



# Forest School Handbook of Policies & Procedures

To be read by all adult leaders, volunteers and visitors to Broughton Fields Primary  
School forest school sessions

## Contents

<b>Introduction &amp; Background</b>	<b>3</b>
<b>Milton Keynes Parks Trust</b>	<b>4</b>
<b>Environmental Policy &amp; Environmental Impact Assessment</b>	<b>5</b>
<b>Health &amp; Safety</b>	<b>7</b>
<b>Tools, Fires and Activity Guidance</b>	<b>10</b>
<b>General Site Safety &amp; Group Guidance</b>	<b>11</b>
<b>Safeguarding</b>	<b>15</b>
<b>Equal Opportunities</b>	<b>16</b>
<b>Behaviour</b>	<b>17</b>
<b>Learning &amp; Development</b>	<b>19</b>
<b>Communication Strategy</b>	<b>20</b>
<b>Session Routines</b>	<b>21</b>
<b>Terms &amp; Conditions</b>	<b>22</b>
<b>Sign-off Sheet</b>	<b>23</b>
<b>Appendices:</b>	<b>24</b>
<b>1: Session Outline</b>	<b>24</b>
<b>2: Incident Log Sheet</b>	<b>26</b>
<b>3: <i>Pro forma</i> Consent Form</b>	<b>27</b>
<b>4: Risk Benefit Analysis</b>	<b>28</b>

## **Introduction & Background**

The Broughton Fields Primary School forest school handbook contains information, policies and procedures relating to the running of forest school sessions in a safe and enjoyable way. It was developed by Hayley Hughes.

The Handbook is made available to partner organisations wishing to work with us prior to the activity taking place. It is also to be read by all staff, volunteers and freelancers working for or with Broughton Fields Primary School prior to participation. The Handbook is subject to annual review and to immediate review if an incident indicates the need for this.

### **Our Ethos**

Broughton Fields Primary School would like our forest school programme to foster all of the Broughton Fields values. In addition, it will build self-esteem, independence, emotional resilience, autonomy and motivation, as well as a personal knowledge, respect and care for our environment. The approach of Broughton Fields Primary School is learner-led, play-centred, holistic and experiential. When taking part in our forest school programme a child is engaging with nature in wild spaces in an exploratory, sensory and physical way.

We believe it's important to create, where possible, a long-term relationship between a location and a group of children - giving all participants a chance to get a feel for how an environment changes over time.

Children will be encouraged to take constructive risks in order to develop skills, good judgment and to learn and develop through managing their own and others' risks. In planning activities we consider not only the risks but also the potential benefits for the learner.

### **Activities**

Our activities will depend on the ability and experience of the children. Examples of Forest School activities include:

- Woodland management and nature exploration
- Building dens and other structures
- Fires and cooking
- Games and invitations for imaginative play
- Natural crafts
- Using tools, such as knives and saws
- Scavenger hunts and adventure
- Seasonal celebrations



## Milton Keynes Parks Trust

Some of Broughton Fields Primary School's Forest School sessions will be run within a designated area on the school field. Broughton Fields Primary School also has a license from MK Parks Trust to use their land at Broughton Brook Linear Park and Atterbury Park on pre agreed dates and times.

When using the parks, we will walk to the area where we plan to run the session from school. Should road access be needed, it is possible to access Atterbury Park from the car park adjacent to the Regus Offices (Fairbourne Drive, Milton Keynes MK10 9RG). There are a number of other access points for areas of Broughton Brook Linear Park from residential streets within Broughton.



### Local medical facilities

The nearest 24/7 Accident and Emergency department is at Milton Keynes University Hospital which is 3.5 miles from Broughton.

Standing Way,  
Eaglestone,  
Milton Keynes  
MK6 5LD  
01908 660033

## Environmental Policy & Environmental Impact Assessment

We aim for all our children and staff to engender a high level of respect for the natural world and encourage all to be involved in decisions about their environment and safety.

On site activities such as fires will follow practices that minimise impact on wildlife through being mindful of what is burnt and how any residues are disposed of. Before leaving a site we will ensure that litter is collected and disposed of suitably.

An additional, more detailed, management plan and site impact assessment is in place.

### Minimising Impacts

Activity	Impact	Mitigation
Collecting Wood	Dead wood is important to any woodland ecology as it has a multitude of uses, from homes for mini beasts to beds for fungi, so a lack of it is bad for any woodland habitat.	Limit the frequency of fires and evaluate the amount of dry, dead wood before having a fire. Collect only the minimum amount required for any given fire. Reserve specific areas for dead wood conservation.
Fires	<p>Changes in soil chemistry can lead to increases in PH levels, carbon, phosphorous, etc. which can be harmful to some plants, whilst other essential nutrients may be depleted.</p> <p>Fire can travel underground to roots even after appearing to be extinguished.</p>	<p>Designate fixed locations for fires on parts of the site that aren't particularly ecologically interesting or unique.</p> <p>If possible, dispose of ash into patches of nettles.</p> <p>Ensure that all fires are extinguished fully before leaving a site.</p> <p>Where needed, use a fire wok to contain fire.</p>
Cooking	Food waste may attract animals to the site or increase numbers of certain species, potentially leading to adverse changes in biodiversity.	Inform participants of these impacts and provide a container (to be taken away) or an ecologically sound place for food disposal.
Tree Climbing, Shelter Building & Swings	Damage to trees.	Restrict these activities to suitable trees that will tolerate them.

Collecting Natural Materials	Damage to plants - some plants are far more sensitive to losing their leaves or flowers than others and different seasons affect this too.	Inform groups as to which types of plants are best to pick, if any. Ensure leaves or flowers are taken from fallen parts where possible. Limit the frequency of this type of activity. Leave plants unpicked whenever picking is not necessary.
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**Sustainable procurement**

Broughton Fields Primary is a School which holds environmental sustainability as a core value. We understand that the choices we make as buyers and consumers is a large part of our footprint and therefore strive to take this into account in our purchases. As far as possible we will buy items which are produced: as locally as possible; organically; from sustainable or renewable sources; ethically, with regards to environment, and workers' and animal welfare; and with minimum packaging.



## Health & Safety

### Health & Safety Policy

Forest School programmes may include activities that are considered higher risk than usual for children. It is the general approach of Broughton Fields Primary School to consider not only the risks of each activity but the potential benefits too. However, Broughton Fields Primary School seeks to minimise risk by following appropriate procedures for more risky activities, such as tool use and fires, and by carrying out risk assessment covering key hazards that participants may come into contact with during a session.

### Legislation

Broughton Fields Primary School fully accepts its legal obligations under the Health and Safety at Work Act 1974. The purpose of this act is to promote, stimulate and encourage high standards of health and safety at work. It protects not only all people at work, but also the health and safety of the general public who may be affected by the work activities.

### Staff & Training

All our staff are professionals with relevant qualifications and experience and have undertaken current DBS (CRB) checks. At least one member of the on-site team will hold an up to date first aid qualification. We will also aim to provide adequate training and support to ensure all staff, volunteers and freelancers are confident and competent when following the policies and procedures we have set out in this Handbook.

### Risk / Benefit Analyses

We believe that, while there are risks that must be considered, there are also a wide range of potential benefits that can be gained by those involved. We also recognise that taking risks is an important part of learning and developing and we want to provide a safe and supportive environment in which participants can learn about risks, challenges and personal safety. Consequently, we will use a risk/benefit analysis in our assessment of our sites and activities.

### On Site Risk Assessment Procedure

Forest School sites must be safe and easily accessible, so whenever possible we will visit and assess sites before activities take place. During our assessment we will seek to identify significant hazards and take action or precautions to reduce the risk to a safe level.

