



The John Moore Primary Forest School Handbook



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What is Forest School?

Forest School is using the outdoor environment as a place for teaching and learning to occur. The Forest School area is fenced off and only allowed to be entered when adults are present. Forest School particularly supports and promotes the development of self-esteem, self-confidence, team building, communication, resilience, problem solving and has a positive impact on well-being. For further information please explore the Forest School Association website <https://www.forestschoollassociation.org/what-is-forest-school/>

Who is Forest School for?

We are lucky to have 2 qualified Forest School Leaders, Mrs Frances Alderman-Bowers and Mrs Cat Parker-Standley. When a Forest School session is running one of these leaders must be present at all times and will be in charge of the session. We are fortunate enough to be able to run Forest School sessions across the whole school.

What happens at Forest School?

Forest School happens in all weather conditions as long as it is deemed safe by the Forest School Leader. Children have the opportunity to explore their environment, take control of their learning and take risks in a safe and secure environment. The rest of this handbook explains in greater detail what Forest School is and the safety precautions we as a School take.

What is the environmental impact of Forest School?

Forest School has environmental awareness at the heart of its ethos. Wherever possible environmentally friendly products and recycle materials should be used when appropriate. Good practice should be modelled by adults showing children that the world in which we live in should be cared for. For further details please see our sustainability plan which can be found in in this handbook.

Legislation

All those involved in Forest School sessions will be briefed on health and safety requirements, risk assessments, safety sweeps and site activities prior to the session starting. Adults attending the session will have an enhanced and current DBS check. For those adults making a 'one off' visit who do not hold a current or enhanced DBS check permission from the Headteacher must be granted.

All adults will help support the Forest School Leader and the rules of Forest School.

Other relevant legislation relating to Forest School

- 🌿 Health and Safety at work 1974
- 🌿 Children's Act 1989
- 🌿 Early Years Foundation Stage Framework
- 🌿 The National Curriculum
- 🌿 Liability Insurance
- 🌿 Disability Discrimination Act 1995
- 🌿 Race Relations Act 1976
- 🌿 Race Relations Amendment Act 2000
- 🌿 Sex Discrimination Act 1986
- 🌿 Special Educational Needs and Disability Act 2001

Child Protection

Any concerns regarding the protection and welfare of a child will be dealt with in accordance with the school's Child Protection Policy.

Forest School Rules

These rules are shared with the children at the start of each session and throughout a session when necessary.

- 🌿 Look after your Forest School.
- 🌿 Do not pick anything that is growing, unless given permission.
- 🌿 Do not put anything in your mouth, including your fingers.
- 🌿 Stay inside the boundary fences and ropes. We don't climb on it, over it or under it.

The Countryside Code

There are five sections of the countryside code dedicated to helping us learn how to respect, protect and enjoy the countryside. These are also discussed at Forest School when appropriate.

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

Roles and Responsibility

Forest School Leader

- ❖ To ensure the safety of the adults and children as they travel to and from Forest School.
- ❖ Ensure the safety of the children and adults whilst at the site.
- ❖ Provide clear guidance and expectations to children and adults throughout the Forest School session.
- ❖ Carry out a safety sweep before each session and record evidence on the correct forms which will be logged in the Forest School handbook.
- ❖ To assess the site and update the risk assessments termly (3 times a year).
- ❖ To assess the ecological impact that Forest School is having on the site.
- ❖ Join in with activities with the children, asking open ended questions.
- ❖ Make observations of the children's learning and evaluate their learning over a period of time.

Support Staff

- ❖ Assist with the carrying of resources and setting them up.
- ❖ Ensure the safety of children and adults to and from the Forest School site.
- ❖ Join in with activities with the children, asking open ended questions.
- ❖ Make observations of the children's learning and evaluate their learning over a period of time.

Parent Helpers / Volunteers

- ❖ Assist with the carrying of resources and setting them up.
- ❖ Join in with activities with the children, asking open ended questions.
- ❖ Make observations of the children's learning and feedback to a member of staff.

Session Procedures

Before each session

- ✿ A thorough sweep of the site must be done by the Forest School Leader before each session to check for any litter, glass, animal faeces etc. Any such item should be collected using plastic bags and disposable gloves. If a safety sweep can not be carried out prior to a session. The Forest School leader will carry out a safety sweep whilst the children remain at base camp with another adult.
- ✿ A written record will be kept of each sweep. This will state if any hazards are found and how they are dealt with.
- ✿ Boundaries, fences, gates and hedges will be checked to ensure they are safe and secure. If it is needed additional areas will be roped off to protect the environment and for the safety of the children.
- ✿ Trees will be checked for any broken or dead branches that may fall and where necessary removed or roped off.
- ✿ Objects at eye level, such as dead twigs, will be checked and where necessary removed or roped off.
- ✿ The weather conditions will be monitored prior and during each session. Forest school will go ahead in all conditions unless there are high winds or the chance of a thunder storm. If a session is already under way the session will be stopped immediately and the children and adults will return back to school.

