



**St Leonard's Church of England  
Primary School  
Forest School Handbook**



*In Jesus' Footsteps, we will grow in grace and knowledge.*



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## 1. Declaration

This handbook has been created by Debbie Cross, the Forest School leader, reflecting the principles of the Forest School ethos and the policies and procedures of St Leonard's Church of England Primary School. Detailed risk assessments, including the benefits associated with these risks, have been prepared.

All adults participating in the sessions are required to read and understand this handbook. If you have any questions, please ask Debbie Cross for clarification.

Please sign this declaration to confirm that you understand and will fully comply with the contents of the handbook. Forest School sessions provide a valuable opportunity for everyone to engage with the natural environment as an exceptional learning resource.

Adult volunteer consent form should be read and signed in addition prior to first volunteering.

Name:	Signature:	Date:



## 2. Intent

St Leonard's Church of England Primary School aims to use the natural outdoor woodland area to offer the children an insight into the Forest School ethos. This approach to outdoor learning encourages children to become independent, use their imagination, take appropriate risks within boundaries and initiate learning for themselves. Forest School is a holistic approach to learning, incorporating children's individuality and develops their skills for lifelong learning. It develops emotional and spiritual aspects of learning where self-esteem and self-confidence can grow and positive relationships with peers can be formed. Forest School explores the outdoors and the natural environment with practical, useful activities all year round. It develops peer learning with the adults providing support and enabling activities to take place. The child's interest will be at the heart of any activity.

Forest School Ethos is shared by trained practitioners across the UK and all over the world. Its origins are based on the Scandinavian model of learning with child-centred, play-based pedagogy at its core.

In 2002 the definition of Forest School was formulated: 'An inspirational process that offers children, young people and adults regular opportunities to achieve, develop confidence and self-esteem through hands-on experiences in a local woodland environment.'

The Forest School ethos has 6 principles (reviewed in 2011 and published by the Forest School association <https://www.forestschoollassociation.org/whatis-forest-school/>) and these are:

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

This policy should be read in conjunction with other policies including:

- Early Years Policy
- SEND Policy
- Behaviour Policy
- Health and Safety Policy
- Safeguarding Policy

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# How we Implement Forest School at St. Leonard's

All children attending our sessions will use a range of natural resources to stimulate creativity, build resilience and become reflective and compassionate children. This is a part of our whole school ethos as shown in our school vision.

 How our vision shapes... <b>Forest School</b> 	
<p><b>Share Faith and Hope</b> </p> <p>Many find their experience of being in this environment helps them feel uplifted showing awe and wonder of the natural world including through the seasons and rhythm of the year. Being responsible for and looking after their environment gives children a connection to nature and God's wonderful creation. Children connect spiritually with times and areas for reflection in a natural environment.</p>	<p><b>Love and Value All</b> </p> <p>Everyone is making a positive contribution. Sessions are planned following FS ethos, building on children's interests and choices. Children and adults are responsible for looking after all in the outdoors - risk assessing and problem solving. Children show their love and respect for one another and have the opportunity to work in different ways with different individuals and groups, enhancing their value for all.</p>
<p><b>Learn, Remember and Do</b> </p> <p>In line with Forest School ethos and building on the children's ideas, play and choices, skills may connect with classroom learning but wouldn't be taught in a classroom context. Children learn to identify flora and fauna, to be responsible for their environment and are encouraged to be involved in sustainable woodland management. This hands-on experience allows them to observe, interact, and appreciate the complexities of ecosystems and sustainable management practices.</p>	<p><b>Aspire, Flourish and Shine</b> </p> <p>Overcoming challenges Resilience, teamwork, cooperation and socialisation are some of the ways in which children flourish in Forest School. Children have the opportunity to develop alternative skills based on the interests they identify from the natural environment and the people they are drawn to. Positive growth is identified through the act of being creative and innovative as the children complete their own activity with their measure of success. Children who may find some areas of the curriculum challenging have further opportunity to shine in outdoor practical environments showing their strengths.</p>



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Children will have the opportunity to:

- Be reflective around campfires, reflection areas, in dens.
- Build shelters and hammocks.
- Climb and balance
- Use a range of tools from hand drills to bill hooks.
- Create a variety of knots and lashings for different purposes.
- Help to prepare wood, build, start a fire and understand the importance of fire safety.
- Prepare and cook food on an open fire.
- Track animals and bug hunt.
- Make a variety of items from jewellery to musical instruments.
- Collect, group and classify a range of flora and fauna.
- Study the seasons and the changing wildlife.
- Communicate in a range of games and work together to problem solve.
- Develop storytelling and character building in the outdoor environment.
- Develop gross and fine motor skills through play.



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# The structure of the Forest School Session

## Before each session:

- A thorough sweep of the site will be carried out to check for any hazards, for example, litter, glass, animal faeces. Any such items will be removed using disposable gloves and will be put in plastic bags and disposed of accordingly. The school office will be informed.
- Pathways and trees will be checked for fallen or hanging dead branches that could cause injury and trip hazards such as bramble runners across paths will be moved.
- Weather conditions will be checked.

## During each session:

- Participants will change into appropriate clothing and footwear.
- Alternative clothing will be offered where worn clothing is not appropriate and this will be judged by the Forest School Leader.
- Labelled sunscreen should be applied on sunny days which should be provided by parents. Children will apply their own suncream unless they are too young to do so.
- First sessions will incorporate a Health and Safety boundary walk and risk assessment of trees and plants, so they are aware of rules, dangers to avoid and safe play. This will be referred to every session.
- All sessions will use 'Sticky Feet' gathering chant so that children know how they will be gathered during sessions or in an emergency.
- At least one activity will be introduced during each session and will build on the children's interests from the previous session.

## To end each session:

- Reflection time: This could include meditation, mindfulness tasks and feedback of likes, dislikes, difficulties and challenges overcome.
- The site will be left tidied, and no trace left.



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# The Impact of St. Leonard's Forest School

Many children will have new experiences during their forest school time and a broad range of activities will be available to act upon children's interests and to learn new skills. The satisfaction that children feel when crafting something new and of use is a valuable learning experience for all children. Children will grow in confidence as a result of the freedom, time and space they are given in their learning. This allows them to demonstrate independence at each individual child's rate.

The children will begin to understand, assess and manage their own risk and safety. This will allow the children to become more independent and show them that life comes with not only risk but also rewards. It also teaches them what their own limits are and that they can push through them. They will see that sometimes we don't always get the desired result the first time but that doesn't make us a failure, it helps us to grow, forcing us to try again in a different way. Forest school encourages and facilitates problem solving, logical thinking, self-reflection and evaluation.

Activities such as sharing tools and participating in play help teach the children to work together as a group, strengthening their bonds and social skills. The review time at the end of each session allows time for self-reflection and for all children to share and celebrate their successes.

The sensory experiences provided by Forest School helps prompt language development, a wider range of higher-level vocabulary that is learnt in situ, with hands-on experience. The adult can play a role of just observing, coming alongside, modelling, supporting, scaffolding or encouraging. Children develop an interest in the great outdoors and respect for the natural world around them. The changing seasons and weather offer a wealth of interest and opportunities.

We measure the impact of our curriculum through the images and videos of the children's practical learning and talking to the children about their learning during reflection (pupil voice). These are included on the school website and on the school Facebook page so parents and other adults can see the images, where permission has been granted.

Our Forest School sessions will be delivered by qualified Level 3 Forest School leaders. They deliver this program following the guidance set out in this document. A copy of all policies and procedures will be shared with all participating adults and kept in the office. This contains vital information needed for each session which includes procedures in the event of an emergency etc.

## **Equality and Diversity:**

All children will be included with all activities and no form of discrimination will take place; reasonable adjustments will be made to make it inclusive for all. Inclusion is a thread which runs through all the Forest School activities regardless of a child's ability, disability, gender, race, culture, etc. St Leonard's C of E Primary School has a Special Educational Needs Policy, an Inclusion Policy and an Equal Opportunities Policy which will be adhered to during Forest School sessions.

## **Roles and Responsibilities:**

The Forest School Leader will have the overall responsibility for:

- Risk assessments for each session, pre-visit site checks and continuous safety monitoring.
- Planning for sessions, differentiation for individual children's needs.
- Ensuring that once on-site rules are followed and continue to risk assess during the session.
- Ensuring necessary equipment is taken into woodland.
- Administration of first aid and checking first aid kit.
- Supervision of fire use, following procedures set out in this document

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- Supervision of tools use, cleaning and storing.
- Organising emergency procedures.
- Ensure site is left as it was found after every session

Staff/ students / volunteers: will model good practice throughout the session, carry out delegated roles and responsibilities, extend children’s learning where appropriate by asking extending questions, support children to manage their own risk, remind children of rules and boundaries, be aware of dangers within Forest School, always monitor levels of safety and support the Forest School leader to run the sessions.

### 3. Forest school location

Our woodland is situated adjacent to St. Leonard’s C of E Primary School on Whalley Road Langho. It is owned by Lancashire County Council and rented and used by St. Leonard’s C of E school in Langho which was built in 1873. Access from school is gained either by crossing the school playing field and entering by the locked gate at the bottom of the field or by the locked gate behind school, and along the path behind the fenced playground.

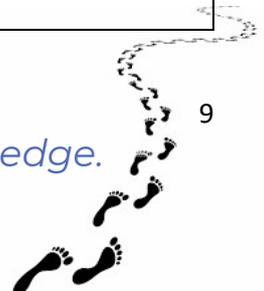


### 4. Insurance

St. Leonard’s C of E Primary School is fully insured via Public Liability Insurance, through Lancashire County Council.

### 5. Environmental Impact

Negative impact		
Activity and impact	Ecological layer	Management actions
Fire pit leading to change in ph. of soil and possibility of burnt vegetation	Soil layer	<ul style="list-style-type: none"> <li>• Ensure enclosure of the fire pit is sufficient and repair and replace bricks if needed to ensure fires are well-contained.</li> <li>• Reduce the frequency of fires to allow the soil time to recover</li> <li>• Organise tidy with scout group and agree to guidelines for use.</li> </ul>



Debris left around fire (agreement for use of area by local Scout group)		
Mud kitchen and digging leading to soil damage and damage to roots	Soil layer	<ul style="list-style-type: none"> <li>• Limit the area and frequency of digging activities</li> <li>• Ensure digging areas remains away from tree roots.</li> <li>• Replant or reseed dug-up areas to promote plant regrowth.</li> <li>• Educate children on caring for soil-dwelling insects and any plants they discover.</li> <li>• Point out tree roots and explain their importance, teaching children how to protect them.</li> </ul>
Erosion of the stream, the banking and area surrounding, footfall from children wading in stream	Soil layer	<ul style="list-style-type: none"> <li>• Limit the use of stream activity</li> <li>• Utilise multiple roots in and out of the stream</li> <li>• Rest areas on a rotation</li> <li>• Teach children about looking after the stream environment and importance of limiting areas so not overused and impact to flora/fauna</li> <li>• Use onsite woodchip for paths leading up</li> <li>• Plant trees and vegetation to help with erosion of the banks.</li> </ul>
Footfall in busy areas leading to erosion or compaction of soil	Soil layer	<ul style="list-style-type: none"> <li>• Redirect paths to reduce wear on the ground</li> <li>• Use onsite woodchip on paths to minimise soil erosion (avoid importing woodchip from other locations to prevent the spread of pests and diseases).</li> <li>• Rotate frequently used play areas to allow recovery time for the land</li> <li>• Utilise multiple paths to distribute foot traffic</li> </ul>
Play leading to trampling of flora	Field/understorey layer	<ul style="list-style-type: none"> <li>• Help children identify young plants</li> <li>• Mark the plants with stakes, tubes, or other markers</li> <li>• Work with the children to develop a plan for avoiding damage to the plants during play</li> <li>• Surround young plants with branches or logs for protection</li> </ul>
Den building leading to reduction of deadwood for habitats and insect foods	Field layer	<ul style="list-style-type: none"> <li>• Limit the size and number of dens being built</li> <li>• Provide a designated pile of wood for den building that children know is available for their use</li> <li>• Establish separate dead wood piles on-site for wildlife habitats and ensure children understand these are not for den building</li> </ul>
Collection of firewood leading to reduction of habitats and insect fodder	Field layer	<p>Limit the collection of firewood on-site by:</p> <ul style="list-style-type: none"> <li>• Consider purchasing local firewood from sustainable sources or request donations.</li> <li>• Promote the creation of new dead wood habitats and ensure children understand these are for wildlife, not for firewood</li> </ul>

Damage to trees through play, e.g. swinging on branches, rope lines	Understorey layer	<ul style="list-style-type: none"> <li>• Discuss with children the importance of caring for the tree and how to look after it properly.</li> <li>• Remove any swings attached to damaged branches and consult a tree surgeon for advice on the tree's health.</li> <li>• Limit permanent use ropes left in situ to ensure the safety of other users and to protect the tree.</li> </ul>
Bark damage of trees through play	Understorey layer	<ul style="list-style-type: none"> <li>• Discuss with children the importance of caring for the tree and how to look after it properly.</li> <li>• Remove any swings attached to damaged branches and consult a tree surgeon for advice on the tree's health.</li> <li>• After each session, take down ropes erected during session to ensure the safety of other users and to protect the tree.</li> </ul>
Heat from fire damage to flora e.g. trees	Canopy layer	<ul style="list-style-type: none"> <li>• Light fires at least 4 meters away from large trees and any overhanging branches.</li> <li>• Limit the frequency of fires and vary their locations to minimise environmental impact if possible.</li> </ul>

