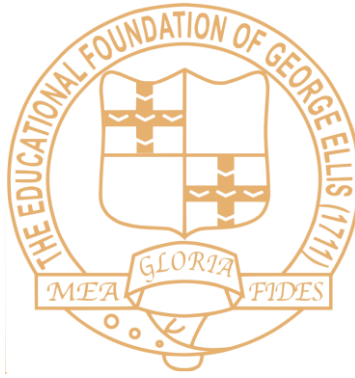




The Ellis C of E Primary School

Forest School

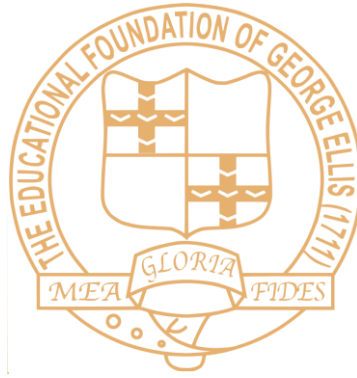
Policies and Procedures





Contents

1. Purpose and Aims of Forest School
2. The Role of the Forest School Leader
3. Health and Safety
4. Food Hygiene
5. Waste Disposal
6. Fire Safety
7. Setting up and packing down a session.
8. Travelling to and from the Site
9. Weather
10. Clothing
11. Hygiene and Toileting
12. Safeguarding
13. Missing Child
14. Confidentiality
15. Behaviour Management
16. Equality and Inclusion
17. Children with Special Needs (SEND)
18. Learning Outside the Classroom Policy
19. Emergency Action Plan and Prevention Procedures for Forest School
20. Summary of key contact details
21. Appendix: Risk Assessments



1. Purpose and Aims of Forest School

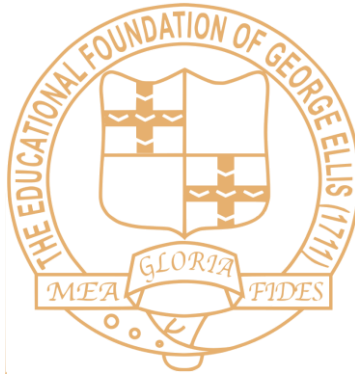
- To help children develop the needed skills to be successful learners now and well-adjusted adults in the future.
- To provide experiences which promote the holistic development of all children, enabling them to develop confidence, independence, resilience, self-esteem, creativity, imagination, social and communication skills, self-awareness and empathy for others.
- To learn how to problem solve and take appropriate risk within set boundaries.
- To learn to appreciate the world around them and to show respect and care for their local environment.
- To develop their knowledge of nature and the natural environment.
- To have a love of the outdoors and a sense of awe and wonder.



2. The Role of the Forest School Leader

The Forest School Leader will:

- Write and review all risk assessments linked to Forest School on an annual basis.
- Undertake a site inspection and session risk assessment at the start of each session and comply with the Health and Safety Assessment.
- Have all the resources needed and a leader kit bag.
- Carry a well-stocked first aid kit for every session.
- Carry a burns and fire safety kit for sessions involving fires.
- Have a good understanding of any medical needs of the children in their care and carry needed medication.
- Hold an up to date first aid certificate.
- Have a mobile phone with them at all times.
- Report any accidents or near misses to the appropriate contact in school.
- Check that tools are well maintained and safe for use and report any which are not, or dispose of safely if needed.
- Ensure tools are used safely during sessions and are returned to the tool box or designated area and stored away at the end of each session.
- Have a good knowledge of fire safety and hygiene when cooking and using fires.
- Have the responsibility of ensuring all those participating are kept safe at all times.
- Help to maintain a safe woodland so that learning is maximised.
- Plan and deliver sessions which take into account all children and their needs.
- Ensure all persons are treated equally regardless of ability, age, gender, culture or race.
- Promote the Christian values and ethos of our school.
- Celebrate all successes and provide a caring and nurturing environment where all participants feel safe and valued.
- Keep up to date with current Forest School practice and research.



3. Health and Safety

The health and safety of all children and staff is paramount at The Ellis and all staff accept their responsibilities under the Health and Safety at Work Act 1974 and subordinate health and safety legislation and realises the importance of placing health and safety as an overriding priority within the school. All staff will be familiarised with the provisions contained within this policy as part of their induction and be expected to act in accordance with them at all times. (See full school Health and Safety policy).

With regards Forest School sessions:

- All Forest School sessions are held within the grounds of The Ellis C of E Primary School, S73 0PS.
- All staff involved in the session will have seen the risk assessments and understood them.
- Risk assessments have been written and will be reviewed annually for site, tools, activities and general.
- The Forest School Leader will have made safety checks of the site before the session.
- The weather will be assessed prior to each session and if deemed unsafe, then the session will be altered cancelled.
- A full stocked first aid kit (and burns kit when needed) will be carried and any accidents or near misses will be reported and the risk assessment reviewed and changed if needed.
- Any medication needed will be carried and stored out of reach of others.
- Any dangerous materials which are needed e.g. cleaning materials are stored safely out of reach of the children.
- Fire buckets are checked and all staff know how to use them.
- Tools and resources will be checked regularly and maintained to a safe standard. If any need repairing or discarding, then this will be been reported using default log in school and reported to the Health and Safety representative.



- Clothing and footwear will be checked to ensure they are appropriate and parents will have all received notification of essential clothing via a 'Forest School Handbook'.
- The area is checked to ensure there is space for children and staff to move about and to complete all activities safely, ensuring children are able to comply with the 'two arm's length and a tool away from others' rules when using tools.
- There are clear entrances and exits which are well maintained and clear of obstructions in case of evacuation.
- Any large shelters or equipment are put up with care and regularly checked.
- All activities will be age and stage appropriate and activities and tools used are always with the correct ratios, procedures and supervision.
- There are three basic Forest School rules in place which are adhered to and maintained:-
 - No picky, no licky
 - Be fire safe
 - Leave no trace
- The only exception to the 'no picky, no licky' rule is where food may be cooked on an open fire.
- Good food hygiene and standards will be maintained throughout sessions.
- No one will move around with hot liquids or put them on unsteady surfaces or anywhere they can be easily knocked off.
- Children will wash their hands after each session.
- The Forest School leader will carry a mobile phone at all times in case of emergency.



In Case of Injury

- An up to date First Aid certificate is held by the Forest School leader and they are in charge of first aid arrangements.
- The first aid kit will be taken up by the Forest School Leader as will any medication and stored appropriately.
- If further assistance is required, then the school office will be contacted by mobile phone.
- If an emergency plan is needed then this will be carried out as outlined in section 19 of this document.
- All accidents and near misses will be reported in accordance with the school First Aid policy.

Key Information

Health and Safety Representative – Mrs H Fiddes (Secretary)

Deputy Health and Safety Representatives – Mrs R Hurding (Headteacher)

Mrs E Edwards (Deputy Head)



4. Food Hygiene

Preparing, cooking and enjoying food and drink is an important part of Forest School. The following procedures will be put in place so that this activity is carried out safely.

- When preparing and cooking food staff and children will either wash their hands or use antibacterial wipes before they touch the food.
- If anyone is unwell, they will not handle the food.
- Any sores or cuts will be covered with a waterproof dressing.
- Where possible, utensils will be used to touch the food rather than handling it.
- Food will be transported and stored in a suitable container.
- Separate chopping boards will be used for preparing different foods, especially raw and ready-to-eat food.
- Food will be prepared on a suitable surface.
- Ensure food is cooked thoroughly before serving and check that it is cooked right through and is piping hot in the middle.
- Do not reheat food more than once and be aware of any foods which cannot be reheated.
- Staff to be aware of any food allergies and dietary requirements and to act accordingly.



5. Waste Disposal

General Rubbish

- Ensure there is a designated place for general waste and that everyone knows where it is.
- If anything can be recycled, this should be collected separately and put in the correct bin back at school.
- Ensure that before leaving the site, all rubbish and litter is collected, removed and disposed of into the bins at the front of school.

Food Waste

- Avoid leaving food in the Forest School area as this can attract rats and other rodents.
- As with general rubbish, remove all food waste from the Forest School site and dispose of into the bins or compost.

Grey Water

- Take all pots, pans, dishes and cutlery etc back to school and wash thoroughly in clean water with soap.
- If there is waste water in pans etc, strain it through a fine mesh screen or fine fabric into a container and dispose of the food waste as above. The grey water left can be disposed of by broadcasting it over a wide area.



6. Fire Safety

All staff understand the importance of being vigilant when working with fires. Ten minute fires, cooking fires and the use of Kelly kettles are an important part of Forest School. We aim to ensure that all children and staff participating in fire activities do so safely. All staff involved in Forest School sessions should have a good understanding of the fire policy outlined below and the activities risk assessment involving fires.

- Activities using fire have been risk assessed and are reviewed annually.
- All fire activities will be age and stage appropriate and activities used are always with the correct ratios, procedures and supervision.

