

Forest School handbook



Oastlers Policy

Approved by Governing Body On	12 May 2021
To be Reviewed On	12 May 2023
Signed on Behalf of the Governing Body	Sue Mawson (Chair of Governors)

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Introduction

Forest School is based on a fundamental respect for children and young people and for their capacity to investigate, test and maintain curiosity in the world around them. It believes in the child's right to play; the right to access the outdoors (and in particular a woodland environment); the right to access risk and the vibrant reality of the natural world and the right to experience a healthy range of emotions through all the challenges of social interaction, in order to build a resilience that will enable continued and creative engagement with their peers and their potential. It is an approach to education that makes use of the outdoor environment to create a unique learning vehicle.

Forest School sessions provide increasingly diverse opportunities for children to benefit from a supportive curriculum that can help children build positive values and attitudes about themselves, about learning and the environment in which they live. Children are given appropriately challenging and achievable tasks that build their confidence, skills and independence and are given time to thoroughly explore their thoughts, feelings and relationships. This time and reflective practice develops inter and intra-personal skills, which are well documented as being directly linked to learning skills.

The Forest School area of Oastlers was founded in 2020 and is run by qualified Forest School Leaders. All forest school activities are covered by the school's Public Liability and Employer's Liability Insurance Policy; their contact details can be found on page 5 of this document.

At Oastlers we pride ourselves on trying to find different ways to encourage our children to grow in all aspects of the word.

Our school has a woodland area that the children enjoy during forest school sessions as well as being used by various other subjects who want to encourage the outdoor experience.

Forest School helps to enhance learning, increase self-esteem, independence, risk taking, language and much more. The staff, by observing and working with the children when appropriate, will allow them to explore their own preferred learning styles while developing a lifelong love and understanding of the natural environment. Through carefully planned activities, children from all year groups can take part, enabling them to excel in all areas of their personal, academic and spiritual development.

At Oastlers, we aim to provide a quality Forest School session, meeting the 6 core principles as stated by the Forest School Association. We are to deliver sessions which holds to all six key principles that shape and govern the Forest School ethos. There are many forms of outdoor education and all have enormous value, however, Forest School is unique in its reach, delivery and effect.

The six principles are:

1. *Forest School is a long-term process of regular sessions, rather than one-off or infrequent visits; the cycle of planning, observation, adaptation and review links each session.*
2. *Forest School takes place in a woodland or natural environment to support the development of a lifelong relationship between the learner and the natural world.*
3. *Forest School uses a range of learner-centred processes to create a community for being, development and learning.*
4. *Forest School aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners.*
5. *Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.*
6. *Forest School is run by qualified Forest School practitioners, who continuously maintain and develop their professional practice.*

Pedagogy for forest school

Learners who attend Oastlers school all have their own Adverse childhood experiences (ACE's), to help them overcome some of these and develop as a young person forest school has been introduced into the school programme on a weekly basis. Many of the learners struggle with many different aspects of academia as well as everyday life.

With the introduction of forest school in to the curriculum programme at Oastlers we aim to promote the following skills in order to support and guide them;

- Confidence/self esteem
- social and communicative skills
- motivation and concentration
- understanding of and connectedness to nature
- physical skills improved

These can easily be achieved by having a flexible yet structured delivery programme in place that allows the learns to choose and develop their own pathway through the forest school sessions. During each session it may be possible that different learners are engaged in different tasks, the forest school lead and supporting staff will coordinate these actives and allow the learner(s) to learn at their own pace and direction of their choice engaging in the activities that they choose to. The activities that are initially planned have been selected to reinforce the skills listed above in a safe, secure and supportive environment. The 'play' during the session may seem 'unstructured' but it is designed to allow a more natural play to evolve, allowing the learner to engage with the activity and just 'go with the flow' of the session. The whole programme is designed to give the learners an experiential learning experience, allowing them to see the links have experience that they would not normally experience.

At the end of each session a reflection activity will take place that will allow the learners to express their interests of the activities that were undertaken in that sessions and give them the choice of what activities they wish to do in the following session. The programme lead will have a wide selection of activities to choose from and be able to possibly accommodate these weather permitting.

School insurance policy

All activities within the Forest School Session are covered by the school insurance, contact details for the school insurance company are given below.

Department of Corporate Resources
Insurance Section - dept 25
Britannia House
Hall Ings
Bradford
BD1 1HX

Email: insurance@bradford.gov.uk

Team Members

Graham Dalby, Insurance Team Leader. 01274 432781
graham.dalby@bradford.gov.uk
School claims, advice, visits and inspections.

Tracy Marsden, Principal Insurance Officer 01274 432780 –
tracy.marsden@bradford.gov.uk
Liability claims and advice

Heather Pearson, Senior Finance Officer (Insurance) 01274 432779
heather.pearson@bradford.gov.uk
School claims and advice – finance matters

James Butterfield, Insurance Officer 01274 432782
james.butterfield@bradford.gov.uk
Motor vehicle insurance claims and advice.
Liability claims and advice
Engineering insurance

This handbook has been written to support the safe delivery of Forest school activities at Oastlers school. The individuals who this document needs to be presented to area as follows;

- Lyndsey Brown – Head teacher
- Jeanine Fairbairn – Business manager
- Graham Hall - Site manager
- Paul Prince – Forest school lead
- Sue Mawson – Governor
- Sean Regan – Outdoor education Coordinator
- Staff who support the learning at Oastlers
- Volunteers to the school

This document will be reviewed annually by the Forest School Leader and presented to the school governors

Signature Page

Name of staff/volunteer	Handbook read (please sign)	Date

SITE MANAGEMENT PLAN

YEAR 1

Prior to use a local tree surgeon came to the Oasters Forest School site to assess and remove any dead or damaged trees. All the cut wood is stored within the area and to be used for various activities as well as being used as fuel for a small fire.

A fence was put around the school when it was initially built, a large gate giving access to the enclosed site was also inserted, and a small connecting gate to Bolling hall was also included in the rear of the area. The area is roughly 16m by 22m. There is a solid brick wall that is the back of the local swimming pool makes up a boundary on the north of the site.

There are some natural original trees in the area, these were identified as beach trees with some elders, there is also holly, ivy, brambles, nettles and cow parsley within the area. Trees and hedgerows were ordered and planted in the area. The new trees that arrived were peach, plum, apple and pear trees. These were planted in the front of the school in the second area that will be developed next year, this gives them time to develop and become established.

Year one achieved

YEAR 2

The aim is to further the develop the area for use across all subjects within the school, planting more trees, hedges and shrubs to encourage an increased wide variety of wildlife to the area. A small permanent fire pit is planned to be built within the area, away from possible sources of combustion.

Depending on the direction the forest school, it is planned to expand the area to the front of the school giving the school a more varied choice of activities in a different environment.

Bird boxes will be installed in order to entice more wildlife to the school grounds

Shrubs planted along with fruit trees and bushes

YEAR 3

Looking forward, more trees and shrubs to be planted in the area further extending the wildlife and fauna diversity in the area.

These is the potential for a permanent fire pit to be built with suitable seating (use existing sleepers) to ensure safety and freedom of activities within the area. Further development of other areas within the school to give the forest school option more ideas and great flexibility within the school grounds. Different activities require different areas.