Session plan

- ✿ Put on the necessary clothing for the weather, long sleeved top and long trousers in all weathers.
- ✿ Walk to area discussing what they can see on the way there.
- ✿ Children to help count the adults and children before entering Forest School.
- ✿ Discuss any safety issues of the day.
- ✿ Walk through to base camp and ensure that the gate is secured once all adults and children are in Forest School.
- ✿ Sit at base camp and discuss rules and safety issues, taking examples from the children as they self-assess the risks in their area.
- ✿ Listening activity – what can we hear today?
- ✿ Introduce resources if necessary.
- ✿ Adults and children discuss what they could do today.
- ✿ Children to start their activities.
- ✿ Adults to observe and facilitate children's learning if required.
- ✿ Self-select snacks and drinks.

- 🌿 Return to base camp and children to feedback on their session
- 🌿 Leave base camp and count adults and children in the same way prior to entering Forest School.
- 🌿 Return to setting and remove clothing.

Toileting Consideration

- 🌿 All children will have the opportunity and are encouraged to go to the toilet prior to a session.
- 🌿 If a child requires the toilet during a session they will be taken to the toilet by an adult, if needed due to age. To keep the correct adult to child ratio during Forest School it may be necessary for the Forest School Leader to contact the office so that an adult can come and collect the child.

After the session

- 🌿 Clear everything away.
- 🌿 Recount all tools back into the correct bags and cases and ensure they are returned to the correct places.
- 🌿 Ensure any fire is completely extinguished.
- 🌿 Collect observations and photos/videos from other adults as well as a debrief with them.

Essential Equipment List

This equipment has to be taken out each time a Forest School Session is being held. The equipment needs to be changed according to the weather and medical conditions of the adults and children in each session. The Forest School Leader will be responsible for ensuring the backpack is packed correctly for the children, adults and weather conditions for each session.

- 🌿 Register with emergency numbers and contact numbers.
- 🌿 Medical forms for adults and children.
- 🌿 Mobile phone.
- 🌿 Wet wipes.
- 🌿 Protective gloves.
- 🌿 Sun cream (when necessary)
- 🌿 Water bottles.
- 🌿 Snacks.
- 🌿 Map of Forest School area.
- 🌿 Carry bags for any rubbish and wet clothes.
- 🌿 Spare clothes

First Aid Kit

In addition to the essential equipment list a first aid kit must also be taken out along with any medical equipment needed for the adults and children within each session. These are some of the essential items that must be taken out by the Forest School Leader.

- 🌿 Plasters.
- 🌿 Bandages.
- 🌿 Slings.
- 🌿 Cling film.
- 🌿 Scissors.
- 🌿 Water.
- 🌿 Sleeping bag / survival bag.
- 🌿 Thermal wrap sheets.
- 🌿 Information sheet on hypothermia and first aid.
- 🌿 Class container for inhalers
- 🌿 Any other medical items required by the adults or children within the session.
- 🌿 Burns first aid

Clothing List

It is expected that all adults lead by example and dress to match the weather conditions. Long sleeves and trousers must be worn all year round by adults and children. Correct footwear must be worn with no open toed shoes. Adults or children who are not dressed appropriately will not be allowed to participate in Forest School.

- 🌿 Woolly hat / sun hat
- 🌿 Gloves
- 🌿 Fleece or waterproof coat
- 🌿 Long trousers
- 🌿 Waterproof trousers
- 🌿 Long top
- 🌿 Warm jumper
- 🌿 Thick socks
- 🌿 Walking shoes/wellies/boots

An emergency set of clothes will be carried by the Forest School Leader for any child who needs to be changed.

Forest School Resources

Listed below are some of the items that may be taken out to a Forest School Session.