Fire Prevention

- The site will be regularly checked and any litter removed.
- Any waste created during a session will be collected in a safe place and disposed of correctly.
- Flammable liquids and gas cylinders will not be used on site.
- No electrical equipment will be used on site.
- Any high tarpaulins will be erected a safe distance above the fire and ropes are regularly checked to ensure the shelter is secure.
- Smoking is prohibited on school grounds.
- The willow fencing around the area is regularly checked to ensure it is secure.

Fire Safety

- Cooking and campfires will only be lit in the designated fire square / fire circle area.
- The fire circle area is regularly checked and maintained for any roots, plant growth, leaf litter or uneven surfaces which could cause a trip or hazard.
- The fire circle is positioned so that children and staff can get around the outside of it.
- Entrance and exits are positioned as part of the fire circle and rules are adhered to.



- Only 4 people are allowed to be around the fire square at any time and children have to be invited into the fire square.
- The fire circle is positioned a safe distance from the fire square.
- The fire square to be no more than approximately 1m² and is enclosed by logs to prevent the spread of the fire.
- Fires are not to be built on concrete.
- Once lit, fires are always attended by an adult.
- Loose clothing and hair is tied back when working with fire.
- Long sleeved tops and trousers must be worn.
- Fire safety or oven gloves are kept close to the fire area but away from the naked flame.
- Children are supervised when using the fire or fire bowls.
- Only natural materials and other things such as cotton wool are used. No materials which could let off harmful gases are used.
- Children to place any fuel to the fire at the side, no throwing on the fire.
- Hands should not go over the top of the flames.
- All adults and children maintain the respect position when at the fire square.
- Children are not permitted to throw anything into the fire.
- Wind direction is considered and children are seated according.
- Children are given advice on the appropriate way for dealing with smoke:
 - Turn head to one side
 - Place your hand across your face
 - Close your eyes
 - Count to 30 (or ask an adult / peer to count for them)
- If cooking, then the transportation, storage and cooking of food must adhere to the appropriate food hygiene standards.

Kelly Kettles

- The Kelly kettle must be used on flat ground which is clear of leaf litter or plant growth.
- Children wear a glove when feeding the fire.
- Sticks should be dropped in from the side; hands should not be placed over the top of the kettle.



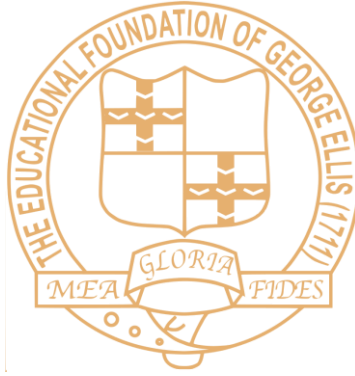
- Fuel should burn itself down.
- No-one should stand in front of the spout. They should be at a 45° angle so that they can see the water boiling.
- Kettles should be removed with two hands holding the handle.
- When pouring, one hand holds the top of the handle and the other hand holds the chain.
- The Kelly kettle should never be heated with the cork in.

Distinguishing a Fire

- Fires must be fully distinguished at the end of the session.
- Water must be on hand at all times and the fire must be doused down and stirred until all smoke and steam has ceased.
- Temporary fires are removed to leave no trace.
- Any food waste / water is disposed of appropriately.

Fire Safety Equipment

- Fire buckets are located around the area and there is always one next to the main fire.
- A burns kit and fire blanket is always carried when dealing with fires.
- Fire gloves are used when working with fires.



7. Setting up and Packing Down a Session

Before the session

- Ensure all staff involved and volunteers are familiar with the Forest School handbook, policies and risk assessments.
- Check the site and ensure any unnecessary risks are removed.
 - Remove any trip hazards
 - Ensure willow fencing is secure
 - Fire entrances and exits are clear of obstructions
 - Fire square and circle are in place and clear of leaf litter, plant growth, trip hazards and the seats are at an appropriate distance
 - Walkways around the fire circle are clear
 - Check and remove any litter, animal faeces or hazards,
- Get out all the needed tools and resources and check they are well maintained and suitable for use.
- Ensure the Leader's bag, first aid kit and, if needed, burns kit are well stocked.
- Check the weather and ensure it is safe to undertake the session.

At the start of the session

- Ensure any individual's medication is carried up to the site and stored safely.
- Do a head count / register to ensure the leader knows who is attending the session.
- Check all children have appropriate footwear and clothing (hair tied back if working with fires).
- Recap the three Forest School rules and ensure children understand the rules and boundaries.

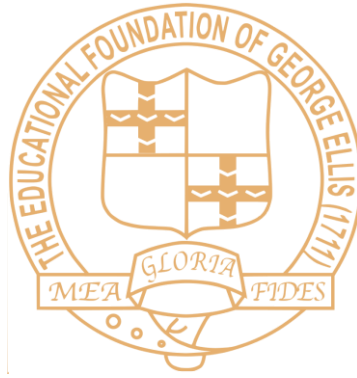


During the session

- Put up shelters as needed and check regularly.
- If needed, shout '1, 2, 3, where are you?' as a means of locating children.
- Ensure all safety risk assessments and policies are adhered to.
- Ensure there is a clear designated area or tool box provided for tools during the session.
- Ensure children move appropriately and do not run with tools or through the fire circle.

After the session

- A 'Leave No Trace' tidy up time will be allocated where everyone is expected to take part.
- Ensure all tools are counted and put back into the tool storage bags and boxes.
- Remove any logs or stumps which have been moved into pathways.
- Take down and pack away all tarpaulin shelters and natural shelters.
- Remove and dispose of any leftover food or waste.
- Store away any non-perishable food in a secure box.
- Wipe and clean down any cooking surfaces.
- Check the area is clear of any litter.
- Do a head count to check all children are ready to leave the area.
- Everyone to help carry equipment back to school and to put it away tidily in the appropriate places.



8. Travelling to and from the Site

- All activities take place within the school grounds unless it is an educational off-site trip or visit.
- Children enter and exit by one of the two Forest School entrances.
- Forest Leader to assess the paths as they can get slippery and ensure suitable footwear is worn.
- Forest School Leader to ensure they have done a headcount or register before setting off to and from the site.



9. Weather

- The Forest School Leader must assess the weather at the start of the session to check it is suitable.
- If there are high winds, then the Forest School area will not be used. If the session can be held in an alternative area such as the field, then it will be, otherwise it will be cancelled.
- If there is lightening or thunder, then the session will be held indoors if possible, or cancelled.
- The Forest School Leader will continually monitor the weather during the session. Tarpaulin shelters can be erected if needed. If the leader feels it is unsafe, or the children are becoming overly cold, then they will return to school immediately.
- If it is extremely hot, then children will be encouraged to wear their sunhats, or to work in the shade and water bottles can be taken up to the site.



10. Clothing

At The Ellis we believe that learning can take place in all weathers, unless deemed unsafe by the Forest School Leader and embrace the saying, ***‘There is no such thing as bad weather, just bad clothing’***. Having suitable clothing and footwear is essential for both safety and in order to fully enjoy the sessions. Parents will have been informed of the necessary clothing needed via the “Forest School Handbook” which was sent out and is available on the website. It is the Forest School Leaders role to check that all children have the appropriate footwear and clothing needed to partake in the sessions. Some spare clothing and footwear will be kept in school where possible.

Clothing list:

- Waterproof trousers
- Waterproof coat, with a hood.
- Long sleeved top
- Full length trousers
- Warm boots or wellies
- Warm Socks, and a spare pair
- Gloves and Woolly hat – Cold weather
- Sun hat: that fits well to ensure good visibility– sunny weather

When lighting fires, children **MUST** wear long sleeved tops and trousers.



11. Hygiene and Toileting

- Children will be encouraged to use the toilet before leaving for the Forest School session.
- If a child needs the toilet then they will follow one of the three steps below depending on their age and stage:
 - An adult will take the child back into school to use the toilet.
 - A child will go back into school to use the toilet accompanied by a peer.
 - A child will go back into school by themselves to use the toilet.
- Antibacterial wet wipes will be available for personal use and hand-cleaning.
- During snack time or cooking activities, food hygiene regulations will be adhered to.
- Children will wash their hands using an antibacterial gel and sit in the designated area when consuming food or drink.
- Drinking water will be supplied.
- All children will wash their hands when they return to class after the session.
- Staff will be aware of any child who may have additional needs and will cater for these needs following suggested strategies or a care plan.



12. Safeguarding

As a Church School we believe the dignity of the individual is paramount and this basic belief is at the heart of all we do. Every child and adult in school has the right to feel safe, be protected from any situation or practice that results in physical or psychological harm, to know they will be listened to and be assured that their concerns will be taken seriously and acted on.