ECOLOGICAL IMPACT ASSESSMENT

The school Forest School site has been made from the woodland on the northern corner of the school grounds.

In the past it not been used and just left to evolve as a wild overgrown woodland area.

The Forest School is fenced off from the school field with a large padlocked double gate for access.

An area away from the tree canopy has been set up for a fire pit, to ensure a safer working area, also an area of brambles has been cut back, but not taken out altogether, as the children will gain a better understanding of the danger's to themselves and also the benefits to wildlife, and learn to work around it.

Climbing trees within our nature area will be monitored as our trees are only twenty to twenty-five years old and so relatively young. Initially I will have two or three trees that the children can climb for half a term, that being generally five to six weeks and then change to a different area of climbing trees on the site for the next six weeks, giving the trees time to rest. This together with a one or two weeks break depending on a half term or the end of a full term and the site only being used one afternoon a week for the first year, this will enable me to monitor the total impact on the site.

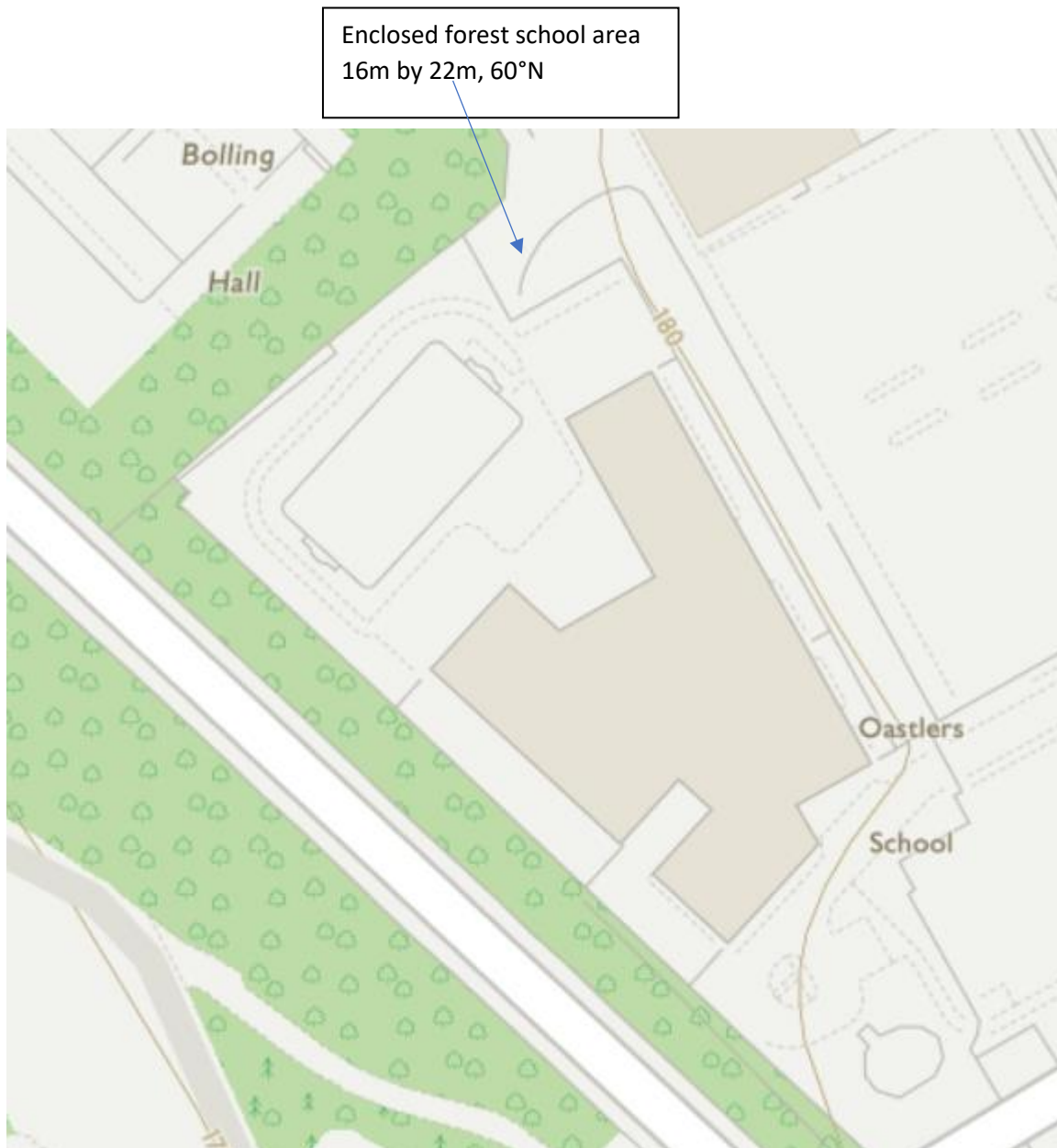
We will use logs from the trees to make steps up to the main area, this will ease the impact of feet on the ground and reduce slipping and the formation of mud.

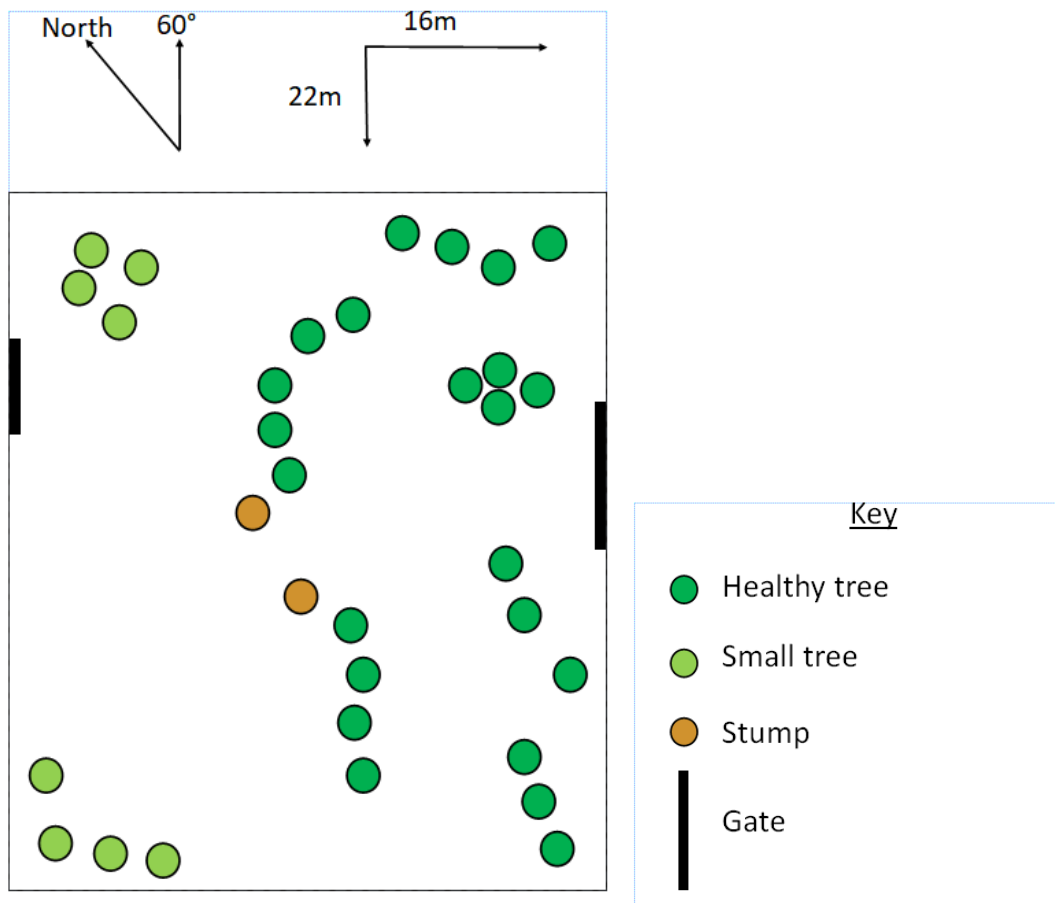
The ground is mainly a dark rich peat in composition, the organic matter has come from years of small braches and leaves being left to rot on the ground without being disturbed. When it rains the area can become muddy and slippy under foot and as a result it may be that the forest school location changes to the front of the school where the ground is more stable from building material when the school was built and man-made paths and rest areas. The soil level depth extends beyond 3 feet.