We will make agreements with MK Parks Trust and explore specific site issues if necessary. Whilst doing this we will identify any hazards and implement the necessary controls, check for mobile phone coverage and access in case of emergency. We will ensure all staff and partners are provided with a copy of the risk assessment prior to an activity.

When and where possible, we will carry out a last check of a site prior to the arrival of a group, known as a “site sweep”. Changing weather conditions and visitors to the site can create new challenges, such as fallen branches and litter. These will need to be assessed and may alter previously arranged activities. Where checks are not possible prior to groups’ arrival a site the sweep and assessment will be made with the group upon their arrival.

There are five steps to risk assessment:

1. Look for the hazards, such as windblown trees or litter



2. Decide who might be harmed and how
3. Evaluate the risks and decide whether the existing precautions are adequate or whether more should be done
4. Record the findings
5. Review the assessment and revise if necessary

### **Shared Information & Responsibility**

Staff leading forest school sessions will liaise closely with class teachers and support staff to ensure they are aware of key information about members of each group. For example, it will be useful for staff to be aware of a child with a particular fear of dogs or a food allergy so that we can make every session as beneficial to participants as possible. Forest school staff will also be made aware of information on behaviours that may present risk to individuals and/or the group and, if necessary, a separate risk assessment prepared.

### **Insurance**

Broughton Fields Primary School and its staff are insured for public liability cover and this includes Forest School activities providing thorough risk assessment practices are in place.

### **Emergency & Serious Incident Procedure**

Emergencies are never wanted, but they are a possibility, and so we at Broughton Fields Primary School ensure that all leaders are familiar with appropriate emergency procedures. Most emergencies can be resolved on-the-spot by the leader removing the group from potential threat and providing first aid. However, in the event of a serious incident, which could arise as a result of an injury, illness or threat, emergency services should be contacted and the following procedures followed:

1. **Secure safety of whole group** from further danger. Stop all work/activities if safe. Call in and locate group promptly as agreed with group in advance. If possible, remove whole group from any further danger or threat of danger.
2. **First Aider to attend to any casualties** with adult helper and with regard for maintenance of required supervision ratios for the rest of the party. At least one first aider must be on site at all times. A record of changes in casualties' state and anything administered to them to be made if possible.
3. **Emergency services contacted as necessary**, ideally by an adult helper. Charged mobile phones are carried by staff. Despatch a designated staff to meet emergency vehicle at the entrance where possible/necessary. If off site, a grid reference must be given to 999 operator.
4. **Safety of the rest of group** will be maintained by the remaining staff and adults away from the scene of the incident.
5. **Informing next of kin** should be carried out as soon as practicable after the incident by Broughton Fields Primary School.
6. **Inform management** Broughton Fields Primary School Senior Leadership Team must be informed of any major incident as soon as possible. If working off site, it is also important that the landowner of the site is informed.

7. **Incident report and/or first aid book** should be filled in on site if possible and then logged back at Broughton Fields Primary School. This should be filled in whenever the emergency plan is used even if no one was harmed and it was just a near miss. In some cases, an incident report may also be logged with MK Council.

### **Legislation**

Ensure that all equipment involved in an accident or incident is retained in an unaltered condition in case it is required by the police.

Do not focus on who is at fault. In all cases keep a careful written record i.e. a log, of all facts, events, times and circumstances and retain this record until all matters are finally settled. If possible take photographs. Do not allow anyone to interview any party member without an independent witness being present. An incident report or entry in the first aid book must be completed, signed and dated.

First aid kits must be restocked after use and a stock check carried out every 6 months. Any incident or near miss must be subsequently investigated by staff team to review existing controls and procedures.

### **Lost or Missing Person Procedure**

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

- We encourage all our participants to take an interest in their surroundings so as to help them find their bearings. Ultimately we would like to inspire all who are able to become responsible for their own safety with respect to staying close to the rest of the group.
- Boundaries will be chosen and made clear to the group. Children will not be permitted to go outside the given boundaries.
- The group will be counted in and checked at start and end of session, then at other relevant points– particularly after activities that include members splitting up.
- Good communication within the group will encourage collective responsibility for each others' safety – leaders are always approachable and should be made aware if there are any concerns as to a participants whereabouts.

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

1. All the group will be immediately called back in, by prearranged call or whistle, and counted and missing member determined. The time will be noted.
2. The group leader must ensure the safety of remaining pupils. At least one adult must stay with them at all times.
3. Other adults should immediately start searching for the missing group member – calling and whistling as appropriate.
4. If the missing group member is not found within 5 minutes, the group leader must contact police by telephoning 999 (this will result in the emergency plan coming in to action).

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

## **Tools, Fires & Activity Guidance**

### **Tool Use Procedure**

Using a range of tools will be necessary in many site based activities and is an important part of our work as it enables participants to develop new practical skills that help develop self-confidence. Broughton Fields Primary School aims to ensure that all people participating in sessions with tools do so safely and with as little risk to their health as possible. Tools that may be used include billhooks, bow saws, pruning saws, loppers, knives, drills and hatchets. The following guidelines are to be followed when using tools:

- The forest school leader will check all tools are fit for continued use before the session
- Only tools that are in safe working order shall be supplied for use
- Correct and safe use of sharp tools will be demonstrated to all staff and participants
- Tools should be counted when handed out and counted back in again when finished
- All groups are to be supervised closely by competent leaders until deemed competent to work with limited supervision
- Tools should be kept in a designated safe area when not in use - none should be left unattended outside this area
- All knives will be closed/ sheaved immediately after use
- Saw guards will be replaced immediately after use
- Walking around with open/ unmasked tools will not be permitted
- Safe working distances and suitable ratios must be maintained at all times
- Glove to be worn on non-tool hand
- Participants to be taught to use the respect position to allow for easy movement away

All group members will wear suitable boots/shoes and outdoor clothing for the activity they take part in.

### **Guidance on Knife Use**

- Designate a specific zone for those using knives
- Always carry knife with sheath firmly on
- Always pass knife with sheath firmly on and in demonstrated manner
- Always keep knife in sheath when not in use
- Leader to count knives out & back in
- Ensure participants have had demonstration before use (& leader is confident of participant's ability) including grip and body position
- Knife work is always supervised by a responsible adult
- Each person to sit well out of reach of others (blood bubble)
- Glove to be worn on non-tool hand
- Knife to be used away from body
- Elbows to be on knees to stabilise body and arm use

### **Fire Procedure**

Fires and the use of Kelly Kettles are an important part of Forest School sessions. Broughton Fields Primary School aims to ensure that all people participating in sessions with fires and/or Kelly Kettles will do so safely and with as little risk to their health as possible. Fires will only be used where it is appropriate to do so and where there has been an agreement with the site owner prior to the session.

- Leaders will explain to participants the importance of using only dead wood for fires and also of the importance of dead wood as a habitat
- Smoke inhalation will be reduced by burning dead wood. Those in smoky areas will be encouraged to move to less smoky areas
- Fires will only be lit in suitable defined spaces or in a fire pit
- When seated around the fire, participants should always be further than a child's fall length away from the fire
- Participants will only be allowed to light fires under direct supervision of a trained leader using suitable materials and equipment
- All participants will be given clear guidelines about how to behave and move around the area when the fire or kettle is lit
- Participants to be taught to use the respect position to allow for easy movement away
- A lit fire will be supervised by an adult at all times, as will all cooking activities
- Related safety equipment, including heat-proof gloves, a fire blanket, a burns kit and water will be kept within close range of fires
- All fires should be fully extinguished and all traces removed at the end of a session

### **Food Hygiene & Eating**

All participants on activities will be encouraged to wash their hands with water and soap or antibacterial hand gel, which will be provided, before eating food.

