children using the whistle/chant and police will be contacted, if needed.



Emergency laminated card to be attached to your emergency rucksack include:

EMERGENCY CARD

Name of setting: Malesbury Primary School

Phone number of setting: 020 8980 4299

POSTCODE: E32AB

What 3 words: n/a School grounds

EMERGENCY PROCEDURE

FSL calls 999 and school's office

Adult 1 takes remaining children back to class and goes to office to inform if Emergency.

Office accompanies Emergency Services to child

Office informs parent

FS leader completes accident forms with SLT/Medical Lead

In addition general rules for tool use:

- **Always wear a tool glove on the 'non-tool hand'**
- All tools must have an individual risk assessment.

Tool	Procedure
Billhook	<ul style="list-style-type: none"> · Only use for a purpose. · Use to split wood down the grain. · Only use on tool bench. · Stand legs apart to balance body. · Use in pairs with a mallet to hit the back of billhook. Each person at 90 degrees from each other · Hold billhook with both hands one on handle other on blunt side on the other end. · Participant holding billhook will give verbal instruction to partner with mallet (Pick up!) strike billhook in the middle with mallet (Hit!).
Bow Saws/Pruning Saws	<ul style="list-style-type: none"> · These saws are used for cutting round wood or for felling small trees. · Only used for sawing across grain. · Younger participants must ask FSL help to remove saw blade safety guards. Older more experienced participants should be able to do this independently. · A glove can be used on the hand that is not sawing. · When starting to saw with a Bow Saw always put the hand that isn't holding the saw through the gap between the blade and the handle then firmly support the wood being cut. · Once the blade is 1cm into the wood the supporting hand can come out from the gap between the blade and handle and be used to hold the wood still from a safe distance from the blade. · Pruning Saws are good for use in confined spaces. Only cut on the pull and keep gloved hand a safe distance from the blade when starting to cut. · If cutting near to the ground then always adopt the 'Respect Position'. · If necessary, work in groups to hold wood firm whilst cutting. · Ensure the proximity around you is clear of people before you start cutting. · Use the full length of the saw and keep it straight whilst cutting. · Never move around with an unguarded saw. · Only cut wood. · Stop if tired and have a rest



Knives	<ul style="list-style-type: none"> · Knives are always introduced for a specific purpose. · Used only for carving and whittling down the grain. · Knives are only introduced when the Forest School leader thinks the group has demonstrated that they are ready. Using potato peelers with carrots to assess manipulation and listening skills · When passing knives it should be either sheathed or by passing the handle first with the blade facing upwards. · Always put your knife in its sheath when it is being moved round the site or not being used. · Knives must be returned to the locked box when they are finished with. · Place elbows on knees and lean forward when whittling or sit down and whittle to the side of the body to avoid any possible contact with the femoral artery. · Never cut anything that someone else is holding. · Only cut away from your body. · Do not cut if there is someone within the safe working distance, safety bubble- 'blood bubble' (arm's length plus the length of the tool). · Do not point the knife at someone. · Never stick the knife into the ground. · Don't cut any other material other than wood unless Forest School leader says you can · Stop if tired and have a rest
Loppers/secateurs	<ul style="list-style-type: none"> · Only use loppers to small branches. · Never cut branches thicker than your own thumb. · Carry loppers in closed position and keep them pointed towards the ground. · Do not stab the loppers into anything. · Never stick the loppers into the ground.
Spades	<ul style="list-style-type: none"> · Carry spades by the side of your body with the blade pointing down with a slight tilt forwards. · Always keep one foot on the ground and one foot on the spade when digging. Never put both feet on the spade and balance. · Wear covered shoes when using a spade. · When not in use, lay spade on the ground with the blade pointing downwards.
Mallets	<ul style="list-style-type: none"> · Mallets are used to hit the back of a billhook or axe for splitting wood. · Mallets can also be used for hitting wooden stakes into the ground or greenwood projects. · Keep fingers on the handle and keep the other hand a safe distance away from the object you are hitting to avoid injury.
Palm drills	<ul style="list-style-type: none"> · Used for a purpose. · Drill holes into wood only. · Carry with handle holding down into body. · Use on wood bench to drill into wood. · Hold in palm of hand. · Place body to the side of bench. · Return to tool bench when not in use.

- Ensure safe storage in a locked cupboard at school with nominated Forest School Leader access and responsibility.
- Ensure safe storage and responsibility by the Forest School Leader at the Forest School site.
- Never walk around with tools.
- Always make sure they are clean and sharp before using them.
- When using tools with children it should only be with the Forest School Leader.
- When using tools you have a designated tool area where you and the children sit when using the tool.

Fire

- You must have a specific risk assessment for Fire and Fire management in your Forest school site (SEE APENDIX A)
- Cooking , with reference to Food Hygiene & Safety Policy

Fire Safety



The whole experience of building, lighting, maintaining and using a campfire is a very important part of the Forest School experience. Having fires with our groups of participants is a beneficial experience but the inevitable risks must not be taken into consideration. By following our sensible procedures, all participants can have a safe, enjoyable experience. Fires will only be lit by the Forest School leader following this safety policy when the children are ready and are clear on the expectations regarding behaviour and safety.