- 🌿 Trugs
- 🌿 Treasure baskets
- 🌿 Bug pots
- 🌿 Buckets
- 🌿 Spades (small)
- 🌿 Puppets / soft toys
- 🌿 Double sided sticky cards
- 🌿 Paint strips
- 🌿 Large house paintbrushes
- 🌿 Egg boxes
- 🌿 Water
- 🌿 Flora and fauna resources
- 🌿 Magnifiers
- 🌿 Binoculars
- 🌿 Map of site
- 🌿 Paper and pencils
- 🌿 Clipboards
- 🌿 Torches

Travel Arrangements

The school carries out risk assessments on all travel arrangements. As our Forest School site is situated within the school grounds, children and adults will walk to and from the site.

Travel to and from site:

- 🌿 An initial head count of adults and children will be carried out by the Forest School Leader and shared with the other adults.
- 🌿 Children will be lined up and will walk to the site gate as instructed to do so by the Forest School Leader.
- 🌿 They shall stop at the gate and a head count to be carried out prior to entering the site.
- 🌿 When entering the site all children will stay behind the Forest School Leader who will lead them to 'base camp'.
- 🌿 Another member of staff will ensure the gate is closed.
- 🌿 When returning to school a reverse of the above will be carried out.

Medical Procedures

Completed medical forms will be kept with the Forest School Leader during each session in case they need to be referred to by the First Aider or during a medical emergency.

If an emergency occurs during a Forest School session the Forest School Leader should maintain control of the group overall. However the Forest School Leader may delegate responsibility when necessary, so all adults must have read and looked at the Forest School Handbook.

The Forest School Leader will:

- 🌿 Establish the nature and extent of the emergency as quickly as possible.
- 🌿 Ensure that the entire group are safe, kept together and looked after. This may be delegated to another adult.
- 🌿 Establish the name of the casualty and locate their medical sheet.
- 🌿 Phone an ambulance if necessary and inform the school office that this has happened. This may be delegated to another member of staff.
- 🌿 Inform next of kin that an accident has occurred and any other necessary organisation such as the police. This may be delegated to the school office to do.
- 🌿 Write down the nature of the accident as quickly as possible afterwards. Gather information from other adults and or children.
- 🌿 Inform other agencies if necessary as soon as possible.

Medical and Emergency Contact Details

Emergency contact details need to be with the Forest School Leader for all adults and children for each session. If a parent helper or volunteer is attending a session a medical form must be completed before they can participate in a session.

The attached form is sent out yearly to all children to ensure records are kept up to date.

A copy of these forms will be kept with the Forest School Leader during each session.

The John Moore Primary School - Forest School Consent and Medical Information Form

| | |
|--|--|
| Child's Full Name: | |
| Year Group: | |
| Date of Birth: | |
| Contact Name and Relationship to Child: | |
| Home Address: | |
| Phone Numbers: | Home: Work: Mobile: |
| Doctor: | Address: Phone: |

Has your child had any of the following?

| Illness | Comment | Medication needed Please specify |
|---|----------------|---|
| Asthma/Bronchitis | | |
| Sight/hearing difficulties | | |
| Heart condition | | |
| Diabetes | | |
| Epilepsy | | |
| Allergies: Eg pollen, nuts, materials | | |
| Have you ever been stung by a wasp or bee? If yes, describe the reaction | | |
| Date of last Tetanus injection: | | |

I give permission for my child to attend Forest School Sessions.

Signed _____

Date _____

The John Moore Primary School

Forest School Medical Information Form - Adult

| | |
|---|---------------------------|
| Adult's Full Name: | |
| Date of Birth: | |
| Contact Name and Relationship to Adult: | |
| Home Address: | |
| Phone Numbers: | Home: Work: Mobile: |
| Doctor: | Address: Phone: |

Have you had any of the following?

| Illness | Comment | Medication needed Please specify |
|---|----------------|---|
| Asthma/Bronchitis | | |
| Sight/hearing difficulties | | |
| Heart condition | | |
| Diabetes | | |
| Epilepsy | | |
| Allergies: Eg pollen, nuts, materials | | |
| Have you ever been stung by a wasp or bee? If yes, describe the reaction | | |
| Date of last Tetanus injection: | | |

Risk Assessment and Risk Management for the Forest School Area

Risk assessments will be carried out termly by the Forest School Leader. These will be shared with the adults involved with each session and discussed with the children.

A copy of these will be left in the office and another will be in the Forest School folder which will be with the Forest School Leader. These will be used as a working document and used alongside the safety sweep evidence sheet.

The John Moore Primary School

Safety Sweep Evidence

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

Safety sweeps will be recorded and stored in the Forest School folder.