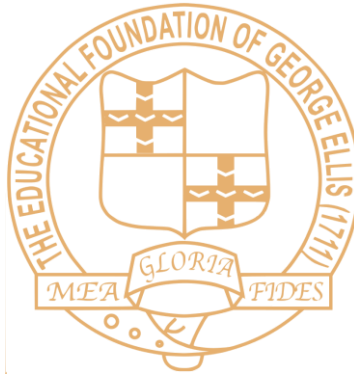
Section 175 of the Education Act 2002 gives maintained schools a statutory duty to promote and safeguard the welfare of children and have due regard to guidance issued by the Secretary of State.

We recognise our legal and moral duty to promote our children's well-being, protect them from harm and respond to child abuse. The school follows statutory guidance, "Keeping Children Safe in Education" (September 2020), to secure the safety and well-being of all our pupils. Safeguarding children is the responsibility of **everyone** involved with the children at 'The Ellis' and this includes volunteers and governors. If we suspect that a child's well-being is, or is likely to be harmed, or that a child is being neglected we will act appropriately, in line with the procedures and guidance issued by Barnsley Safeguarding Children Board.

www.safeguardingchildrenbarnsley.com

Aims and Purposes

- To ensure that children are effectively safeguarded from the potential risk of harm at The Ellis Primary School
- To ensure that the safety and well-being of the children is of the highest priority in all aspects of the school's work.
- To help the school maintain its ethos whereby staff, pupils, parents and governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.
- To raise awareness of individual responsibilities in identifying and reporting possible cases of abuse
- To provide a systematic means of monitoring, recording and reporting of concerns and cases, known and operated by all adults in school



- To provide guidance on recognising and reporting suspected child abuse
- To provide effective assessment of the needs of individual children who may benefit from Early Help Services. These Early Help assessments aim to identify the help / support needed by a child/family to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children's Act 1989

Responsibilities and Expectations

It is the responsibility of **all adults in school** to ensure that the safeguarding policies and procedures are adhered to at all times. We expect all adults to champion the safety and well-being of all children. *We will create an atmosphere and ethos in which parents and children will feel free to talk about any worries and concerns they have and will regard school as a safe place if they are having difficulties at home.* Any concerns must be reported to the designated teacher immediately using CPOMS and being assigned under safeguarding

During all Forest School sessions, we follow the school safeguarding policy which can be found on the website or can be obtained from the school office.

Dealing with a Disclosure

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the child.
- Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.



- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Key Information

Designated Safeguarding Lead – Mrs R Hurding (Headteacher)

Deputy Safeguarding Lead – Mrs E Edwards (Deputy Head), Mrs T Gay (PSA)

Designated Safeguarding Governor – Mrs J Horner



13. Missing Child

In the unlikely event of a missing child from / within the Forest School session, the following policy should be followed which complements the whole school Missing Child policy which is available from the school office.

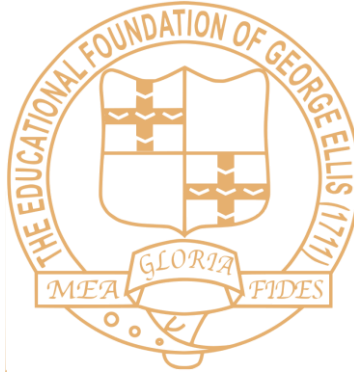
- All children and adults are recalled back to the fire circle area which is regularly used as a base.
- Shout '1, 2, 3, where are you?' as a first means of checking if they are in the surrounding area.
- If it becomes apparent that a child is missing, one adult will stay with the rest of the group and the other adult(s) will start a sweep of the area.
- If a missing child cannot be found and the leader feels that a comprehensive search has taken place of the Forest School area, contact the school office and all present staff will be informed.
- The Forest School Leader alongside the SLT school staff will then follow the school Missing Person policy and procedure.



14. Confidentiality

The policy below will complement the whole school confidentiality policy, a copy of which can be obtained from the school office.

- All staff and volunteers must adhere to the school's confidentiality policy.
- Any medical information must remain confidential.
- All adults must be made aware of any medical details affecting the children such as allergies and this information will be kept confidential within the schools Forest School.
- Volunteers may only take photographs on a school camera or iPad.
- Any child who does not have permission to be on Twitter or the school website, must not on the photos used for sharing.
- Any adults attending with medical conditions which could affect them whilst on site, must disclose this to the Forest School Leader; this information will be treated with the utmost confidence.
- Observations and assessments of the children will be kept in school and remain confidential to the teacher, and the child's family.
- Any anxieties / evidence relating to a child's personal safety will be put on CPOMS and will not be shared within the group except with the appropriate staff member.



15. Behaviour Management

Our Behaviour Plan to Encourage Positive Behaviour

'Be the best you can be'

At The Ellis C of E Primary School, we celebrate good behaviour and a positive approach to learning. As a Church school we aim to create a learning environment that reflects Christian values in a caring and forgiving environment. As a Thrive accredited school we believe that every member of the school community has an individual responsibility to ensure that our school environment is a safe, happy and carefree one.

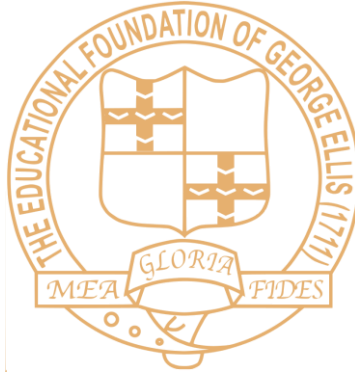
Aims and values

Our school aims to provide a happy and secure environment for children, staff and all those who work in or visit it based on three main rights.

- The right **to learn**
- The right **to be safe**
- The right **to be treated with respect**

Our aims are:

- For all to feel happy, safe, needed and valued so that they can reach their full potential, developing skills, practical abilities, knowledge and the will to use them.
- To encourage a calm, purposeful and happy atmosphere within school.
- To create a positive environment within which the individual can learn, the group can learn and within which the teacher can be most effective.
- To foster a positive caring attitude towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.



- To have a consistent approach to behaviour throughout the school, with parental co-operation and involvement.
- To make the boundaries of acceptable behaviour clear to ensure safety.
- To raise awareness about appropriate behaviour.

We recognise the need for shared codes of conduct and high expectations at whole school and classroom level. At The Ellis we adopt a set of Golden Rules which are displayed around school.

Golden Rules

- **We are gentle.**
- **We are honest.**
- **We are kind and respect others.**
- **We are ready to learn and do our best.**
- **We look after our school environment.**

A full copy of the school behaviour policy is available on the school website or can be obtained from the school office.

In our Forest School sessions, we actively promote good behaviour where children are encouraged to treat each other with care and respect in the following ways:

- Forest School Leaders and all staff working with the children will be positive role models by dealing with situation in a clear, calm, polite and positive manner.
- Adults treat each other and the children with kindness, respect, and understanding; actively taking an interest in their ideas and conversations.
- Positive behaviour will be reinforced with praise and encouragement.
- Forest School Leaders and staff will avoid shouting in order to maintain a calm environment.



- Forest School encourages positive behaviour by focusing on activities that require sharing, negotiation and co-operation.
- Children are encouraged to be responsible in caring for others and the environment which includes showing respect to all the things around them as well as animals.
- Forest School Leaders and other staff will encourage and facilitate mediation between children to try and resolve conflicts through negotiation and discussion.
- Forest School promotes and actively seeks to develop a child's self-esteem, self-confidence and self-belief through small, achievable tasks.
- If a situation arises, the Forest School Leader and other staff will make it clear that it is the behaviour that is unacceptable, not the person and they will show and explain what behaviour is acceptable instead; helping them to see what is wrong and how to cope more appropriately.
- Behaviour that is unacceptable will be challenged in a calm and assertive manner.
- Physical restraint is only ever used as a last resort when every other measure has failed and there is a risk of harm to self or others or serious damage to property.
- In the event that unacceptable behaviour persists a more serious action may be necessary in accordance with the Exclusion Policy (a copy of which can be obtained from the school office).
- Behaviour will be logged on CPOMS and any official exclusion forms completed as needed.

Key Information

We have three Forest School rules which will be referred to every session:-

- 1) No picky, no licky**
- 2) Be fire safe**
- 3) Leave no trace**

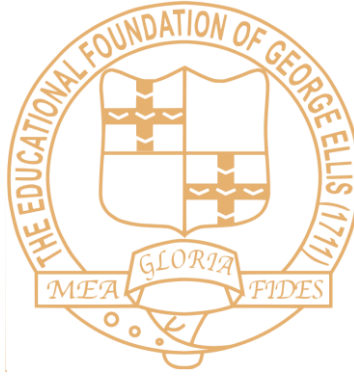


16. Equality and Inclusion

This policy will complement the whole school Single Equality Scheme policy, a copy of which can be found on the school website or obtained from the school office.