During some sessions, we may cook items such as popcorn, damper bread or marshmallows over the fire. At least one member of supervising staff will hold a current Food Hygiene Certificate and will ensure that safe procedures are undertaken accordingly.

## **General Session Safety & Group Guidance**

### **Session Safety Resources**

Whenever outdoor activity sessions are run there will always be the need for key items to meet the health and safety requirements of leading a group outdoors. The type, location & remoteness of the site, time of year and the group will have a significant impact on what resources are needed to run a safe and enjoyable session. A list is provided on page 21 - this is not an exhaustive list but provides key points to consider when planning sessions.

### **Weather & Clothing**

Clothing advice will be given to participants and their parents/carers prior to the visit e.g.

Winter: waterproofs/coats, fleece/jumper, hats and gloves

Summer: waterproofs, fleece, sun hat, long sleeved tops and trousers. In very hot conditions activities can be adapted to that children can wear shorts and t-shirt or they will be asked to put long sleeves/trousers on for the duration of an activity that requires them

Footwear: wellies or strong/sturdy (ideally waterproof) outdoor shoes and warm woollen or manmade fibre socks (not cotton).

### **Toileting**

When working on site, children will use the school toilets. When working off site, the following procedures will be put in place.

- Encourage everyone to use the toilet before coming on site.
- We will identify a suitable location away from the work area in advance of the session. A toilet tent will be erected and a portable toilet located inside.
- The group will be introduced to the toilet and shown how to use it.

- Hand washing facilities will be available but, if this is not possible, wet wipes and cleaning gel can be used. All wet wipes will be placed in bags and disposed of off site.

Toileting kits contain:

- Toilet tent
- Portable toilet
- Toilet paper
- Washing-up bowl and hand soap or antibacterial hand gel
- Spare pants and jogging bottoms if younger children

### **Dogs & Members of the Public**

Neither dogs or members of the public will be present when working on the school site. Other sites will be open to the public and so there may well be other people out enjoying the woods. Most people will be happy to pass by the Forest School group without hindering activities, but there is the possibility of unwanted attention from a passer-by. In this event a leader will step in and assure the member of public that if they wish to raise any issues, then they should contact Broughton Fields Primary School office at a time convenient to both parties. If the situation escalates to a dangerous level staff will use a mobile phone to call the police and use the Emergency & Serious Incident Procedure.

Some participants may be unused to or even afraid of dogs. If this is known to be the case for any particular participants please inform any/all leader(s) prior to arrival on site. If a dog appears the fearful participant can be joined by at least one member of staff. If a dog approaches the group and appears to likely to cause trouble all participants will be advised not to run or act excitably - ideally keep arms by their sides, voices low and stay as still as possible. A leader will speak to the owner.

### **Hazardous Plants & Fungi**

Part of the risk assessment will be to identify any particularly hazardous plants and point them out to the group so that all members are aware of the dangers. The sap or hairs from some plants can cause rashes and blistering when in contact with skin, or after the skin is then exposed to sunlight. Most rashes are caused by stinging nettles, though giant hogweed may also be a problem. Both of these plants are easily distinguishable and if either is seen growing on site all members of the group will be taught how to distinguish and avoid coming into contact with it.

Serious poisoning from ingestion of leaves, berries or mushrooms rarely occurs, even when curious children are involved. However, ingesting even small amounts of some species can cause nausea, vomiting, and stomach cramps; and large amounts are potentially fatal. Consequently, we disallow all participants from foraging and eating anything that has not been agreed safe by a Forest School leader.

If a member of the group is exposed to a hazardous plant or fungi, so that they have a reaction a leader must be informed and appropriate First Aid given. If the nature of the reaction is more serious the Emergency & Serious Incident Procedure must be followed.

### **Biting & Stinging Insects**

Insect bites and stings can be common, particularly in spring and summer, and usually cause only minor irritation. In rare cases, people can have a serious allergic reaction to a bite or sting that requires immediate medical treatment - if this is the case then a leader will refer directly to the Emergency & Serious Incident Procedure.

If there is prior knowledge to suggest that a participant will have an allergic reaction if bitten, then Broughton Fields Primary School, and ideally the Forest School Leader, must be informed before any activities take place on site.

If ticks are known to exist in proximity to a site then all participants need to check or be checked for ticks as soon as possible following any activity on site. Where a tick is found on a participant, a plaster should be placed over it and parents/carers informed at the end of the session so that they can remove it safely. Information on safe removal of ticks can be found at [www.tickbitepreventionweek.org/tick-removal](http://www.tickbitepreventionweek.org/tick-removal)

### **Safe Lifting**

Forest School activities can be physically demanding for participants and staff, for example when handling heavy objects, so it is wise to be aware of best practise. One of the greatest causes of back injury is lifting or handling objects incorrectly. Here are some tips:

- Think and plan where and how you are going to move an object before you lift
- Keep the load close to your waist and the heaviest side of the load next to your body
- Adopt a stable position with feet apart and one leg slightly forward if possible
- Ensure a good hold on the load, hug it close to your body if possible
- Avoid bending your back, only bend at your hips or knees if possible
- Avoid twisting the back or leaning sideways especially if bending at the back
- Keep your head up and look ahead, not down at the load once it is held securely
- Move smoothly
- Know your limits - don't lift or handle more than you can easily manage without help
- Put the load down if you need to adjust it
- Where possible, use ropes to drag objects such as trees
- When transporting equipment over a large area, a trolley will be used

### **Lone working**

When preparing for a session, it may be necessary for one person to visit a site alone. In these circumstances, anyone carrying out the work should inform a member of Broughton Fields Primary School staff before departing and ensure that each have the mobile and home/work telephone numbers of the other. The lone worker should leave details of where they will be working and at what times. Contact should be made when the lone worker leaves the site. If the lone worker changes location they should inform the designated Broughton Fields Primary School staff member of the change.

If no contact has been made by the lone worker at the agreed end of working time, then the designated staff member should attempt to contact them. If they are unable to contact the lone worker, then they should try their home number and inform the Headteacher of Broughton Fields Primary School.

### **Group walking**

When the group goes for a walk the following procedures will be followed:

- The destination will be communicated to all adults present
- Children will be counted at the beginning and end of the walk, and at any necessary points in between, such as after a rest or play stop
- Walking on roads will be avoided but, where necessary, will be in single file with an adult at the front and the rear

### **Administering medicines and sun cream**

Permission will be sought from a guardian to give their child paediatric paracetamol, sting or bite

treatments, antiseptic cream and sun cream. Where possible, parents will be encouraged to come to school/site and administer the medication themselves. Guardians will also be asked to provide details of allergies or relevant illnesses and to supply medicines where necessary (such as an epi-pen or asthma inhaler). Where a guardian does not give permission for medicines and creams to be applied, their wishes will be adhered to by the Forest School Staff.

### **Reporting: incidents and accidents**

Any accidents that involve injury will be recorded into a first aid book. Major injuries that constitute 'reportable injuries' will be reported. Parents will be notified of injuries in keeping school policy.

'Incidents', which include major behavioural incidents and any major negative occurrence that is not an accident, will also be recorded by the Forest School leader.

### ***Pro forma consent***

Parents/guardians will be asked to fill in a consent form before their child begins a forest school programme with Broughton Fields Primary School. The completed consent form will give relevant medical details of the child, consent for the child to take part in the forest school activities and permissions to administer medicines and creams and to admit the child to hospital for emergency treatment.

The form also provides emergency contact details and optional permission to take and use photographs of the child for promotional purposes and reports.