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

| Checklist | Yes / No | Comments |
|----------------------|----------|----------|
| Fallen branches | | |
| Low branches | | |
| Protruding thorns | | |
| Brambles/nettles | | |
| Slippery areas | | |
| Broken glass/needles | | |
| Vandalism/intruder | | |
| Weather effect | | |
| Standing waters | | |
| Boundary line/fence | | |
| Base camp | | |
| Tool area roped off | | |
| Emergency rucksack | | |
| Equipment ready | | |
| Spare clothes | | |

| |
|---------------------------|
| Other hazards identified: |
| Action taken: |

What are the Requirements of a Suitable Base Area?

All Forest School areas need a base area as a place for each session to begin, finish and be used if an emergency occurs during a session.

- 🌿 Risk assess the area termly.
- 🌿 Safety sweep before each session.
- 🌿 Is area sheltered from wind and or rain?
- 🌿 Is there standing dead wood? How will this be managed?
- 🌿 Is there a flat area for the children to have a seating area?
- 🌿 Are there stinging nettles and brambles?
- 🌿 Can you clear pathways so children can move without being stung?
- 🌿 Are there climbing trees? How will you manage the climbing?
- 🌿 Is there standing water? How will you manage this?
- 🌿 Are there bees/wasps? (This must be checked at each safety sweep by observing the area).
- 🌿 Will children hear the adults above any noise?
- 🌿 Do you have to pass through any livestock? How will this be managed?
- 🌿 Are there any trip hazards? How will this be managed?
- 🌿 Can emergency vehicles access the area? Does everyone know the grid reference or postcode?

SITE RISK ASSESSMENT

ESTABLISHMENT: The John Moore Primary School
PROPOSED ACTIVITY / ENVIRONMENT: Forest School Sessions

EDUCATIONAL OBJECTIVES: A programme of hands-on investigations, team building and pupil led outdoor learning activities
(Aimed at building confidence, self-esteem and fulfilling early years foundation stage and KS1 KS2 curriculum)



ASSESSMENT DATE:

COMPLETD BY:

REVIEWED AND APPROVED BY:

NAME:

DATE:

| Hazard | Risk | Who Might be harmed? | Is the risk adequately controlled? | What further actions are needed to control the risk? | Tick if in place | Outcome |
|--------------------|-----------------|----------------------|--|--|------------------|---------|
| Contact with Water | HIGH | Pupils and adults | <ul style="list-style-type: none"> • Pupils kept a safe distance from water bodies. • Pupils told not to drink from any outside water sources. • If activity involves contact with water, pupils and adults should cover any cuts on hands with waterproof dressings. • Hands will be washed after the activity and wet-wipes carried. • Please see separate activity risk assessments. | <ul style="list-style-type: none"> • Appropriate ratio of supervisory adults. • One adult leader has a mobile phone and that there is a first aider and a first aid kit carried. • Parental consent on record and emergency/medical information at hand. • Leaders aware of the symptoms of Weils disease. | | LOW |
| | HIGH/ MEDIUM | Pupils | <ul style="list-style-type: none"> • Pupils given instructions prior to session. | <ul style="list-style-type: none"> • Remind pupils of agreed procedures before entering site. | | LOW |

| | | | | | | |
|---|--|-------------------|---|---|--|-----|
| Group members separated | | | <ul style="list-style-type: none"> • Party kept in small group with appropriate ratio of adults, regular head counts | <ul style="list-style-type: none"> • Brief staff/helpers • Follow school procedure on missing child – Ring school immediately and action policy for missing child. | | |
| Injury (broken bones, crushing, head injuries, bruising, scratches) from falling wood | HIGH/ MEDIUM/ LOW (depending on size) | Pupils and adults | <ul style="list-style-type: none"> • Forest School site carefully chosen in area which is regularly checked. If any doubts to tree safety then qualified tree surgeons will assess and advise. • Site checks – any hanging deadwood is removed (if possible and safe to do so) or area marked ‘out of bounds’ before children arrive. • Area not used in high winds. | <ul style="list-style-type: none"> • If wind increases to hazardous level during session, Leader to lead group out of area via the shortest route. • At least one adult leader has a mobile phone. • There is a first aider with first aid kit. • Parental consent on record and emergency/medical information at hand. | | LOW |
| Minor injuries eg twisted ankles, scratches, bruises | MEDIUM | Pupils and adults | <ul style="list-style-type: none"> • Warn of uneven ground/ loose footing. Advise pupils on behaviour in such areas. • Warn of any prickly bushes/brambles passing whilst walking. • Prune any eye height branches/twigs across paths. | <ul style="list-style-type: none"> • At least one adult leader has a mobile phone and that there is a first aider with first aid kit. • Parental consent on record and emergency/medical information at hand. • Record incidents and report to parents as needed. | | LOW |
| Major injuries eg broken arms/legs, head injuries | MEDIUM | Pupils and adults | <ul style="list-style-type: none"> • Warn of uneven ground/loose footing. Advise pupils on behaviour in such areas. • Safety sweeps prior to each session to remove dead | <ul style="list-style-type: none"> • At least one adult leader has a mobile phone and that there is a first aider with first aid kit. • Parental consent on record and emergency/medical information at hand. | | LOW |