During a Forest School session:

- All children and adults will be treated equally regardless of ability, age, gender, culture or race.
- Where possible, adjustments will be made to accommodate children with allergies, medical conditions or behavioural issues.
- All children will be included in all activities in a nurturing and caring environment.
- A range of different learning styles will be used to help promote independence during the activities.
- All those participating will be made to feel that their experiences and contributions are worthwhile.
- The value of working together harmoniously will be promoted, respecting others views and ideas.
- Forest School is a child led experience and wherever possible, the children will be allowed to follow their own interests providing they show respect for each other and the woodland area.
- Inclusion and equality will run through all Forest School activities.



17. Children with Special Educational Needs (SEND)

This policy complements the school SEND policy, a copy of which can be found on the school website or a copy can be obtained from the school office. The school works with due regard to the following guidelines:

[The Special Educational Needs and Disability Code of Practice: 0 to 25](#)

[Schedule 1 of the Special Educational Needs and Disability Regulations 2014](#)

[The Equality Act 2010](#)

[Section 69\(2\) of the Children and Families Act 2014](#)

During a Forest School Session:

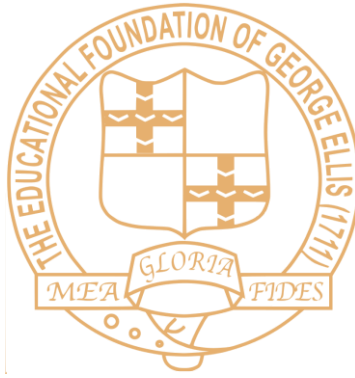
- We ensure that all children, including those with special educational needs can participate in Forest School sessions as its aim is to provide an appropriate learning opportunity for all children.
- We aim to provide an environment in which all children are supported to reach their full potential.
- If needed, appropriate consultation between all relevant parties will be sought. Changes and adaptations can be made to the programme of activities to meet the child's specific needs.
- If the child has a one-to-one worker within the school, it is expected that they would accompany the child. They would not be counted within the staffing ratios.
- We aim to work in partnership with parents, the school and other agencies in meeting individual needs in order that they can access Forest School.
- The Forest School Leader will be made aware of the needs of all children in their group as well as strategies which can be adopted to support them.

Key Information

SENCO – Mrs B Wise

Members of the Inclusion Team – Mrs T Gay, Miss N Cook, Mrs R Hurding

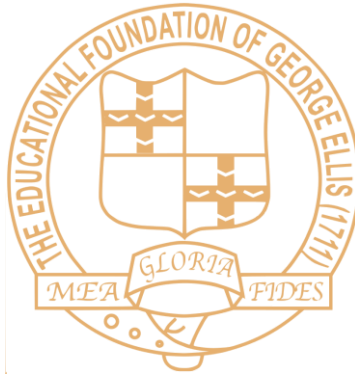
SEND Governor – Mr M Wood



18. Learning Outside the Classroom Policy

For the purpose of the Forest School sessions the following will apply:

- We will encourage all our children to celebrate our outdoor space and rich learning that can take place within it.
- For all children to use the outdoor area as a context for learning throughout the year.
- For all children to develop skills and independence in a widening range of environments
- For all children to develop their curiosity and understanding of their physical and human world.
- To provide a safe, stimulating outdoor environment where space is used effectively to enable children to explore a broad and balanced curriculum using a range of interesting resources suitable to their individual needs.
- To raise awareness of environmental issues and encourage children to care for their environment.
- Children are provided with a range of experiences that help develop key life skills, including personal learning, enquiry and thinking skills.
- Children have the opportunity to engage with imaginative, investigative and creative play using the outdoors.
- Children are supported in taking risks within a safe and secure environment
- All pupils receive a wide range of opportunities to develop socially and emotionally as well as academically through outdoor learning and play.



19. Emergency Action Plan and Prevention Procedures for Forest School

Prior to each session: Each staff member and volunteer involved in the Forest School session will be made aware of their role in the case of emergency and familiarise themselves with the emergency whistle and procedures. The named First Aider to be identified to all adults prior to the session.

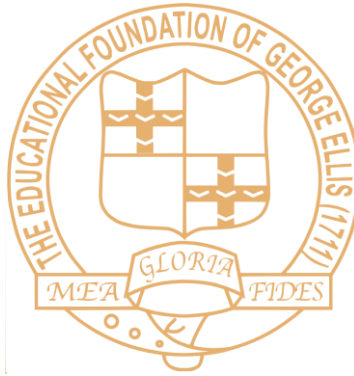
Essential Items to take to Forest School:

For each Forest School session the following will be taken up by the Forest School Leader.

- Any relevant medical information.
- A charged and fully functioning mobile phone with the school office number.
- Prescribed medication with written instructions if required.
- Emergency Outdoor First Aid Kit and Burns Kit (as needed).
- Lesson plan for reference as needed.
- Emergency whistle.
- Welfare Kit containing tissues, hand gel and carrier bag.
- Snacks, drinks and cups (bin bag for rubbish) (as needed)
- Bottle of water.

In Event of an Emergency:

- Assess the situation for danger to yourself and the group.
- Attend to the casualty and make as comfortable as possible given their circumstances.
- Make sure the group is safe and away from the area.



- Administer First Aid.
- If appropriate, contact the Emergency Services.
- Phone the school office on **01226 753383**
- School office to phone casualty's parents.
- All the rest of the group will be kept safe.
- Do not under any circumstances talk to the press.

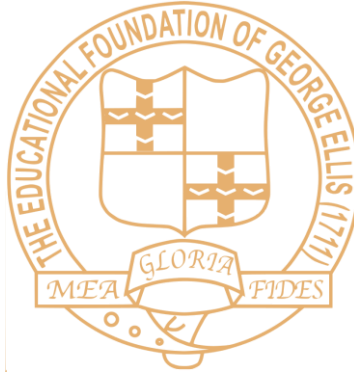
Key Information

Emergency Services: Telephone No. **999**

School Name and Address: The Ellis C of E Primary School
School Street
Hemingfield
Barnsley
S73 0PS

School Office: Mrs Fiddes 01226 7553383

What 3 Words: brains.submerge.actrobatic (school office entrance)



20. Summary of Key Contact Details

Level 3 Forest School Leaders – Mrs C Trotter (KS1 lead / Y2 Teacher)

Miss G Batley

Health and Safety Representative – Mrs H Fiddes (Secretary)

Deputy Health and Safety Representatives – Mrs R Hurding (Headteacher)

Mrs E Edwards (Deputy Head)

Designated Safeguarding Lead – Mrs R Hurding (Headteacher)

Deputy Safeguarding Lead – Mrs E Edwards (Deputy Head), Mrs T Gay (PSA)

Designated Safeguarding Governor – Mrs J Horner

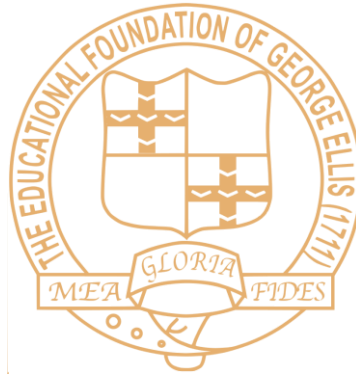
SENCO – Mrs B Wise

Members of the Inclusion Team – Mrs T Gay (PSA)

Miss N Cook (Wider Curriculum Lead)

Mrs R Hurding (Headteacher)

SEND Governor – Mr M Wood



21. Appendix Risk Assessments

- Site Risk Assessment
- General Risk Assessment
- Activities Risk Assessment
- Tools Risk Assessment

Location: Forest School Area			Name: C.Trotter / G. Batley / R. Hurding / H. Fiddes							
Activity covered by this risk assessment										
Forest School Site										
Description of site										
The Forest School site is within The Ellis school grounds which is not accessible to the general public. It is a secure site as school has fencing and locked gates all the way round. There are two entrances into the main Forest School area which are to the left of the field beyond the trim trail and the path lead ing up the field from the Y5/Y6 outdoor area. No vehicles can access the Forest School area and the area backs onto resident’s gardens and a public footpath, but there is a metal fence with willow screening all the way round making it secure. There is no running or standing water on the Forest School site (the manmade pond is on a different area of the school site and has a standalone risk assessment for it). There are a number of trees in the area which are predominantly broadleaf with some coniferous ones dotted around. There are a variety of plants and lichen fungi and it is home to various fauna. The soil is organic matter (top soil) which is loamy and there are no real areas of surface rock, it is mostly bed rock.										
	Hazard	Harm	People at Risk	Existing Preventative Measures	Probability (P)	Severity (S)	Rating (PxS)	Additional Preventative Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Who? When?	Benefits <i>(What are the benefits of taking the risk?)</i>
1	Standing deadwood	Minor to serious injuries Head injury	Adults and children	Ongoing safety check of the site. Do not go out in high winds. Removal of any standing deadwood.	1	5	5		CT/ GB All staff at the start of each session	Opportunities to learn more about nature and woodland / wildlife in a real context.
2	Falling objects	Bruise, bumps, minor injuries,	Adults and children	Ongoing safety check of the site. Leader to check site at the start of a session. Do not go out in high winds.	3	3	9		CT/ GB All staff at the start of each session	Experiences which allow children to learn more about our world and the outdoors.
3	Low hanging branches	Scrapes, cuts, bruises, stings	Adults and children	Ongoing safety check of site. Ensure there are ways to get around the trees (pathways) are kept accessible. Children given clear instructions to walk round low hanging branches, or of any areas to avoid. Brief children on the risks of low branches and the risks.	3	2	6		CT / GB Ground contractors All staff at the start of each session	Chance for children to learn about managing risks and making informed decisions. The opportunity to provide children with different sensory experiences.