The forest school leader will keep copy of this form with him or her at all sessions attended by the child.



## Safeguarding

### Safeguarding Policy

It is the responsibility of Broughton Fields Primary School to ensure the safety of children and vulnerable adults whilst in our care. We are committed to creating an environment which is safe from abuse and any suspicion of abuse is promptly and appropriately dealt with.

Broughton Fields Primary School's Safeguarding Policy focuses on:

- Minimising the risk of abuse taking place through good planning and best practice
- Empowering those it works with to stay safe and speak out
- Taking appropriate action when any allegations arise

### Staff & Assistants

All staff will have enhanced checks from the Disclosure & Barring Service, dated within 5 years. Broughton Fields Primary School will not employ people with unsuitable DBS certificates. All volunteers and visitors will be vetted by gathering: references / employment history / record of qualification / or because we will have had prior personal knowledge of the person. If the visitor has a DBS certificate relevant to working with children or vulnerable adults, this will be checked by a member of Broughton Fields Primary School. Participants will not be left unsupervised with a visitor or volunteer where no DBS certificate has been seen.

### Ratios

The following minimum adult ratios will ensure appropriate support and supervision of vulnerable groups at all times:

#### For children

Foundation Stage: 1 adult: 5 children

Key Stage 1 & 2: 1 adult: 8 children

These ratios are for guidance only for groups of children and suitable levels of support should be determined in advance depending on the types of activity and needs of the group.

### Toileting

Where possible only the group's supporting staff or the child's/adult's parents may assist children with toileting.

### Photos & Video

Permission will be requested via *pro forma* consent for Broughton Fields Primary School staff to take photographs of participants for monitoring and evaluation purposes and suitable use in publications for leaflets/materials/website. Where permission is refused, we will aim to avoid photographing and videoing that child and blur out faces wherever they do appear in recorded material.

### Disclosures, Recording & Reporting

Appropriate steps will be taken where concerns arise regarding the safety of a participant. Concerns will be reported to a designated safeguarding lead and we will ensure that disclosures are responded to sensitively and appropriately, in line with current best practise.

- Any concerns will be taken seriously and acted upon immediately
- Positive action will be taken to ensure the protection of participants who are subject to any concerns

- The safety of the rest of the group will be secured before taking further action if on site – if a crime has taken place call 999 and report this to the Police
- Implicated adult(s) will be encouraged to leave the group until the disclosure is officially cleared/action taken
- All appropriate staff/managers will be informed
- Relevant information/evidence will be recorded in an appropriate and cooperative manner
- In all child/vulnerable adult protection situations, confidentiality will be maintained at all times by disclosing information only to those who need to know

NSPCC helpline can be used for children 08088005000

Broughton Fields Primary School will follow guidance provided by Milton Keynes Safeguarding Children Board and, if appropriate, contact the Milton Keynes Multi-Agency Safeguarding Hub (MASH).

### **Equal Opportunities and Inclusion**

Broughton Fields Primary School is committed to equal opportunity for all and we wish to provide an environment in which people feel equally valued. Our policies help to ensure that we promote the individuality of all, irrespective of ethnicity, attainment, age, disability, gender or background.

We will adapt activities to ensure that everyone can participate and, where possible, we will keep spare sets of waterproof clothing to ensure that bad weather is not a barrier to taking part.

Broughton Fields Primary School has produced a more detailed Equality and Diversity Policy, which outlines all organisation working practices in this area. This is available from Broughton Fields Primary School office on request.

## Behaviour Policy

Everyone, including Broughton Fields staff, volunteers and children, have a responsibility to protect their own and other group members' health, safety and well-being. They should inform Broughton Fields Primary School staff if anybody's actions are likely to jeopardise the safety or comfort of others.

We aim to promote:

- Self-esteem
- Self-awareness of personal abilities and limitations
- Respect and care for oneself, other people and the natural environment
- Co-operation and non-violent communication

### Forest School Agreement and Ground Rules

In the course of the first session, an agreement will be sought between the staff and all children for the conduct of the group. This will include items such as respecting oneself, each other and the environment and listening carefully to instructions when they are given. The group will be encouraged to contribute items to the agreement before it is 'sealed'. Ground rules are firmer non-negotiable rules, such as 'no violence' and will be explained along with the consequences of breaking them.

### Physical Intervention

In accordance with the law, and our values, Broughton Fields Primary School does not use, or threaten to use, corporal punishment and takes all reasonable steps to ensure that corporal punishment is not administered by any person who is in contact with them. However, where necessary, physical intervention may be used in order to avert immediate danger to any person (including the child). Any occasion where physical intervention is used will be recorded in an Incident Report and parents/carers will be informed on the same day as the incident.

### Behaviour expectations for leaders, assistants and visitors

- Be a positive role model for participants, particularly with regards to respecting each person and the environment
- Encourage and reinforce caring and nurturing behaviour
- Be vigilant with regards to common sense safety
- Facilitate from an egalitarian and liberal approach, avoiding unnecessary rigidity or petty rules
- Avoid coercive or manipulative behaviour management, or that based on personal negative messages, as we feel these damage morale, motivation and self-esteem and are counter-productive to the ethos and objectives of forest school.

### Encouraging Positive Behaviour

We want to allow the greatest potential for each child's forest school experience to be transformational and therefore wish to welcome each participant from an open and unbiased viewpoint with regards to their behaviour and abilities. Whilst recognising that it is useful to have previous information about participants' needs, we believe that no child is inherently 'naughty' and hope that the greater freedoms offered by a forest school environment will allow for a more flexible interpretation of positive engagement.

We will work with each group to develop a clear set of boundaries and guidelines. Each participant will have the opportunity to voice their own feelings. Talking about how they wish to be treated and listening to the feelings of others is important as it will allow the group to work together, understand one another and ultimately become more supportive and cooperative. It will also contribute to making the forest school a safe and enjoyable space.

The school behaviour policy will be used to frame any necessary sanctions.

### **De-escalation**

If a situation arises in which participants are behaving in a way that threatens the safety of the group, the forest school leader will ensure that the following steps are taken:

1. Recount the facts of the incident as observed, in simple language and without judgement, and if possible mutually agree on these. Remind the participants involved of any guidelines they have not followed.
2. Listen to the involved party or parties, if necessary gently separate them from the group for this. Ask about how they feel about the incident, empathise with them to help them to express themselves and take responsibility for their feelings. Ask them to imagine how they think their behaviour has affected everyone else.
3. Talk with them to establish what their needs in the situation were and to understand how they were not being met. Discuss what their needs might be now and encourage them to consider the needs of everyone else present.
4. Help them to express any requests they might have clearly and in positive language. These can be requests of themselves, others, situations or of the environment.
5. Encourage discussion of new strategies, so that if a similar situation arises the participant(s) feel able to communicate their needs without resorting to negative behaviours.

### **Recording & Reporting**

In all cases the forest school leader will complete a Behaviour Watch record, and where necessary inform parents/carers.

Where relevant, any significant issues or incidents will be discussed with parents or carers in a private conversation, when the child is not present.

## Learning and Development

The contemporary forest school movement was brought to the UK from Scandinavia in the 1990s but it is predated by many British traditions, such as the Woodcraft Folk, Scouting and Guiding. It draws inspiration from these traditions, along with various educational philosophies, including Rousseau, Froebel, Steiner and Montessori.

### Our Ethos

Broughton Fields Primary School would like our forest school programme to foster all of the Broughton Fields values. In addition, it will build self-esteem, independence, emotional resilience, autonomy and motivation, as well as a deeply personal knowledge, respect and care for our environment. The approach of Broughton Fields Primary School is learner-led, play-centred, holistic and experiential. When taking part in our forest school programme a child is engaging with nature in wild spaces in an exploratory, sensory and physical way.