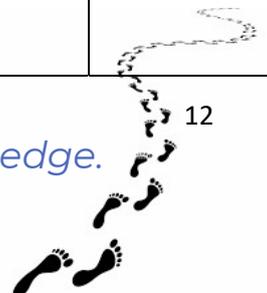
Positive Impact		
Activity and impact	Ecological layer	Management actions
Creating a new designated deadwood pile of habitats for invertebrates and small mammals eg. hedgehog	Soil/Field/Understorey layers	<ul style="list-style-type: none"> <li>• Involve children in building new habitats using deadwood piles and old timber.</li> <li>• Explore ways to attract various types of wildlife by creating habitats on your site.</li> <li>• Conduct wildlife surveys with the children to demonstrate the positive effects of the new habitats.</li> </ul>
Promoting plant diversity by clearing brambles	Field layer	<ul style="list-style-type: none"> <li>• Identify any invasive species on your site.</li> <li>• Organise a day for parents and volunteers to clear overgrown areas.</li> <li>• Ensure some overgrown areas of brambles, nettles etc are left for wildlife.</li> </ul>
Tree planting on the perimeter of the wooded area, to expand.	All	<ul style="list-style-type: none"> <li>• Involve learners and those attending Eco club about the planting and care of donated saplings.</li> <li>• Protect young trees with tree guards.</li> <li>• Monitor for damage or diseases.</li> <li>• Involve the children in surveying the impact to nature that these trees have encouraged.</li> </ul>
Limiting the spread of disease in trees	Field/Understorey/Canopy layers	<ul style="list-style-type: none"> <li>• Maintain contact with Julien Marcroft, Building Surveyor for Lancashire County Council, <a href="mailto:julian.marcroft@lancashire.gov.uk">julian.marcroft@lancashire.gov.uk</a> to arrange tree surgeon to remove diseased trees when necessary, helping to slow the spread of diseases transmitted through root contact, like honey fungus or Dutch elm disease.</li> <li>• Report any sightings of pests or tree diseases to the appropriate authorities (Lancashire County Council).</li> </ul>



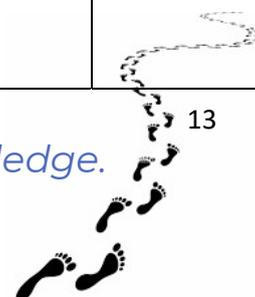
Coppicing and pollarding tree species like willow and hazel to increase light reaching the forest floor, encouraging the growth of ground flora, enhancing biodiversity, and providing important habitats for insects, birds, and mammals.	Field/Understory layers	<ul style="list-style-type: none"> <li>• Connect with other Forest School groups who may offer valuable knowledge.</li> <li>• Keep the harvested wood for creative projects, firewood, or to create deadwood habitats.</li> </ul>
Creation of new habitats	Field/understory layer	<ul style="list-style-type: none"> <li>• Organise habitat (bird box/bug hotel) building and monitoring activity with the children.</li> <li>• Develop activities to help children identify bird species, observe their behaviour, and track changes in biodiversity throughout the seasons.</li> <li>• Involve children in making bird feeders and ensure feeders are available during the winter months to support the birds.</li> </ul>

## 6. Three-year management plan

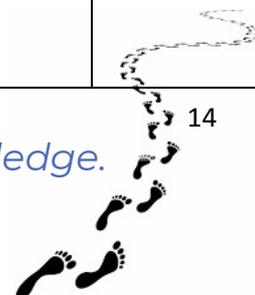
Jamaica Wood	What it looks like now?	What we want it to look like?	What Actions will you take?	Any Ecological Consideratons?	Who will and how will it be Monitored?	When will this be achieved?
<p>Fire pit maintenance</p> <p>Shared use of site with Scout group has seen fire pit left with traces of use (rather than no trace, in accordance with a Forest School teaching of leaving a fixed fire)</p>	<p>Some bricks are loose</p> <p>Possibility of soil altered ph balance</p> <p>Debris (branches and sticks) left around the fire circle and logs used, pallets with large nails introduced</p>	<p>Maintained and surrounded by red brick border</p> <p>Cleared of debris</p> <p>no trace (in accordance with a fixed fire)</p>	<p>Communication with Scout group leaders to organise tidy and removal of pallets to be disposed of at community bonfire event.</p> <p>Site sweep to ensure the fire circle is fully maintained and clear of debris before each session</p> <p>Fire pit frequency to</p>	<p>PH of soil could be tested</p>	<p>Forest School Leader</p>	<p>October-November 2024</p> <p>Before every session</p>



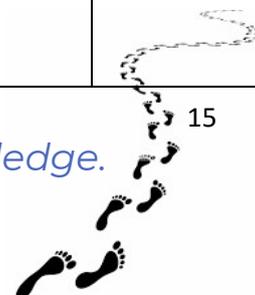
			continue to be infrequent with appropriate resting period			
Mud kitchen overuse in one small area	Some trace left of digging activities	No trace left of digging activities	Limit the area and frequency of digging activities and rotate yearly Ensure digging areas remains away from tree roots. Replant or reseed dug-up areas to promote plant regrowth. Educate children on caring for soil-dwelling insects and any plants they discover. Point out tree roots and explain their importance, teaching children how to protect them.	Tree roots	Forest School Leader	End of each session for the no trace left  Spring 2025 for the rotation and planting  Autumn 2024-Spring 2025 for the education of children and ongoing thereafter
Stream erosion to the banks and footpaths leading up	Banks are slippery and becoming steeper	No trace left  Vegetation increases along affected areas of riverbank	Limit the use of stream activity Utilise multiple routes in and out of the stream Rest areas on a rotation Teach children about looking after the stream environment and importance of limiting areas so not overused and impact to flora/fauna Use onsite woodchip for	Ensure and planting introduced is in keeping with the natural habitat eg. grasses, ferns for plants and for trees, willow with an extensive fibrous fast growing root system to help with holding the soil in place  If possible, split existing native plants to the area that thrive	Forest School Leader/volunteer group	Start in Autumn 2025  Continue Autumn 2026  Planting in Autumn whilst soil still warm and saplings settle before growth spurt in Spring



			paths leading up Plant trees and vegetation to help with erosion of the banks.	in wet/clay soils		
Footpaths erosion	Eroded on some edges	Level paths	Site supervisor to assess and repair using onsite chippings.  Redirect paths on rotation	Loss of plants on edges however large areas are untouched and plants are thriving  Ensure onsite chippings so as not to introduce any diseases	Visually Monitored by Forest School Leader/ Site Supervisor	In the next 3 months. Maintained for the length of the forest school period.  September 2025  September 2025  Spring 2025
Signs of trampling in popular areas	Some trampling of vegetation	No trampled areas  Thriving young plants  Leave no trace maintained	Protect areas by surrounding with logs to reduce footfall  Teaching learners to plant identify and a monitoring survey activity carried out by learners  Rotate play areas	Ensure new areas are monitored and rotated as necessary	Forest School Leader and learners for the surveys	Spring 2025 to Autumn 2026
Piles of rotting wood by fire pit	Rotting due to wet weather, not suitable for fire making in wet weather or using for activities.	Plentiful deadwood for use during activities and as a habitat for bugs/insects.  New habitat areas for animals and insects in wider areas	Continue to ask for donation of shed or suitable structure to use as a wood store (so wood not touching the wet ground and in one central store) or ask on school newsletter for the help of a	Currently creates new habitats and food sources for flora/fauna.  Large pile near fire circle is mixed with pallets, with nails and will be removed for safety	Organised by Forest School Leader.	In the next 3 months.



			parent builder/joiner to construct.  Involve children in collection and creation of deadwood habitats	However, some will be moved away from the clearings and more provided in areas where less footfall.		Yearly starting 2025 after LCC have cut down branches
Darker woodland areas – little sunlight Limited amount of materials	Trees left to grow, no coppicing currently	Improve the health and biodiversity of woodland – coppicing for Materials – willow/hazel etc.	Contacting Lancashire County Council regarding coppicing technique and materials, when trees are removed.  Shared ideas from other Forest School Group in the area	This should have a positive ecological impact, encouraging new growth through letting in light and rejuvenation of coppice tree.	Forest School Leader.	Lancashire County Council Tree Safety inspection 2 yearly 2026 and ongoing
Damage to tree bark and branches due to playing and ropes erecting and being left	Some rubbing from tarp rope left erected over firepit Some weakening from learners swinging on a lower branch	No damage to bark and branches Weakened branch removal	Discuss with children the importance of caring for the tree and how to look after it properly. No use of branch until checked by tree surgeons from LCC Remove any swings attached to damaged branches and consult a tree surgeon for advice on the tree's health. Limit permanent use ropes left in situ to ensure the safety of other users and to protect the tree.	Health of tree restored	Forest School Leader	Oct - remove rope  Spring – communication with LCC tree surgeons during annual inspection and management of trees



Vegetation around fire pit singeing	None currently	Maintain no damage to vegetation around fire pit	Light fires at least 4 meters away from large trees and any overhanging branches. Limit the frequency of fires and vary their locations to minimise environmental impact if possible.	Singeing or burning of vegetation, Removal of habitats	Forest School Leader	Ongoing monitoring as vegetation and branches grow to ensure that there is no damage and 4m distance is maintained
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## 7. Health and Safety Policy

Forest School sessions by their nature encourage children to develop their own risk management skills and will support them to become responsible for themselves and others around them. Children will be reminded to always follow our school pupil promises and the specific rules and safe play in the woodland. All staff and helpers will be DBS checked. Risk assessments will be carried out as explained above. The Forest School Leader will assess weather conditions regularly and will evacuate the area if they become too extreme. All children and adults will wear appropriate clothing depending upon the weather conditions. An open fire risk assessment will be carried out before a fire is allowed and protection procedures followed. A Forest School Leader will always be present, and children will be reminded of safe practice. The school has a Health and Safety Policy, Safeguarding Children Policy that will be adhered to.

### Risk Assessments will include:

- The site of the Forest School
- Equipment and Activities
- Open Fire
- Individual Risk Assessments for tools and activities (bill hook, bow saw, mallets, knives), where applicable
- Risk assessments in relation to individual children /adults such as Health Care Plans or managing existing conditions/injuries

### Weather conditions:

Following Forest Schools ethos children are advised to dress warmly and wear waterproofs because sessions will run in all kinds of weather. St. Leonard's will supply waterproofs when needed. However, there are some occasions where it may not be safe or practical to go ahead with a planned session due to extreme weather.

- In the case of high winds of 25 mph or more determined by the met office online.
- In the case of extreme temperature determined by a met office amber weather warning
- In the case of very cold temperatures, of around 0 degrees or below, sessions may be cut short or cancelled. We will ensure children are appropriately dressed and activities will be planned to ensure children are kept moving.

Signature:	Date:
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## 8. Emergency Procedures and First Aid Emergency action plan:

In the event of an emergency the following will happen:

- Emergency Whistle blown.
- Children advised to put tools down by other adults in surrounding areas and to await further instructions.
- Forest School Leader to assess the situation and remove any hazards.
- Once any hazard has been removed the leader will deal with the incident or follow the first aid procedures in the case of an accident.

Whilst dealing with a first aid incident, the leader will:

- Ensure the safety of all other children within the group by advising other adults present of the situation and ask them to monitor the other children.
- If this leaves an adult alone, children will be called to the area that the leader is in and if necessary, all children will be taken indoors.
- The first aider will follow first aid procedures as described above

### Lost child Procedure:

- Head counts will take place at the beginning, during and end of the session.
- All activities will be suspended and the call “Sticky feet, sticky feet” (children reply, “everyone together” whilst walking to regroup on the log seating) will be used to rally all group members.
- One adult will be released to search the immediate area, whilst other adults occupy other children in a song or story.
- If the missing child/children is/are not found, the Forest School Leader will take the group back to school, retracing the paths taken earlier. One adult will stay in the area to continue looking, contact will be maintained by mobile phone.
- If the group and leader cannot locate the missing child/children, and if the searching adult has not found anyone, the school office will be notified to alert any supporting staff to help in the search. At this point, the Head Teacher/DH will be notified by the Forest School Leader of the current situation.
- Head Teacher /DHT will then follow the appropriate process. Forest School Staff should immediately make a record of events and timings and last known position of the child/children. These will be recorded in the Forest School Incident book and reports passed to the Head Teacher.

## 9. First Aid and First Aid Kit

St. Leonard’s C of E Primary School has a First Aid Policy which outlines the steps taken during an incident or accident on the school grounds. Additionally, the lead Forest School practitioner maintains an outdoor first aid certificate accredited by the Institute of Outdoor Learning.

All accidents are recorded in line with school policy.

In the unlikely event a serious accident occurs, one of the forest school team will telephone the main school office for assistance. This may include contacting emergency services and/or parents according to the individual circumstances.



**The first aid kit contains:**

Antiseptic wipes

Eye irrigation solution

Plasters – a range of sizes

Triangular bandages

Medical incident recording book

Protective gloves

Micro pore tape

Foil blanket

Emergency action plan

During campfire sessions there will be an additional burns kit, fire blanket and bucket of water on hand in case of emergency.

All staff will be aware of medical conditions of the children and inhalers, epi pens etc. will be taken into woodland in the class first aid box.

## 10. Fire and Fire Safety

### Use of Fires procedure:

A Forest School Leader must always be present when a fire is lit and must never be left unattended. There must always be water available to extinguish the fire.

Fires will be built in a designated fire area: if a tarpaulin is placed above the fire, it should be approximately 2.5 metres above the fire and seating will be at 1.5 metres. Relevant personal protection equipment will be used.

Children will be reminded of the fire pit procedures at every visit.

- Walk around the outer edge of the fire pit circle, adjacent to the log seats.
- Sit in the space available, no changing seats.
- Children are not allowed to cross the inner circle (adults should be role models of this).
- The fire box containing fire retardant gloves, first aid kit and fire blanket should be placed close to the fire circle along with a bucket of cold water.
- Safe extinguishing of the fire will be modelled.

## 11. Food Safety

### Food safety and Hygiene Procedures:

Children at Forest Schools are taught a strict NO eating rule, unless it is a specific activity led by an adult to prepare and cook food. Initially, when children are ready they will participate in simple cooking on the fire activities which includes toasting marshmallows/waffles or baking bananas. There is always a staff member present with food hygiene training, when food is being handled and prepared.

### Food Preparation, transport and storage:

Hands will be washed thoroughly, and any cuts/grazes covered in the correct manner (plaster or ideally gloves) before handling and preparing food.



Some food may need to be prepared in the school e.g. bread dough. Food will be stored in clean containers and transported in a cool bag to and from the site, with any clean utensils and cooking pans required. The box will remain closed in between use with food covered in bags or boxes; to avoid attracting flies and other insects.

All 'use by' dates will be checked on foods before eating.

Water for cooking will be provided in a clean sealed storage container.