4	Laurel hedge	Poisonous if digested	Adults and children	Keep the hedges cut back on the pathway so that it is easily passible without having to touch it. Clear warning given to children.	3	4	12		CT / GB / ground contractors All staff during lessons	The chance for children to develop observational and social skills in a different environment to the indoor classroom. Children are given the chance to develop their communication skills.
5	Nettles / stings and brambles	Scratches, stings, discomfort	Adults and children	Ensure appropriate clothing and footwear is worn. Give clear instructions and brief children about the nettles and brambles. Keep brambles cut back (unless patches are there for animal habitats etc).	4	1	4		CT / GB / ground contractors All staff during lessons	Children taught to respect nature and their surrounding environment and to understand how our actions have a direct impact on other people, nature and wildlife.
6	Tree roots, stumps and logs	Trips and falls	Adults and children	Ongoing safety check of site. Any identified hazard removed. Clear instructions to children. Brief children on the risk. Ensure suitable footwear is worn.	3	1	3		CT / GB All staff during lessons	Children have the opportunity to learn about seasonal changes, life cycles, fauna and flora identification in a practical way.
7	Edibles	Poisoning	Adults and children	Remind children at the start of every lesson of the 'No picky, no licky' rule. Clear rules given to children. Poisonous plants identified by Forest School practitioners and this information is shared with all staff using the area. Children taught to recognise poisonous plants. If children do touch poisonous plants – wash hands immediately. First aiders on school site.	3	4	12	Any children who are known to put things in their mouths or have sensory seeking behaviours to be carefully supervised	CT / GB All staff during lessons	Children learn about woodland management and environmental impact.
8	Litter, including animal faeces	Minor injury Contamination	Adults and children	Ongoing safety check of site. Removal of litter at the start of session and correctly	3	2	6		CT / GB	

				disposed of (gloves worn if needed for removal). Staff to take a bin bag with them. Children told to inform staff if they see any litter / faeces. Clear warning not to touch by themselves.					All staff at the start and throughout the lesson	
9	Boundary fence / willow screening damage	Scratches, cuts, bruises	Adults and children	Fences and boundaries regularly checked. If damaged, secure the site (temporarily) or cone off or use another entrance / exit / pathway. Report to appropriate person. Ensure the fencing / boundary is repaired before allowing the children back on site.	2	2	4		CT / GB Site manage All staff at the start of a session	
Your comments					Your Recommendations					
Your main concern:										
Probability Scale: <i>P1 – Very unlikely</i> <i>P2 – Unlikely</i> <i>P3 – Possible</i> <i>P4 – Likely</i> <i>P5 – Very likely</i>			Severity Scale: <i>S1 – TLC</i> <i>S2 – First Aid</i> <i>S3 – Non emergency medical care</i> <i>S4 – Emergency medical care</i> <i>S5 – Multiple serious injury / death</i>			Rating Probability scale x severity scale = rating If it is anything over 12, then something must be done about it.				

Location: Forest School Area				Name: C.Trotter / G. Batley / R. Hurding / H. Fiddes							
Activity covered by this risk assessment											
Forest School – weather and general											
Description of site (in relation to weather and general conditions)											
The Forest School site is within the grounds of The Ellis school. There will be regular access to tarpaulins and ropes to enable staff to provide temporary shelters and shade. First aiders are on site at all times should this be needed and staff can phone the office for back up if required. As the site is within the school grounds, there is an instant alternative should the weather take a sudden turn. Children can also be moved back into the school building should they need emotional or behavioural support.											
	Hazard	Harm	People at Risk	Existing Preventative Measures	Probability (P)	Severity (S)	Rating (PxS)	Additional Preventative Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Who? When?	Benefits <i>(What are the benefits of taking the risk?)</i>	
1	Weather: sun, rain, ice, snow, cold	Sunburn, sun stroke, over exposure to heat, hyperthermia, getting wet Slippery surfaces resulting in slipping, falling	Adults and children	Assess the weather before going out and if necessary change plans or activities accordingly. If weather changes during the session, stop it, change it or move indoors. Erect temporary shelter from rain or to provide shade if needed. Ensure children have appropriate footwear and clothing. Take water bottles out if hot Children to use sun cream and to wear hats (school policy). Brief children on surfaces which may be slippery or different to normal due to the weather. Take alternative paths if needed due to ice or snow.	3	2	6		Staff at the start and throughout the session	Opportunities to learn more about nature and woodland / wildlife during different seasons. Experiences which allow children to learn more about our world and the effects of different weathers. Chance for children to learn about managing risks and making informed decisions. The opportunity to provide children with different sensory experiences.	

2	High winds, lightning and thunder	Tree damage Injury due to falling objects	Adults and children	Assess the weather before going out and if necessary change plans or activities accordingly. Do not go out in high winds, lightning and thunder. If weather changes during the session, stop and go indoors. Dismantle any temporary shelters or dens which could become dislodged by the wind. Ensure that once the wind / lightning or thunder has passed that the site if given a dull safety check before the next session is undertaken.	2	5	10		Staff at the start and throughout the sessions CT / GB / site manager after a large storm or severe weather	The chance for children to develop observational and social skills in a different environment to the indoor classroom. Children are given the chance to develop their communication skills. Children taught to respect nature and their surrounding environment and to understand how our actions have a direct impact on other people, nature and wildlife.
3	Emotional and behavioural management	Extreme reactions from children	Children	Any strategies outlined on behaviour care plans adhered to. School behaviour policy followed. Clear instructions shared with the children. Individualised needs discussed with teacher / SENCO. Magic spot used as a safe space for children to go to. Staff to take a mobile phone out with them if they need to contact the office for extra support. Increased adult supervision if needed for certain groups or individualised. Individual risk assessments written in needed. Incidents reported and risk assessment review in light of these.	2	3	6	If a child had to be restrained, the staff would follow the Positive Handling policy. Members of staff to have full understanding of specific child's needs in the group		Children have the opportunity to learn about seasonal changes identification in a practical way. Children learn about the impact that different weathers have on environments. Children given the chance to widen their comfort zone by undertaking experiences which

4	Stings and bites	Allergic reaction	Adults and children	First aiders on school site if needed. School fully aware of medical needs of children and any allergies. Staff to have a mobile phone with them at all times to contact school office if needed. In event of anaphylactic shock, medical help sought (999). Ensure appropriate clothing and footwear is worn. Check for any wasp or bee nests.	2	4	8	Staff to take out any medication or epi pens out for any child with known allergies. At least one staff member to have full knowledge of children's medical needs in the group.	All staff involved in the session	push their boundaries in a supported way.
5	Asthma, diabetes and other known medical needs	Illness, asthma attack, low or high bloods, effects of other known medical illnesses.	Adults and children	First aiders on school site if needed. School fully aware of medical needs of children and any medical needs. Staff to have a mobile phone with them at all times to contact school office if needed. In event of illness, help sought (999). Ensure medical supplies are taken out including a first aid kit.	2	4	8	Staff to take out any medication, inhalers, diabetes equipment or needed snacks for any child with known medical needs. At least one staff member to have full knowledge of children's medical needs in the group.	All staff involved in the session	
6	General welfare of children	Emotions heightened due to activities being new or out of their comfort zone.	Children	Children given clear instructions about activities. Children supported if they feel anxious. Use of magic spot to allow children space to react, reflect or calm. Other children to support and encourage individuals.	3	1	3	Staff aware of individual children's needs within the group and strategies which work.	All staff involved in the session	

				Adults to work alongside children to overcome difficulties.						
7	Unsuitable footwear or clothing	Minor injury from slipping, tripping, falling or effects of the weather.	Children	Parents aware and continually reminded about the use of Forest School area and sessions and expectations about suitable clothing and footwear shared. Staff to check children's attire at the start of each session. If children are not suitably dressed, borrow clothes or wellies if available, otherwise children sent to work in another classroom and miss sessions (parents informed). Staff check clothing when completing activities (e.g. no open coats etc, see activities risk assessment for details).	3	3	9	Staff to have spare clothing and footwear available if there are individual circumstances which are known.	All staff involved in the session	
8	Lifting, carrying and transporting	Falls, trips, pulled muscles, back ache.	Adults and children	Ensure that the resources to be carried and transported from the shed to the Forest School area are in manageable loads. Encourage children to only lift what they are comfortable lifting and can see where they are going. Children to work with a partner to transport and carry larger loads. Brief children on the safe way to lift logs eg, bending you knees to lower your back, look straight ahead, don't twist, keep feet hip distance apart and heels down and planed on the ground, bring	3	2	6	Refer to school policies on safe handling.	All staff involved in the session.	

				the object close to you rather than arms outstretched. Check out the path and pathway to be taken. Ensure all children are aware of any uneven part or potentially slippery sections.						
Your comments Your main concern:					Your Recommendations					
Probability Scale: <i>P1 – Very unlikely</i> <i>P2 – Unlikely</i> <i>P3 – Possible</i> <i>P4 – Likely</i> <i>P5 – Very likely</i>				Severity Scale: <i>S1 – TLC</i> <i>S2 – First Aid</i> <i>S3 – Non emergency medical care</i> <i>S4 – Emergency medical care</i> <i>5 – Multiple serious injury / death</i>				Rating Probability scale x severity scale = rating If it is anything over 12, then something must be done about it.		