Procedure

Construction:

- Wind direction and strength.
- No combustible materials nearby/ overhanging branches.
- Clear the area of any materials (leaf litter, tinder, deadwood etc.) that could cause the fire to spread.
- Construct a 1m² fire site edged with green logs.
- Place seating benches (made from logs and planks), a minimum of 2m away from the fire site in the middle.

Safety

- Hair must be tied back and up.
- No jewellery should be worn apart from small studs.
- Scarves or loose clothing should be tucked in.
- Kneeling in the respect position.
- Seating in the line of smoke will be avoided. Children will be taught to turn their heads if smoke is coming in their direction.

Lighting Fires

- Fires will be lit only by the Forest School leader.
- Fire should not be higher than the FS knee.
- Always have a fire glove when dealing with lit fire.
- Fires will be lit using fire strikers which will be safely stored away.
- The fire will never be left unattended.
- The fire will be lit in the designated fire area only which is set up for this purpose.
- A fire pit/bowl will be used to prevent the spread of fire.
- A Kelly kettle will be used within the fire-pit area and be used instead of a fire
- Fire safety equipment will be nearby whenever a fire/Kelly kettle are used

The correct safety resources and first aid kits will be accessible.

- Establish safe movement protocols for entrance and exit of the fire site area. Participants must never walk across the fire or round the inner fire area. If they wish to move round the fire site they must do so via the outside of the seating and then re-enter the inner zone at one of the entrance/exit points.
- Only the Forest School leader should enter the fire circle.



- Those invited by the Forest School leader to enter the fire circle must adopt the respect position.
- Demonstrate the correct kneeling position (the Respect Position).
- Point of fire buckets and First Aid kit.
- Fires must always be extinguished correctly to prevent injuries from a hot cloud of steam or hot ash.
- Water must be poured over the fire slowly from a bucket, kettle or watering can keeping your face and body away from the fire and steam. Start pouring water from the outside and slowly spiral into the centre of the fire until it is completely extinguished.

Den Making

- Consideration of siting of natural dens is encouraged prior to a den building session. -Discussion of types of wood is used so that participants avoid dead wood unless it is not rotten.
- Participants should test the integrity of the den as they build it. They should check for stability and make necessary adjustments to avoid the den collapsing whilst they are in it.
- Where dens are left in place these should be checked by participants every session to make any necessary adjustments.
- At the end of a Forest School project all dens should be dismantled and cleared away.

SAFETY SWEEP EVIDENCE

Before each Forest School session there will be a safety sweep of the Forest School site to look for and assess immediate risks. All safety sweeps will be recorded and filed by the Forest School Leader.

Safety sweeps will be recorded & stored in the H&S Handbook folder.

DAILY SAFETY SWEEP PROFORMA

Date:	Time:	Weather:
Name of Forest School Leader:		

Checklist	Yes/No	Comments
Fallen branches		
Low branches		
Protruding thorns		
Brambles/nettles		
Slippery areas		
Broken glass/needles		
Vandalism/intruders		
Weather effects		
Standing water		
Boundary line/fence		
Base camp		



Tool area roped off		
Emergency rucksack		
Equipment ready		
Spare clothes		
Animal faeces		
Dead animals (body parts)		
rubbish		

Other hazards identified:
Action taken:
Signature

Designated person responsibility

In a forest school setting, roles and responsibilities are essential for ensuring the safety and effectiveness of the program. Here are the typical roles for the Forest School Leader and Assistant(s), along with job cards for each position:

Forest School Leader

1. **Safety and Risk Management:** Assess and manage risks in the forest school environment, prioritising safety. They conduct risk assessments, implement safety protocols, and make informed decisions about the safety of activities.
2. **Program Planning:** Develop and plan forest school sessions, ensuring they align with curriculum objectives and the forest school ethos. They consider the needs and abilities of the participants.
3. **Teaching and Facilitation:** Lead forest school activities, providing guidance, instruction, and support to children and adults. They create a positive learning environment that fosters curiosity and creativity.
4. **Environmental Education:** Promote an understanding of nature, ecology, and conservation. Encourage participants to develop a deeper connection to the natural world.
5. **First Aid:** Possess appropriate first-aid qualifications to respond to minor injuries and emergencies in the forest school setting.
6. **Communication:** Maintain effective communication with participants, parents, guardians, and other stakeholders. Keep them informed about activities, safety measures, and any changes or developments.

Assistant(s):



Forest School is an exploration of experiential learning for the participants in an environment where they can be in control of their learning and experiences as far as possible. Adult helpers will try not to direct children too much or demonstrate how to do things, but to get involved and extend their learning if requested by the child.

Adult helpers are there to encourage positive behaviours, respect for the environment, each other and the tools they use.

Responsibilities of the Forest School Assistants:

- To understand and adhere to the core principles of Forest School.
- To take an active role in Forest School activities and assist with behaviour management.
- To assist the Forest School leader in ensuring equipment meets safety standards and to report any concerns about the state of equipment immediately.
- To assist the Forest School leader in teaching children to maintain their own and others' health and safety.
- To report accidents or hazards to the Forest School leader immediately.
- To take responsibility for making themselves aware of safety issues, such as the whereabouts of resources, first aid kit.
- To ensure that they wear suitable outdoor clothing and footwear.