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| | | | <p>wood and advise children of any possible dangers.</p> <ul style="list-style-type: none"> • At the start of each session advise on behaviour and provide necessary warnings when needed. | <ul style="list-style-type: none"> • Record incidents and report to parents as and LA as necessary/required. | | |
| Contact with animals / livestock | HIGH/ MEDIUM | Pupils and adults | <ul style="list-style-type: none"> • Pupils prepared with a code of behaviour when near animals, for example not to chase or corner them. • Prior to session children warned of any possible encounters eg found a nest or footprints during safety sweep. • Taught the ‘x-factor’ procedure if an animal does approach them. | <ul style="list-style-type: none"> • Remind pupils of agreed behaviour around animals. • Correct adult ratios on visit | | LOW |
| Contact with insects | HIGH/ MEDIUM | Pupils and adults | <ul style="list-style-type: none"> • Long sleeves and trousers are to be worn by all. • All adult helpers will be made aware of the appearance of ticks. | <ul style="list-style-type: none"> • Leaders aware of the symptoms of Lyme disease. • First aiders to always be present and assess contact/bite from insect. | | LOW |
| Cold/wet weather (leading to hypothermia) | MEDIUM | Pupils and adults | <ul style="list-style-type: none"> • Prepare pupils and adults to bring the correct gear for conditions (waterproofs, warm clothing). • Check weather conditions prior to going on. • Ensure Forest School Leader has additional items of clothing as needed. • Shelter in Forest School | <ul style="list-style-type: none"> • Additional clothing to be used as necessary. • Finish session early if required due to weather conditions. • All adults aware of the symptoms of hypothermia-see handbook. | | LOW |
| | MEDIUM | Pupils and adults | | <ul style="list-style-type: none"> • Spare hats for those that require them. | | LOW |

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|--|--------------|-------------------|---|--|--|-----|
| Hot/sunny weather (leading to sunburn, sunstroke, dehydration) | | | <ul style="list-style-type: none"> • Children to either apply suncream at home or bring it to school and apply it before the session as stated in the school's suncream policy. • Children and adults to wear a sun hat. • Shelter from the sun within Forest School. • Ensure everyone has plenty of water with them. | <ul style="list-style-type: none"> • Stop for regular water breaks and seek shade as much as possible. | | |
| Members of public/ abduction | Low | Pupils | <ul style="list-style-type: none"> • Pupils given instructions prior to visit – 'x-factor' procedure. • Party kept in group with appropriate ratio of adults, regular head counts. • Brief staff/helpers on procedures. | <ul style="list-style-type: none"> • Pupils supervised at all times. • If member of public appears to be acting suspiciously then call the children back to base camp and Forest School Leader assess situation – eg return to school building, call local police. | | LOW |
| Poisoning/ Stomach upset | HIGH/ MEDIUM | Pupils and Adults | <ul style="list-style-type: none"> • Check for any poisonous plants during safety sweeps and record to see if this is a seasonal hazard or one that will need addressing. • Make all aware of poisonous plants etc and rope off as necessary. • Remind children and adults of Forest School rules. • Wash hands before eating, carry wet wipes. | <ul style="list-style-type: none"> • Make sure pupils do not eat berries/plants etc. or put fingers in mouths-refer to rules of Forest School | | LOW |

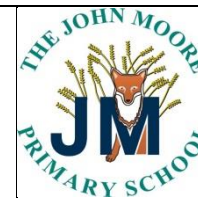
Please refer to School's Covid 19 whole school risk assessments which run alongside Forest School risk assessments

ACTIVITY RISK ASSESSMENT

ESTABLISHMENT: The John Moore Primary School

PROPOSED ACTIVITY / ENVIRONMENT: Fire building and lighting with children

EDUCATIONAL OBJECTIVES: Teamwork, confidence and self-esteem building using context of a higher risk activity as a stimulus.