Location: Forest School Area				Name: C.Trotter / G. Batley / R. Hurding / H. Fiddes						
Activity covered by this risk assessment										
Forest School Activities										
Description of activities All activities take place on the school site. Fire and tools activities take place under the supervision of a qualified Forest School leader.										
	Hazard	Harm	People at Risk	Existing Preventative Measures	Probability (P)	Severity (S)	Rating (PxS)	Additional Preventative Measures	Who? When?	Benefits <i>(What are the benefits of taking the risk?)</i>

1	Ropes and string	Falling over and tripping over ropes.	Adults and children	Use bright coloured rope if possible or attached high visibility tape to it. Children encouraged to look where they are placing ropes / avoid pathways. Brief children to be aware of other's ropes when moving around. Do not run around area where ropes are.	3	2	6		CT / GB and all staff involved in the lesson.	The opportunity for children to have hands on experiences and develop a variety of skills.
		Getting entangled in ropes or string.		Store and carry string in a safe way. Extra excess rope to be tied up and secured so that they are not dangling or on the ground.	2	3	6			The chance for children to learn about managing risks and making informed decisions.
		Rope burn		If needed, gloves worn when pulling ropes.	2	2	4			The chance for children to develop observational and social skills in a different environment to the indoor classroom.
		Hurting neck due to position.		Use brightly coloured rope and avoid putting across at head / neck height where possible. Children taught appropriate knot tying techniques.	2	3	6			Children are given the chance to develop their communication and team work skills.
2	Fire (small controlled fire and Kelly Kettles)	Burns from the fire and scalds	Adults and children	Fire square set up with a fire circle surrounding it. Fire circle set an appropriate distance from the square. Plenty of space surrounding the area. Exits and entrances used to go into the fire circle. Children and adults to walk around the fire circle, not	3	4	12	See tools risk assessment for Kelly Kettle	CT / GB (supported by all staff involved in the session)	The chance to develop trust and confidence in others through blind fold activities. Children given the chance to widen their comfort zone by undertaking experiences which push their boundaries in a supported way. Children encouraged to develop empathy for their peers and to further develop an understanding of their own emotions.

	(Fire continued)	Fire spreading and surrounding areas/materials catching fire.	through it. No running in the fire area. Ensure the site is checked at the start of the lesson and any moveable obstacles removed. Fire safety talk at the start of every session. Fire to always be attended by an adult. Water easily accessible. First aid and burns kit nearby. Fire gloves used throughout. Fire completely extinguished and checked that it has cooled before the site is left. Respect position maintained when feeding the fire. Appropriate clothing and footwear worn and coats zipped up. Long hair tied back. Children use the fire steels by striking away from the body. Only build and light fires in the designated area, away from overhanging branches. Ensure that the site is checked at the start of the session and any loose materials which could blow are removed. Check weather and observe changes. Ensure water is available and on hand. Ensure adequate clearance for the smoke to rise and if a high shelter is being used,	2	4	8		Children given the opportunity to develop self-regulation, self-awareness, self-motivation and given time to slow down. Children given the chance to develop their ability to process, understand and follow instructions. Children given the opportunity to develop their creative, mathematical, logic skills. Children develop the skills to reflect, review, problem solve, analyse, explore. re-plan and re-do. Children to learn a range of skills such as tying knots, building shelters etc. Children to learn about food and hygiene in a practical way. Children to learn how to leave a fire site safe and the importance of doing this in woodlands etc.
--	------------------	---	--	---	---	---	--	---

		Inhaling smoke		ensure it is high enough above the fire. Adults or children would adopt the 'stop – drop – roll' technique if clothing was on fire. Be aware of the wind direction and changing weather conditions and act accordingly. Be aware of where children are sitting and move if they are in the direct line of the smoke. Fire safety talk at the start of every session. Fire to be supervised and managed at all times. Use correct material for the fire. Ensure the fire is fully extinguished after use.	3	2	6	Staff aware of any children with asthma. Ensure their inhalers are with them throughout the session.		
		Explosion		Ensure the cork is removed from the Kelly Kettle when it is in use. Fire build on the bare ground rather than rocks or paving slabs. Do not use flammable liquids to light or maintain the fire. Do not place rocks on the fire.	1	5	5			
		Heat from hot embers, fire relighting		When the fire activity is complete, the fire is extinguished, the embers dampened down and spread out.	3	3	9			

3	Blind fold activities	Bumping into people and surrounding objects. Trips, slips, falls, bumps, bruises, cuts, grazes.	Adults and children	Ensure the site is clear of moveable obstacles. Carefully select the area which children can work in. Brief children of the area they can use. Give clear instructions about the risks involved and how to minimise these through forward planning of routes etc and by giving clear instructions. Model how to guide or supervise someone in the safest way possible. Brief children that there could be rough, spiky or sharp parts and that they must pre-warn their partner of this. Children to move slowly and investigate items gently (e.g. touch trees etc). Adult supervision throughout.	3	2	6	Staff aware of any children who may need additional support with these activities e.g.; unsteady with balance, difficulty processing or giving instructions, fear of eyes closed etc.	CT / GB (supported by all staff involved in the session)	
4	Collecting natural materials	Slips, trips, falls Injuries resulting from lifting and carrying, splinters, cuts, bruises, bumps, grazes, back ache, pulled muscles.	Adults and children	Ongoing safety check of site. Any identified hazard removed. Clear instructions to children. Brief children on the risk. Ensure suitable footwear is worn. Safety talk about safe lifting practice and taught how to lift, carry, move and place down materials. Children encouraged to only carry what they can comfortably lift or to seek help from a partner.	3	1	3		All staff involved in the session	
					3	2	6			

		Risk of splinters, thorns, cuts and grazes etc when collecting firewood.		Ensure children are wearing appropriate clothing and footwear. Children to choose appropriate routes. Draw attention to the need to have special awareness.	3	2	6			
		Stinging and poisonous plants		Safety talk at the start of session. Outline and brief the children on any plants, shrubs or bushes which are spikey or have thorns etc. Hardwearing gloves available if needed.	3	4	12	Any children who are known to put things in their mouths or have sensory seeking behaviours to be carefully supervised.		
		Stings, bites when bug hunting and handling bugs.		Remind children at the start of every lesson of the 'No picky, no licky' rule. Clear rules given to children about any poisonous plants and nettles etc. Poisonous plants identified by Forest School practitioners and this information is shared with all staff using the area. Children taught to recognise poisonous plants. If children do touch poisonous plants – wash hands immediately. First aiders on school site.	2	2	4	Staff aware of any child with allergies and ensure that any medication or epi pens are with the children during the session.		
				Talk to the children about handling the bugs in a safe gentle way. Do not over-handle to bugs.						