Job Cards:

Laminated and given to each person, job cards empower them to fulfil their roles

effectively. These cards should include:

- Role Description: Clearly define the role and responsibilities of the Forest School Leader or Assistant.
- Safety Procedures: Outline the safety procedures specific to the role, including emergency contacts, first-aid instructions, and risk management protocols.
- Checklists: Provide checklists for tasks related to their role, such as equipment setup or safety checks.
- Communication Protocols: Include guidelines on effectively communicating with other team members and participants.
- Contact Information: List essential contact information, such as emergency numbers and other team members; contact details.

Job cards are valuable tools for ensuring clarity, consistency, and efficiency in forest

school operations, allowing each team member to fulfill their responsibilities confidently.

Toileting Considerations

- Children will be encouraged to use the toilet before beginning a session in the school building.



- Should a child need to go to the toilet during a session they will use the toilet facility in the building which they are familiar with and they can go and return independently but may need to be escorted by an assistant.
- If children are able, they will escort themselves to the toilet. An adult will be aware of when they go and come back and will inform the FS leader. If an adult needs to escort a child the Forest School leader will be informed and tool use will be stopped during toilet visits due to the ratio of staff remaining.
- If on the rare occasion a child should have a toileting accident on site, then the adult and child will inform the Forest School leader who will stop adults and children from using tools. The adult and child can return to the session when they are ready and FS leader will resume session as usual.

Insurance requirements

Our insurance is with the school's insurer's: Zurich Insurance.

Ecological impact and 3 year plan

Ecological impact to include impact on Flora, fauna and abiotic aspects, footfall, wear and tear, biodiversity, protected species. Impact of having fires, use of wood and impact of Forest school activities

3 year sustainability plan

Plans to enhance diversity, anticipated use of the site, how you will involve children, Ongoing monitoring, Biosecurity.

The ecological impact of forest school activities is an important consideration to ensure that the environment is respected and conserved. Here are some key environmental impacts to consider, including their impact on flora, fauna, abiotic aspects, footfall, wear and tear, biodiversity, protected species, and the effects of fires and wood used in forest school activities:

1. Flora:

-Positive Impact: Forest school activities can be designed to promote an understanding and appreciation of local flora. It's an opportunity to teach participants about the value of plants in the ecosystem.

-Negative Impact: Overusing specific areas can lead to trampling and damage plant life. It's essential to have designated paths and areas to minimise the negative impact on flora.

2. Fauna:

-Positive Impact: Forest school activities can provide opportunities to observe and learn about local wildlife and their habitats.

- Negative Impact: Excessive noise, human presence, and disruption can disturb or harm wildlife. Educate participants about minimising their impact and maintaining a respectful distance.



3. Abiotic Aspects:

-Positive Impact: Forest school activities can foster an understanding of geological features, soils, and weather patterns, which are critical aspects of the ecosystem.

-Negative Impact: Inappropriate use of equipment or activities may erode soil, damage rocks, or negatively affect abiotic aspects. It's essential to minimise such impacts.

4. Footfall and Wear and Tear:

-Positive Impact: Controlled foot traffic can create pathways and clearings that benefit the ecosystem and access.

-Negative Impact: Overuse and trampling in specific areas can lead to soil compaction, erosion, and damage to the forest floor. Designating paths and activity areas helps mitigate wear and tear.

5. Biodiversity:

-Positive Impact: Forest school activities can enhance children's appreciation of biodiversity and the interconnectedness of species in the forest.

-Negative Impact: Unmanaged activities can disrupt the balance of the ecosystem and harm biodiversity. Careful planning and respect for the environment can help prevent this.

6. Protected Species:

-Positive Impact: Encourage participants to appreciate and protect local wildlife, especially any species that are designated as protected.

- Negative Impact: Unintentional disturbances or destruction of habitats can harm protected species. Ensure participants are aware of and respect the presence of these species.

7. Impact of Fires and Wood Use:

- Positive Impact: Controlled fires can be used for educational purposes, and sustainable wood use can provide activity materials.

-Negative Impact: Uncontrolled fires or overharvesting wood can damage the ecosystem. It's crucial to have strict fire safety measures and sustainable harvesting practices in place.

8. Forest School Activities:

-Positive Impact: Well-planned activities can enhance children's environmental awareness and respect for the ecosystem.



-Negative Impact: Unplanned or poorly managed activities can harm the environment. Conducting thorough risk assessments and incorporating ecological considerations into the program is essential.

Forest school activities should be well-planned, supervised, and designed to promote environmental awareness, conservation, and respect for the ecosystem to minimise adverse ecological impacts and enhance the positive aspects. Collaboration with environmental experts can also help identify and address potential issues.

3 year sustainability plan

Plans to enhance diversity, anticipated use of the site, how you will involve children, Ongoing monitoring , Biosecurity.