### **Handling, cooking and eating Food:**

Soap and water will be available for children to wash their hands before handling food or utensils

Children are taught how to cook food safely following the activity risk assessment and fire procedure. All food will be checked by an adult to ensure it is fully cooked before eating.

Children will be asked to sit still around the fire circle or to move to a designated eating area from the fire to keep numbers to a minimum near the fire circle.

### **Clearing away and cleaning up:**

ALL food not eaten or cooked will be placed in bin bags and disposed of in the school bin at the end of the session by one of the adults.

The area is checked to ensure there are no food traces to avoid vermin being attracted to the area.

ALL utensils and pans will be washed and stored away correctly.

## **12. COSHH**

Due to the nature of Forest School activities, participants may encounter biological agents, such as microorganisms (bacteria and fungi), as well as external parasites like ticks and mosquitoes, which may carry health risks.

### **Procedure**

Through thorough, site-specific assessments, potential hazards will be identified, and any necessary clearances made. Students will also be alerted to specific microorganisms where relevant. To reinforce safety, children are reminded of the "No Licking" rule to help them understand the importance of protecting themselves from ingestible hazards. If first aid is required for bites, the nature of the host organism will be considered, and relevant information will be communicated to the class teacher and passed on to parents or carers. Additionally, all safety checks will ensure that materials for the campfire are safe for burning. The full COSHH policy is available online on the HSE website.

## **13. Tool and Tool Maintenance**

### **Use of Tools procedure:**

Children and adults will be informed of rules, safety and trained in the use of each tool before they store, carry and use it. There will be tool maintenance session opportunities during poor weather.

Tool use guidance documents will be carried by the leader during each session and tool use ratios will be at the discretion of the Forest School Leader. Ratios will be set out in the session risk assessments.



Relevant personal protection equipment will be worn at all times.

Tools will be counted in and out and checked against an inventory.

Tools will be stored safely and kept out of the reach of children.

Tools will be checked before and after each session and cleaned and maintained periodically, broken and damaged tools will not be used.

Tool	How to Check	How to Clean	How to Maintain	How to Store
Bow saw	Check after every session without gloves. Check the handle is intact and not loose. Check the blade for holes or nicks, that the teeth are intact, straight and rust free.	Check the guard, covering the blade, and wipe away any debris. Use wire wool and a dab of metal polish such as Autosol or Brasso, to clean the blade. Apply in circular motions. Wipe with an oily cloth along the non-cut edge.	If the blade needs replacing it can be removed by untwisting at the end and removing. A new blade replaces the old one which can be disposed of at a recycling centre.	Store in a dry, lockable container.
Bill hook	Check that the handle and blade are not loose and there are no notches on the blade.	Clean the whole blade, focusing on the cutting edge, with metal polish such as Autosol or Brasso, starting at the top edge, then wipe from the non-bladed side with an oily rag.	Sharpen with a cigar stone. Sharpen 10x on each side moving the stone over whole blade. Then wipe with an oily rag.	Store in a dry, lockable container.
Bush craft knife	Check that the blade and handle are secure, and the lanyard (if applicable) is intact. Check that there is no debris in the sheath, no dents or nicks on the blade and that the blade is straight.	Clean both sides of blade & top of blade with metal polish such as Autosol or Brasso. Check sheath is clean.	Use a whet stone to sharpen eg. An oiled whet stone (or wet stone) with the courser side up and tilt the blade down swiping in a curved motion, turn over and repeat x10. Repeat with the reverse side of the stone, which is finer. To remove any filings, use a strop, wiping the blade downwards then turn and upwards x40 times. Wipe with an oily rag.	Store in a sheath in a dry, locked knife box.
Hand drill	Check the handle and mechanism, remove the bit and check for damage.	Clean with the cleaning kit with metal polish and wipe over the wooden handle. Wipe over with an oiled rag.	The drill bit can be replaced if needed.	Store in a dry, locked toolbox.



## 14. Toileting

All children will visit the toilet before their session. If necessary, an adult will accompany a child from the Woodland to the nearest school toilet and back to the group.

## 15. Clothing Guide

Parents will receive a communication prior to the start of term indicating which day their child/children will participate in Forest School and guidelines on clothing and footwear.

All children should wear long bottoms (no shorts) to prevent injury and wellington boots to keep feet dry. During hot weather, children should wear sun cream and a sunhat. In cold/ wet weather, children should wear a warm hat and gloves (waterproof gloves are even better). A change of socks could be provided. Layers are important in cold weather and a base layer/vest, a warm t-shirt and a hoody or warm sweatshirt are recommended.

A waterproof jacket and trousers can be provided by school.

Safety gloves will be provided for children working with tools.

## 16. Equipment

The Forest School Leader is responsible for the maintenance of all the equipment used in the sessions. This includes sharpening, cleaning and replacing all tools and safety equipment. See Tools section for further information.



# 17. Risk Assessment and Risk Benefit Analysis

## Site and Weather



St Leonard's Church of England Primary School

RISK ASSESSMENT RECORD



To be read in conjunction with other related risk assessments & policies/procedures.

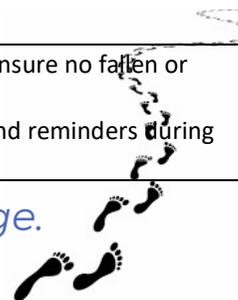
NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme

<b>ACTIVITY ASSESSED:</b> Forest School and Outdoor Learning Site Risk Assessment	<b>ASSESSED BY</b> Mrs Dawn Lindley	<b>APPROVED BY</b> Mrs Dawn Lindley
<b>ACTIVITY LOCATION:</b> St. Leonard's School, Langho Jamaica Woodland Area	<b>ASSESSMENT DATE</b> Oct 2024	<b>APPROVAL DATE</b> Oct 2024
		<b>REVIEW DATE</b> Oct 2025

Please note – St Leonard's C of E Primary School operates under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world.

HAZARD	Who's at risk and how?	Risk Level Without Precautions	PRECAUTIONS To reduce the risk level	Who will do them?	When Before, During or After?	Risk Level With Precautions
<u>Weather</u> falling trees	All Bruise Abrasion Concussion Broken bones	Low to high	<ul style="list-style-type: none"> <li>Prior to sessions, staff to observe weather forecast and weather warnings.</li> <li>Ensuring pupils are wearing suitable clothing (e.g. outdoor coat, wellies, old trainers, walking boots).</li> <li>Site carried out to identify and amend risks</li> <li>The woodland will not be used in windy weather.</li> </ul>	FS Leader	Before and during	Low
<u>Exploring the site</u> Uneven ground	All Bruise	Low to high	<ul style="list-style-type: none"> <li>Site checked before each session and during to ensure no fallen or dangerous branches.</li> <li>Rules and procedures shared with the children and reminders during sessions.</li> </ul>	FS Leader	Before and during	Low

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Branches and tree roots on the ground Edging to path broken Branches and shrubs at eye level	Abrasion Concussion Broken bones		<ul style="list-style-type: none"> <li>Forest School Behaviour Policy shared with all children and referred to during sessions.</li> <li>Pupils told to stay well-back/away from fences and barbed wire.</li> <li>Pupils well supervised, awareness talks and reminders.</li> <li>There will always be at least 2 members of staff with a First aid kit, children's inhalers and mobile phone.</li> </ul>			
<u>Stream</u> Sloping/slippy bank down to stream High drop down to stream in places (e.g. near bridge)	All Bruise Abrasion Concussion Broken bones	Low to high	<ul style="list-style-type: none"> <li>Pupils only have access to the stream under instruction and adult supervision.</li> <li>Access and exit points are shown away from steeper areas and may change if footfall heavy and ground becomes slippy.</li> <li>Pupils told to stay on main path and to stay well-back/away from the sloping bank near the stream (e.g. crossing bridges)/use top path if needed.</li> <li>Pupils asked to work in the clearing and not near the water.</li> <li>Pupils told not to enter the stream.</li> <li>Pupils well supervised, awareness talks and reminders.</li> <li>Fenced areas are regularly checked and kept in good state of repair.</li> </ul>	FS leader and assisting adults	Before and during	Low
<u>Missing child</u> A pupil may wander off or go missing	Children Unsupervised child on main road leading to being run over by motor vehicle Bruise Abrasion Concussion		<ul style="list-style-type: none"> <li>Pupils told and asked to repeat the physical boundaries set by the teacher during each session.</li> <li>Specified area for play within the woodland – make sure they can see an adult at all times.</li> <li>Regular headcount.</li> <li>No access out of school grounds.</li> <li>Fences and wall in good repair with no holes, checked on site sweep.</li> <li>1:1 support for children that may try to leave specified areas in school.</li> </ul>	FS leader and assisting adults and children	At all times	Low

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	Broken bones Distress					
<u>Bites and stings</u>  Pupils may receive a sting from bees/wasps and stinging nettles.	All	Med	<ul style="list-style-type: none"> <li>• Pupils warned not to touch minibeasts (e.g. bees/wasps) and to be aware of stinging nettles.</li> <li>• Long trousers and closed, suitable footwear to be worn (e.g. wellies, walking boots, trainers).</li> <li>• Nettles on paths to be cleared.</li> <li>• Nettles and brambles to be identified and areas shown to children.</li> </ul>	FS leader and assisting adults and children	At all times	Low
<u>Medical emergency</u>  <ul style="list-style-type: none"> <li>• Allergies</li> <li>• Existing conditions</li> </ul>	All	Med to high	<ul style="list-style-type: none"> <li>• Teachers to ensure that inhalers and epi pens are with them at all times.</li> <li>• Teachers will also take first aid.</li> <li>• Teacher to be aware of any known allergies or existing conditions and be aware of treatment required.</li> <li>• Pupils with severe medical needs are known to the teachers.</li> <li>• Teachers react and respond immediately should the need arise.</li> <li>• Known medical procedures for all adults and children to know of regathering in a medical emergency procedure</li> </ul>	FS leader and Class teachers	At all times	Med - low
<u>Strangers on the grounds</u>	Children	Med to low	<ul style="list-style-type: none"> <li>• Children to be made aware that should a person enter the woods (over the fence around the boundary) they must not interact with them and must tell an assisting adult who will inform the FS leader.</li> <li>• In the case of this happening, staff will advise the person to leave the school grounds.</li> <li>• If this is not observed immediately, staff will phone school to notify a member of SLT and children will be taken back to school straight away.</li> <li>• Only access to woodland is through school grounds which have locked gates at all access points or from the field behind which is fenced with barbed wire and is maintained and checked.</li> </ul>	FS leader and assisting adults and children	At all times	Low
<u>Ingestion</u>  <ul style="list-style-type: none"> <li>• Mushrooms and fungi</li> <li>• Poisonous Plants</li> <li>• Natural Paints</li> </ul>	Children	Med	<ul style="list-style-type: none"> <li>• Site to inspected prior to first session.</li> <li>• Pupils made aware that some plants are poisonous.</li> <li>• Pupils asked not to pick anything that's living and growing.</li> <li>• Ensure children do not eat anything they find and keep their hands out of their mouths and eyes, e.g. "Don't pick, don't lick, mind that stick".</li> <li>• Wash hands thoroughly after the session.</li> <li>• Any obvious mushrooms to be moved away.</li> </ul>	FS leader and assisting adults and children	Before and during	Low

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<u>Using sticks/branches</u>  • Risk of sharp objects. • Sharp branches and thorns	All	High to low	<ul style="list-style-type: none"> <li>• Pupils to be aware of dangers and carry/hold sticks carefully being aware of others around them.</li> <li>• Minor injuries/accidents to be dealt with accordingly on site.</li> <li>• Larger cuts/more serious injuries to be dealt with in school.</li> <li>• In the event of severe injuries 999 to be called.</li> </ul>	FS leader and assisting adults and children	Before activities and during	Med - low
<u>Animal droppings</u>	Children  Infection or ingestion of bacteria	Med	<ul style="list-style-type: none"> <li>• Pupils to be made aware not to touch or pick up any animal droppings, they should tell an adult if they see any.</li> <li>• Ideally, step over animal droppings.</li> <li>• Hands to be cleaned and anti bac gel to be used.</li> <li>• No cattle access or dog walker access into the woodland, droppings only from wildlife.</li> <li>• FS leader to dispose of in correct manor.</li> </ul>	FS leader and assisting adults and children	Before and during	Low
<u>Using string</u>	All  Friction burns	Med	<ul style="list-style-type: none"> <li>• Children to be instructed how to use string to make dens and tie sticks together.</li> <li>• Close supervision.</li> </ul>	FS leader	Before activities and during	Low
<u>Small tools</u>  Scissors  See individual tool risk assessments for any additional tools	All  cuts	Med	<ul style="list-style-type: none"> <li>• Pupils to be aware of dangers and carry/hold scissors carefully being aware of others around them.</li> <li>• Safety talk given and repeated. Close supervision.</li> <li>• Child scissors used – not as sharp.</li> </ul>	All adults	Before activities and during	Low
<u>Rope Swing</u>	Children  Bruise  Abrasion  Concussion  Broken bones	Med - high	<ul style="list-style-type: none"> <li>• Pupils instructed not to use the swing unless permission is granted by teachers under very close supervision.</li> <li>• Rope checked for damage</li> <li>• Swing erected in appropriate place on strong branch.</li> <li>• Instruction for 1 at a time usage.</li> <li>• Sitting position, no standing up on tyre.</li> </ul>	FS leader and assisting adults and children	Before activities and during	Low

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<u>Tree climbing</u>	Children  Bruise  Abrasion  Concussion  Broken bones	Med-high	<ul style="list-style-type: none"> <li>• Pupils instructed not to climb any trees unless permission is granted by teachers under very close supervision.</li> <li>• Rules and safe boundaries to be established (E.g. agreed height) before a child climbs any tree.</li> <li>• Limit amount of children on a tree at one time to three, if size of tree permits.</li> <li>• Limit times on tree so others can enjoy too.</li> </ul>	FS leader and assisting adults and children	Before activities and during	Med - Low
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#### Site Risk: Benefits

- Promoting physical development and awareness of the difference in surroundings.
- Encouraging pupils to be self-aware and support their peers.
- Pupils to realise the importance of following rules.
- Pupils to be self-aware, identify dangers and learn to risk assess for themselves.
- Working as a group.
- Building relationships and trusting each other.
- Opportunity to work as a team safely, to problem solve and scaffold each other.
- Encourages self confidence in a new and sensory environment.
- Opportunities to develop gross/fine motor skills and develop social skills.
- To help children to identify flora and fauna.
- Promote knowledge for identifying and avoiding mushrooms and fungi.
- Identify similarities to foods bought and eaten
- To understand the importance of hygiene.
- Practising knots and learning new skills involving following instructions.
- Encourages creativity.
- Pupils to be aware of dangers and carry/hold tools carefully being aware of others around them.
- Hand and eye co-ordination.
- Encourages self-restraint
- Safe use, storage and maintenance of tools
- Safety around fires.
- Food preparation.
- Cooking on fires.
- Understanding of seasons.
- Curriculum links to RE, Science and Geography and subject topic extension opportunities.
- New experiences and skills.