We believe it's important to create, where possible, a long-term relationship between a location and a group of children - giving all participants a chance to get a feel for how an environment changes over time.

Children will be encouraged to take constructive risks in order to develop skills, good judgment and to learn and develop through managing their own and others' risks. In planning activities we consider not only the risks but also the potential benefits for the learner.

### Roles & Responsibilities

All staff members involved in the forest school programmes are conscious that it is an exploratory experience for the group. They allow the group to play and learn as independently as possible, often without demonstrating or suggesting. If invited to provide support then they do, but otherwise merely observe, allowing the experience to be learner-directed.

It is the role of the forest school leader(s) to take a lead in planning, delivering and evaluating the forest school programme. They also take primary responsibility in ensuring that policies and procedures, rules and guidelines are adhered to. Volunteers and other adults may help with these responsibilities where they wish to and are able and/or qualified to.

### Evaluation

Evaluation forms will be completed after each session and a reflective report is compiled after each programme of sessions.

## **Communication Strategy**

This communication strategy explains how children, parents, those involved with delivering the forest school programme and other stakeholders are kept informed with the delivery and outcomes.

### **Children**

Children will be asked to evaluate the programme through verbal feedback, videos, writings and drawings. These will be opportunities for them to express how they feel the programme is going and to engage with the process of developing the future sessions.

### **Children's contact person (teacher, support staff or parent)**

Broughton Fields Primary will request that all those leading or supporting sessions read our Handbook before their group's sessions begin. Parents/carers of each participant will be asked to complete a consent form.

Parents will receive information about the outcomes of the sessions through photos, a display or report.

### **Assistants & Volunteers**

All adults present at the forest school must sign a form to confirm that they have read, understood and agree to comply with Broughton Fields Primary School's forest school handbook before the start of the programme or session they will take part in.

Assistants and volunteers will be informed of the plan for each session in advance. They will be asked to provide feedback on how each session went verbally or written, as preferred.

### **Other Interested Groups**

Following an evaluation of the sessions a case study or report will often be produced and this will be shared with others, such as other schools, forest school leaders, etc.

## Session Routines

### Equipment

First Aid Kit	<i>Pro forma</i> consent forms	Risk-benefit analysis
First Aid book	Incident log	Emergency Procedure
Mobile phone/two-way radio	Tools & firelighting kit	Handwashing kit
Fresh water/water carrier	Personal protective equipment	Emergency bag
Spare clothing	Fire blanket	Toileting kit (if going off site)

### Setting Up

1. Carry out a session risk assessment of site and advise/act accordingly
2. Collect necessary equipment and restock first aid where necessary
3. Meet and register group
4. Check phone signal/two-way radio reception

### Session Opening

1. Introductions of any new faces
2. Make the group aware of new hazards or medical considerations
3. Check that they are all wearing suitable clothing and footwear
4. Take the group to the location
5. Form an opening circle
6. Describe or walk the boundaries for the day
7. Engage children in the development of rules and guidelines for the day
8. Describe the day's activities

### During the Session

- Visually check all equipment before use
- Check on pastoral needs of group
- Conduct a head count, as needed
- Ensure appropriate personal protective clothing is worn

### Closing the Session

1. Extinguish any fires properly & "leave no trace"
2. Count any tools used into their bag
3. Remove structures
4. Check for litter etc.
5. Collect the equipment
6. Form a closing circle
7. Conduct some type of evaluation with the group (questions, talking stick or drawing)
8. Walk the group back to the school building (or pick-up point if transport has been used)
9. Bid farewell to the group
10. Thoroughly check equipment
11. Complete the appropriate evaluation forms



## Terms and Conditions

### What to Bring

“There is no such thing as bad weather, just unsuitable clothing.” This is almost true; strong winds and very heavy snowfall are probably the one real exception. We aim to go out in all seasons, so for each we need participants to dress appropriately. Our sessions are relatively active, but in winter spending hours outside can mean getting very cold if a participant isn’t wearing several layers, warm socks, a hat, gloves, scarf, etc. It’s also advisable always to wear long trousers and sturdy boots or wellies in all weathers.

Broughton Fields Primary School cannot take responsibility for any personal property that is lost or damaged during sessions.

### Feedback and Concerns

We encourage all participants and carers/parents to give us regular feedback about their experience and also to talk to us about anything that is causing consternation. Feedback and concerns can be expressed verbally, in person or by telephone, or in writing by email. We will always endeavour to be as open, honest and as straightforward as possible with carers/parents with regard to any issue; maintaining a two way flow of information can lead to resolutions before problems arise or escalate. All communications regarding formal feedback or concerns will be logged and records kept. In the event of a concern being about our practice, we will investigate this and feed back our conclusions with 28 days.

### Cancellation and Postponement

The Forest School leader will plan substitute indoor sessions that can be run linked to ecology and sustainability for cases of extreme weather where it is not possible to go outdoors. Where possible, the outdoor session will be rescheduled.

The forest school leader will plan sessions which can be safely conducted by supporting staff in the event leader absence i.e. sessions not involving fire or tool use. Supporting forest school staff will have a clear understanding of these sessions at the beginning of each Forest School block and the leader will ensure that they feel confident to lead such a session. An additional member of staff will be designated a “reserve” forest school support and they will step in to help cover any absence.

## Sign-off Sheet

I confirm that I have read a copy of this Handbook and agree to abide by the policies and procedures it contains.

[illegible]

## Appendices



### Appendix 1: Session Outline

Group		Date	
Age		Adult: child ratio	
Session Aims & Links to curriculum			
Session Objectives			
Risk Assessment completed for all activities?			
Site sweep completed?			

Time	Session content	Method of delivery	Resources required

**Post Session Evaluation/Notes:**

## Appendix 2: Incident log sheet

Complete the form for every accident leading to injury, violent or aggressive incident, ill health, disease or near miss.

Incident of date and time:

Location:

Person injured or subject of aggression:  
School:

Relationship to Broughton Fields Primary

Was the incident:

☐ a near miss

☐ ill health/disease

☐ an accident leading to injury

☐ a violent or aggressive incident

What happened (describe below including the nature of any injury/illness):

Was anyone else involved (note names if so)?

Was anything damaged (e.g. vehicle)?

What action has been taken to prevent a recurrence?

Name of person completing form & relationship to Broughton Fields Primary School:

### Appendix 3: *Pro forma* consent



## Broughton Fields Primary School

Milton Road  
Broughton  
Milton Keynes  
MK10 9LS

Telephone: 01908 235994

Email: office@broughtonfieldsprimary.org.uk

Headteacher: Mr Nick Hearn

Deputy Headteacher: Miss Hayley Hughes

### FOREST SCHOOL AT BROUGHTON FIELDS

I have read the accompanying information about Broughton Fields Primary School Forest School activities.

I am happy for ..... to participate and give my permission for:

**\*Please delete any of the statements below you do not want to give permission for\***

- The audio recording of conversation
- The use of photographs and videos in publicly-available reports and news articles for promotional and educational purposes
- The use of photographs and videos for posts on school website and social media platforms
- The use of written research data for reports, presentations and publications
- Emergency first aid treatment in line with existing school policy

Signed..... Date.....

Print name .....Relationship to Participant.....

Address.....

.....

.....Postcode.....

Telephone contact.....

Email contact.....