YEAR 1	YEAR 2	YEAR 3
Establish basecamp	Review Picture log	Review picture log from y2
Establish tools and resources area (Shed space)	Look at impacts	New planting
Make stick piles	Is area coping	Reviewing pathways
Develop a mud kitchen	How often are we using the area	Review canopy, is it ok over fire area?
Digging area	Checking boundaries	Do the trees need cutting
Natural resources (where will be getting this supply from?)	Checking base camp, is it to move or remain?	Is the area being managed efficiently?
Allocate shelter area	Link activities to sustainability, ie: bug hotels, bird feeders	
Buy FS clothing		



Clearing area, ie: nettles and brambles (by whom? When?)		
Health of trees		
Management Plan of the area (by whom? When?)		
Planting		
Take picture log		
Establish boundary		

Declaration Of review

This handbook has been compiled by Alicia Azuar Salvador (Forest School leader) taking into account The Forest School ethos and Malmesbury Primary School's policies and procedures. With this in mind, detailed risk assessments including the risk benefits have been very carefully put together.

All adults attending the sessions must read and understand the handbook. Any queries please ask Alicia Azuar Salvador (Forest School leader) to clarify.



Appendices

APPENDIX A: RISK ASSESSMENTS

GENERAL WELFARE & WEATHER RISK ASSESSMENT

ASSESSOR:

DATE:

REVIEW DATE:

	HAZARD	PERSONS AT RISK	EXISTING PREVENTATIVE MEASURES	PROBABILITY (P) 1-5	SEVERITY (S) 1-5	WHAT MEASURES NEED TO BE TAKEN	BY WHO
1	Weather	The group and leaders	AAS to be aware of daily weather report before beginning activities and will choose to cancel a session if deemed unsafe for learners and leaders.	3	1	Make the group, leaders and parents aware of the actions and procedures on bad weather.	AAS
2	High Winds	The group and leaders	Groups will not use areas of woodland/trees on site when the wind is high.	2	4	AAS to make a site assessment prior to all sessions and record hazard and actions to be taken.	AAS
3	Inappropriate footwear or clothing	The group and leaders	Parents and learners are advised of appropriate footwear and clothing in advance of the sessions. Where possible we will try and lend extra clothing. Where this is not possible parents are advised the learner will not be able to participate in the session.	4	2	Any learner or participating adult without the appropriate clothing and/or footwear will not be able to participate in the session.	AAS
4	General health & welfare	The group and leaders	AAS and leaders to make children and parents aware of the 'Forest School Talks' and hold them to account. AAS and leaders to ensure adequate food/drink breaks (water bottles and snacks/fruit to be brought outside each session). AAS and leaders to exercise excellent group management. AAS to check all children have been advised to go to the toilet before sessions starts. AAS and leaders to ensure all children and adults wash hands or use hand sanitiser before and after all activities.	1	4	Ensure all medical info about food/drink and allergies correctly identified. Children let AAS know they need toilet, put name on board AAS to monitor.	AAS and group leaders
5	Sun	The group and leaders	Teachers, parents/guardians and children will be advised to bring sun cream, hats and glasses. They will be advised to wear a thin layer that covers arm/legs from exposure.	3	2	Group will be advised to wear appropriate clothing, hats and sun protection.	AAS, other leaders

			Leader will carry sun cream but will not apply it unless written consent has been given. Children will be supervised in application. Leader to ensure children have regular breaks in shady areas (shelters/under trees etc). Class teacher to bring out box with children's water bottles.			Knowledge of shady areas to have breaks.	
6	Medical Problem	The group & leaders	The leader ensures that they are aware of any medical conditions and allergies for the group prior to the sessions (information in office and class register folder). A parent mail will be sent to parents prior to sessions commencing. Ensure Leader is aware of any medical conditions/allergies with other leaders and parent helpers before the sessions.	2	3	The leader will keep a copy of the medical conditions/allergies at all times. Leader to carry red tag on backpack at all times. All adults in the office, Forest Schools and children to be made aware of this (red tag) PLEASE COME TO FOREST AREA EMERGENCY!	AAS
7	Accident or health problem occurring	The group and leaders	All leaders are St John's Ambulance first aid trained. AAS will carry Forest School First Aid and Burns Kits. AAS to carry mobile phone to contact emergency services and/or alert office staff. AAS to carry medical information.	2	4	AAS will take control of any accident/health situations. Class teacher to look after the remainder of the class. Other leaders to liaise with AAS and support her until more help arrives. Ensure a minimum of 2 adults present during sessions.	AAS & other leaders.