**To be read in conjunction with other related risk assessments & policies/procedures.**  
**NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme**

<b>ACTIVITY ASSESSED: Weather</b>	<b>ASSESSED BY</b>	Miss Debra Cross	<b>APPROVED BY</b>		Mrs Dawn Lindley	
<b>ACTIVITY LOCATION: St. Leonard’s School, Langho Woodland Area</b>	<b>ASSESSMENT DATE</b>	October 2024	<b>APPROVAL DATE</b>	October 2024	<b>REVIEW DATE</b>	October 2025

**Benefits to the children of offering this experience:**  
**Being in touch with nature, coping with different weather conditions and temperatures, multisensory experiences, children learn to risk assess independently during the session**

St Leonard’s C of E Primary School will always follow the adverse weather warnings and endeavour to cancel Forest School sessions with adequate notice.  
 St Leonard’s C of E Primary School will never take unnecessary risk when it comes to adverse weather.

Please note – St Leonard’s C of E Primary School operates under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world.

<b>HAZARD</b>	<b>Who’s at risk and how?</b>	<b>Risk Level Without Precautions</b>	<b>PRECAUTIONS</b> To reduce the risk level	<b>Who will do them?</b>	<b>When Before, During or After?</b>	<b>Risk Level With Precautions</b>
High wind (falling trees or branches)	All Head injury Cuts/bruises Broken bones	Low to High	Prior to sessions observe weather channels, radio and weather warnings observed. Cancellation of Forest School on days with high wind in line with weather warnings. Site checked before session to ensure no fallen trees or dangerous branches.	FS Leader	Before and dynamic during session	Low
High wind causing debris to fly about. (smaller branches, sticks, leaves, dust)	All Cuts / Bruises Serious injury Eye injury	Low to High	Prior to sessions observe weather channels, radio and weather warnings observed. Cancellation of Forest School on days with high wind in line with weather warnings. Site checked before session to ensure no fallen trees or dangerous branches. If possible remove loose branches If branches are not reachable, then area of risk taped off and a safety briefing given to students to stay away from taped off areas. Medical bag to contain eye wash.	FS Leader	Before and dynamic during session	Low

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High temperatures	All Sun burn Heatstroke Dehydration	High occasional	<p>Prior to sessions observe weather channels, radio and weather warnings.</p> <p>Ensure students wear suitable clothing in hot weather – long sleeved cotton tops, long light trousers and a hat.</p> <p>Ensure that there are spare clothes on site should a students not dress appropriately. Forest School leader will have to refuse children to participate if not dressed appropriately.</p> <p>Sun cream to be applied prior to session.</p> <p>All students will take water bottles to forest and have regular drink breaks .</p> <p>Ensure that students do not spend long periods in the full sunshine.</p> <p>Students will be encouraged to have a rest and drink in a shady area.</p> <p>Forest School staff will ensure children play under thickest tree canopy, providing more effective shade.</p>	FS Leader	Before and dynamic during session	Low
Very low temperatures	All Frost bite Dehydration Hypothermia	High occasional	<p>Prior to sessions observe weather channels, radio and weather warnings.</p> <p>Ensure students are wearing suitable cold weather clothing, thermals, hats, scarves, waterproofs, gloves and layers.</p> <p>Ensure that letters/texts are sent to parents to remind them what suitable clothing is required, post on School website and discuss at parent/teacher meeting.</p> <p>Ensure that there are enough extra clothes on site should a students not dress appropriately. Forest School leader will have to refuse children to participate if not dressed appropriately.</p> <p>Wind chill factor must be taken into account.</p> <p>Cancelling Forest School if appropriate in cold temperatures (depending on age of students)</p> <p>Offer hot drinks regularly to ensure hydration. Use of Kelly kettle and flasks.</p> <p>Shorter activities.</p> <p>Plan in activities for movement to keep warm.</p>	FS Leader	Before and dynamic during session	Low

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# Activities

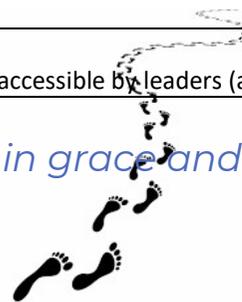
To be read in conjunction with other related risk assessments & policies/procedures. NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme						
ACTIVITY ASSESSED: <b>Campfires</b>		ASSESSED BY	Miss Debra Cross	APPROVED BY	Mrs Dawn Lindley	
ACTIVITY LOCATION: St. Leonard's School, Langho Woodland Area		ASSESSMENT DATE	October 2024	APPROVAL DATE	October 2024	REVIEW DATE October 2025
<p><b>Benefits to the children of offering this experience:</b>            Learn how to safely use make, social, life skill, sensory experience, warmth, help well-being, cook food/boil water, team work, take fear away, meditative, mindfulness, gain respect for fire, sense of community, learning about survival and curriculum links to science and geography, increased confidence and achievement</p> <p>St Leonard's C of E Primary School have fully assessed the risks against the benefits of having a camp fire to cook food in our sessions. We concluded that the benefits far outweigh the risks provided that all of the measures above are followed to ensure our very high safety standards. Camp Fires are a very important part of our Forest School sessions and we will endeavour to teach our participants the importance of using them safely so they can learn from the whole experience.</p> <p>Please note – St Leonard's C of E Primary School operates under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world.</p>						
HAZARD	Who's at risk and how?	Risk Level Without Precautions	PRECAUTIONS To reduce the risk level	Who will do them?	When Before, During or After?	Risk Level With Precautions
<b>Fires are lit by the FSL or trained adult, are located in the fire pit within a 1 metre square and are never left unattended. Fire gauntlets are used at all times.</b>						
Behaviour	All  Burns Serious injury Smoke inhalation Death	High	FSL to assess whether children are showing suitable behaviours before planning to do the activity. Fire circle rules established prior to fire. All students must follow the Behaviour Policy. Unsafe behaviour will not be accepted around the Camp Fire. If after individuals have been reminded they continue to show inappropriate behaviour they will be removed from the camp fire area for reflection and discussion to find unmet needs and inform future support. All equipment collected prior to the lighting All safety equipment within reaching distance and accessible by leaders (and	FS leader	Before and dynamic during session	Low

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			<p>children if applicable)</p> <p>Only 2 people in the fire circle to build or cook on fires</p> <p>Staff to model safe and appropriate campfire behaviour.</p> <p>Students are reminded to walk around the outside of the seating area rather than cross the fire pit area.</p> <p>When Forest School leader has assessed the behaviour of students and taking into consideration age and stage then and only then will students be shown how to light fires under constant supervision from Forest School leader and supporting staff.</p>			
Unsuitable Clothing/long hair	All  Serious injury Death	High	<p>Long hair needs to be tied up when tending fire.</p> <p>Fire gauntlets are to be worn when tending the fire.</p> <p>Any clothes that are hanging loose such as scarves and belts must be tucked in before entering the Fire pit area.</p>	FS leader	During session	Low
Accident/illness	All  May become ill/have an accident	Medium	<p>Within the Health and Safety briefing the students will be informed of action they should take if they feel ill or have an accident.</p> <p>Maintain a fully stocked first aid kit on site at all times.</p> <p>There will be a certified first aider on site at all times.</p> <p>There will be an up-to-date log book to record any incidents/illnesses on site at all times.</p> <p>Emergency contact details will be kept at the school office contact will be made with a mobile phone.</p>	FS Leader and assisting adults	During session	Low
Unsuitable burning material	All  Combustion/ Explosion/ respiratory	Low	<p>In the safety briefing students will be told what is suitable or not suitable burning material and this shall be overseen by the FS leader at all times.</p> <p>Students are reminded not to put anything on the fire without supervision.</p> <p>Wood with contaminants (paint, glue etc.) on it must not be used on the campfire and will not be kept in the area.</p> <p>Flammable liquids (petrol, white spirit etc.) must not be used to ignite the campfire to avoid explosions.</p> <p>No treated woods will be used for cooking activities.</p>	FS Leader	Before and during session	Low
Flames	Burns	Med	<p>The fire will be built suitable for the intended purpose and not made too large.</p> <p>The fire must be kept under control at all times.</p> <p>Students will follow full safety procedures respect positioning on tending the fire.</p>	FS Leader	During session	Low
Igniting the fire	Adults	Med	<p>All equipment collected prior to the lighting</p> <p>All safety equipment within reaching distance and accessible by leaders (and</p>	FS Leader	During session	Low

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(Refer to Fire Striker risk assessment as applicable)	Burns Injuries		<p>children if applicable)</p> <p>Fire circle rules established prior to fire.</p> <p>Only 2 people in the fire circle to build or cook on fires</p> <p>Fires to be lit by Forest School leader or supporting adult, until sufficient training has been given to capable participants, using the agreed fire lighting method.</p> <p>The minimum requirement of 1 metre square is marked out around the fire pit with bricks. The person igniting the fire must be on the outside of the 1 metre boundary around the fire pit. The boundary for the fire pit must be 2 metres from the fire circle area seating.</p> <p>Fire gauntlets must be worn at all times by the person igniting and tending the fire.</p> <p>No flammable liquids/accelerants used to light the fire.</p> <p>Fire lighting should always be done in the designated area (firepit).</p> <p>Fire striker returned to toolbox.</p>			
Extinguishing the fire	All Smoke inhalation Burns Serious injury	Med	<p>Fire should be put out in line with the Camp Fire Policy.</p> <p>Water should be poured on it at arm's length standing with back to wind. Water should be poured on from the outside inwards in small swirls until the fire is slowly extinguished.</p> <p>After the fire is safely extinguished, wearing fire gauntlets, any larger pieces of fire fuel and debris should be checked to ensure they are fully extinguished and removed to the edges of the fire pit.</p> <p>The Forest School leader will decide who has the experience and confidence to do this job.</p>	FS Leader	During session	Low
Setting surrounding ground and vegetation alight	All Burns, scorching of land, potential forest fire	Med	<p>Fires to be in designated fixed fire pit area.</p> <p>No overhanging branches.</p> <p>Fire pit area checked and kept clear with no vegetation close by.</p> <p>Fire properly extinguished with water before leaving with all ash debris/embers thoroughly wet/cold before leaving.</p> <p>Fire size is suitable to the current activity.</p>	FS leader	Before	Low
Canopy (tarp catching light)	All	Med	<p>Tarp will be safely secured so it will not fall on the fire.</p> <p>Parachute will be high enough (4m) and the fire small enough, so embers do not reach the tarp.</p> <p>Continued monitoring throughout.</p>	FS leader and assisting adults	Before and during session	Low

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	Burns, potential forest fire					
Wood selection	Potential carcinogenic/ respiratory issues	High	Where possible, use dry wood as it produces less smoke and doesn't spit as much. Never use a toxic wood on the fire (Yew Tree and Rhododendron). Only use standing dead wood for tinder as you can identify what tree it has come from.	FS leader ad assisting adults	Before and during session	Low
Smoke	All (particularly those with asthma)  Respiratory Problems  Trips leading to burns form unclear vision	High	The Forest School leader will brief students that they can move away from the smoke if they wish and remind them of procedure for entering and leaving the fire pit circle. Always position yourself upwind from the smoke. Where possible, use dry wood as it produces less smoke. Students will be advised not to walk through smoke.	FS leader ad assisting adults	During session	Low
Weather	All  Burns Forest Fire	Med	The Forest School leader is responsible for checking the weather forecast prior to session. If the winds are at a dangerous level – the fire will not be lit.  If the wind speed becomes dangerous when the fire is lit, then the fire will be extinguished.	FS leader and assisting adults	Before and during the session	Low
Fire attendance	All  Burns Smoke inhalation Serious injury	High	All equipment collected prior to the lighting All safety equipment within reaching distance and accessible by leaders (and children if applicable) Fire circle rules established prior to fire. Only 2 people in the fire circle to build or cook on fires (FS leader and a child if applicable and under supervision or assisting adult) Fires to be lit by Forest School leader or supporting adult, until sufficient training has been given to capable participants, using the agreed fire lighting method.	FS leader	During	Low

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			The campfire must be attended by an adult supervisor at all times The camp fire will only be lit by the Forest School leader or supervised by FSL. Only light a fire size suited for the session.			
Fire Pit location	All Forest Fire Burns	High	Fire pit will be situated in the fixed firepit area with a 1 metre boundary area marked out around it with bricks. The seating circle will be 2 metres minimum away from the brick boundary. Overhanging branches will be min 4 m high and will be monitored and maintained. Vegetation will be cleared and monitored for overgrowth.	FS leader	Fixed location	Low
Tools - fire lighter/poker	All Slips/trips Fire hazard	Med	Lighting tools will be put away once used. Fire pokers will be placed in a safe place. Only 2 people in the fire circle to build or cook on fires (FS leader and a child if applicable and under supervision or assisting adult) Fires to be lit by Forest School leader or supporting adult, until sufficient training has been given to capable participants, using the agreed fire lighting method. The campfire must be attended by an adult supervisor at all times	FS leader	During	Low
Fire Pit surround	All Forest Fire Burns	High	The fire pit construction has been designed to insulate the heat and to stop underground roots catching on fire which can spread fires. The bricks round the campfire act as a boundary to stop the fire spreading outwards and to stop people getting too close. A minimum 2 metre perimeter round the fire pit will be completely clear of all leaves, litter, debris and other flammable material to stop fire spreading.	FS leader	Before, during and after	Low