Please note, a copy of the handbook and associated risk assessments can be found on the school website



Learning Together



## Appendix 4: Risk Benefit Analysis Documents

### Site Risk Assessment

#### Emergency Telephone Numbers


Broughton Fields Primary School  
01908 235994

School Mobile Phone  
07935 320886

#### Location of Site

1. "The Nest" Broughton Fields Primary School Field, MK10 9LS Grid Reference: SP896397
2. Locations within Atterbury Park/Broughton Brook Linear Park



<b>Activity</b>	Forest School	<b>Date</b>	July 2019
<b>Location</b>	Broughton Fields Primary School Broughton Brook Linear Park/Atterbury Park	<b>School / Visiting Group</b>	Broughton Fields Primary School
<b>Responsible staff</b>	Hayley Hughes	<b>Possible Visitors to site</b>	
<b>Risk Assessment written by</b> <b>Position</b> <b>Signature</b>	Hayley Hughes Deputy Headteacher/Forest School Leader 	<b>Risk Assessment Checked/Approved by</b>	Rachel Timms School Business Manager
<b>Location of nearest Defibrillator and Code (if known)</b>	Middleton Fire Station SCAS001488/G Scripture Union, Fox Milne SCAS002235/A		

<b>Person (s) responsible on site for 1<sup>st</sup> Aid.</b>	<b>Cert. type</b>	Outdoor First Aid	<b>Date of Cert.</b>	June 2019
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### Generic Site Risk Assessment

<b>Site Specific</b>	<b>The Hazard</b>	<b>Who could be harmed?</b>	<b>How could they be harmed?</b>	<b>Level of risk (with no control measures in place) <i>High Medium Low</i></b>	<b>Control</b>	<b>Who will carry out control measure and when (before or during activity)?</b>	<b>Level of risk (with control measures in place) <i>High Medium Low</i></b>
1 & 2	Very cold, wet, hot or windy weather	Staff and group members	Exposure & dehydration Injury from falling branches Hypothermia	Medium	Advise all to wear appropriate outdoor clothing.  Leave woodland in high winds with falling branches  Area under leaning trees or loose branches to be cordoned off  Staff with appropriate first aid training always present and well-stocked first aid kit available	SLT decision as to whether weather is too dangerous for session to go ahead (informed by Forest School Leader expertise)  Forest School leader responsible for monitoring weather and clothing.	Low
1 & 2	Slippery/ muddy or uneven underfoot  Tripping over tree stumps  Falling from a height	Staff and group members	Sprain, fracture or concussion Cut or bruise	Medium	Advise group to wear appropriate outdoor footwear  Staff to identify areas appropriate to the access needs of the group.  Advise all to walk carefully	Forest School leader and supporting TA	Low



					<p>Nobody aided in climbing higher than head-height</p> <p>Brief group on slipperiness of logs</p> <p>Identify specific hazards e.g. stumps and draw attention to them.</p> <p>Staff with appropriate first aid training always present and well-stocked first aid kit available</p>		
2	Poisonous or thorny plants, berries or fungi	Staff and group members	<p>Stings, rashes &amp; sickness</p> <p>Infected wound</p> <p>Damage to clothing</p>	Medium	<p>All to be briefed on contact with plants</p> <p>Group instructed not to eat anything not presented by a group leader</p> <p>Advise to clean hands before eating or drinking</p> <p>Advise to wear appropriate clothing to protect exposed skin</p> <p>Staff with appropriate first aid training always present and well-stocked first aid kit available</p>	Forest School Leader and supporting TA	Low
1 & 2	Stinging and biting insects	Staff and group members	<p>Stings leading to allergic response</p> <p>Tick bite leading to Lyme disease</p>	Medium	<p>Brief group on potential for bee and wasp stings and possibility of ticks in the woodland</p> <p>Knowledge of allergies and appropriate medication in place</p> <p>Ask group to check skin for any bites at home and if rash, red halo, or flu</p>	Forest School leader and supporting TA	Low

					<p>type symptoms occur go to doctor</p> <p>Staff with appropriate first aid training always present and well-stocked first aid kit available</p> <p>Advise to keep skin covered</p>		
1 & 2	Litter and animal faeces	Staff and group members	<p>Cuts</p> <p>Infection</p> <p>Shoe/clothing soiling</p>	Medium	<p>Leaders to check and clear area prior to session/on arrival at site</p> <p>Advise all participants to wash hands after an activity</p> <p>Gloves, disposal bags and wipes available for removal of faeces</p> <p>Staff with appropriate first aid training always present and well-stocked first aid kit available</p>	Forest School leader and supporting TA	Low
2	Animals and public present	Staff and group members	<p>Unwanted attention from animals</p> <p>Confrontation</p> <p>Interference/interaction with the public</p>	Medium	<p>Signs up for dog owners to keep dogs under control &amp; to inform the public that a Forest School group is present</p> <p>Encourage all to keep and quiet still when dogs approach</p> <p>Group to be made aware of cyclists</p> <p>Leaders to have mobiles available</p>	Forest School leader	Low
2	Lost member of group	Group members	Exposure, panic, injury, shock	Medium	<p>Walk boundaries with group</p> <p>Ask group to stay within boundaries</p> <p>Highlight boundaries using marker flags</p>	Forest School Leader and supporting TA	Low

					<p>Staff familiarise themselves with Lost or Missing Person Procedure</p> <p>Children to be clear on procedures should they find themselves separated from the group</p>		
2	Low branches	Staff & group members	<p>Scratches or bumped heads</p> <p>Eye damage</p>	Low	<p>Identify specific dangers and point these out to the group</p> <p>Where possible, remove low hanging branches to eliminate risk</p> <p>Staff with appropriate first aid training always present and well-stocked first aid kit available</p>	Forest School Leader and supporting TA	Low
2	Coppicing and small tree felling	Staff	<p>Falling branches</p> <p>Concussion or bruises</p>	Medium	<p>Training given and correct procedures adhered to including safe distances</p> <p>Always supervised</p> <p>Use hard hats as appropriate</p>	Forest School Leader	Low

**Low Risk** (Something which may result in minor damage or slight harm i.e. scratch or bruise)

**Medium Risk** (Something which may result in a significant loss/damage or major injury i.e. broken bone or other injury which results in person being taken to hospital for treatment)

**High risk** (something which may result in extensive damage, multiple or major injuries or death.)

## Activity Risk/Benefit Assessment

<b>Which activity is this assessment for?</b>		Rope use & shelter building				
<b>Consider the benefits to the children of allowing this activity to take place:</b>		Making risk judgements and managing risks for themselves (controlled risk)				
		Improved strength, balance and co-ordination				
		Group work and co-operation when working together to construct bridges/shelters/swings & bridges				
		Learning about materials and making appropriate selections based on strength and suitability				
		Building of resilience through success and challenge				
<b>The Hazard</b>	<b>Who could be harmed?</b>	<b>How could they be harmed?</b>	<b>Level of risk (with no control measures in place)</b>	<b>Control</b>	<b>Who will carry out control measure and when (before or during activity)?</b>	<b>Level of risk (with control measures in place)</b>
Rope may snap or a knot fail causing the user to fall	Group members	Bruises, cuts, broken bones (may fall onto uneven ground or protruding items)	High	<p>Ensure children are taught a range of knots and that these are checked by an adult prior to use.</p> <p>Ropes to be regularly inspected for wear and tear and replaced as needed.</p> <p>Dynamic risk assessment throughout activity</p> <p>Staff with appropriate first aid training always present and well-stocked first aid kit available</p>	Forest School Leader and staff	Medium
Tree branch may snap, bend or uproot	Group members and staff	Bruises, cuts, broken bones (may fall onto uneven ground or	High	<p>Staff to check any trees to be used and, if there is any sign of weakness, avoid using this tree.</p> <p>Ensure children are taught about</p>	Forest School Leader and staff	Medium