TOOLS RISK ASSESSMENT - LOPPERS

ASSESSOR:

DATE:

REVIEW DATE:

	HAZARD	PERSONS AT RISK	EXISTING PREVENTATIVE MEASURES	PROBABILITY (P) 1-5	SEVERITY (S) 1-5	WHAT MEASURES NEED TO BE TAKEN	BY WHO
1	Loppers transportati on	Group and Leaders	All loppers are kept in sheaths when not in use.	2	2	To ensure group have a full understanding on how to carry the tool correctly – tool talks and good modelling.	AA
2	Loppers slipping when using	Group and Leaders	Tool maintenance – Kept sharp and useable.	2	4	To ensure the group have a full understanding on how to position the tool correctly when using it so if a slip occurs it will not make contact with any group member.	AA
3	Loppers bouncing off	Group and Leaders	Tool maintenance – kept sharp and useable.	2	2	To ensure the group have a full understanding on how to position the tool correctly. Knowing the tools capacity to prevent the tool failing to cut and bounce off.	AA
4	Loppers snapping	Group and Leaders	Regular and effective maintenance of tools.	1	3	The group should know that if a problem has occurred with a tool it should be reported immediately to AAS or another adult to report to AAS. AAS will decommission the tool.	AA

TOOLS RISK ASSESSMENT: BILL HOOK

ASSESSOR:

DATE:

REVIEW DATE:

	HAZARD	PERSONS AT RISK	EXISTING PREVENTATIVE MEASURES	PROBABILITY (P) 1-5	SEVERITY (S) 1-5	WHAT MEASURES NEED TO BE TAKEN	BY WHO
1	Bill Hook transportati on	Group + Leaders	All bill hooks are kept in sheaths when not in use.	2	2	To ensure the group have a full understanding on how to carry the tool correctly – tool talks and good practice modelling.	AAS
2	Bill Hook slipping when using	Group + Leaders	Tool maintenance – kept sharp and useable. No gloves worn to prevent slipping.	3	4	To ensure the group have a full understanding on how to position the too correctly when using so if a slip occurs it will not make contact with any member of the group.	AAS
3	Bill Hook bouncing off	Group + Leaders	Tool maintenance – kept sharp and useable. No gloves worn when using.	4	3	To ensure the group have a full understanding on how to position the tool correctly when using to reduce the likelihood of a bounce occurring and ensuring no contacts with any member of the group.	AAS
4	Bill Hook blade snapping	Group + Leaders	Regular and effective maintenance of tools.	1	3	The group should know that if a problem has occurred with a tool it should be reported immediately to AAS and/or another adult to report to AAS. The leader will decommission the tool.	AAS

TOOLS RISK ASSESSMENT - SECATEURS

ASSESSOR:

DATE:

REVIEW DATE:

	HAZARD	PERSONS AT RISK	EXISTING PREVENTATIVE MEASURES	PROBABILITY (P) 1-5	SEVERITY (S) 1-5	WHAT MEASURES NEED TO BE TAKEN	BY WHO
1	Secateurs transportati on	Group and leaders	All secateurs are kept in protective carriers when not being used.	2	2	To ensure group have a full understanding on how to carry the tool correctly – tool talks and good modelling.	AAS
2	Secateurs slipping when using	Group and leaders	Tool maintenance – Kept sharp and useable. No gloves worn on using hand to prevent slipping.	2	4	To ensure the group have a full understanding on how to position the tool correctly when using it so if a slip occurs it will not make contact with any group member.	AAS
3	Secateurs bouncing off	Group and leaders	Tool maintenance – kept sharp and useable. No gloves worn on using hand to prevent slipping.	2	2	To ensure the group have a full understanding on how to position the tool correctly. Knowing the tools capacity to prevent the tool failing to cut and bounce off.	AAS
4	Secateurs breaking	Group and leaders	Regular and effective maintenance of tools.	1	3	The group should know that if a problem has occurred with a tool it should be reported immediately to AAS or another adult to report to AAS. AAS will decommission the tool.	AAS



TOOL RISK ASSESSMENT: BOW SAW

ASSESSOR: ALICIA AZUAR SALVADOR

DATE:

REVIEW DATE:

	HAZARD	PERSONS AT RISK	EXISTING PREVENTATIVE MEASURES	PROBABILITY (P) 1-5	SEVERITY (S) 1-5	WHAT MEASURES NEED TO BE TAKEN	BY WHO
1	Injury during transportation of bow saw.	Group & leaders.	All bow saw are kept in sheaths when not in use. All bow saw will be kept in the tool box when not in use and being moved from areas around the site.	2	2	Group and leaders will be taught how to carry the tool safely when not in use and where to put it when not in use by learning the Bow Saw Tool Talk. AAS will observe and ensure that all the group adhere to the tool talk at all times.	AAS
2	Tool slipping when being used.	Group & leaders.	Tool maintenance keeps the bow saw sharp and useable. Glove worn on the non-sawing hand. Group and leaders to ensure they follow the proper safety procedure when using the bow saw.	3	4	Ensure the group are confident and have a full understanding on how to position the tool correctly when using it (and at different stages of cutting) so if a slip occurs it will not make any contact with them or any member of the group. AAS to observe and monitor to ensure the group and leaders adhere to the safety procedures for this tool at all times and to step in and recover anything if necessary.	AAS
3	Bow saw blade snapping.	Group & leaders.	Regular and effective maintenance of tools. Glove worn on the non-sawing hand.	2	3	The group will be informed of how the blade should look when in good condition and to report any issues they may observe to a leader. The leader will decommission the tool until it can be fixed, repaired or replaced.	AAS
4	Bow saw trapping hand.	Group & leaders. Group & leaders.	Hand guards on tools. Glove worn on the non-sawing hand.	3	2	Correct positioning of saw when in use. AAS to ensure the correct technique is followed at all times.	AAS