5	Being off the ground – Tree climbing	Injury from falling out of a tree, bruises, cuts, scratches, bumps, fractured bones, head injury.	Adults and children	Safety talk about children climbing only as high as they can get themselves down unaided. Ensure children are wearing appropriate clothing and footwear and that they are zipped up and laces tied. Check out the area and remove any moveable obstructions, ensure that the floor does not have loose material on it and make sure other children do not stand below the tree. Only one person to climb at a time. Do not allow children to climb in high winds or wet weather. No ropes to be used in the trees where children are climbing.	2	4	8	Support children in finding suitable trees to climb.	CT / GB (supported by all staff involved in the session)	
		Injuries sustained from breaking branches.		As above Check that the trees are able to bear the individual's weight.	3	3	9	Teach children how to check the tree for any loose or unstable branches.		
	Falling from hammocks	Injuries resulting in bumps, bruises, cuts, grazes and fractures.		Check the site before starting to erect hammock. Teach correct knot tying and Ensure the ground underneath is clear and does not have any protruding rocks, roots or debris. Teach the children how to climb in and out safely.	2	3	6			

	Lifting each other (could be as part of team building activities)	Injuries resulting from slips, trips, falls, dropping someone, fractures.		Children must not push each other when they are in a hammock. Children taught to lift correctly. Safety talk given at the start of the session. Ensure the route is as clear as possible and there are no obstacles in the path. Clear them if there are. Take away anything children might trip on. If any resources are needed, they will be provide them.	3	2	6			
6	Injuries linked to use of tools.	Whittling – cuts, bruises, scrapes. Splitting wood with bill hook – cuts, bruises, deep cuts.	Adults and children	Correct tool use (see risk assessment) Whittle wood to the side of the body and away from the child themselves. Whittle small pieces off rather than large pieces where the knife can get stuck. Only one person in the immediate working area using the knife. Correct tool use (see risk assessment) Encourage children to split over the pith. Two people to use the bill hook, one to hold the bill hook and one to hit with mallet. Person holding, holds both ends of the billhook until it is in the wood and then moves both hands onto the handle.	3 3	3 4	9 12	See separate risk assessment for tools which has a detailed breakdown of correct tool usage.		

		Sawing – cuts, bruises, scrapes.	Person hitting, hits the metal end of the bill hook unless it is stuck in the wood and then hit the handle gently to released. When the bill hook is placed on the ground, place it with the handle facing forwards and the blade facing inwards. Correct tool use (see risk assessment) Two people to use the bow saw at once. One to saw and the other to hold. Crossed arms through the handle until the blade is in the wood and then change to side by side hands. When the bowsaw is placed on the floor, ensure the handle is forwards and the blade is facing inwards.	3	3	9			
		Drilling – puncture, cuts, graze, scratch, bruise	Correct tool use (see risk assessment) One person can use the drill or two people to use the loppers, one to the wood and one to hole the drill.	3	2	6			
		Cutting wood with loppers – cuts, bruise, grazes.	Correct tool use (see risk assessment) Two people to use the loppers, one to hold the wood and the other to use the loppers. Person holding the branch hold it at the top and the	3	2	6			

				bottom of the wood and at arm's length. When the loppers are placed on the floor, ensure the handle is forwards and the blade is facing behind.						
7	Cooking	Food poisoning Food contamination Burns from cooking Hot pans and utensils Toppling and falling equipment due to unstable ground	Adults and children	Staff to be fully aware of the temperature food needs cooking to. Check that the food is cooked all the way through, cutting through the thickest part as needed. Ensure meat is fresh and not being re-heated after cooking once. See above fire section Be aware of oils and fats which could spit. Ensure children are at an appropriate distance from the pans and the fire. Cold water easily accessible. Be aware of any handles which could be hot and do not touch – allow to cool. Clear instructions to others about hot utensils or equipment. Set aside to cool as needed. Fire gloves used throughout. Burns kit easily accessible. Level out the ground as much as possible before the start of the activity. Clear instructions to the children about the stability of	3 3 2	3 4 3	9 12 6	Staff fully aware of any allergies or medical needs (such as diabetes etc) and to ensure that appropriate action is taken to ensure children's needs are addressed.	CT / GB (supported by all staff involved in the session)	

		Food storage		the cooking grill, tripod or pans. Check how stable the grill / pans are before lighting the fire. Move as needed. Ensure food is stored in sealed containers until needed. Be careful of the weather and if very hot, store the fresh meat in the fridges in school or with ice packs until needed.	3	2	3			
		Food waste		Ensure that a container or bags are taken up to store any food waste. Food waste to be put into bags and taken back to school to be disposed of.	3	1	3			
		Knives and other cooking utensils		Clear instructions given as to how to use the tools safely. Ensure children follow the rules and are stopped if not. Ensure all tools are stored away safely when they are cooled. Make sure when blades are being wiped and cleaned, this is done with the hand from the above rather than below. Ensure no tools are left on the floor.	3	3	9			
8	Den / shelter building	Ropes and strings	Adults and children	See above risk assessment	3	2	6		CT / GB and all staff involved in the session.	
					2	4	8			

		Shelter falling down – cuts, bruises, entanglement, head injury, catching on fire if above the cooking area.		Children to be taught how to erect shelters and tents using correct techniques. Children to be taught how to tie knots correctly so that they are safe and effective / fit for purpose. Use the Forest School techniques. Adult to check the erection of the shelter about the fire area. Safety talk about materials used and their suitability. Continually monitor the weather and if lightening, thunder or high winds occur, take down any temporary shelters. Have water near fire and ensure all fire precautions are followed (see above).	3	2	6			
		Injuries resulting from lifting and carrying, splinters, cuts, bruises, bumps, grazes, back ache, pulled muscles.		Safety talk about safe lifting practice and taught how to lift, carry, move and place down materials. Children encouraged to only carry what they can comfortably lift or to seek help from a partner. Ensure children are wearing appropriate clothing and footwear.						
9	Water	There is no water on the Forest School area.						The school pond has a separate risk assessment.		

ADDITIONAL PREVENTATIVE MEASURES:

For all tool use and for all sessions:-

- At least one adult on site who fully understands the individual needs of the children.
- Adult to check that all children understand and support any individuals who may require additional support to understand and process instructions.

- Any child who finds it hard to control emotions or reactions to be closely supervised. If behaving inappropriately, they must be stopped, moved away from tool working area or taken off Forest School site and back into school immediately.

Your comments Your main concern:		Your Recommendations	
Probability Scale: <i>P1 – Very unlikely</i> <i>P2 – Unlikely</i> <i>P3 – Possible</i> <i>P4 – Likely</i> <i>P5 – Very likely</i>	Severity Scale: <i>S1 – TLC</i> <i>S2 – First Aid</i> <i>S3 – Non emergency medical care</i> <i>S4 – Emergency medical care</i> <i>S5 – Multiple serious injury / death</i>	Rating Probability scale x severity scale = rating If it is anything over 12, then something must be done about it.	

Location: Forest School Area				Name: C.Trotter / G. Batley / R. Hurding / H. Fiddes						
Activity covered by this risk assessment										
Forest School Tools										
Description of tools All tools must be in full working order when being used by children. They are to be checked at the start of every lesson and regularly maintained, checked, sharpened, blades changed etc. Tools to be stored in boxes and the knives box must have a padlock on it. Boxes stored in a locked shed.										
	Hazard	Harm	People at Risk	Existing Preventative Measures	Probability (P)	Severity (S)	Rating (PxS)	Additional Preventative Measures <i>Ensure these are considered and amended before any individual activity is undertaken.</i>	Who? When?	Benefits <i>(What are the benefits of taking the risk?)</i>
1	Incorrect or improper use of a mallet.	Bumps, bruising, fractures	Adults and children	Tool safety talk every time and adhered to by children. If anyone is not following the safety rules, they are stopped immediately. Mallets checked at the start of every lesson. Mallets counted in and out at the start and end of the session. Mallets well maintained. Mallets stored in designated place or tool box when not in use. Mallets stored away in locked shed after the sessions. Children work in specified area where they can be seen by adults and at a safe working distance from others (except their partner). Area checked that it is safe and free of obstacles before mallets are used. 'No running' in the area where mallets are being used. Adult supervision in the tool use area at all times.	3	3	9		CT / GB All staff involved in the session.	Opportunities to learn more about natural materials and their uses. The opportunity for children to have hands on experiences and develop a variety of skills. The chance for children to learn about managing risks and making informed decisions. The opportunity to provide children with different sensory experiences. The chance for children to develop observational and social skills in a different environment to the indoor classroom.

				Appropriate clothing and footwear worn. No gloves worn. Adult to take mobile phone so they can contact the office if needed. First aid kit on Forest School site and easily accessible.						Children are given the chance to develop their communication and team work skills. Children taught to respect nature and their surrounding environment and to understand how our actions have a direct impact on other people, nature and wildlife.
2	Incorrect or improper use of loppers.	Cuts, grazes, bruising Falling branches, branch hitting someone	Adults and children	Tool safety talk every time and adhered to by children. If anyone is not following the safety rules, they are stopped immediately. Loppers checked at the start of every lesson. Loppers counted in and out at the start and end of the session. Loppers well maintained. Loppers stored in designated place or tool box when not in use. Loppers stored away in locked shed after the sessions. Children work in specified area where they can be seen by adults and at a safe working distance from others (except their partner). Area checked that it is safe and free of obstacles before loppers are used. 'No running' in the area where loppers are being used. Adult supervision in the tool use area at all times. Appropriate clothing and footwear worn. No gloves worn. Adult to take mobile phone so they can contact the office if needed. First aid kit on Forest School site and easily accessible.	3	3	9	Check there are no nicks or dints in the blade.	CT / GB (supported by all staff involved in the session)	Children given the chance to widen their comfort zone by undertaking experiences which push their boundaries in a supported way. Children encouraged to develop empathy for their peers and to further develop an understanding of their own emotions. Children given the opportunity to develop self-regulation, self-awareness, self-motivation and given time to slow down. Children given the chance to develop their ability to process, understand and follow instructions.