ASSESSMENT DATE:

COMPLETD BY:

REVIEWED AND APPROVED BY:

NAME:

DATE:

| Hazard | Risk | Who Might be harmed? | Is the risk adequately controlled? | What further actions are needed to control the risk? | Tick if in place | Outcome |
|---|--------|----------------------|--|---|------------------|---------|
| <i>Transporting Logs for fire square:</i> <ul style="list-style-type: none"> • Backstrain • Eye/face/foot injury | MEDIUM | Pupils and adults | <ul style="list-style-type: none"> • Demonstrate safe lifting and rolling techniques. • Carry larger materials in teams, use of wheelbarrows, trugs etc. | <ul style="list-style-type: none"> • Adult supervision • Consistent support as required • First aid kit and first aider present | | LOW |
| Collecting of firewood: <ul style="list-style-type: none"> • Eye pokers • scratches • Foot injury • splinters | MEDIUM | Pupils and adults | <ul style="list-style-type: none"> • Demonstrate appropriate ways of collecting materials • Ensure pupils know where agreed boundaries are | <ul style="list-style-type: none"> • Adult supervision and modelling of behaviours. • Consistent support as required • First aid kit and first aider present | | LOW |
| Fire Square set-up; <ul style="list-style-type: none"> • Trips, sprains, scratches | HIGH | Pupils and adults | ENSURE SITE OF FIRE IS APPROPRIATE: <ul style="list-style-type: none"> • Permission asked from land owner • Not within 5m of overhanging branches | <ul style="list-style-type: none"> • Adult support children to practice appropriate behaviour before fire lit. • Fire lighting equipment stored safely • Site prepared well. | | LOW |

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| | | | <ul style="list-style-type: none"> Observe wind direction (if wind too strong do not light fire) <p>FIRE SQUARE SET UP:</p> <ul style="list-style-type: none"> Fire within an enclosed , pegged down square of logs Seating is a minimum of 1.5m from fire and pegged to prevent rolling 5m radius ‘walking’ boundary Planned and cleared ‘escape route’ Any potential tripping hazards removed from fire area Insurance obtained from insurance providers. | <ul style="list-style-type: none"> Continually assess wind strength and direction. First aid kit and first aider present | | |
| <p>Fire lighting:</p> <ul style="list-style-type: none"> burns | HIGH | Pupils and adults | <ul style="list-style-type: none"> Adults start and maintain fire, remain beside fire until extinguished Children get no closer than the seating (1.5m from fire) Fire managed so flames get no higher than knee height. | <ul style="list-style-type: none"> Adult supervision at all times Practise appropriate behaviour. No tools/sticks etc within the fire square. Bucket of water/sand nearby First-aider present and first aid kit Appropriate child: adult ratios-remembering that the Forest School Leader is not counted in the adult to child ratio when lighting fires. | | LOW |
| <p>Cooking on Fire:</p> <ul style="list-style-type: none"> Burns Stomach upset (hygiene) | HIGH/ MEDIUM | Pupils and adults | <ul style="list-style-type: none"> If using long sticks to toast items – demonstrate safe handling ie not waving them around and retracting them in so not to burn others. | <ul style="list-style-type: none"> Adult supervision at all times with physical support 1:1 as children require it. Ensure supply of wet-wipes Bucket of water/sand nearby | | LOW |

| | | | | | | |
|---|--------|--------|---|---|--|-----|
| | | | <ul style="list-style-type: none"> • Molten marshmallows – 10 blow rule! • Hygiene – ensure pupils use wet-wipes before handling food. • Cook only low risk food which is edible raw anyway. | <ul style="list-style-type: none"> • First aider present and first aid kit. • Appropriate child: adult ratios | | |
| <p>Extinguishing fire</p> <ul style="list-style-type: none"> • Burns – including steam burns | MEDIUM | Adults | <ul style="list-style-type: none"> • Only adults should carefully extinguish fire. • The fire site should be carefully covered so no obvious trace can be found. | <ul style="list-style-type: none"> • Fire square should be dissembled when it is not being used again. • Turf should be replaced on fire pit if removed. • Ashes should be spread over area • First aider present and first aid kit. • Appropriate child: adult ratios | | LOW |

*** DO NOT LIGHT FIRE IN VERY WINDY OR DRY CONDITIONS.**

*** ALWAYS ASK LAND OWNERS PERMISSION.**

*** IF IN DOUBT OF GROUPS BEHAVIOUR/RESPONSIBILITY – DO NOT LIGHT FIRE**

Please refer to School's Covid 19 whole school risk assessments which run alongside Forest School risk assessments

TOOL RISK ASSESSMENT

ESTABLISHMENT: The John Moore Primary School

PROPOSED ACTIVITY / ENVIRONMENT: The use of tools at Forest School

EDUCATIONAL OBJECTIVES: To teach new skills using a variety of tools. Develop fine motor skills. Team building, improved confidence and self-esteem. Increased risk element to children to help develop responsibility.