BUILDING SHELTERS RISK ASSESSMENT

To be used in conjunction with:

- General Welfare and Weather Risk Assessment
 - Site Specific Woodland Assessment
 - Tools Risk Assessment
- Activities Using Rope/String Risk Assessment

ASSESSOR: ALICIA AZUAR SALVADOR

DATE: 21/2/24

REVIEW DATE:

	HAZARD	PERSONS AT RISK	EXISTING PREVENTATIVE MEASURES	PROBABILITY (P) 1-5	SEVERITY (S) 1-5	WHAT MEASURES NEED TO BE TAKEN	BY WHO
1	Knots Slipping	Group and leaders	Specific knots and lashing systems are used for larger shelter construction. Specific knots and lashing skills to be practised in smaller scale first.	1	4	The group will have practised lashing and knots in smaller scale projects before moving onto larger construction projects. AAS to ensure skills and confidence are in place before moving onto larger construction projects.	AAS
2	Shelter Collapsing	Group and leaders	Group is advised on how and where to construct shelters.	2	3	The sites chosen and materials for construction must be suitable for the shelter types being made.	AAS
3	Poking eye on shelter	Group and leaders	Group advised to choose materials carefully and avoid those with spikes protruding.	2	4	Materials being used should be monitored and safely adjusted if necessary to avoid sharp points. AAS to monitor closely before, during and after the session and identify and rectify hazardous areas/materials.	AAS
4	Banging Heads on shelter	Group and leaders	'Nurturing Nature' talk which includes how to move about safely with each other and with nature will be followed at all times.	3	2	AAS and leaders to closely observe group movement and potentially hazardous choices/behaviour. AAS to step in and rectify any issues immediately.	AAS and leaders
5	Trip hazards	Group and leaders	Shelter making equipment to be stored appropriately to minimise risk of trips. When equipment is not in use, group and leaders to store it away from activity area.			AAS to ensure working area is kept tidy and clear of any trip hazards. Model to group what happens to equipment when not in use and appropriate tool and equipment procedures.	AAS



6	Injury from tool use	Group and leaders	Procedures and Risk Assessments for tool use are revised before the activity commences.	1	5	The group and leaders need to follow Safe Tool Use procedures and remember the points from the 'Tool Talks'. AAS to observe and monitor group use of and handling of tools and safety equipment is worn. AAS to intervene as/when necessary.	AAS
7	Lifting heavy items	Group and leaders	Lifting techniques will be modelled and demonstrated to prevent potential injuries. Lifting procedures are followed.	2	3	Group to practise lifting techniques and encouraged to work together to lift heavier items (just like with PE equipment). Practise on lighter items before moving to heavier items.	AAS

FIRE RISK ASSESSMENT

Must be used in conjunction with:

- General Welfare and Weather
- Site Specific Woodland Assessment

ASSESSOR:

DATE:

REVIEW DATE:

	HAZARD	PERSONS AT RISK	EXISTING PREVENTATIVE MEASURES	PROBABILITY (P) 1-5	SEVERITY (S) 1-5	WHAT MEASURES NEED TO BE TAKEN	BY WHO
1	Igniting the fire	Group & leaders	Fire to be lit at arms-length using fire lighter kits (magnesium block and striker only – fire steel).	1	2	The group will be made fully aware of the forest school fire policy and this must be followed at all times. AAS to additionally ensure the person building the fire is aware of the fire making policy.	AAS
2	Cooking – burns from kettles, pans, burning wood, flames or hot water.	Group & leaders	F.S Leaders to remove all items from the fire area using the fire gloves. The group will be seated when passed any hot item. Leader will carry a burns kit at all times.	2	3	Group will be made aware and expected to follow the Forest School fire policy. All group to move around in the fire zone in a safe and controlled manner as outlined in the Fire safety policy.	AAS Ensure aspects from the Woodland Risk Assessment are highlighted.
3	Burns from hot food.	Group & leaders	All participants will be made aware of the dangers of eating food directly from the fire. Leader will carry a burns kit at all times.	2	5	Food will be hot once removed and children will have taught suitable time scales for eating food once removed from the fire.	AAS
4	Setting surrounding ground/vegetation alight.	Group & leaders	Fire pit will be placed with minimum risk of setting surrounding foliage alight. Burning sticks not to be removed from fire. Fire to be out following the fire policy.	1	5	All feeding fuel (sticks) are well dried and pre-prepared in various sizes and to hand a safe distance from the fire, before lighting. A fire bucket and jerry can full of water to be prepared before lighting the fire for extinguishing.	AAS



5	Slipping, tripping, falling onto fire once alight.	Group & leaders	Seating around the fire will be at a minimum distance of 2 metres and will be raised off the ground to aid easy exit and reduce risk of slipping and falling. Ensure there is a safe working distance from the fire.	2	5	AAS to control at all times. Group need to understand safety zone procedures when moving in and around the fire zone (see Fire Safety policy). Ensure group are aware if working at the fire, how to position themselves to reduce the risk of slipping/tripping reducing the risk of causing harm to themselves or others. AAS to control the activity at all times.	AAS/second adult
6	Fire Alarm, moving towards Forest area gate.	Group and leaders	Area around the fire circle is kept clear of any obstacles and gate is not locked and obstructed. AAS to do safety talk on every Fire session.	2	5	AAS have register of all children at every session. AAS to do fire practice in what is expected. AAS to say 1 2 3 come to me, all children to line up at the gate, second adult to ensure all children walk around fire circle. AAS to lead second adult last person, all children to walk to fire assembly point.	AAS/second adult