In the event of our Forest School site being under water because of server weather conditions together with the clay base, Forest School will have to be cancelled at times, so as not to destroy our site. During the winter months, some activities may be relocated to the other areas within the school grounds.

Pre-season/session site check list

Please see Appendix 1 on page 29





Not to scale

Entrance to the site is via a double gate on the east of the area.

Prior to the start of Forest School sessions at Oastlers.

Before any session of Forest school being delivered at Oastlers, the Forest School lead/Person leading the session will check the area allocated for the session for anything that could potentially harm any individual within the area. The area needs to be checked for any foreign objects that could cause harm, litter, damaged or dead branches that could cause harm, fauna which may be an irritant such as inedible fungi. The area should also be checked for suitable resources that are needed for the planned session.

As the area is within the school grounds, the leader of the session needs to make sure that there is clear and unobstructed access to the area. The gate entrance to the area is clear and access and exit routes are free from obstruction.

Forest School Staffing

Ratios

Oastlers School follows the Bradford Local Authority guidelines for adult to child ratios. All staff and volunteers have an enhanced CRB disclosure check, which Oastlers school Office maintains a register of.

Staffing ratio for Forest School are one adult per eight children, plus the trained Forest School Leader. A group of 8 children will have at least 2 adults at all times to ensure safety.

The Forest School Leader on a one to one basis, will oversee all activities that involve making fire or using tools. Two other members will then be able to ensure the safety of the remaining pupils.

Helpers and Volunteers

These will follow all the same procedures as set put in the School Policy for Volunteers.

We welcome parents/carers/family members and helpers from our local community into our school as they have a wealth of experience and strengths that can help with the education and experiences of the children.

The role of a Forest School Volunteer when working outdoors is often more rigorous than what is expected of them in an ordinary classroom situation.

It is important that volunteers understand that they cannot be a passive adult in the group, but they have a responsibility under the guidance and direction of the Forest School Leader to ensure that guidelines, risk assessments, procedures and policies are followed at all times. Ultimate responsibility lies with the Forest School Leader, but they will be expected to contribute to the safety and well-being of the group at all times.

Before any volunteer begins a Forest School session, the Forest School Leader will meet with them to go through all guidelines.

It is important that all volunteer helpers are happy in what they are doing, so a review will take place after the first week to ensure that they would like to continue with the role. This discussion will also enable them to demonstrate any strengths that they may have to be able to contribute to sessions.

All volunteers will have CRB checks by the Local Authority.

Guidelines for all Volunteers

- All should sign in at the school office on arrival before coming to the Forest School Base.
- Volunteers will be told that the disciplining of children is the responsibility of the Forest School Leader
- When escorting children to the toilet, volunteers should not go into the toilet – even if the pupil requests help. The volunteer should find a member of staff to assist
- Volunteers should become familiar with the Forest School Handbook and Procedures
- Volunteers should take part in pre session briefings from the Forest School Leader
- Volunteers should promote the ethos of Forest Schools to raise self-esteem and confidence
- Volunteers should assist in monitoring children in activities
- Volunteers should assist children with their kit when needed
- Volunteers will only be accepted when they have read and signed to say they agree to the policies and procedures within the Forest School Handbook.

Health and Safety

Health and Safety at Work Act (HASWA)

The HASWA outlines the responsibilities of employers (in this case the Forest School Leader) and also of employees (being adults working in the group). The main considerations relevant to Forest School sessions are detailed below:

Employers must	How this will be done
Tell you about the risks to your health and safety	Adults will be asked to read the risk assessment(s) at the beginning of the session
Tell you how to do your job safely	The Forest School Leader will introduce the adults involved in the activities and inform them of safety considerations
Ensure that safe working practices and appropriate policies are in place to safeguard its staff and users	Adults will record accidents and incidents, and review whether they could have been avoided. The Forest School Leader will make appropriate changes to procedures and policies, as necessary.
Inform you how to get First Aid	The Forest School Leader will have a First Aid kit and administer First Aid
Tell you what to do in an emergency	Staff will be given a copy of the Emergency Procedures at the start of their involvement in Forest Schools
Provide you with the protection to may need to fulfil your role	Relevant safety equipment will be given to anybody who needs it.

Employers must	How this should be done
Take care of their own health and safety and that of people who may be affected by what they do (or don't do)	Adults must actively manage risks by reporting, reducing or removing them where possible, providing it is safe to do so.
Co-operate with others on health and safety, and not interfere with, or misuse anything provided for health and safety or welfare	Follow the health and safety advice given during the session by the Forest School Leader, or seek advice if uncertain. Nobody should interfere with safety equipment, such as the First Aid kit, other essential equipment or protective equipment.

Health and Safety

The Forest School Health and Safety Policy is an addendum to the School Health and Safety Policy and does not change the school's position on Health and Safety matters set out in the original document.

For Forest Schools to run safely, the Forest School Leader will:

- Ensure that at least one qualified first aider is on site at all times
- Establish and maintain a safe and healthy environment
- Follow policy and practice found in the Handbook
- Make sure all adults on site have knowledge of all guidelines
- Ensure that all adults are familiar with all emergency procedures, reporting and recording
- Make and share risk assessments before sessions
- Ensure that volunteers are aware of their responsibilities towards the children
- Fully investigate any accidents and use information for future risk assessments
- Keep to the legal adult: child ratio
- Make sure all safety equipment is in good working order

The Forest School Leader is responsible for the maintenance of the first aid kits and any tools that are used on site.

In the event of a fire, the school emergency bell can be heard on the Forest School site, plus we will be informed by use of a two-way radio from the school office. We have a register of pupils in Forest School and also the class teacher has a copy of the pupils that are in the session. As a group we will join the rest of the school on the field that is adjacent to our camp and follow the drill as normal.

Pupil responsibility for Health and Safety

All pupils will be responsible for:

Complying with school rules and procedures plus any instructions given in an emergency.

Taking reasonable care of themselves and others

Co-operating with Forest School leader and any other staff and volunteers on site

Using equipment in the way they have been instructed

Remembering to use personal protective equipment provided when needed

Dressing appropriately for weather conditions and safety.