		protruding items)		<p>safety and choosing an appropriate place for their ropes/knots</p> <p>Dynamic risk assessment throughout activity</p> <p>Staff with appropriate first aid training always present and well-stocked first aid kit available</p>		
Falling from a rope bridge	Group members	Bruises, cuts, broken bones (may fall onto uneven ground or protruding items)	Medium	<p>Children taught about safety when moving across rope bridge</p> <p>Rope bridges will be lower than head height, typically between ankle &amp; hip height</p> <p>Staff with appropriate first aid training always present and well-stocked first aid kit available</p>		
<p>Swinging on a rope and bumping into another group member, tree or other obstacle</p> <p>Falling from swing</p>	Group members, staff and members of the public	Bruises, cuts, broken bones from swing user or others (may fall onto uneven ground or protruding items)	High	<p>Ensure that the children are taught the safety points of using a rope swing – clear distance around swing and direction of use</p> <p>Give regular warnings about vigilance when moving around the working area and when swinging</p> <p>Swings to be tested prior to use</p> <p>Feet on ropes will be lower than head height in full swing</p> <p>Children taught to step off rather than jump</p>	Forest School Leader and staff	Medium

				<p>Dynamic risk assessment throughout activity</p> <p>Staff with appropriate first aid training always present and well-stocked first aid kit available</p>		
Walking into a rope strung between two trees or supporting a shelter	Group members, staff & members of the public	Bruises, cuts or broken bones (may fall onto uneven ground or protruding items)	High	<p>Ropes to be brightly coloured so that they can be clearly seen against the background in the environment.</p> <p>Children alerted to the need to be vigilant for ropes and reminded of these throughout session</p> <p>Dynamic risk assessment throughout activity</p> <p>Staff with appropriate first aid training always present and well-stocked first aid kit available</p>	Forest School Leader and staff	Medium
Group members could hang from a rope inappropriately	Group members	Damage to limbs by rope wrapping around or strangulation should rope go around neck	Medium	<p>Group members to be given clear instruction and modelling of how to use ropes safely</p> <p>Ropes tight enough to prevent wrapping around body</p> <p>Loose ended ropes to be avoided</p> <p>Dynamic risk assessment throughout activity</p> <p>Staff with appropriate first aid</p>	Forest School Leader and staff	Low

				training always present and well-stocked first aid kit available		
Shelter may obstruct view of site or group members	Group members, staff and members of the public	Risk of public entering site unseen  Risk of children leaving site unseen	Medium	Clear boundaries give to site and group members briefed about suitable locations for shelter building  Staff to be positioned appropriately around site to ensure best field of vision  Any shelters being erected in an inappropriate location to be moved	Forest School Leader and staff	Low

**Low Risk** (Something which may result in minor damage or slight harm i.e. scratch or bruise)

**Medium Risk** (Something which may result in a significant loss/damage or major injury i.e. broken bone or other injury which results in person being taken to hospital for treatment)

**High risk** (something which may result in extensive damage, multiple or major injuries or death.)



## Activity Risk/Benefit Assessment

<b>Which activity is this assessment for?</b>		Tool use for the purpose of making objects, games, tools fire fuel collection.				
<b>Consider the benefits to the children of allowing this activity to take place:</b>		Developing Hand/eye co ordination and skills with tools.				
		Being able to build objects or make tools.				
		Handling sharp tools responsibly, and using them in a practical and positive way.				
		Learning responsibility for yourself and tools, including risk assessing and making good decisions in relation to personal safety and that of others.				
		Seeing knives as tools, not weapons and learning how to use them properly.				
		Self esteem and confidence will grow though taking park in using tools that require trust and responsibility.				
		Understand natural resources and materials.				
The Hazard	Who could be harmed?	How could they be harmed?	Level of risk (with no control measures in place)	Control	Who will carry out control measure and when (before or during activity)?	Level of risk (with control measures in place)
Improper use of billhook	Group members	Wounds	High	<p>Appropriate instruction and training given prior to independent use</p> <p>High level of adult supervision when tool is being used &amp; dynamic risk assessment throughout</p> <p>Appropriate PPE in place (no glove needed on hand using tool, glove on other hand. Gloves for anyone holding item being cut)</p> <p>First aider on site and first aid kit close by</p> <p>Tools counted in and out each</p>	Forest School Leader & supporting TA	Medium

				<p>session, kept in a designated “tool area” during session and used in a specific area</p> <p>Tools to be carried safely (by handle, wrapped and pointing down)</p> <p>Remind others in area to stay clear of tools “blood bubble”. Keep in cover when not in use and store in tool bag.</p>		
Improper use of bow saw	Group members	Wounds	High	<p>Appropriate instruction and training given prior to independent use</p> <p>High level of adult supervision when tool is being used &amp; dynamic risk assessment throughout</p> <p>Appropriate PPE in place (no glove needed on hand using tool, glove on other hand. Gloves for anyone holding item being cut)</p> <p>First aider on site and first aid kit close by</p> <p>Tools counted in and out each session, kept in a designated “tool area” during session and used in a specific area</p> <p>Tools to be carried safely (by handle, wrapped and pointing down)</p>	Forest School Leader & supporting TA	Medium

				<p>Remind others in area to stay clear of tools “blood bubble”. Keep in cover when not in use and store in tool bag.</p> <p>If sawing from a tree, ensure that no-one is below the branch to avoid injury when it falls.</p>		
Improper use of knife	Group members	Wounds	High	<p>Appropriate instruction and training given prior to independent use</p> <p>High level of adult supervision when tool is being used &amp; dynamic risk assessment throughout</p> <p>Appropriate PPE in place (no glove needed on hand using tool, glove on other hand. Gloves for anyone holding item being cut)</p> <p>First aider on site and first aid kit close by</p> <p>Tools counted in and out each session, kept in a designated “tool area” during session and used in a specific area</p> <p>Tools to be carried safely (by handle, wrapped and pointing down)</p> <p>Remind others in area to stay clear of tools “blood bubble”. Keep in</p>	Forest School Leader & supporting TA	Medium

				cover when not in use and store in tool bag.		
Improper use of mallet	Group members	Bruises, bumps or grazes	High	<p>Appropriate instruction and training given prior to independent use</p> <p>High level of adult supervision when tool is being used &amp; dynamic risk assessment throughout</p> <p>Appropriate PPE in place (no glove needed on hand using tool, glove on other hand. Gloves for anyone holding item being hit)</p> <p>First aider on site and first aid kit close by</p> <p>Tools counted in and out each session, kept in a designated “tool area” during session and used in a specific area</p> <p>Remind others in area to stay clear of tools “blood bubble”. Keep in cover when not in use and store in tool bag.</p>		
Improper use of loppers or secateurs	Group members	Cuts, drop on feet, objects fall on head	High	<p>Appropriate instruction and training given prior to independent use</p> <p>High level of adult supervision when tool is being used &amp; dynamic risk assessment throughout</p> <p>Appropriate PPE in place (no glove needed on hand(s) using tool, glove</p>	Forest School Leader & supporting TA	Medium

				<p>on other hand. Gloves for anyone holding item being cut)</p> <p>First aider on site and first aid kit close by</p> <p>Tools counted in and out each session, kept in a designated “tool area” during session and used in a specific area</p> <p>Tools to be carried safely (by handle, wrapped and pointing down)</p> <p>Remind others in area to stay clear of tools “blood bubble”. Keep in cover when not in use and store in tool bag.</p> <p>If sawing from a tree, ensure that no-one is below the branch to avoid injury when it falls.</p>		
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**Low Risk** (Something which may result in minor damage or slight harm i.e. scratch or bruise)