COLLECTING NATURAL MATERIALS RISK ASSESSMENT

This activity risk assessment must be used in conjunction with Lifting and Site Safety procedures and risk assessments for:

- General Welfare and Weather
- Specific Site Woodland Assessment

ASSESSOR: ALICIA AZUAR SALVADOR

DATE:

REVIEW DATE:

	HAZARD	HARM	PERSONS AT RISK	EXISTING PREVENTATIVE MEASURES	PROBABILITY (P) 1-5	SEVERITY (S) 1-5	WHAT MEASURES NEED TO BE TAKEN	BY WHO
1	Weather	Hypothermia, sunburn	Group, support adult & leader.	A general Welfare and Weather Risk Assessment completed and to be followed.	3	2	The group will be fully equipped to deal with issues arising from poor welfare and weather issues. AAS to check weather forecasts and check all safety equipment is to hand at all times.	AAS
2	Woodland Site	Slips, trips, falls, scrapes, cuts & bangs	Group, support adult & leader.	Woodland Site Risk Assessment Completed and to be followed.	3	2	The group, volunteers and leader will be made aware of aspects highlighted in the Woodlands Risk Assessment and will sign a document to say they have read and understood potential issues. AAS to ensure it is used on site during sessions.	AAS
3	Lifting Materials	Injuries to back, muscles	Group, support adult & leader.	Lifting Procedures implemented.	1	4	The group and all leader will read and practise lifting procedure modelling it to children and parents when the need arises. AAS to observe and monitor that the correct procedure are being used.	AAS and leader.
4	Insects & Plants	Stings & bites – anaphylactic shock	Group, support adult & leader.	Avoiding areas that contain stinging plants and insects which could cause injury. AAS to conduct a Site Safety Check before the start of each session. If necessary cordon off potentially unsafe areas using the hazard	2	2	Explain and show plants that may sting and avoid areas containing them. Discuss use of the hazard tape.	AAS



				tape. Discuss this with group in the 'Nurturing Nature' talk.			'Nurturing Nature' talk explained and reinforced in sessions .	
5	Litter & Debris	Cutting, scraping & infection	Group, support adult & leader.	The area has been risk assessed considering the occurrence of litter. AAS to ask SLT to discuss issues with litter to us and nature in assemblies. If litter becomes more problematic, AAS to organise some children to complete a safe litter pick (using tools provided).	3	2	Ensure children know to report litter to an adult and not to pick it up without the proper safe litter picking equipment. Investigate area to be used carefully during the pre-session check.	AAS and leader
6	Uneven Ground	Trip, slip, falls	Group, support adult & leader.	Activity areas have their own risk assessment which considers slips and trip hazards. AAS pre-session safety checks to spot any new hazards.	3	3	As part of the 'Nurturing Nature' talk, children are told to move around the site with care and respect for each other and nature. Children to watch out for potential hazards and report them to AAS immediately if they spot anything. Hazard tape to be used as a temporary measure to cordon off area .	AAS
7	Low Branches & Trees	Banging & poking eyes	Group, support adult & leader.	Areas will be chosen as much as possible to avoid eye height branches. Children will be educated through the 'Nurturing Nature' talk to keep in mind this potential hazard and to be more conscious of other around. AAS and leader to model good techniques and behaviours when working on the site.	3	3	Ensure group are aware of any dangers these hazards may pose. Make sure the group move carefully around the wood, looking out for each other and without moving quickly or carelessly.	AAS
8	Fox, Cat and other	Infection and disease	Group, support adult & leader.	AAS to make this part of the pre-session check.	2	2	Ensure group are aware of this potential problem in the 'Nurturing Nature' talk.	AAS and leader

	animal's Faeces			Unfortunately, cats and dogs do sometimes enter the school site. Group/leader to report anything they find. AAS to carry pooh bags to clean up the faeces.			AAS to carry anti-bacterial wipes in case of contact with animal faeces .	
9	Lifting & Swinging Sticks	Bangs, scrapes	Group, support adult & leader.	Model how to lift and carry sticks carefully.	3	3	AAS to step in and control a situation when procedures are not being followed. AAS and support adult to observe and monitor as well as model good practice.	AAS
10	Fungus	Poison	Group, support adult & leader.	On site, we do not have many types of fungi, however areas with high number of fungi to be avoided. As part of 'Nurturing Nature' talk, group to be told never to touch fungi as they can be extremely hazardous.	2	2	When fungi is found, group to use the identification key (from Woodland Trust) or load Google lense to identify and to learn about its characteristics.	AAS
11	Toxic Plants	Poison	Group, support adult & leader.	Areas containing toxic plants to be restricted.	1	4	The group will be told not to eat anything that they find as part of the 'Nurturing Nature' talk. Group will wash their hands or clean them using the anti-bacterial wipes before eating any food.	AAS