Abiding by all safety requirements when using a fire pit

Reporting to the Forest School Leader or staff member of anything they think could be harmful or dangerous on site

Risk Management Policy

Oastlers school aims to develop children's self-esteem, independence and motivation to learn in a safe environment. In order that these aims can be met, the Forest School Leader will:

- Consistently apply the 5 step approach to risk assessment for all Forest School activities:
 - Look out for hazards
 - Decide who may be harmed and how
 - Evaluate the risks and decide whether existing controls are adequate or whether more should be done
 - Record findings, including daily amendments to standing risk assessments based on site visits and observations
 - Review assessments on a regular basis (or if circumstances change, which may affect the rigour of the assessment) and revise if necessary
- Carry out site risk assessments on each site where the activities will take place on a seasonal basis
- Daily pre-visit checks will be carried out by the Forest School Leader on sites to be used prior to a day's activities, as near to the start of the activity as is reasonably practicable. The finding will be recorded on a Daily Risk Assessment form.
- Complete an Activity Risk/benefit assessment for every activity to be undertaken at Forest School.
- Ensure all staff and volunteer helpers have read the relevant Site and Activity risk assessments prior to the session.
- Stop activities, if in the opinion of the Forest School Leader, weather conditions such as high winds or the threat of electrical storms make practice unsafe.

- Inform staff, volunteers and children of potential hazards and methods of working in order to minimise their risk further
- Involve staff, volunteers and children in risk assessment, as appropriate, as part of learning.
- Ensure legal guidelines regarding off site activities, adequate insurance and parental permissions are met.
- Ensure that all staff, volunteers and children are aware of the emergency procedures for the Forest School site.
- Be responsible for teaching children adequate skills in order to keep themselves safe, particularly in relation to the use of hand tools and fire.
- Ensure children and adults will have access to drinking water during sessions.
- Ensure a nil-by-mouth policy is adopted in all Forest School sessions – except for food cooked as part of a fully risk assessed Forest School activity.

First Aid

The Forest School Leader is responsible for First Aid and is a qualified First Aid at Work,

An emergency kit is taken to all Forest sessions. This contains:

Medical Emergency Procedures (laminated)

Whistle

First Aid Kit

Thermal Blanket/Survival Bag

Toilet paper in plastic bag

Baby wipes

Chocolate and fresh bottled drinking water

Cotton wool pads in a sealed container

Clingfilm

Small ground sheet

Bite and Sting Relief Spray

Burn relief spray

High Vis vest

Spare socks, hats and gloves (size appropriate)

First Aid Kit checklist:

4 eye irrigation solution sachets
 20 x saline cleansing wipes
 2 instant ice packs
 5 large plasters/10 medium plasters/15 small plasters
 2 triangle bandages
 2 large bandages
 1x resuscitation face shield
 2 medium bandages
 3 pairs of protective gloves/1 roll of micro pore tape
 Safety pins

Accident and Emergency Procedure

All staff, volunteers and participants will be briefed on what to do in the case of an emergency. A whistle will be blown as a signal to stop what you are doing, gather with a member of staff, be silent and wait for instructions. The Forest School Leader will assess the situation, the nature and extent of the injury/accident. They will ensure the rest of the group are safe from danger and adequately supervised. An accident form will be completed later. A RIDDOR record will be created, along with an Accident report for any death, serious injury or 7 day injury.

In the event of an injury:

If anyone sustains an injury or illness which cannot be treated by first aid on site and requires medical assistance:

- In serious cases, the Emergency Services will be contacted (see below) using the emergency phone carried by the Forest School Leader. Then the school will be notified. The school office will be responsible for contacting the injured party's emergency contact.
- The rest of the group will be supervised away from the incident and if in danger, will be moved to safety
- One member of staff from school will meet the ambulance at the school entrance and direct the crew to the incident site.
- If the injured party is taken to hospital, one member of staff will go with them and the injured party's emergency contact will be updated about the situation by the school office staff.
- In minor cases, the Forest School Leader will arrange to contact the injured party's emergency contact so that they can be collected and taken to hospital, doctor or home – as appropriate.

Emergency Contact Numbers:

Ambulance/Fire Brigade = 999

School Office = 01274 307456

Requesting attendance by Emergency Services

Dial 999 and ask for ambulance or fire brigade. Be ready with the following information:

School number – 01274 307456

School post code – BD4 7RH

Ambulance access – Flockton Rd, down the side of the school sports hall

What three words – season.smart.chose

Grid reference – SE 17393 31403

Dangerous Occurrence

A RIDDOR record will be created, along with an incident report for any serious near miss incident at or in the vicinity of the Forest School site.

Cancellation Procedure

Oastlers Forest School will take place at the usual site in all weathers except for high winds or where there is a risk of an electrical storm. In high winds (force 4 increasing to force 5 or more), Forest Schools will take place away from trees. Where there is a risk of an electrical storm, Forest School will be cancelled.

Forest School will also be cancelled if the minimum ratio of adults to pupils cannot be achieved.

Forest School will also be cancelled if the Forest School Leader is absent.

Toileting Procedure

Before a Forest School session, children will be given the opportunity to visit the toilet.

During a Forest School session, children needing the toilet will be escorted back to school by a member of staff.

Clothing procedure

For each session of the forest school programme, suitable practical outdoor clothing is required, a text message to parents/carers will be sent prior to the session as well as letter posted out, the programme lead will also have a meeting the day before with the class to discuss the potential weather and what clothing would be suitable for the planned session. This message will explain in what is required. Oastlers will provide waterproof jackets and warm fleece jackets should they be needed by each learner, spare hat and gloves may also be available if required. Specialised clothing will be provided as and when needed. This is mentioned in the risk assessment, however a selection of gloves for being around a fire as well as L5 safety gloves for use when using the bow/pruning saw or knives for whittling will be available as needed.

Use of photographs

Photographs will be taken in accordance with Oastlers school Use of Photography policy. Please see the school policy on the school web site.

Tool Policy

Oastlers Forest School uses the following tools with the children:

- Bow saw
- Pruning saw
- Loppers
- Hand drill
- Axe
- Peelers

The Forest School Leader also uses a penknife for cutting string and rope.

Tools are used with adult 1:1 supervision only.

The Forest School Leader is responsible for overseeing safe use and maintenance of all tools. A list of the items stored in the Tool Bag and Tool Box is available in the Appendix section. This list is also attached to the Tool Bag and Box and used as a checklist to ensure that all items are returned safely at the end of each session.

The Tool Box, which is made of steel and contains sharp tools such as knives and axes is kept locked at all times. The Forest School leader is responsible for the safe keeping of the key. The Tool Bag and Tool Box are kept locked in the Forest School room when not being used at sessions.

The Forest School leader wears steel toe capped boots for all Forest School sessions. Hard hats and gloves are also available as personal protection equipment when needed.

Activity risk assessments are completed for all activities involving the use of tools. Tool specific information sheets can be found in the Forest School Leader file

Fire Safety Policy

Campfires are an important part of Forest School and are used in many sessions. Oastlers aims to ensure that all adults and children participating in sessions with fires, will do so safely and with as little risk to their health and safety as possible.

Location

Only the camp fire area will be used for campfires. The area will always be kept clear of low branches.

The area designated for the permanent fire pit will be lined with fire proof stones that are situated deep enough below the level of the soil as to prevent the fire from setting the surroundings alight.

Positioning of Children and Adults

Fire areas are surrounded by seating logs at least 1.5metres from the fire pit. Exit paths are available at each corner.