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To be read in conjunction with other related risk assessments & policies/procedures. NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme						
ACTIVITY ASSESSED: <b>Kelly Kettle</b>		ASSESSED BY	Miss Debra Cross	APPROVED BY		Mrs Dawn Lindley
ACTIVITY LOCATION: St. Leonard's School, Langho Woodland Area		ASSESSMENT DATE	October 2024	APPROVAL DATE	October 2024	REVIEW DATE October 2025
<p><b>Benefits to the children of offering this experience:</b>  <b>Skills for safe use of a key kettle, sense of community, health and well being (e.g. hot drinks on cold days), food preparation links, learning about survival skills and curriculum links to science and geography, increased confidence and achievement</b></p> <p>Please note – St Leonard's C of E Primary School operates under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world.</p>						
HAZARD	Who's at risk and how?	Risk Level Without Precautions	PRECAUTIONS To reduce the risk level	Who will do them?	When Before, During or After?	Risk Level With Precautions
<p><b>Fires are lit by the FSL or trained adult, are located in the fire pit within a 1 metre square and are never left unattended. Fire gauntlets are used at all times. The fire pit is ocated 2m away in all directions from any objects and overhanging branches are 4m or more above.</b></p>						
Finding and using fire wood	All  Trips Falls Cuts Smoke inhalation	Med	Safety briefing to move safely around the site being aware of any uneven ground keeping to boundaries. Collect non-toxic wood. (Yew, holly and rhododendron are toxic) It must not be collected from the ground. Only use dead wood from a known source, do not collect green wood as it will be very smoky when burning. Rotate where wood is collected so not to deplete same areas.	All	Before	Low
Fire Lighting	Adults  Toxic wood Smoke inhalation Burns	High	Only the Forest School leader or supervised adult will light the Kelly kettle within the campfire area until the children are able to. (age and stage appropriate). Collect non-toxic wood. (Yew, holly and rhododendron are toxic) It must not be collected from the ground. Only use dead wood from a known source, do not collect green wood as it will be very smoky when burning. Have a bucket of water, fire gauntlets, medical burns kit, fire blanket and kneeling pad ready along with your prepared tinder and wood of different sizes.	FS leader and adults	Before and during	Low

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			<p>Position yourself with your back to the wind.</p> <p>Lay small pieces of tinder in the base of the Kelly kettle.</p> <p>Using the fire striker light the tinder in a kneeling position. Once lit, wearing fire gauntlets, place into base of the Kelly kettle gradually adding wood. Continue to add wood from the side not from above the fuel hole to avoid burns.</p>			
Positioning	<p>All</p> <p>Burns</p> <p>Scalds</p> <p>Smoke inhalation</p> <p>Risk of fire</p>	High	<p>Clear the area within 2m around the Kelly kettle to avoid fire spreading.</p> <p>Kelly kettle should be sat on a safe flat base.</p> <p>Stand with your back to the wind and ensure all other participants are at least 2m away from the Kelly kettle.</p> <p>Always turn the spout away from you so that boiling water will not spit on you.</p> <p>The oxygen hole on the base should face in the opposite direction of the spout.</p> <p>Never put the bung in the spout while boiling water due to risk of exploding water.</p>	FS leader and adults	Before and during	low
Stopper left in top	<p>Adults</p> <p>Burns</p> <p>Scalds</p>	High	<p>Remove the stopper to prevent buildup of pressure, steam and prevent water spurting out causing scalds..</p>	FS leader and adults	Before	low
Fire extinguishing	<p>All</p> <p>Burns</p> <p>Scalds</p> <p>Smoke inhalation</p> <p>Risk of fire spreading</p>	Med	<p>Adults attending the fire will carry out this task until the children are ready and trained (age, key stage appropriate)</p> <p>When the water is boiled and the fire requires extinguishing, using fire gauntlets place the kettle on safe flat surface. Then allow the base fire to burn down and cool fully, ensuring the kk area is supervised at all times by the adult.</p> <p>Pour water from the fire bucket into the base and sure that the debris is extinguished and thoroughly wet with cold water.</p> <p>When the debris is cold, scatter at different locations around the site, in order that the site remains unchanged and the ph. of the soil is not affected by the charcoal.</p> <p>Return the fire striker to its box.</p>	FS leader and adults	During	low

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Transportation of Kelly kettle full of boiling water	Adults Burns Scalds	High	Whenever possible, avoid moving around with the boiling water. Ensure the spout is facing away from your body to avoid spillage of boiling water onto you. Other participants need to be aware you are moving and keep a safe distance away. Once empty return the kettle to a safe flat base to cool.	FS leader and adults	During	low
Use of Kelly Kettle /behaviour	Burns Scalds Risk of fire Smoke inhalation	High	Only the Forest School leader or supporting adult will use the Kelly kettle until participants are ready (age and stage appropriate). FSL to assess whether children are showing suitable behaviours before planning to do the activity. The Forest School leader will give safety briefing prior to lighting and will monitor throughout use and never leave the participants/Kelly kettles unattended. Keep the area where the participant is using the kettle clear of other participants, they are not to enter then 2 metre exclusion zone. Participants should not build the flames up too high. If a child disregards the safety briefing and after a warning continues to display dangerous behaviour they will be removed from this activity to reflect on behaviour. Discuss expectations and look at unmet needs for future support.	All	Adults	low

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**To be read in conjunction with other related risk assessments & policies/procedures.**  
**NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme**

<b>ACTIVITY ASSESSED: <b>Cooking over camp fires</b></b>	<b>ASSESSED BY</b>	Miss Debra Cross	<b>APPROVED BY</b>	Mrs Dawn Lindley		
<b>ACTIVITY LOCATION: St. Leonard’s School, Langho Woodland Area</b>	<b>ASSESSMENT DATE</b>	October 2024	<b>APPROVAL DATE</b>	October 2024	<b>REVIEW DATE</b>	October 2025

**Benefits to the children of offering this experience:**  
**Skills for safe campfire cooking, sense of community, health and well being, food preparation skills, cookery life skills, learning about survival skills, curriculum links to science and design and technology, increased confidence and achievement**

Please note – St Leonard’s C of E Primary School operates under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world.

<b>HAZARD</b>	<b>Who’s at risk and how?</b>	<b>Risk Level Without Precautions</b>	<b>PRECAUTIONS</b> To reduce the risk level	<b>Who will do them?</b>	<b>When Before, During or After?</b>	<b>Risk Level With Precautions</b>
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**To be read in conjunction with the campfire risk assessment.**  
**Refer to the campfire risk assessment for behaviour, unsuitable clothing, unsuitable burning material, flames, igniting and extinguishing the fire, Setting surrounding ground and vegetation alight, Canopy (tarp catching light), wood selection, smoke, weather, fire attendance, fire pit location and surround.**

Food	All  Burns Food poisoning	High	Hands surfaces and equipment cleaned before and after cooking. Ingredients stored in airtight containers. Food is pre-prepared/prepared in sanitary conditions. Cooking will be inclusive to consider all dietary requirements in line with dietary data, held at the school office (collected annually and updated as required) . Simple recipes will be followed. If food needs to be kept chilled, a cool box with Ice blocks will be used. Any food used must be safe to eat and within its use by/best before date. Burns from hot food/Student’s will be warned that some foods such as marshmallows may burn due to the temperature of the sugar. St. Leonard’s C of E is a nut free environment.	FS leader and adults	All	low
Accident/illness	All  May become ill/have an accident	Med	Within the Health and Safety briefing the students will be informed of action they should take if they feel ill or have an accident. Maintain a fully stocked first aid kit on site at all times. There will be a certified first aider on site at all times. There will be an up to date log book to record any incidents/illnesses on-site at all times.	FS leader and adults	During	low

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To be read in conjunction with other related risk assessments & policies/procedures.

NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme

<b>ACTIVITY ASSESSED: Fire Striker</b>	<b>ASSESSED BY</b>	Miss Debra Cross	<b>APPROVED BY</b>	Mrs Dawn Lindley		
<b>ACTIVITY LOCATION: St. Leonard's School, Langho Woodland Area</b>	<b>ASSESSMENT DATE</b>	October 2024	<b>APPROVAL DATE</b>	October 2024	<b>REVIEW DATE</b>	October 2025

**Benefits to the children of offering this experience:**  
 Learn how to safely use to start a fire, life skill, sensory experience, team work, take fear away, gain respect for fire, sense of community, learning about survival and curriculum links to science, increased confidence and achievement.

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<b>HAZARD</b>	<b>Who's at risk and how?</b>	<b>Risk Level Without Precautions</b>	<b>PRECAUTIONS</b> To reduce the risk level	<b>Who will do them?</b>	<b>When Before, During or After?</b>	<b>Risk Level With Precautions</b>
Dangerous behaviour	All Burns Injuries	Med	FSL to assess whether children are showing suitable behaviours before planning to do with the activity . When ready, children will be taught to use the fire striker safely in the briefing and the Forest School leader will model how to strike it safely. It will only be used in the location of the fire circle. Only one child will use a striker at a time and will work in the fire area with the FS leader. The Forest School leader will supervise at all times. The fire striker will be transported carefully in the palm of the hand and not swung around. If a child disregards the safety briefing and after a warning continues to display dangerous behaviour, they will be removed from this activity to reflect on behaviour. Discuss expectations and look at unmet needs for future support.	FS leader	All	low
Storage of tool	All Burns Injuries	Med	Before the start of a session the tools will counted in and out. All tools will be checked for faults and any damaged tools will be removed from use. The toolbox will be kept locked and the Forest School leader will have the key. Once the fire striker has been used it will be returned to the tool box.	FS leader	All	low

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Weather (hot and very dry)	All Fire spreading Injuries/Burns	Med	The fire striker will only be used in the cleared fire circle area.	FS leader	Before	low
PPE	Participants Unsuitable clothing for activity causing injury	Med	To ensure that long hair is tied back when lighting fire. To ensure that fire gauntlets are worn when tending the fire Any clothes that are hanging loose such as scarves must be tucked in before entering the Camp Fire Zone. Flammable clothes (such as shell suits and children's dressing up costumes eg. Own clothes day) are not allowed within the Camp Fire Zone.	FS leader and adults	All	low
Location	All Fire spreading Burns Injuries Death	Med	The fire striker will only be used in the cleared fire circle area under adult supervision. Fire safety briefing will be given prior to use of fire striker.	FS leader and adults	All	low
Age/ability of child	Participants Cuts Injuries Burns	Med	The Forest School leader will decide if the child is ready to use a fire striker taking into account their maturity, dexterity and experience. Fire safety briefing will be given prior to use of fire striker. The Forest School leader will demonstrate how to use a fire striker safely.	FS leader	Before and during	low

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To be read in conjunction with other related risk assessments & policies/procedures.

NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme

<b>ACTIVITY ASSESSED:</b> Climbing	<b>ASSESSED BY</b>	Miss Debra Cross	<b>APPROVED BY</b>	Mrs Dawn Lindley		
<b>ACTIVITY LOCATION:</b> St. Leonard's School, Langho Woodland Area	<b>ASSESSMENT DATE</b>	October 2024	<b>APPROVAL DATE</b>	October 2024	<b>REVIEW DATE</b>	October 2025

Benefits to the children of offering this experience:  
 Improving gross motor skills, spatial awareness of self and others balance and co-ordination, Improving communication and social skills, observing at various levels of the forest, confidence building, self-esteem, learning to assess risks.

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HAZARD	Who's at risk and how?	Risk Level Without Precautions	PRECAUTIONS To reduce the risk level	Who will do them?	When Before, During or After?	Risk Level With Precautions
Falling	All Cuts Bruises Injuries Broken bones	High	Daily site sweep to ensure any loose branches are removed. Suitable shoes and clothing are to be worn. All loose clothing to be tucked in and scarves etc. must be removed. Participants will be taught test a branch before climbing onto it and they will be advised not to climb higher head height by a member of staff. Children encouraged to assess their own competences. Tree climbing will be monitored by and adult/ no tree climbing if no adult present.	FS leader and assisting adults	Before	Low
Slips and trips from debris and equipment	All Cuts Bruises Injuries Broken bones	Med	Site survey to remove debris. Staff to use any equipment to another area of the wood away from climbers. Equipment, where appropriate to be locked way.	FS leader and assisting adults	Before	Low
PPE	All	Med	Suitable shoes and clothing are to be worn. All loose clothing to be tucked in and scarves etc. must be removed. Long hair should be tied back and jewellery removed. Long sleeves and trousers should always be worn.	FS leader and assisting adults	Before	Low

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	<p>Clothing caught on branches</p> <p>Sips</p> <p>Cuts Bruises Injuries</p> <p>Broken bones</p>					
Accident/Illness	<p>All</p> <p>May become ill or have an accident</p>	Med	<p>Within the Health and Safety briefing the students will be informed of action they should take if they feel ill or have an accident.</p> <p>Maintain a fully stocked first aid kit on site at all times.</p> <p>There will be a certified first aider on site at all times.</p> <p>There will be an up-to-date log book to record any incidents/illnesses on site at all times.</p> <p>Emergency contact details will be kept at the school office contact will be made by mobile phone.</p> <p>Adults to have charged mobile phone available on site.</p>	FS leader	Before and during	Low
Behaviour	<p>All</p> <p>Cuts Bruises Injuries Broken bones</p>	High	<p>FSL to assess whether children are showing suitable behaviours before planning to do the activity.</p> <p>Safety briefing covering: informing participants which trees they can climb that session, reminding them how high they can climb and testing the branches before putting their weight on it.</p> <p>If a child disregards the safety briefing and after a warning continues to display dangerous behaviour, they will be removed from this activity to reflect on behaviour. Discuss expectations and look at unmet needs for future support.</p>	FS leader	During	low
Weather (wet and windy)	<p>All</p> <p>Impact injuries Broken bones Bruising Cuts</p>	High	<p>The Forest School leader will take account of weather warnings and if the wind speed is above Force 6 (25-31mph) on the Beaufort scale there will be no climbing.</p> <p>If the wind speed increases during the session the Forest School leader will stop the climbing activities.</p> <p>If the trees are too wet and slippery participants will be advised not to climb.</p>	FS leader	Before and during	low

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**To be read in conjunction with other related risk assessments & policies/procedures.**  
**NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme**

<b>ACTIVITY ASSESSED: Mud Play/Kitchen</b>	<b>ASSESSED BY</b>	Miss Debra Cross	<b>APPROVED BY</b>	Mrs Dawn Lindley		
<b>ACTIVITY LOCATION: St. Leonard's School, Langho Woodland Area</b>	<b>ASSESSMENT DATE</b>	October 2024	<b>APPROVAL DATE</b>	October 2024	<b>REVIEW DATE</b>	October 2025

**Benefits to the children of offering this experience:**  
 Spatial awareness of self and others, Social skills by working on paired or group tasks, knowledge of dangers, dangerous plants/insects/fungi, physical development, gross and fine motor, Creativity using resources, observational skills, natural environment knowledge for seasons and life cycles, tactile experience, imaginative play, role play.