ASSESSMENT DATE:

COMPLETD BY:

REVIEWED AND APPROVED BY:

NAME:

DATE:

| Hazard | Risk | Who Might be harmed? | Is the risk adequately controlled? | What further actions are needed to control the risk? | Tick if in place | Outcome |
|--|----------------|----------------------|--|---|------------------|---------|
| Group members injured: - Potato peelers – cuts, scrapes etc | MEDIUM/ LOW | Pupils and adults | <p>Tool condition checked before use. Any broken or blunted tools not used in session and repaired, sharpened or thrown away.</p> <p>All tools are kept with leader’s kit and counted out and in.</p> <p>Appropriate adult modelling and supervision of safe and correct handling of specific tools is followed: Peeler use:</p> <ul style="list-style-type: none"> • 1:2 adult ratio • Ensure safe distance from others • Pupil must kneel on one knee and, support wood on bent knee. • Blade action must always be away from body. • When walking with peeler keep arm to the side and point down. | <ul style="list-style-type: none"> • Check work area is safe before activity - any hazardous debris present is removed if possible. Tool use must happen away from other children’s activities in the designated area – blood bubble. • Appropriate adult ratios are followed for activity; 1:2 for using potato peelers (initially – this may go up when confident of pupil’s ability) 1:1 ratio for all other tool use. • When carrying potato peelers must be carried with sharp edge facing down. • All adult helpers aware of correct procedures for safe use and storage of tools – locked in | | LOW |

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| | | | <ul style="list-style-type: none"> • Safe temporary storage is to store the blade end in soil. Permanent storage is in allocated locked box | <p>box key with Forest School Leader.</p> <ul style="list-style-type: none"> • Adults First aid trained, first aid kit and mobile phone. • Emergency/medical information at hand. • Tools counted in and out of box and cleaned after each use. | | |
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| <p>Group members injured: – Knives – cuts, stab wounds, loss of digit</p> | <p>HIGH/ MEDIUM</p> | <p>Pupils and adults</p> | <p>Knife Use:</p> <ul style="list-style-type: none"> • 1:1 adult ratio • Body position sat down with legs spread, feet flat on the floor. • Blade must be locked close when not in use and locked open when in use. • Carried and stored with blade locked closed | <ul style="list-style-type: none"> • Check work area is safe before activity any hazardous debris present is removed if possible. Tool use must happen away from other children’s activities in the designated area – blood bubble. • Appropriate adult ratios are followed for activity; 1:1 ratio this tool use. • When carrying a knife the blade must be away. • All adult helpers aware of correct procedures for safe use and storage of tools – locked in box key with Forest School Leader. • Adults First aid trained, first aid kit and mobile phone. • Emergency/medical information at hand. | | <p>LOW</p> |
| <p>Secateurs – cuts, stab wounds, loss of digit Loppers/ Billhook – cuts, stab wounds, loss of digit</p> | <p>HIGH/ MEDIUM</p> | <p>Pupils and adults</p> | <p>Secature use:</p> <ul style="list-style-type: none"> • 1:1 adult ratio • Ensure hands are clear from blade. • When carrying ensure blades are locked closed and pointing towards the floor. | <ul style="list-style-type: none"> • Check work area is safe before activity any hazardous debris present is removed if possible. Tool use must happen away from other children’s activities in the designated area – blood bubble. • Appropriate adult rations are followed for activity; 1:1 ratio for this tool use. | | <p>LOW</p> |

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|---------------------------------------|-----------------|--|--|--|-----|
| | | | | <ul style="list-style-type: none"> • When carrying secateurs they must be locked shut. • All adult helpers aware of correct procedures for safe use and storage of tools – locked in box key with Forest School Leader. • Adults First aid trained, first aid kit and mobile phone. • Emergency/medical information at hand. | |
| Saw – cuts, loss of digit/limb | HIGH/ MEDIUM | | <p>Saw use:</p> <ul style="list-style-type: none"> • 1:1 adult ratio • Pupils to use bow saws • Ensure loose wood is made secure • If cutting live wood it must be below head height • Keep hands away from blade, glove on hand not holding saw. • Saw using whole of the blade. • Ensure blade covered when not in use. • Carried pointing downwards, blade facing backwards with blade guard on. • Tools to be counted in and out of locked container. | <ul style="list-style-type: none"> • Check work area is safe before activity any hazardous debris present is removed if possible. Tool use must happen away from other children’s activities in the designated area – blood bubble. • Appropriate adult ratios are followed for activity; 1:1 ratio this tool use. • When carrying a saw it is to be carried to the side of the body with the blade facing backwards. • All adult helpers aware of correct procedures for safe use and storage of tools – locked in box key with Forest School Leader. | LOW |