For children, they have a fire pit experience but we do not light the fire. We aim more to ensure that they learn the process of how to behave around a fire pit.

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

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

Children must walk around the outside of the seating logs, and step over them to sit down. A fire will not be lit with a group until all children have demonstrated that they do this at all times.

Once seated around the campfire, the children must remain seated until directed by an adult to move.

Long sleeves and trousers must always be worn

Children are not permitted to throw anything onto the fire

Advice on the appropriate way for dealing with smoke will be given to the children

If there is a clear wind direction, seating in the line of smoke is to be avoided.

If wind direction is variable, the leader should rearrange the seating if at all possible.

Fire Lighting

Training has been provided to the Forest School Leader regarding the correct way to construct and light a fire

Safety and Responsibility

- A Fire Blanket, bucket of water and Burns kit must be sited close to the camp. Cling film is carried in the emergency rucksack
- Only adults are permitted to light fires, unless children are under the direct supervision of the Forest School Leader
- Fires are lit using a match to paper and natural tinder. Cotton wool, tinder nests and waterproof matches may be used in extremely wet conditions.
- No flammable liquids are to be used to accelerate fires
- No plastics are to be burnt
- If sessions involve children adding fuel to the fire, this must be done with one to one adult supervision.
- Sticks/wood must be placed, not thrown, from the side of the fire. The hand should never go near the fire

Extinguishing

- All fires must be extinguished at the end of a session
- Whenever possible, all fuels should be burnt off to ash
- The Forest School Leader should ensure that any large remains of wood, especially when using logs, are separated from one another
- At the end of the session, the fire must be doused down with water using a watering can and rose and stirred until all smoke and steam has ceased
- Large build ups of potash, from several fires, need to be dispersed. This must only be done when it has totally cooled, preferably the following day. It should be finely scattered through the woodland to enable natural decomposition.

Food Hygiene

Oastlers school maintains high food hygiene standards in relation to the purchase, storage, preparation and serving of food.

- A full Activity risk assessment will be completed for any activity involving the preparing and/or consuming of food items. This will include attention to the purchase, storage, preparation and serving of any food items to prevent the growth of bacteria and food contamination.
- Cooking on a campfire will be undertaken only by a member of staff in possession of a Level 2 Food Hygiene Certificate
- Food/ingredients will be stored at correct temperatures prior to the session and checked to ensure they are in date and not subject to any contamination by pests, mould etc. A cool box will be used to transport and store any ingredients requiring refrigeration prior to use at the Forest School site. All such ingredients must be used within 2 hours.
- Unrefrigerated food will be served to children within 4 hours of preparation
- All utensils, crockery etc will be checked to ensure they are clean before use.
- Waste food will be disposed of promptly
- When food items are to be consumed during a session, warm water with anti-bacterial soap will be provided for hand washing. One hand towel will be provided for every 6 adults and children. Children and adults will be required to wash their hands immediately prior to preparing and/or eating food.
- All medical records must be checked to ensure that no food item or ingredient is given to a child or adult with an allergy to it.
- Cooked food will not be reheated.

Campfire Cooking Policy

Cooking on the campfire will only be undertaken by a member of staff in possession of a Level 2 Food Hygiene Certificate

The Food Hygiene policy will be followed when cooking on a campfire

A risk assessment will be completed for all activities involving cooking on the campfire

All hair will be tied back and loose clothing secured prior to cooking on a campfire

Missing Child Procedure

Oastlers School puts the safety of its children foremost and to achieve this we have high fencing around the perimeter of our school with all gates having coded access only.

In the event of a child discovered missing from a group, a whistle will sound for all children to gather around our base camp (fire pit). The woodland area is in two parts and one adult will

check the meadow area while another checks the wooded area. The third member of staff will keep the children occupied with an activity.

The Forest School Leader will use a walkie-talkie to contact the main school building in case the child has gone back into school for toilets or any other reason. The school has a procedure in place for children who leave the school grounds without permission.

If after 5 minutes the child has not been located, the school office will dial 999 to alert the police, then contact parents to inform them of the situation.

Staff will record details of the situation, including the last known position of the missing child and any timings. These will be recorded on the emergency procedures sheet.

Equal Opportunities

Oastlers school actively promotes the inclusion of all children and adults into Forest School sessions, and will endeavour to ensure that the opportunities for learning, development and participation are available to everyone, irrespective of race, gender, ability, religion, sexual orientation or age.

Oastlers school will follow the schools Inclusion Policy. This Policy can be found on the school website.

Principles of Equal Opportunity in Forest School:

- Discrimination is unacceptable
- Each child and teacher will endeavour to personally contribute towards a happy, caring environment by showing respect for each other and the environment
- Forest School is committed to emphasising the common elements and values of our multiple cultures rather than highlighting conflicting areas
- Forest School will encourage involvement of the wider community in developing equal opportunities education
- Contribute towards raising self-esteem of all
- Allow access for all children to all aspects of the curriculum
- Challenge negative stereotypes
- Promote positive attitudes

Our Forest School ethos aims to support the idea of equality of opportunity for all children, staff governors, parents by:

- The day to day organisation
- Valuing the expectations that children and staff bring with them
- Applying the behaviour policy with fairness and consistency to all

Daily Operating Procedure

Before the session

- A session plan form will be completed, taking into account observations, interest areas and learning points from the previous sessions. All adults will read the session plan form prior to the session.
- Activity risk assessment forms will be completed/updated for each planned activity. All adults will read the forms relevant to a particular session before it starts.
- All staff will have read the latest Sire Risk Assessment, which will be relevant to the current season
- The Forest School Leader will check that enough adults are present for the session to go ahead and that the weather conditions allow it to take place.
- The Forest School site will be visited and the base camp area set up
- A daily risk assessment will be completed
- The equipment required for the session will be assembled, checked and prepared ready for taking to the site.
- All children will be registered by their class teacher. They will then get changed for Forest School, go to the toilet and apply sun cream where necessary.
- The pre session checklist will be undertaken

During the session

- A headcount will be undertaken on arrival at Forest School and whenever the group is brought back together
- Risks will be continually assessed and appropriate action taken to reduce or remove and risks found

After the session

- A headcount will be undertaken at the end of the session
- If the Tool Bag and/or Tool Box have been taken to the site, the contents will be checked by the Forest School leader to ensure that no items are missing
- After the children have left the Forest School room, the Forest School leader will return the penknife to the Tool Box and clean, check and maintain tools, as required. The Tool Box will then be locked.
- A session evaluation will be completed by the Forest School Leader, along with any observational records that will be useful to the class teacher.

Safeguarding Children Policy

Oastlers School fully recognises its responsibilities for safeguarding children. All staff and volunteers are responsible for keeping children safe. In particular:

- Ensuring all children have a safe environment at Forest School in which to learn and develop
- Ensuring we practice safe recruitment in checking the suitability of volunteers to work with children
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- Implementing procedures for identifying and reporting cases, or suspected cases of abuse
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan

Oastlers school will follow the school's Safeguarding and Child Protection Policy. This can be found on the school website.

Confidentiality Policy

Oastlers school will adhere to the school's Confidentiality Policy. This can be found on the school website.

The Forest Leader will maintain all paperwork and registers relevant to Forest School. All confidential paperwork is stored in the office area. Any paperwork relevant to a child will be shared with the child's class teacher. Any Pastoral or Safeguarding matters will also be reported to the Headteacher and Deputy Headteacher.