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<b>HAZARD</b>	<b>Who's at risk and how?</b>	<b>Risk Level Without Precautions</b>	<b>PRECAUTIONS</b> To reduce the risk level	<b>Who will do them?</b>	<b>When Before, During or After?</b>	<b>Risk Level With Precautions</b>
Unsafe behaviour	Participants  Injuries Cuts	Med	FSL to assess whether children are showing suitable behaviours before planning to do the activity. Briefing and modelling of correct use of tools when playing in the mud. Staff to monitor the children while playing. If a child disregards the safety briefing and after a warning continues to display dangerous behaviour, they will be removed from this activity to reflect on behaviour. Discuss expectations and look at unmet needs for future support.	Adults	During	Low
Slips and falls	All  Injuries Cuts Broken bones	High	Daily site sweep will identify any dips in the ground, exposed tree roots etc. which the Forest School leader will make known to the students. The Forest School leader will remind students to move safely round the site and to be aware of their surroundings. No running rule.	FS leader and assisting adults	Before and during	Low
Tools/equipment for example Trowels, spades	All	Med	The Forest School leader will check the tools are safe to use. The tools will be safely stored in a designated labelled box and children will be reminded to return the tool to the box once they have finished.	All	All	Low

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(long and short handled)	Injuries Cuts Abrasions		Staff will monitor the use of tools throughout play and give verbal reminders of how to use them safely (for use, carrying/transporting, maintenance and storage where applicable). Tidy up at the end of session returning tools to the storage box and sweep of area.			
Water (surface)	All  Slipping where ground is wet Cuts Injuries Broken bones	Med	Verbal reminder to move carefully around or avoid where it is wet. Wellies with grips worn. If areas are very slippery they will be cordoned off with branches as a no-go area and children will be advised.	FS leader and assisting adults	Before and during	Low
Stones/rocks in the mud	Participants  Cuts Injuries	Med	Remind children of Forest School behaviour expectations Monitor behaviour as the children play with the stones. Clear stones from the area if incorrect usage causes negative behaviour and reflection as in line with FS behaviour policy. If a child disregards the safety briefing and after a warning continues to display dangerous behaviour, they will be removed from this activity to reflect on behaviour. Discuss expectations and look at unmet needs for future support.	FS leader and assisting adults	Before and during	Low
Transporting of tools	All  Cuts  Grazes	Med	Tool working area is located a good distance away from the mud area. All tools are to be stored securely when not being used. When being transported tools will be held down and below the waist. Students will be reminded to how to carry tools safely. If the weight of the box is unmanageable for one person to hold then two people must carry it or it must be transported on a trolley.	FS leader	Before and during	Low
PPE	All  An accident may occur due to	Med	Long hair should always be tied up. Scarves and belts should be removed or tucked securely in coat. Children should wear all in one waterproof suit. And welly boots Jewellery such as necklaces, bracelets or dangling earrings should not be worn at all as part of school uniform policy.	FS leader and assisting adults	Before and during	Low

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	proximity to tool.					
Accident/illness	All  May become ill or have an accident	Med	<p>Within the Health and Safety briefing the students will be informed of action they should take if they feel ill or have an accident.</p> <p>Maintain a fully stocked first aid kit on site at all times.</p> <p>There will be a certified first aider on site at all times.</p> <p>There will be an up to date log book to record any incidents/illnesses on site at all times.</p> <p>Emergency contact details will be kept at the school office contact will contact using mobile phone.</p>	FS leader and assisting adults	Before and during	Low

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**To be read in conjunction with other related risk assessments & policies/procedures.**  
**NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme**

<b>ACTIVITY ASSESSED: Tarps, hammocks and rope swings (incl. rope safety)</b>	<b>ASSESSED BY</b>	Miss Debra Cross	<b>APPROVED BY</b>	Mrs Dawn Lindley		
<b>ACTIVITY LOCATION: St. Leonard’s School, Langho Woodland Area</b>	<b>ASSESSMENT DATE</b>	October 2024	<b>APPROVAL DATE</b>	October 2024	<b>REVIEW DATE</b>	October 2025

**Benefits to the children of offering this experience:**  
 Encourages self-restraint, balance and coordination, gross and fine motor skills, improving communication and social skills , observing at various levels of the forest, well-being and reflection opportunities in hammocks, knot tying skills for ladders, sense of community, sense of achievement.

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<b>HAZARD</b>	<b>Who’s at risk and how?</b>	<b>Risk Level Without Precautions</b>	<b>PRECAUTIONS</b> To reduce the risk level	<b>Who will do them?</b>	<b>When Before, During or After?</b>	<b>Risk Level With Precautions</b>
Behaviour	Participants Cuts, bruises Rope burns Broken bones	High	FSL to assess whether children are showing suitable behaviours before planning to do the activity. Expectations of safety and behaviour will be talked about at the beginning of each session. If a child disregards the safety briefing and after a warning continues to display dangerous behaviour they will be removed from this activity. Students will be informed of safe rope use, they should only be used for tarps and dens. Students will be shown how to use hammocks appropriately. How to get in and out safely.	FS leader and assisting adults	During	Low
Rope visibility	All Head trauma, neck injury Broken bones Cuts and scrapes	High	Brightly coloured ropes will be used to make it easier to seen. Visually impaired students will have 1-1 support. All ropes used to build shelters will be shown to students during introduction sessions. Where possible ropes will be anchored above waist height so they can be easily seen. Students will be advised to keep a look out for ropes when they are being used for activities.	FS leader and assisting adults	Before and during	Low

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Condition of ropes	All Cuts Injuries Broken bones	Med	It is the responsibility of the Forest School leader to ensure the ropes are in good condition before using them and any that show signs of wear and tear must be removed from use and disposed of. Ropes will be bought from a reputable supplier. High strength ropes will always be used.	FS leader and assisting adults	ALL	Low
Knots	All Cuts Scrapes Rope burn	Med	Students will be taught different knots for different purposes. They will be informed that knots can be practiced within the setting but not on each other.	FS leader and assisting adults	During	Low
Unsuitable or loose branches	All Cuts Scrapes Bruises Injuries Broken bones	Med	Dangerous or loose branches will be identified during the daily site sweep. They will be removed where possible. Ropes or hammocks should not be tied to branches unless the Forest School leader or adult helpers have advised that it is safe to do so just in case they break.	FS leader and assisting adults	Before and during	Low
Hammocks/Tarps	All Cuts Scrapes Bruises Injuries Broken bones	Med	Ropes securing hammocks and tarps must be tied to trees with appropriate knots. The Forest School leader or adult helpers will check that the hammock is safe to use before students climb in. The ground below hammocks and tarps needs to be cleared from stones or branches. The space above the hammock and tarps needs to be checked and cleared of any loose branches.	FS leader and assisting adults	Before and during	Low

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**To be read in conjunction with other related risk assessments & policies/procedures.**  
**NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme**

<b>ACTIVITY ASSESSED: Shelter Building</b>	<b>ASSESSED BY</b>	Miss Debra Cross	<b>APPROVED BY</b>		Mrs Dawn Lindley	
<b>ACTIVITY LOCATION: St. Leonard’s School, Langho Woodland Area</b>	<b>ASSESSMENT DATE</b>	October 2024	<b>APPROVAL DATE</b>	October 2024	<b>REVIEW DATE</b>	October 2025

**Benefits to the children of offering this experience:** Communication and social improvement, teamwork, relying on others, sense of achievement, boost to self-esteem and confidence, promotes different types of play styles

Den/shelter building is a highly engaging, confidence building activity that is fun for all participants. We have assessed the benefits compared to the risks and have concluded that benefits do outweigh the risks. This risk assessment should be read in conjunction with tarp erection risk assessment.

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<b>HAZARD</b>	<b>Who’s at risk and how?</b>	<b>Risk Level Without Precautions</b>	<b>PRECAUTIONS</b> To reduce the risk level	<b>Who will do them?</b>	<b>When Before, During or After?</b>	<b>Risk Level With Precautions</b>
Shelter falling down/branches falling	All  Cuts/scrapes  Head injuries Concussion  Broken bones	Med	Group advised how and where to build before commencing. Staff to monitor shelter construction and guidance given if required. Students should have shelter checked by staff before entering. Materials used must be appropriate for type of shelter being built. Diameter of branches used above head height not to exceed that of supporting branches.	FS leader and assisting adults	Before and during	low
Collecting the branches	All  Trips and falls  Cuts/scrapes  Injuries	Med	Site sweep will identify any unsafe branches to be moved from above ground level Students to be advised of any uneven ground. Students should be wearing appropriate sturdy footwear.	FS leader and assisting adults	Before and during	low

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	Broken bones					
Sharp/thorny branches	All Cuts/scrapes Eye injuries	Med	Students will be advised not to collect thorny branches. Staff will check shelter for any branches that may be sticking out inside of shelters. Any sticks that protrude at eye level will be removed.	FS leader and assisting adults	Before and during	low
Behaviour	Participants Cuts/scrapes Injuries Broken bones	Med	FSL to assess whether children are showing suitable behaviours before planning to do the activity. Children will be reminded of expected behaviour prior to the activity A safety briefing will be given before activities commence. Students will be reminded that sticks are not for fighting with. If a child disregards the safety briefing and after a warning continues to display dangerous behaviour, they will be removed from this activity to reflect on behaviour. Discuss expectations and look at unmet needs for future support.	FS leader and assisting adults	Before and during	low
Nettles/brambles	All Stings cuts	Med	Students will be advised where to collect branches and den making materials from and nettles/brambles pointed out as areas to avoid.	FS leader and assisting adults	Before and during	low
Lifting branches that are too heavy	Participants Cuts Muscle injuries Back injuries Shoulder injuries	High	During safety briefing students will be reminded not to try to pick up branches that are too large for them to manage safely. Show an example of a branch that is the maximum size for them to collect e.g. larger than adult arm requires two people to carry and model carrying and care taken with sharp ends. Staff to monitor as students collect branches.	FS leader and assisting adults	Before and during	low

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**To be read in conjunction with other related risk assessments & policies/procedures.**  
**NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme**

<b>ACTIVITY ASSESSED: Collecting and using natural resources</b>	<b>ASSESSED BY</b>	Miss Debra Cross	<b>APPROVED BY</b>		Mrs Dawn Lindley	
<b>ACTIVITY LOCATION: St. Leonard's School, Langho Woodland Area</b>	<b>ASSESSMENT DATE</b>	October 2024	<b>APPROVAL DATE</b>	October 2025	<b>REVIEW DATE</b>	October 2025

Benefits to the children of offering this experience: Connecting with nature, season and life cycles, connections to science curriculum, creativity, exercise, imagination, teamwork, communication, knowledge about the natural world Spatial awareness of self and others, social skills by working on paired or group tasks, knowledge of dangers, dangerous plants/insects/fungi, physical development, gross and fine motor, observational skills.

Any further information which needs to be noted: All risks have been carefully considered and we have reached the conclusion that the benefits of this activity outweigh the risks.

Please note – St Leonard's C of E Primary School operates under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world.

<b>HAZARD</b>	<b>Who's at risk and how?</b>	<b>Risk Level Without Precautions</b>	<b>PRECAUTIONS</b> To reduce the risk level	<b>Who will do them?</b>	<b>When Before, During or After?</b>	<b>Risk Level With Precautions</b>
Slips and trips Injuries Cuts Broken bones	All	Med	Daily site sweep will identify any dips in the ground, exposed tree roots etc which the Forest School leader will make known to the students. The Forest School leader will remind students to move safely round the site and to be aware of their surroundings. No running rule.	FS leader and assisting adults who are first aid trained	Before and during	low
PPE	All Cuts Trips Abrasions Broken bones	Med	Long hair should always be tied back. Scarves should be removed or tucked securely in coat. Children should wear long sleeve tops and trousers when appropriate. Jewelry such as necklaces, bracelets or dangling earrings should not be worn/ in line with school uniform policy. Appropriate footwear should always be worn. students will be notified about this prior to the session.	FS leader and assisting adults	Before and during if anything changes	low

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Hazardous plant and fungi	All Risk of poisoning Stings Cuts	Med	Daily site survey to keep an eye on over growing plants which will then be removed/cut back as necessary. Identification and teaching of plants and fungi, following “No pick, no lick, mind that stick” rule. Use branches to cordon off areas of danger if necessary and inform children and adults. Lesson on fungi identification and their ecological role. Safety briefing about avoiding hazardous plants Briefing about nettles stings and how they are essential to nature, we must avoid it encourage to use feet to trample out of way but only to clear pathway. Nothing must be put into mouth especially dirty fingers. Collect items with care taking into consideration plants that sting or have thorns. Appropriate clothing should be worn. Sturdy footwear is essential. Wash hands after the session.	FS leader and assisting adults	All	low
Behaviour	Participant s Trips and falls Cuts Abrasions Broken bones	Med	FSL to assess whether children are showing suitable behaviours before planning to do the activity. Safety briefing covering: informing participants plants/areas to avoid. If a child disregards the safety briefing and after a warning continues to display dangerous behaviour, they will be removed from this activity to reflect on behaviour. Discuss expectations and look at unmet needs for future support.	FS leader and assisting adults who are first aid trained	Before and during	low
Accident/illness	All May become ill or have an accident	Med	Within the Health and Safety briefing the attendees will be informed of action they should take if they feel ill or have an accident. Maintain a fully stocked first aid kit on site at all times. There will be a certified first aider on site at all times. There will be a up to date logbook to record any incidents/illnesses on site at all times. Emergency contact details will be kept at the school office and contact made using a mobile phone.	FS leader and assisting adults who are first aid trained	During	low

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**To be read in conjunction with other related risk assessments & policies/procedures.**  
**NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme**

<b>ACTIVITY ASSESSED: Wild garlic pesto for snack time</b>	<b>ASSESSED BY</b>	Miss Debra Cross	<b>APPROVED BY</b>		Mrs Dawn Lindley	
<b>ACTIVITY LOCATION: St. Leonard's School, Langho Woodland Area</b>	<b>ASSESSMENT DATE</b>	October 2024	<b>APPROVAL DATE</b>	October 2024	<b>REVIEW DATE</b>	October 2025

**Benefits to the children of offering this experience:**  
**Being in touch with nature, using ingredients foraged to make a recipe, Multisensory experiences, trying different tastes and textures, achievement, socialising**  
Please note – St Leonard's C of E Primary School operates under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world.