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|---|-----------------|--|--|---|-----|
| | | | | <ul style="list-style-type: none"> • Adults First aid trained, first aid kit and mobile phone. • Emergency/medical information at hand. | |
| Bilhook – cuts, loss of digit/limb | HIGH/ MEDIUM | | <p>Bilhook use:</p> <ul style="list-style-type: none"> • 1:1 adult ratio • Ensure hands are clear from blades and only cut wood below head height. • Cut wood thickness thumb thickness and less. • When carrying ensure blade points toward the floor and cover is on. • Tools to be counted in and out of locked container. | <ul style="list-style-type: none"> • Check work area is safe before activity any hazardous debris present is removed if possible. Tool use must happen away from other children’s activities in the designated area – blood bubble. • Appropriate adult ratios are followed for activity; 1:1 ratio this tool use. • When carrying a billhook it must be in its case and the person should hold it by the handle. • All adult helpers aware of correct procedures for safe use and storage of tools – locked in box key with Forest School Leader. • Adults First aid trained, first aid kit and mobile phone. • Emergency/medical information at hand. | LOW |

Please refer to School’s Covid 19 whole school risk assessments which run alongside Forest School risk assessments

Ecological Impact of Forest School

It is important to maintain the Forest School site so that it can be used as much as possible throughout each academic year. The current Forest School site has been well developed and is used regularly.

The impact Forest School can have on the environment can be both positive and or negative. It is the role of the Forest School Leader to help ensure the area is looked after and a sustainability plan is in place.

It is necessary to continually review and evaluate the Forest School area. As the seasons change and the weather conditions it is important to monitor what is happening within all areas of the Forest School site.

The Forest School Leader will need to make important decisions to assess the impact Forest School is having.

- 🌿 Is the site managed and can it be easily managed with the time and resources available?
- 🌿 Are the sustainability plans still current and in place?
- 🌿 What is the nature of the woodland?
- 🌿 Are there any protected plants or animals within the area?
- 🌿 Will any habitats be disturbed or damaged?
- 🌿 How does the Forest School area change in Autumn, Winter, Spring and Summer?
- 🌿 Is there evidence of over-usage?
- 🌿 What are the positive and negative effects Forest School is having on the area?

It is important that the Forest School Leader involves the children and whole school in understanding the environmental impact Forest School is having on the area. The Forest School Leader needs to assess the area and decide on resources, planting and coppicing strategies to suit the ever changing environment within the Forest School area.

Environmental Impact Assessment

Three Year Plan

| | Area of Concern | Who is Responsible | Date to be completed |
|--------|---|--------------------|----------------------|
| Year 1 | <ul style="list-style-type: none"> ✿ Monitor and watch how the Forest School area develops throughout the year. Take photographs and record changes. ✿ Get to know the Forest School area and how the children like to move around it and use it. ✿ Assess if areas need protecting from usage or endangered plants/wildlife. | | |
| Year 2 | <ul style="list-style-type: none"> ✿ Consider if base camp needs moving to a different area. ✿ Look at pathways and see if any areas need roping off so that they can be repaired. ✿ Planting and coppicing – see what maintenance needs to be carried out and what needs to be planted to attract new wildlife. ✿ Resources may need to be purchased to help encourage birds to the area – bird feeders or for the children to find bugs etc more easily. | | |
| Year 3 | <ul style="list-style-type: none"> ✿ Consider if base camp needs moving to a different area especially if it hasn't been moved already. ✿ Look at pathways and see if any new areas need roping off so that they can be repaired. ✿ Planting and coppicing – see what maintenance needs to be carried out and what needs to be planted to attract new wildlife. ✿ Resources may need to be purchased to help encourage birds to the area – bird feeders or for the children to find bugs etc more easily. | | |

Insurance Requirements

The John Moore Primary School is insured through GCC Traded Services
Registration Number: UC POP 3962454)

Contact Details:

Risk Management and Insurances

Shire Hall

Gloucestershire

Phone: 01452 328895

Web: schoolinsurance@gloucestershire.gov.uk

Further details and information can be found in the school office and on the attached documents.