**Medium Risk** (Something which may result in a significant loss/damage or major injury i.e. broken bone or other injury which results in person being taken to hospital for treatment)

**High risk** (something which may result in extensive damage, multiple or major injuries or death.)

## Activity Risk/Benefit Assessment

<b>Which activity is this assessment for?</b>		Fire – Collecting wood, lighting, maintaining and putting out of small, contained fires. Cooking of simple meals and heating of water.				
<b>Consider the benefits to the children of allowing this activity to take place:</b>		Enjoyment, excitement, social times and collaboration for the purpose of food and drink preparation.				
		Understanding of the science behind fire including sustainability of materials and keeping the fire lit.				
		Simple food preparation, meals and foods taking hygiene into account				
		Putting the fire out, cleaning up and “leaving no trace” linking to environmental responsibility				
		Learning risk management, responsibility for personal safety and that of others.				
		Using fire as a tool for cooking and developing a respect for what it can do within the realms of remaining safe.				
The Hazard	Who could be harmed?	How could they be harmed?	Level of risk (with no control measures in place)	Control	Who will carry out control measure and when (before or during activity)?	Level of risk (with control measures in place)
Lighting the fire, adding fuel to the fire and being in close proximity when cooking	Staff and group members	Burns	High	<p>Demonstration and modelling of safe practices which are repeated every time fire is used.</p> <p>High levels of supervision – fire never left unattended</p> <p>Clear boundaries around the fire and specific rules about movement around the fire e.g. no running</p> <p>Long hair tied back and no loose clothing.</p> <p>One knee kneeling position at all times close to fire so that body can move away quickly</p>	Forest School Leader and supporting TA	Medium

				<p>Fire safety gloves available</p> <p>Long sleeves to cover skin &amp; non-flammable clothing worn</p> <p>Staff with appropriate first aid training always present and well-stocked first aid kit available</p>		
Sparks from fire coming into contact with skin	Staff and group members	Burns	High	<p>Clear boundaries around the fire and specific rules about movement around the fire e.g. no running</p> <p>High levels of supervision – fire never left unattended</p> <p>Long hair tied back and no loose clothing.</p> <p>One knee kneeling position at all times close to fire so that body can move away quickly</p> <p>Long sleeves to cover skin &amp; non-flammable clothing worn</p> <p>Staff with appropriate first aid training always present and well-stocked first aid kit available</p>	Forest School Leader and supporting TA	Medium
Falling into fire	Staff and group members	Burns	High	<p>Long sleeves to cover skin &amp; non-flammable clothing worn</p> <p>Clear boundaries around the fire and specific rules about movement around the fire e.g. no running</p>	Forest School Leader and supporting TA	Medium

				<p>High levels of supervision – fire never left unattended</p> <p>Teach “stop, drop and roll” fire safety approach</p> <p>Staff with appropriate first aid training always present and well-stocked first aid kit available</p>		
Improper use of Kelly Kettle	Group members	Burns & scalds	High	<p>Stay with Kelly Kettle at all times</p> <p>Ensure it is on a sturdy level non-flammable base</p> <p>Feed flames through chimney once placed on top of base</p> <p>Use PPE (fire safety gloves) whenever touching any part of the kettle</p> <p>Have air hole opposite side to spout</p> <p>Keep spout facing away from people to avoid splashes.</p> <p>Staff with appropriate first aid training always present and well-stocked first aid kit available</p>	Forest School Leader and supporting TA	Medium

**Low Risk** (Something which may result in minor damage or slight harm i.e. scratch or bruise)

**Medium Risk** (Something which may result in a significant loss/damage or major injury i.e. broken bone or other injury which results in person being taken to hospital for treatment)

**High risk** (something which may result in extensive damage, multiple or major injuries or death.)



## Activity Risk/Benefit Assessment

<b>Which activity is this assessment for?</b>		Free and structured play within a natural environment & play involving imported or scavenged materials. Activities may include, jumping from natural objects, climbing, shelter building, building structures with branches & logs, moving objects around the site, digging				
<b>Consider the benefits to the children of allowing this activity to take place:</b>		Developing group working and co-operation skills in an inclusive environment				
		Sense of achievement and accomplishment when successfully completing a directed or self-chosen task				
		Improved understanding of nature, its hazards and benefits				
		Development of imagination and imaginative play and interaction				
		Appreciation of risk and opportunity to engage with a controlled level of risk both physical and emotional, taking responsibility for the safety of themselves and others				
		Development of language and communication skills				
		Development of strength, co-ordination and balance				
<b>The Hazard</b>	<b>Who could be harmed?</b>	<b>How could they be harmed?</b>	<b>Level of risk (with no control measures in place)</b>	<b>Control</b>	<b>Who will carry out control measure and when (before or during activity)?</b>	<b>Level of risk (with control measures in place)</b>
Slips, trips and falls  (slippery ground, tree stumps, branches, protruding items)	Group members and staff	Broken bones, head bumps, cuts, bruises and abrasions	Medium	Dynamic risk assessment throughout session  Site survey prior to session and hazards identified and pointed out to the group (avoided if possible)  Group members encouraged to be vigilant to potential hazards and to avoid  Staff with appropriate first aid training always present and well-stocked first aid kit available	Forest School leader, supporting TA and group members themselves	Low
Grit, sand, mud	Group	Infection from	Medium	Group members to wear	Forest School	Low

in eyes/mouth/wounds	members	foreign objects  Eye injury		appropriate clothing and to ensure any existing lesions are covered  Ongoing reminders about safety and ensuring that group adopt safe practices when digging or moving items  Staff with appropriate first aid training always present and well-stocked first aid kit available	leader, supporting TA and group members themselves	
Failure or collapse of structures  Dropping of objects during structure building or movement of materials around site	Group members, staff and general public	Cuts, bruises, broken bones, entrapment, crush or impalement	High	Clear modelling and instruction about how to build safe structures, discussion about supporting structures and how to check for stability and safety  Area around structures to be kept clear of obstructions so group can move away safely in the event of failure  Dynamic risk assessment when building including regular checks for stability  Group members taught how to move objects safely, working together  Staff with appropriate first aid training always present and well-stocked first aid kit available	Forest School leader, supporting TA and group members themselves	Medium
Ingestion of poisonous	Group members	Poisoning	Medium	Staff to be aware of any potentially hazardous plant matter in the	Forest School Leader and	Low

plants				<p>environment and to avoid these areas or alert group members to them and the potential risk</p> <p>Staff with appropriate first aid training always present and well-stocked first aid kit available</p>	staff	
Slips, trips and falls when climbing	Group members	Cuts, bruises, broken bones, impalement, head injury	High	<p>Staff to ensure safe climbing practices are clearly taught and expected from all group members and constantly re-enforced during the session</p> <p>Dynamic risk assessment and close levels of supervision when group members are climbing</p> <p>Clear area beneath anything being climbed (clear of both hazards and other group members)</p> <p>Group members only allowed to climb up what they know they are able to climb down (jumping down not allowed)</p> <p>Staff with appropriate first aid training always present and well-stocked first aid kit available</p> <p>Group members encouraged to support one another, identifying one another's limitations and giving appropriate advice</p>	Forest School leader, supporting TA and children themselves	Medium

				Items inappropriate for climbing to be identified and shared with the entire group		
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### Daily/Session safety check record

Check: Weather, Poisons or toxic plants, Tree Damage, Faeces, Areas of open water, Boundary Disturbance, Litter, Other issues

Date	Comments / additions to safety information given to group	Controls	Signed