WATER RISK ASSESSMENT (POND)

ASSESSOR: ALICIA AZUAR SALVADOR

DATE:

REVIEW DATE: |

	HAZARD	PERSONS AT RISK	EXISTING PREVENTATIVE MEASURES	PROBABILITY (P) 1-5	SEVERITY (S) 1-5	WHAT MEASURES NEED TO BE TAKEN	BY WHO
1	Drowning – Deep still water	Group and leader	Where water is present on project site (pond area) group are given a safety brief.	2	5	The group will be made fully aware of the Forest School water safety procedures.	AAS to Carry out appropriate safety briefs.
2	Drowning –Shallow still water	Group and leader	Where water is present on project site (pond area) group are given a safety brief.	2	5	To aim to de-mystify the interest and intrigue in the water by carrying out practical safety briefs.	AAS to Carry out appropriate safety briefs.
3	Getting wet – hypothermia	Group and leader	To check weather and take appropriate clothing and equipment (see General Weather Risk Assessment) including extra clothing and foil blanket.	2	5	Ensure all activities that involve water consider the weather conditions. Ensure all group members are wearing suitable clothing for the weather conditions.	AAS to follow LA policy on water. Carry out appropriate safety briefs.
4	Disease – standing water	Group and leader	Standing water is assessed by a competent person. Children to wash hands after use if deemed to be safe.	2	5	Groups informed of the dangers of disease from stagnant and standing water. Reinforce the importance of good hygiene and hand washing after being in the outdoors.	AAS to follow LA policy on water. Carry out appropriate safety briefs.



BLINDFOLD ACTIVITIES RISK ASSESSMENT

To be used in conjunction with:

- General Welfare and Weather
- Site Specific Woodland Assessment

ASSESSOR: ALICIA AZUAR SALVADOR

DATE:

REVIEW DATE:

	HAZARD	PERSONS AT RISK	EXISTING PREVENTATIVE MEASURES	PROBABILITY (P) 1-5	SEVERITY (S) 1-5	WHAT MEASURES NEED TO BE TAKEN	BY WHO
1	Tying blindfold too tight	Group	Blindfolds will be made from soft materials. Ensure none of the group are allergic or have sensitivities to the materials used.	3	2	Leader will put blindfolds on initially. When individuals are ready in group AAS to teach how to put on gently <u>having</u> consideration of others.	AAS
2	Walking into branch or tree	Group	<u>Activity</u> area has its <u>own</u> risk assessment. AAS to liaise with other leaders about individuals who may not feel comfortable with this type of activity.	3	3	<u>Group</u> must be made aware of considerations for others and the dangers this type of activity may pose. Group to learn how to adapt their behaviours and decisions based on some controlled risk. AAS to ensure the group considers communication safety and physical contact.	AAS
3	Trip/slip	Group & leaders	<u>Activity</u> area has its <u>own</u> risk assessment.	3	3	Ensure <u>group</u> are aware of watching out for slip/trip hazards before <u>activity</u> commences. Model and explain how to move around with due care and attention and <u>communicating</u> effectively.	AAS
4	Cutting hand on a sharp item	Group		3	2	Explain and model for the group how to investigate items gently and carefully.	AAS
						They will have other group members to help them investigate and stay safe. There can be rough/sharp parts and are advised to touch and feel slowly.	
5	Bending over and banging head	Group	Activity area has its <u>own</u> risk assessment	3	3	<u>Group</u> must be made aware of considerations for others and the dangers this type of activity may pose. Group to learn how to adapt their behaviours and decisions based on some controlled risk.	AAS



ACTIVITIES USING ROPE OR STRING RISK ASSESSMENT

Must be used in conjunction with:

- General Weather and Welfare
- Site Specific Woodland Assessment

ASSESSOR: ALICIA AZUAR SALVADOR

DATE:

REVIEW DATE:

	HAZARD	PERSONS AT RISK	EXISTING PREVENTATIVE MEASURES	PROBABILITY (P) 1-5	SEVERITY (S) 1-5	WHAT MEASURES NEED TO BE TAKEN	BY WHO
1	Visibility	Group & leaders	Rope (ouAASoor scout paracord) that is used during all activities to be bright coloured paracord increasing visibility. When not in use it will be rolled back up on the storage reels.	3	3	Other markers can be used to increase visual impact such as hanging bags or objects off the rope.	AAS
2	Rope Burn	Group & leaders	Gloves to be worn if an activity involves pulling a heavy rope. Children will be given the Forest Schools Safety talk and reminded of the expectations before using rope in any activity. Leaders to monitor and step in when necessary under AAS supervision.	2	2	Activities involving rope pulling will be controlled tightly by qualified staff.	AAS
3	Trip	Group & leaders	Brightly coloured, high visibility ropes will always be used during rope tasks.	2	2	Groups will be taught the best places to position their ropes for activity with consideration of others and to avoid the likelihood of trips.	AAS
4	Entanglement	Group & leaders	The use of rope follows the rope use safety procedures and groups will be monitored and supervised by qualified leaders.	1	5	Leader carries an effective cutting blade at all times.	AAS



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