<b>HAZARD</b>	<b>Who's at risk and how?</b>	<b>Risk Level Without Precautions</b>	<b>PRECAUTIONS</b> To reduce the risk level	<b>Who will do them?</b>	<b>When Before, During or After?</b>	<b>Risk Level With Precautions</b>
Garlic leaves are contaminated	All	High	Leaves were prepicked and washed and drained then frozen to ensure they were available and clean.	FS leader and assisting adults	before	Low
Allergies	Some	Low	Allergy information checked with Mrs Skilling (Catering Manager) and Class teacher allergen list. No allergies to these ingredients known (wild garlic leaves, olive oil, lemon juice, sea salt, basil) – no pinenuts used as St. Leonards is a not free school. Cream cracker to be dipped into a small amount of pesto. Parental consent on Google Forms obtained for all participants.	FS leader and Class Teacher	before	Low
Contamination of equipment	All	Medium	All equipment to be washed before use. All ingredients apart from leaves to be in sealed containers. Hand sanitiser used for hands and protective gloves are available. Tablecloth to be sanitised before use. Hands washed afterwards. Items washed and put away following session.	FS leader and assisting adults	Before and during	Low
Contamination from hands	All	High	Sanitiser to be used	All	During	Low

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Contamination from leaves/debris from above	All	Medium	Food to be covered after preparation	FS leader and assisting adults	During	Low
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To be read in conjunction with other related risk assessments & policies/procedures.  
**NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme**

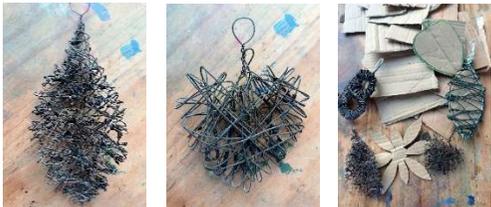
<b>ACTIVITY ASSESSED:</b> <b>Burnt cross-shaped wire sculptures</b>	<b>ASSESSED BY</b>	Miss Debra Cross	<b>APPROVED BY</b>		Mrs Dawn Lindley	
<b>ACTIVITY LOCATION:</b> St. Leonard’s School, Langho Woodland Area	<b>ASSESSMENT DATE</b>	February 2025	<b>APPROVAL DATE</b>		<b>REVIEW DATE</b>	February 2026

**Benefits to the children of offering this experience:**  
**Links To RE – Easter, Multisensory experiences, fine motor skills, resilience, achievement, socialising**  
 Please note – St Leonard’s C of E Primary School operates under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world.

<b>HAZARD</b>	<b>Who’s at risk and how?</b>	<b>Risk Level Without Precautions</b>	<b>PRECAUTIONS</b> To reduce the risk level	<b>Who will do them?</b>	<b>When Before, During or After?</b>	<b>Risk Level With Precautions</b>
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This risk assessment to be read in conjunction with the campfire risk assessment.

Cuts, grazes, abrasion to hands	All	High	Use of work gloves to protect hands, precut wire, adult supervision in small group 1:8 maximum	FS leader or assisting adults	during	Low
Burns from wire hot sculpture	FS leader or adult	High	FS leader to put sculpture into fire for 3-5 mins and from fire remove (when cardboard has burnt away) wearing fire gauntlets and using fire tongs. Bucket of cold water on hand to plunge the sculpture into and children to count to 10 after the steam had ended. Sculpture to be removed from cold water, left for further minute and back of hand near sculpture test by adult to ensure fully cold before handing to child.	FS leader and Class Teacher	during	Low



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**To be read in conjunction with other related risk assessments & policies/procedures.**  
**NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme**

<b>ACTIVITY ASSESSED: Slack line</b>	<b>ASSESSED BY</b>	Miss Debra Cross	<b>APPROVED BY: Mrs Dawn Lindley</b>	Mrs Dawn Lindley
<b>ACTIVITY LOCATION: St. Leonard's School, Langho Woodland Area</b>	<b>ASSESSMENT DATE</b>	March 2025	<b>APPROVAL DATE</b>	March 2026
			<b>REVIEW DATE</b>	March 2026

**Benefits to the children of offering this experience:**  
**Balance, coordination, gross motor skills, resilience, achievement, socialising, teamwork, resilience**  
 Please note – St Leonard's C of E Primary School operates under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world.

<b>HAZARD</b>	<b>Who's at risk and how?</b>	<b>Risk Level Without Precautions</b>	<b>PRECAUTIONS</b> To reduce the risk level	<b>Who will do them?</b>	<b>When Before, During or After?</b>	<b>Risk Level With Precautions</b>
Friction abrasion to legs if falling off the slack line	Participants	High	Children to wear long tracksuit pants with waterproof trousers over the top.	FS leader or assisting adults	during	Low
Falling onto end of balance sticks – if using	Participants	High	Old ball to be added to the end of the sticks. Sticks to be selected to ensure rotten wood not used.	FS leader or assisting adults	Before/during	Low
Tripping over slack line	Everyone	High	Placed In low-footfall area of woods and coloured slacks used to be easily seen. All participants to be made aware of where they are placed, and asked to avoid the area. Placed 18"/35 cm above level ground.	FS leader	Before/during	Low
Turning or breaking of ankle if fall off onto uneven ground	Participants	High	Flat area to be selected for erection of slacks. Ground to be raked underneath and around the slackline and sticks and stone to be removed.	FS leader	Before/during	Low

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**To be read in conjunction with other related risk assessments & policies/procedures.**  
**NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme**

<b>ACTIVITY ASSESSED: Conker keyring using palm drill activity</b>	<b>ASSESSED BY</b>	Miss Debra Cross	<b>APPROVED BY: Mrs Dawn Lindley</b>		<b>Mrs Dawn Lindley</b>	
<b>ACTIVITY LOCATION: St. Leonard's School, Langho Woodland Area</b>	<b>ASSESSMENT DATE</b>	September 2025	<b>APPROVAL DATE</b>	September 2025	<b>REVIEW DATE</b>	September 2026

**Benefits to the children of offering this experience:**  
**Balance, coordination, gross motor skills, resilience, achievement, socialising, teamwork, resilience**  
Please note – St Leonard's C of E Primary School operates under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world.

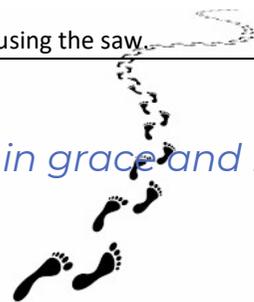
<b>HAZARD</b>	<b>Who's at risk and how?</b>	<b>Risk Level Without Precautions</b>	<b>PRECAUTIONS</b> To reduce the risk level	<b>Who will do them?</b>	<b>When Before, During or After?</b>	<b>Risk Level With Precautions</b>
Cuts/scratches from: palm drill slipping whilst in use  conker moving during drilling  removing debris from thread	Participants and adults	High	Safety talk given and repeated, child to be able to repeat safe use of tool instruction and features of the tool. Pupils to be aware of dangers and carry/hold/use/store tools carefully being aware of others around them. Close supervision 1: 2 or 1:1 for all tool use working with a palm drill. Glove used on non-tool hand. Conker secured in clamp whilst being drilled. Lange soft paint brush provided to brush away debris	FS leader or assisting adults	Before/during	Low
Scratch or cut from poking stick used to push string through hole.	Participants and adults	High	Plastic, bendable, blunt needle provided.	FS leader or assisting adults	during	Low



# Tools

To be read in conjunction with other related risk assessments & policies/procedures. NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme						
<b>ACTIVITY ASSESSED:</b> Using saws		<b>ASSESSED BY</b>	Miss Debra Cross	<b>APPROVED BY</b>		Mrs Dawn Lindley
<b>ACTIVITY LOCATION:</b> St. Leonard’s School, Langho Woodland Area		<b>ASSESSMENT DATE</b>	October 2024	<b>APPROVAL DATE</b>	October 2024	<b>REVIEW DATE</b> October 2025
<p><b>Benefits to the children of offering this experience:</b>            New Skills, team work, wood cutting skills, developing muscle strength, develops knowledge of storing, using and maintaining a tool, creativity, craft work, accomplishment, promotes perseverance, self esteem.</p> <p>St. Leonard’s C of E Primary School have fully assessed the risks against the benefits of using Hand Saws in our sessions. We concluded that the benefits far outweigh the risks provided that all of the measures above are followed to ensure our very high safety standards. Hand Saws are an excellent tool to use in all our woodcraft activities and in woodland management which we will be encouraging our students to get involved with if they like this aspect of Forest Schools.</p> <p>Please note – St Leonard’s C of E Primary School operates under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world.</p>						
<b>HAZARD</b>	Who’s at risk and how?	<b>Risk Level Without Precautions</b>	<b>PRECAUTIONS</b> To reduce the risk level	Who will do them?	When Before, During or After?	<b>Risk Level With Precautions</b>
Unsafe or incorrect use of tools	All  Injury to self or others  Graze  Cut	High	FSL to assess whether children are showing suitable behaviours before planning to do the activity. A health and safety talk - Introduction of safe storage, usage and maintenance of tool. Prior to any use of sharp tools, FSL will assess tool usage and student competence with the student using the saws together with FSL Students will be shown safe positions to sit/stand and hold their body. Students will be shown how to hold and use the Saw safely and the object being cut. Students will be shown how to stand safely while using the saw.	FS leader	All	Low

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			<p>Students will only use a saw under the supervision of the Forest School leader if they are deemed to be ready and will work 1:1 with an adult.</p> <p>Under no circumstances will students be allowed to use tools in an aggressive manner. This will be discussed in the introductory session so everybody is aware of this rule.</p> <p>Saws will be carried with the protective cover in place, by the handle and in a fixed position at the side of the body, not swinging around.</p> <p>Ensure hands are dry when using a saw.</p> <p>Glove on non-tool hand.</p>			
Slipping or falling	<p>All</p> <p>A fall may occur due to slippery, wet or uneven ground.</p> <p>Graze</p> <p>Cut</p> <p>Broken bone</p>	Med	<p>Prior to each session the site will be checked and hazards will be removed or noted.</p> <p>During the health and safety briefing the students will be made aware of any hazards and asked to report any they may see during the activity so they may be dealt with.</p> <p>Students will be advised to wear appropriate footwear.</p> <p>Students will carry the tool in correct manor with guard in place and only when taking or replacing the tool from the locked tool box and under supervision by the FS leader or assisting adult.</p> <p>The toolbox will be situated just outside of the woodworking area to minimize the distance carried</p>	FS leader and assisting adults	All	Low
PPE	<p>All</p> <p>Maybe unsuitably dressed</p> <p>Tangled items in tools.</p> <p>Cuts</p> <p>Grazes</p>	Med	<p>Long hair should always be tied back.</p> <p>Scarves will be removed or tucked securely in.</p> <p>Jewellery such as necklaces, bracelets or dangling ear rings should not be worn/ in line with school uniform policy.</p> <p>Students will be reminded about this prior to the session.</p>	FS leader and assisting adult	Before and during if anything changes	Low

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Accident/illness	All  May become ill or have an accident	Med	Within the Health and Safety briefing the students will be informed of action they should take if they feel ill or have an accident. Maintain a fully stocked first aid kit on site at all times. There will be a certified first aider on site at all times. There will be a up to date logbook to record any incidents/illnesses on site at all times. Emergency contact details will be kept in the school office and contact will be made using a walkie talkie A charged mobile phone will be kept available on site.	FS leader and assisting adults	All	Low
Storing tools and equipment	All  Cuts  scrapes  Serious injury	Med	All tools are to be stored securely when not being used. When being transported tools will be in a secure container and stacked safely. If available tools will have a guard attached to them and they must be carried in the correct way as modelled. Tools will be counted in and out. The toolbox will be placed just outside of the tool woodworking area. Students will be reminded to how to carry tools safely, the Forest School leader will model how to carry tool appropriately. If the weight of the box is unmanageable for one person to hold then two people must carry it or it must be transported on a trolley.	FS leader and assisting adults	All	Low
Poor maintenance/lack of maintenance.	All  Injuries may occur due to broken or unsafe tools.      Graze  cut	Med	All tools will be checked prior to being used. If a tool is broken while being used the Forest School leader should be informed so the tool can be removed from circulation. Students will be reminded of this prior to usage. Damaged tools will stored separately. and marked by tape so it is clear they are not to be used. Tools will be kept cleaned and dried after used. The Forest School leader is responsible for the maintenance of the tools.	FS leader and assisting adultss	All	Low

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To be read in conjunction with other related risk assessments & policies/procedures. NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme						
ACTIVITY ASSESSED: <b>Bill hook</b>		ASSESSED BY	Miss Debra Cross	APPROVED BY	Mrs Dawn Lindley	
ACTIVITY LOCATION: St. Leonard's School, Langho Woodland Area		ASSESSMENT DATE	October 2024	APPROVAL DATE	October 2024	REVIEW DATE October 2025
<p><b>Benefits to the children of offering this experience:</b></p> <p>New Skills, team work, wood cutting skills, developing muscle strength, develops knowledge of storing, using and maintaining a tool, creativity, craft work, accomplishment, promotes perseverance, self esteem. allows the child to develop their creativity, multisensory.</p> <p>St Leonard's C of E Primary School fully understands the dangers in using bill hooks in our sessions but we feel that the benefits out-weigh negatives so we have put procedures and policies in place to lower all associated risks to a minimal level.</p> <p>Please note – St Leonard's C of E Primary School operates under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world.</p>						
HAZARD	Who's at risk and how?	Risk Level Without Precautions	PRECAUTIONS To reduce the risk level	Who will do them?	When Before, During or After?	Risk Level With Precautions
Unsafe or incorrect use of tools	All  Injury to self or others  Cut  Abrasion	High	<p>FSL to assess whether children are showing suitable behaviours before planning to do the activity.</p> <p>A health and safety talk - Introduction of safe storage, usage and maintenance of tool.</p> <p>Prior to any use of sharp tools, FSL will assess tool usage and student competence with the student.</p> <p>Students will be shown safe positions to sit/stand and hold their body.</p> <p>Students will be shown how to hold and use the billhook safely and the object being cut.</p> <p>Students will be shown how to stand safely while using the bill hook.</p> <p>No gloves to be worn on tool hand for grip.</p> <p>Students will only use a bill hook under the supervision of the Forest School leader if they are deemed to be ready.</p> <p>FSL has the right to refuse a student using the tool if deemed unsafe.</p>	FS leader and assisting adults	All	Low