				Wood held at extended arm's length when partner is using loppers to cut.						Children given the opportunity to develop their creative, mathematical, logic skills. Children develop the skills to reflect, review, problem solve, analyse, explore. re-plan and re-do.
3	Incorrect or improper use of a bowsaw.	Cuts, grazing, bruising Falling branches, branch hitting someone	Adults and children	Tool safety talk every time and adhered to by children. If anyone is not following the safety rules, they are stopped immediately. Bowsaws checked at the start of every lesson. Bowsaws counted in and out at the start and end of the session. Bowsaws well maintained. Blade covered when it is not being used and stored in designated place or tool box. Bowsaws stored away in locked shed after the sessions. Children work in specified area where they can be seen by adults and at a safe working distance from others (except their partner). Area checked that it is safe and free of obstacles before bowsaws are used. 'No running' in the area where bowsaws are being used.	3	3	9	Check the tension of the blade.	CT / GB (supported by all staff involved in the session)	

				Adult supervision in the tool use area at all times. Appropriate clothing and footwear worn. Glove worn on helper hand. Adult to take mobile phone so they can contact the office if needed. First aid kit on Forest School site and easily accessible. Respect position adopted when using the bowsaw.						
4	Incorrect or improper use of knife.	Cuts, wounding if fall on blade	Adults and children	Tool safety talk every time and adhered to by children. If anyone is not following the safety rules, they are stopped immediately. Knives checked at the start of every lesson. Knives counted in and out at the start and end of the session. Knives well maintained and sharpened if used for a prolonged period of time. Knife kept in sheath when it is not being used and stored in designated place or tool box. Knives stored away in locked box and locked shed after the sessions. Children work in specified area where they can be seen by adults and at a safe working distance from others.	3	4	12		CT / GB (supported by all staff involved in the session)	

				Area checked that it is safe and free of obstacles before knives are used. 'No running' in the area where knives are being used. Adult supervision in the tool use area at all times. Appropriate clothing and footwear worn. Glove worn on helper hand. Adult to take mobile phone so they can contact the office if needed. First aid kit on Forest School site and easily accessible. Knife always used on the outside of the body, cutting away from the person. If the knives are to be transported in a car, they must be in the boot.						
5	Incorrect or improper use of a billhook.	Cuts, grazing bruising, ranges from minor to major injuries	Adults and children	Tool safety talk every time and adhered to by children. If anyone is not following the safety rules, they are stopped immediately. Billhooks checked at the start of every lesson. Billhooks counted in and out at the start and end of the session. Billhooks well maintained. Blade covered when it is not being used and stored in designated place or tool box. Billhooks stored away in locked shed after the sessions. Children work in specified area where they can be seen by adults and at a safe	3	4	12	Check there are no nicks or dints in the blade.	CT / GB (supported by all staff involved in the session)	

				working distance from others (except their partner). Area checked that it is safe and free of obstacles before billhooks are used. 'No running' in the area where billhooks are being used. Adult supervision in the tool use area at all times. Appropriate clothing and footwear worn. No gloves worn. Adult to take mobile phone so they can contact the office if needed. First aid kit on Forest School site and easily accessible. Respect position adopted when using the billhook.						
6	Incorrect or improper use of stick peeler / potato peeler.	Cuts and grazes	Adults and children	Tool safety talk every time and adhered to by children. If anyone is not following the safety rules, they are stopped immediately. Peelers checked at the start of every lesson. Peelers counted in and out at the start and end of the session. Peelers well maintained and disposed of when not sharp enough.	3	2	6		CT / GB (supported by all staff involved in the session)	

				Peelers stored in designated place or tool box when not in use. Peelers stored away in a locked shed after the sessions. Children work in specified area where they can be seen by adults and at a safe working distance from others. Area checked that it is safe and free of obstacles before peelers are used. 'No running' in the area where peelers are being used. Adult supervision in the tool use area at all times. Appropriate clothing and footwear worn. Glove worn on helper hand. Adult to take mobile phone so they can contact the office if needed. First aid kit on Forest School site and easily accessible. Peelers always used on the outside of the body, cutting away from the person.						
7	Incorrect or improper use of auger drills.	Cuts, grazes, bruises, punch wound	Adults and children	Tool safety talk every time and adhered to by children. If anyone is not following the safety rules, they are stopped immediately. Auger drills checked at the start of every lesson.	3	2	6		CT / GB (supported by all staff involved in the session)	

				Auger drills counted in and out at the start and end of the session. Auger drills well maintained and sharpened as needed. Auger drills stored in designated place or tool box when not in use. Auger drills stored away in locked shed after the sessions. Children work in specified area where they can be seen by adults and at a safe working distance from others (except their partner). Area checked that it is safe and free of obstacles before auger drills are used. 'No running' in the area where auger drills are being used. Adult supervision in the tool use area at all times. Appropriate clothing and footwear worn. No gloves worn. Adult to take mobile phone so they can contact the office if needed. First aid kit on Forest School site and easily accessible.						
--	--	--	--	---	--	--	--	--	--	--

8	Incorrect or improper use of fire steels.	Burn from the sparks	Adults and children	Tool safety talk every time and adhered to by children. If anyone is not following the safety rules, they are stopped immediately. Fire steels checked at the start of every lesson. Fire steels counted in and out at the start and end of the session. Fire steels well maintained Fire steels stored in designated place or tool box when not in use. Fire steels stored away in locked shed after the sessions. Children work in specified area where they can be seen by adults and at a safe working distance from others (except their partner). Area checked that it is safe and free of obstacles before fire steels are used. 'No running' in the area where fire steels are being used. Adult supervision in the tool use area at all times. Appropriate clothing and footwear worn. (No open coats and hair tied back). Fire gloves worn when working with fire. Adult to take mobile phone so they can contact the office if needed. First aid and burns kit on Forest School site and easily accessible.	3	3	9	Fire precautions followed (as detailed on the activities risk assessment).	CT / GB (supported by all staff involved in the session)	
---	---	----------------------	---------------------	--	---	---	---	--	--	--

				Respect position maintained when working with fire. Water easily accessible.						
9	Incorrect or improper use of Kelly Kettle.	Burns from the fire or hot metal Scalding from steam or water	Adults and children	Site checked regularly and any obstacles removed. Fire safety talk given at the start of the session and adhered to by children. If anyone is not following the safety rules, they are stopped immediately. Kelly Kettles checked and well maintained. Kelly Kettles stored away in locked shed after the sessions. Children work in specified area where they can be seen by adults and at a safe working distance from others (except their group members) Area checked that it is safe and free of obstacles before mallets are used. 'No running' in the area where the Kelly Kettles are being used. Adult supervision in the tool use area at all times. Appropriate clothing and footwear worn (coats zipped up, hair tied back). Fire safety gloves worn. Adult to take mobile phone so they can contact the office if needed. First aid kit and burns kit on Forest School site and easily accessible. Ensure that the Kelly Kettle has a solid, sturdy base on which to stand.	3	4	12	Fire precautions followed (as detailed on the activities risk assessment).	CT / GB (supported by all staff involved in the session)	

				Never leave the fire and Kelly Kettle unattended. Ensure that the Kelly Kettle is not handle without gloves etc until it is cool. Ensure that the cork is taken out of the spout to allow steam to escape. Ensure that no-one is standing opposite the spout. Only feed flames through the chimney. Stay in respect position when feeding the fire. Outstretch leg behind to blow on the fire.						
ADDITIONAL PREVENTATIVE MEASURES: For all tool use and for all sessions:- • At least one adult on site who fully understands the individual needs of the children. • Adult to check that all children understand and support any individuals who may require additional support to understand and process instructions. • Any tools which do not pass safety inspection are to be stored away and removed until repaired or disposed of appropriately if they cannot be repaired. • Any child who finds it hard to control emotions or reactions to be closely supervised. If behaving inappropriately, tools must be removed, they must be stopped, moved away from tool working area or taken off Forest School site and back into school immediately.										
Your comments Your main concern:					Your Recommendations					
Probability Scale: <i>P1 – Very unlikely</i> <i>P2 – Unlikely</i> <i>P3 – Possible</i> <i>P4 – Likely</i> <i>P5 – Very likely</i>				Severity Scale: <i>S1 – TLC</i> <i>S2 – First Aid</i> <i>S3 – Non emergency medical care</i> <i>S4 – Emergency medical care</i> <i>S5 – Multiple serious injury / death</i>				Rating Probability scale x severity scale = rating If it is anything over 12, then something must be done about it.		