All computer files containing information will be stored securely on the school network.

Any discussion within Forest Schools about a child's learning is to be kept confidential at all times. It is not the place of a staff member or volunteer to talk about children in their care outside of school premises unless in the capacity of a professional nature. If a member of staff is found talking about and naming children, it could lead to a disciplinary matter. In the event of a volunteer doing so, they would be asked to relinquish their role within our school.

Compliments and Complaints Procedure

See School Complaints and compliments policy

If a parents/carer/volunteer wishes to make a complaint about any occurrences concerning Forest Schools, they can talk to the Forest School Leader or class teacher initially.

Behaviour and Anti Bullying Policy

Good behaviour is positively encouraged within St Martin's Forest School, with much emphasis on self-discipline, courtesy and consideration for others. We recognise that children respond well to praise and therefore use it freely to promote good behaviour. We also do all that we can to prevent bullying, by reinforcing the school ethos in which bullying is regarded as unacceptable. Our Behaviour and Anti Bullying Policies can be found on the website.

We aim to:

- Build self-esteem, independence, motivation and learning in a safe environment
- Reinforce collaborative behaviour
- Promote awareness, respect and care for others
- Have a consistent approach to expectations both inside and outside of school
- Develop an awareness of acceptable behaviour in an outdoor environment
- Develop both children's and adults pride in their achievements

To do this, the **Forest School Leader will:**

- Create a positive environment to encourage caring, nurturing and acceptable behaviour to all i.e. one another, the environment and the equipment we will be using.
- Be mindful of the need to maintain safety at all times
- Establish clearly defined standards of expected behaviour
- Place the needs of the children, including their preferred learning styles, behavioural needs and school curriculum to maximise individual success and raise self esteem
- Provide a positive role model for children and volunteers
- Promote effective relationships in which all are accepted, valued and treated equally.

The children will:

- Listen carefully to instructions and requests especially concerning safety
- Develop an acceptable attitude towards the environment and one another

Sanctions

There will be rewards that can be achieved throughout Forest School Learning. If sanctions need to be given, the Forest School Leader will take the following steps:

- Re-engage the child into the activity
- Give a verbal warning by taking the child to one side and reminding them of the importance of acceptable behaviour and what we are trying to aim for.
- Give the child thinking time away from the activities (time out)
- If three time outs are given in one session, the child's parents will be informed of the behaviour and the possibility of missing the next session.
- If time out is needed on three consecutive sessions, or the behaviour places them or other children at risk, a letter will inform parents and the child will miss the next session.

School will endeavour to include all children in Forest School session.

The Forest School Leader will aim to make each new session a new beginning – a fresh start.

If a child's actions are placing themselves or others in danger, the following will happen:

- The child will be taken back into school to work in another classroom
- Parents will be invited to come into school and talk with both the Forest Schools Leader, head teacher and their child as to how they may solve this
- Where behaviour cannot be resolved and is deemed unsafe, the child will need to be excluded from Forest School sessions
- If behaviour is less severe, the child will be given a sanction based on the school Behaviour Policy (miss a playtime etc.)
- In all cases of behaviour that does not meet expectations, an incident report will be completed by the Forest School Leader and kept in the main school file.

3

CONSENT FORM

I confirm that I would like my childto take part in the Forest School activities.

I understand that the use of tools such as bow saw and knives may be used and that they will eventually learn how to make a fire that they can use to cook on.

Emergency contact numbers and details

Name;..... Relationship of child.....

Tel no home..... Mobile.....

Name;.....

Signature.....

Date.....

Please note any medical conditions such as asthma, allergies, hayfever.

.....
.....

All medication for any of the above conditions will be on the Forest School site with your child at all times.

Appendix 1 – site check list

Preseason check list.

This check list needs to be completed by the Forest school coordinator/session leader prior to using the area.

Action	Completed/issues
Main entrance gate is clear from obstructions, padlock is clean and in working condition	
Main path to area is free from litter and any trip hazards	
There are no branches that could fall and harm	
All trees are checked for health/any dead or dying are removed	
Check area for litter or anything that could harm	
Resource box is checked against list	
Rear gate is checked for accessibility to Bolling hall grounds	

Appendix 2 - Small Tools & Equipment Risk Assessment

Tool / Equipment	Bill Hook				
Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Residual Risk Rating
<p>Incorrect or improper use of bill hook.</p> <p>Resulting in cuts grazing and / or bruising.</p>	<p>Children & Adults</p> <p>Person using tool and those in close proximity</p>	<p>Medium</p>	<ul style="list-style-type: none"> • Safety talk given and followed. • Safe working area maintained clear of obstacles and safe working distance maintained. • Ensure all tools are well maintained. • Tool only used in designated area, unless approved and supervised by designated leader.. • 'No running' policy in vicinity of those using tools. • No glove needed on hand using tool, helping hand gloved. • First aid kit kept close to hand. • Blade covered when not in use and stored in tool bag. • Tools counted in and out each session. • Adult supervision. 	<ul style="list-style-type: none"> • Check understanding with individuals as required. • Visual check of tools before use. • Any child behaving inappropriately stopped. 	<p>Low</p>

Tool / Equipment	Bow Saw				
Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Residual Risk Rating
<p>Incorrect or improper use of bow saw</p> <p>Resulting in cuts and / or grazing.</p> <p>When cutting branches on tree – risk of falling branch hitting someone. Cuts and bruises.</p>	<p>Children & Adults</p> <p>Person using tool and those in close proximity – children are likely to be working in pairs.</p>	<p>Medium</p>	<ul style="list-style-type: none"> • Safety talk given and followed. • Safety talk given and followed. • Safe working area maintained clear of obstacles and safe working distance maintained. • Ensure all tools are well maintained. • ‘No running’ policy in vicinity of those using tools. • No glove needed on hand using tool, helping hand gloved. • First aid kit kept close to hand. • Blade guard used when not in use and stored in tool bag / box. • Tools counted in and out each session. • Adult supervision. 	<ul style="list-style-type: none"> • Check understanding with individuals as required. • Visual check of tools before use. • Check blade tension. • Any child behaving inappropriately stopped. <p>When used outside a designated area:</p> <ul style="list-style-type: none"> • Ensure other members of group are aware of location and remind others in area to stay clear. <p>If sawing branches from a tree:</p> <ul style="list-style-type: none"> • Ensure all equipment and persons are unlikely to be damaged or hurt when it falls. 	<p>Low</p>

Tool / Equipment	Loppers				
Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Residual Risk Rating
<p>Incorrect or improper use of loppers, Falling branches. Resulting in cuts and bruising.</p>	<p>Children & Adults Person using tool and those in close proximity</p>	<p>Medium</p>	<ul style="list-style-type: none"> • Safety talk given and followed. • Safe working area maintained clear of obstacles and safe working distance maintained. • ‘No running’ policy in vicinity of those using tools. • No gloves needed both hands using tool. • First aid kit kept close to hand. • When not in use stored in tool bag / box. • Tools counted in and out each session. • Adult supervision. 	<ul style="list-style-type: none"> • Check understanding with individuals. • Any child behaving inappropriately stopped. <p>When used outside a designated area:</p> <ul style="list-style-type: none"> • Ensure other members of group are aware of location and remind others in area to stay clear. <p>If sawing branches from a tree:</p> <ul style="list-style-type: none"> • Ensure all equipment and persons are unlikely to be damaged or hurt when it falls. 	<p>Low</p>

Tool / Equipment	Sheath Knife				
Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Residual Risk Rating
Incorrect or improper use of knife. Potential risk of cuts or wounding.	Children & Adults Person using tool and those in close proximity	Medium	<ul style="list-style-type: none"> • Safety talk given and followed. • Safe working area maintained clear of obstacles and safe working distance maintained. • Used only in a designated area unless approved and supervised by leader. • 'No running' policy in vicinity of those using tools. • No glove needed on hand using tool, helping hand gloved. • Tools maintained / sharpened during extended use. • First aid kit kept close to hand. • Kept in sheath when not in use and stored in tool bag / box. • Tools counted in and out each session. • Adult supervision. 	<ul style="list-style-type: none"> • Check understanding with individuals as required. • Any child behaving inappropriately stopped. 	Low

Tool / Equipment	Stick Peeler				
Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Residual Risk Rating
<p>Incorrect or improper use of stick peeler.</p> <p>Risk of cuts and grazes.</p>	<p>Children & Adults</p> <p>Person using tool and those in close proximity</p>	<p>Medium / low</p>	<ul style="list-style-type: none"> • Safety talk given and followed. • Safe working area maintained clear of obstacles and safe working distance maintained. • Work only in designated area. • 'No running' policy in vicinity of those using tools. • No glove needed on hand using tool, helping hand gloved. • First aid kit kept close to hand. • When not in use stored in tool bag / box. • Tools counted in and out each session. • Adult supervision. 	<ul style="list-style-type: none"> • Check understanding with individuals. • Any child behaving inappropriately stopped. 	<p>Low</p>

Tool / Equipment	Mallet				
Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Residual Risk Rating
<p>Incorrect or improper use of mallet</p> <p>Risk of bruising / fractures</p>	<p>Children & Adults</p> <p>Person using tool and those in close proximity.</p>	<p>Medium</p>	<ul style="list-style-type: none"> • Safety talk given and followed. • Safe working area maintained clear of obstacles and safe working distance maintained. • 'No running' policy in vicinity of those using tools. • No glove needed on hand using tool, other hand gloved. • First aid kit kept close to hand. • When not in use stored in tool bag / box. • Tools counted in and out each session. • Adult supervision. 	<ul style="list-style-type: none"> • Check understanding with individuals. • Any child behaving inappropriately stopped. 	<p>Low</p>

Tool / Equipment	Storm / Kelly Kettle				
Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Residual Risk Rating
<p>Incorrect or improper use of Kelly Kettle</p> <p>Risk of burns from fire and hot metal sides.</p> <p>Risk of scalding from water and steam</p>	<p>Children & Adults</p> <p>Person using tool and those in close proximity</p>	<p>Medium</p>	<ul style="list-style-type: none"> • Safety talk given and followed • General fire precautions adhered to (see separate risk assessment and policy / procedure.) • Ensure it is on a sturdy level non flammable base (it has a high centre of gravity). • Ensure cork is removed from spout and spout is pointing away from individuals using the kettle. • Feed flames through chimney. • Make sure air hole opposite side to spout. • Do not leave unattended. • Use fire safety gloves when handling. • Safe working area maintained clear of obstacles and safe working distance maintained. • 'No running' policy in vicinity of Kettle • First aid kit kept close to hand. 	<ul style="list-style-type: none"> • Check understanding with individuals. • Any child behaving inappropriately stopped. 	<p>Low</p>

			<ul style="list-style-type: none">• When finished maintain adult supervision whilst kettle cools..		
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Appendix 3 - Site Risk Assessment: Oastlers school

Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Residual Risk Rating
Falling Deadwood – minor to serious injury	Adults and children	Medium / Low	<ul style="list-style-type: none"> • Pre-activity visit by forest school • leader and staff/helpers to identify areas to avoid. • Remove hanging dead wood. • On site assessment. 	Cordon off area to and avoid use of that area until hazard removed.	Low
Low branches, minor injury - scratches, stings.	Adults and children	Low	<ul style="list-style-type: none"> • Check pathways prior to visits. • Remind children of risks and brief on avoiding low branches. • Identify areas to avoid. 		Low
Roots, stumps and logs, trips and falls-	Adults and children	Low	<ul style="list-style-type: none"> • Check pathways prior to visits. • Remind children of risks and brief on trip hazards. • Remove hazards on main pathways 		Low

Brambles / nettles - minor injury - scratches, stings	Adults and children	Low	<ul style="list-style-type: none"> Ensure appropriate clothing and footwear is worn. 		Low
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Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Residual Risk Rating
Fungi / berries – poisoning,	Adults and children	Low	<ul style="list-style-type: none"> Inform all children not to pick or eat berries, plants or fungi.. Forest School practitioners able to recognise common poisonous and stinging plants. Participants taught to recognise and avoid potentially dangerous common plants e.g. stinging nettles. Forest School practitioners trained in Outdoor First Aid 	If there are children within the group who are known to put things in their mouths supervise closely.	Low
Stings and Bites – allergic reaction	Adults and children	Low	<p>Ensure appropriate clothing and footwear is worn by attendees at all times.</p> <p>Check area for bee or wasp nests and avoid,</p> <p>First aid available on site,</p>	If children who are known to have allergic reactions are on site carry appropriate medicine or Epi pen.	Low

			In the event of anaphylactic shock seek medical aid (999)		
Litter – minor injury	Adults and children		Bin bags available on site. Correct places to put litter and other general waste whilst in forest school identified. Children to inform adults if they come across litter on site.		
Animal faeces - contamination	Adults and children	Low	Check site regularly. If present adult to remove and discard safely		Low
Uneven pathways / floor surfaces – trips and falls	Adults and children	Low	Ensure correct footwear and clothing is worn at all times by all attendees.		Low

Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Residual Risk Rating
Damage to boundary fences, Risk of children straying from site, unauthorised persons entering the site,	Adults and children	Low	<ul style="list-style-type: none"> Site boundaries checked on regular basis by site manager. Site boundaries checked by Forest School Leader before sessions. 		

dogs entering the site.			In the event of the boundary being damaged and allowing access: <ul style="list-style-type: none">• Temporarily secure site.• Keep children away from area.• Monitor.• Check site for additional risks that may have occurred as a result of the damage. For example increased litter, animal faeces etc. and deal with appropriately.		
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Appendix 4 - Weather Risk Assessment

Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Residual Risk Rating
Weather conditions – various: too hot -sunburn, heat exhaustion, too cold - hyperthermia, too wet - hypothermia,	Adults and children	Low	<ul style="list-style-type: none"> • Check local weather conditions and forecast prior to going on site. • Brief participants and staff on appropriate clothing, footwear, dependent upon weather conditions • Clothing / footwear check before going on to site • Children to use sun cream and sun hats as per school policy • Provide temporary shade or rain cover. • In the event of severe weather stop session and move indoors. 		Low
High Winds- potential damage to trees and standing structures.	Adults and children	Medium / Low	<ul style="list-style-type: none"> • Check local weather conditions and forecast prior to going on site • Stop session if winds become excessive and loose 		

Possible injury from falling branches, debris in eyes			branches/trees become dislodged or if they look unstable. <ul style="list-style-type: none">• Avoid areas with standing deadwood.• Dismantle temporary shelters which may become hazard.• Following high winds check for fallen trees, canopy for hanging timber and the integrity of any standing structures.		
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Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Residual Risk Rating
Inappropriate footwear and clothing. Slips, trips and snagging. Risk of hypothermia sun burn etc.	Adults and children	Low	<ul style="list-style-type: none"> • Participants advised before starting Forest School sessions with regard to suitable clothing and footwear. • Before going on site participants checked. • On site advice with respect to particular activities, for example, fastening open coats when using bow saw etc. 	School Sun Safety Policy	Low
General health and welfare	Adults and children	Medium / Low	<ul style="list-style-type: none"> • Ensure medical needs for each child are known liaising with class teacher. • Use individual risk assessment form to ensure that they are aware of any allergies/medical considerations. • Carry any inhalers / medicines as indicated on individual medical plans. 		Low

Emotional / behavioural management.	Children	Medium / Low	<ul style="list-style-type: none"> • Ensure any existing care plans are followed. • Use individual risk assessment form. • Discuss individual needs with class teacher prior to going on site. • Inform group as appropriate. 	Positive Handling (Restraint of Pupils) Policy – In the event of a pupil having to be restrained staff would be expected to follow this policy.	Low
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Appendix 5 - Managed Fire Risk Assessment Supervised lighting of small fire, supervised lighting of Storm / Kelly Kettles

Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Residual Risk Rating
Burns / scalds	Children & Adults	Medium	<ul style="list-style-type: none"> • Safety talk given. • Well defined fire area with practiced procedure for entering and leaving it. • Keep area clear of obstacles. • ‘No running’ policy in vicinity of camp fire • Water/first aid kit kept close to hand. • Fire not to be left unattended by adult. • Fire gloves available for those working with the fire. • Fire extinguished once activity completed. 	<ul style="list-style-type: none"> • Check understanding with individuals. • Any child behaving inappropriately will be asked to leave the fire area. 	Low
Smoke inhalation	Children Staff	Medium	<ul style="list-style-type: none"> • Safety briefing, • Fire management, • Use appropriate material for fire. • Take account of wind direction and weather conditions.. 	<ul style="list-style-type: none"> • Where known asthma sufferers are present ensure inhalers and medications are present on site. 	Low / Medium
Setting fire to surroundings	Children Staff	Low / Medium	<ul style="list-style-type: none"> • Use designated site • Appropriate management of fire • Take stock of weather and ground conditions, • Ensure means of extinguishing fire is available 	<ul style="list-style-type: none"> • In the event of a grass fire ensure children who are most at risk from smoke inhalation are positioned away from potential smoke path. 	Low

Explosion	Children Staff	Low / Medium	<ul style="list-style-type: none"> • No flammable liquids are to be used to light or accelerate fires. • No containers or rocks to be placed on fire • Remove cork from storm / Kelly Kettle if being used. 		Low
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Appendix 6 - Rope and String Risk Assessment

Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Residual Risk Rating
Visibility	Children & Adults	Low	<ul style="list-style-type: none"> Brighter coloured rope and string used if possible otherwise high visibility tape attached to increase visibility. 		Low
Tripping	Children Staff	Low	<ul style="list-style-type: none"> Bright coloured rope or tape used as described above. When using rope participants will be taught to avoid placing them where people can trip over them. Participants taught how to store and carry rope and string. 		Low
Catching neck	Children Staff	Low	<ul style="list-style-type: none"> As above. Avoid putting ropes or strings at head height wherever possible. 		
Entanglement	Children Staff	Low	<ul style="list-style-type: none"> Ropes and string to be stored and carried correctly. Any excess rope or string to be secured. 		Low
Rope Burn	Children Staff	Low	<ul style="list-style-type: none"> Gloves available when rope is being used to pull something. 		Low

Appendix 7 - Tree Climbing (and activities where individuals are off the ground) Risk Assessment

Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Residual Risk Rating
Fall from tree Risk of possible fractures, bruising cuts or scratches	Children & Adults	Medium	<ul style="list-style-type: none"> • Height limit set. 1.5 to 1.8m. • Only one person in tree at a time.. • Immediate area below tree to be cleared of loose material such as branches or rocks. • Appropriate footwear and clothing to limit likelihood of slipping or becoming snagged. • Before climbing individuals to assess suitability of tree. • If children choose to climb a tree they must be confident they can get down unaided. • Ropes not to be used in trees. • No climbing during high winds or wet weather. 	<ul style="list-style-type: none"> • During first sessions children to identify trees and discuss suitability for climbing with leader. • Children behaving inappropriately will be asked stop climbing. 	Low
Branch breaking Risk of falling resulting in possible fractures, bruising cuts and scratches.	Children Staff	Medium	<ul style="list-style-type: none"> • Before climbing individuals to assess suitability of branches to bear weight. • One child in a tree at a time. • No climbing during high winds or wet weather. 	<ul style="list-style-type: none"> • Leader to discuss how to spot trees or branches to avoid. 	Low
Hammocks Fall climbing in or out of hammock.	Children Staff	Low	<ul style="list-style-type: none"> • Identify suitable site. • Adult to supervise positioning hammock. 		Low

			<ul style="list-style-type: none"> • Ensure ground below hammock is clear. • Model how to climb in and out of hammock safely. • Ensure group are aware not to push people when they are in hammock. 		
<p>Activities were participants are lifted and or carried. These may be undertook as part of team building exercises.</p> <p>Risk of slips and trips resulting in fall and or dropping of person being carried</p>	Children Staff	Low	<ul style="list-style-type: none"> • Lifting procedures modelled then supervised. • Chosen area for task flat and free of obstacles under foot. • Trip hazards removed. • Any equipment used suitable for task. 	•	Low

Appendix 8 - Water Risk Assessment

There is no water on our Forest School site, although there has been discussion about creating a small pond area. In the event that this was to be created it would likely be fenced separately and access controlled. There is a local nature reserve which may be visited in the future which has a series of ponds and ditches of varying depth. The following is a preliminary risk assessment for such features.

Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Residual Risk Rating
Deep Water. Risk of drowning.	Children & Adults	Medium	<ul style="list-style-type: none"> • Safety talk and group briefing given. • Site coordinates recorded prior to visit together with emergency entrance point for use in the vent of an emergency. • Well defined fire area with practiced procedure for entering and leaving it. • Increased adult to child ratio. • Emergency pack to include rope throwing line, additional spare clothing. 		Low
Shallow Water. Risk of drowning.	Children Staff	Medium	<ul style="list-style-type: none"> • As above. 		Low / Medium
Hypothermia. Risk of hypothermia in the event of child becoming wet	Children Staff	Low / Medium	<ul style="list-style-type: none"> • As above • Weather check conducted before visit. 		Low

<p>Standing water. Diseases such as Weil's disease (Leptospirosis) and others are associated with standing water.</p>	<p>Children Staff</p>	<p>Low / Medium</p>	<ul style="list-style-type: none"> • Additional advice to be sort immediately prior to the visit outlining the proposed activity. • Leader to carry out briefing. • Groups informed of the dangers associated with stagnant or standing water. • Any open cuts or grazes covered with waterproof dressings. 		<p>Low</p>
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