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			<p>Billhook must be kept in protective sheath when not being used or being transported.</p> <p>Under no circumstances will students be allowed to use tools in an aggressive manner. This will be discussed in the introduction session, so everybody is aware of this rule.</p> <p>Carrying the tool should be in sheath held down by side and carried with the handle ensuring the billhook is in a fixed position not swung.</p>			
Weather (Cold)	<p>All</p> <p>Cut scrapes</p> <p>Serious injury</p>	High	<p>In extreme cold, tools will not be used as cold hands will be a danger to student with un-gloved hand.</p> <p>In the rain tools will be used in safe sheltered area.</p>	FS leader	All	Low
Slipping or falling	<p>All</p> <p>A fall may occur due to slippery, wet or uneven ground leading to injuries.</p> <p>Cut</p> <p>Graze</p> <p>Sprain or broken bone</p>	Med	<p>Prior to each session the site will be checked, and hazards will be removed or noted.</p> <p>During the health and safety briefing the students will be made aware of any hazards and asked to report any they may see during the activity so they may be dealt with.</p> <p>Students will be advised to wear appropriate footwear.</p> <p>Students will carry the tool in correct manor with guard in place and only when taking or replacing the tool from the locked tool box and under supervision by the FS leader or assisting adult.</p> <p>The toolbox will be situated just outside of the woodworking area to minimize the distance carried</p>	FS leader and assisting adults	All	Low
PPE	All	Med	<p>Long hair should always be tied back.</p> <p>Scarves should be removed or tucked securely in coat.</p>	FS leader and	Before and	Low

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	<p>Maybe unsuitably clothed for activity causing injury</p> <p>Tangled items in tools.</p> <p>Cuts</p> <p>Grazes</p>		<p>Jewellery such as necklaces, bracelets or dangling earrings should not be worn/ in line with school uniform policy.</p> <p>Appropriate footwear should always be worn. Students will be notified about this prior to the session.</p>	<p>assisting adult</p>	<p>during if anything changes</p>	
<p>Accident/illness</p>	<p>All</p> <p>May become ill or have an accident</p>	<p>Med</p>	<p>Within the Health and Safety briefing the students will be informed of action they should take if they feel ill or have an accident.</p> <p>Maintain a fully stocked first aid kit on site at all times.</p> <p>There will be a certified first aider on site at all times. There will be an up-to-date log book to record any incidents/illnesses on site at all times.</p> <p>Emergency contact details will be kept at the school office and contact will be made using a walkie talkie.</p> <p>A fully charged mobile phone will be with FSL.</p>	<p>FS leader and assisting adults</p>	<p>All</p>	<p>Low</p>
<p>Storing tools and equipment</p>	<p>All</p> <p>Cuts</p> <p>scrapes</p> <p>Serious injury</p>	<p>Med</p>	<p>All tools are to be stored securely when not being used.</p> <p>When being transported tools will be in a secure container and stacked safely.</p> <p>If available tools will have a guard attached to them and they must be carried in the correct way as modelled.</p> <p>Tools will be counted in and out.</p> <p>The toolbox will be placed just outside of the tool woodworking area.</p> <p>Students will be reminded to how to carry tools safely, the Forest School leader will model how to carry tool appropriately.</p> <p>If the weight of the box is unmanageable for one person to hold then two people must carry it or it must be transported on a trolley.</p>	<p>FS leader and assisting adults</p>	<p>All</p>	<p>Low</p>

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Poor maintenance/lack of maintenance.	All Cuts grazes	High	All tools will be checked prior to being used. If a tool is broken while being used the Forest School leader should be informed so the tool can be removed from circulation. Students will be reminded of this prior to usage. Damaged tools will stored separately and marked with tape, so it is clear they are not to be used. Tools will be kept clean and dry after use. The Forest School leader is responsible for the maintenance of the tools.	FS leader and assisting adults	All	Low
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To be read in conjunction with other related risk assessments & policies/procedures. NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme						
ACTIVITY ASSESSED: <b>Knives and potato peelers</b>		ASSESSED BY	Miss Debra Cross	APPROVED BY		Mrs Dawn Lindley
ACTIVITY LOCATION: St. Leonard's School, Langho Woodland Area		ASSESSMENT DATE	October 2024	APPROVAL DATE	October 2024	REVIEW DATE October 2025
<p><b>New Skills, team work, wood cutting skills, developing muscle strength, develops knowledge of storing, using and maintaining a tool, creativity, craft work, accomplishment, promotes perseverance, self esteem. allows the child to develop their creativity, multisensory.</b></p> <p>St Leonard's C of E Primary School have fully assessed the risks against the benefits of using knives in our sessions. We concluded that the benefits far outweigh the risks provided that all of the measures above are followed to ensure our very high safety standards.</p> <p>Please note – St Leonard's C of E Primary School operates under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world.</p>						
HAZARD	Who's at risk and how?	Risk Level Without Precautions	PRECAUTIONS To reduce the risk level	Who will do them?	When Before, During or After?	Risk Level With Precautions
Unsafe or incorrect use of tools	All  Injury to self or others  Cut  Abrasion	High	<p>FSL to assess whether children are showing suitable behaviours before planning to do the activity.</p> <p>Prior to any use of sharp tools, FSL will assess tool usage and student competence with the student.</p> <p>Students will be shown safe positions to sit/stand and hold their body.</p> <p>Students will be shown how to hold and use the knife safely and the object being cut.</p> <p>Students will be shown how to stand safely while using the knife.</p> <p>No gloves to be worn on tool hand for grip.</p> <p>Students will only use a bill hook under the supervision of the Forest School leader if they are deemed to be ready.</p> <p>FSL has the right to refuse a student using the tool if deemed unsafe.</p> <p>Knives must be kept in protective sheath when not being used or being transported.</p>	FS leader and assisting adults	All	Low

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			<p>Under no circumstances will students be allowed to use tools in an aggressive manner. This will be discussed in the introduction session, so everybody is aware of this rule.</p> <p>Carrying the tool should be in sheath held down by side and carried with the handle ensuring the knife is in a fixed position not swung.</p>			
Storing tools and equipment	<p>All</p> <p>Cuts</p> <p>scrapes</p> <p>Serious injury</p>	Med	<p>All tools are to be stored securely when not being used.</p> <p>When being transported tools will be in a secure container and stacked safely.</p> <p>If available tools will have a guard attached to them and they must be carried in the correct way as modelled.</p> <p>Tools will be counted in and out.</p> <p>The toolbox will be placed just outside of the tool woodworking area.</p> <p>Students will be reminded to how to carry tools safely, the Forest School leader will model how to carry tool appropriately.</p> <p>If the weight of the box is unmanageable for one person to hold then two people must carry it or it must be transported on a trolley.</p>	FS leader and assisting adults	All	Low
Slipping or falling	<p>All</p> <p>A fall may occur due to slippery, wet or uneven ground.</p> <p>Graze</p> <p>Cut</p> <p>Broken bone</p>	Med	<p>Prior to each session the site will be checked, and hazards will be removed or noted.</p> <p>During the health and safety briefing the students will be made aware of any hazards and asked to report any they may see during the activity so they may be dealt with.</p> <p>Students will be advised to wear appropriate footwear.</p> <p>Students will carry the tool in correct manor with guard in place and only when taking or replacing the tool from the locked tool box and under supervision by the FS leader or assisting adult.</p> <p>The toolbox will be situated just outside of the woodworking area to minimize the distance carried</p>	FS leader and assisting adults	All	Low
PPE	<p>All</p> <p>Maybe unsuitably dressed</p>	Med	<p>Long hair should always be tied back.</p> <p>Scarves will be removed or tucked securely in.</p> <p>Jewellery such as necklaces, bracelets or dangling earrings should not be worn/ in line with school uniform policy.</p> <p>Students will be reminded about this prior to the session.</p>	FS leader and assisting adult	Before and during if anything changes	Low

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	Tangled items in tools. Cuts Grazes					
Accident/illness	All  May become ill or have an accident	Med	<p>Within the Health and Safety briefing the students will be informed of action they should take if they feel ill or have an accident.</p> <p>Maintain a fully stocked first aid kit on site at all times.</p> <p>There will be a certified first aider on site at all times. There will be an up-to-date log book to record any incidents/illnesses on site at all times.</p> <p>Emergency contact details will be kept at the school office and contact will be made using a walkie talkie.</p> <p>A fully charged mobile phone will be with FSL.</p>	FS leader and assisting adults	All	Low
Poor maintenance/lack of maintenance.	All  Cuts  grazes	High	<p>All tools will be checked prior to being used.</p> <p>If a tool is broken while being used the Forest School leader should be informed so the tool can be removed from circulation. Students will be reminded of this prior to usage.</p> <p>Damaged tools will stored separately and marked with tape, so it is clear they are not to be used.</p> <p>Tools will be kept clean and dry after use.</p> <p>The Forest School leader is responsible for the maintenance of the tools.</p>	FS leader and assisting adults	All	Low

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**To be read in conjunction with other related risk assessments & policies/procedures.**  
**NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme**

<b>ACTIVITY ASSESSED: Mallet</b>	<b>ASSESSED BY</b>	Miss Debra Cross	<b>APPROVED BY</b>		Mrs Dawn Lindley	
<b>ACTIVITY LOCATION: St. Leonard’s School, Langho Woodland Area</b>	<b>ASSESSMENT DATE</b>	October 2024	<b>APPROVAL DATE</b>	October 2024	<b>REVIEW DATE</b>	October 2025

**New Skills, team work, wood cutting skills, developing muscle strength, develops knowledge of storing, using and maintaining a tool, creativity, craft work, accomplishment, promotes perseverance, self esteem. allows the child to develop their creativity, multisensory.**

St Leonard’s C of E Primary School have fully assessed the risks against the benefits of using mallets in our sessions. We concluded that the benefits far outweigh the risks provided that all of the measures above are followed to ensure our very high safety standards.

Please note – St Leonard’s C of E Primary School operates under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world.

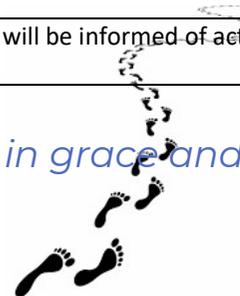
<b>HAZARD</b>	<b>Who’s at risk and how?</b>	<b>Risk Level Without Precautions</b>	<b>PRECAUTIONS</b> To reduce the risk level	<b>Who will do them?</b>	<b>When Before, During or After?</b>	<b>Risk Level With Precautions</b>
Unsafe or incorrect use of tools	All  Injury to self or others  Cut  Abrasion  Damage to fingers	High	FSL to assess whether children are showing suitable behaviours before planning to do the activity. A health and safety talk - Introduction of safe storage, usage and maintenance of tool. Prior to any use of sharp tools, FSL will assess tool usage and student competence with the student. Students will be shown safe positions to sit/stand and hold their body. Students will be shown how to hold and use the mallet safely and the object being cut. Students will be shown how to stand safely while using the mallet. No gloves to be worn on tool hand for grip. Students will only use a mallet under the supervision of the Forest School leader if they are deemed to be ready. Mallets will be used carefully ensuring the fingers of the non-tool hand are out of danger and gloved	FS leader and assisting adults	All	Low

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			<p>FSL has the right to refuse a student using the tool if deemed unsafe. Mallets must be kept in locked toolbox.</p> <p>Under no circumstances will students be allowed to use tools in an aggressive manner. This will be discussed in the introduction session, so everybody is aware of this rule.</p> <p>Carrying the tool should be held down by side and carried with the handle ensuring the mallet is in a fixed position not swung.</p>			
Slipping or falling	<p>All</p> <p>A fall may occur due to slippery, wet or uneven ground.</p> <p>Graze</p> <p>Cut</p> <p>Broken bone</p>	Med	<p>Prior to each session the site will be checked, and hazards will be removed or noted.</p> <p>During the health and safety briefing the students will be made aware of any hazards and asked to report any they may see during the activity so they may be dealt with.</p> <p>Students will be advised to wear appropriate footwear.</p> <p>Students will carry the tool in correct manor with guard in place and only when taking or replacing the tool from the locked tool box and under supervision by the FS leader or assisting adult.</p> <p>The toolbox will be situated just outside of the woodworking area to minimize the distance carried</p>	FS leader and assisting adults	All	Low
PPE	<p>All</p> <p>Maybe unsuitably dressed</p> <p>Tangled items in tools.</p> <p>Cuts</p> <p>Grazes</p>	Med	<p>Long hair should always be tied back.</p> <p>Scarves will be removed or tucked securely in.</p> <p>Jewellery such as necklaces, bracelets or dangling earrings should not be worn/ in line with school uniform policy.</p> <p>Students will be reminded about this prior to the session.</p>	FS leader and assisting adult	Before and during if anything changes	Low
Accident/illness	All	Med	<p>Within the Health and Safety briefing the students will be informed of action they should take if they feel ill or have an accident.</p>	FS leader and	All	Low

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	May become ill or have an accident		Maintain a fully stocked first aid kit on site at all times. There will be a certified first aider on site at all times. There will be an up-to-date log book to record any incidents/illnesses on site at all times. Emergency contact details will be kept at the school office and contact will be made using a walkie talkie. A fully charged mobile phone will be with FSL.	assisting adults		
Storing tools and equipment	All Cuts scrapes Serious injury	Med	All tools are to be stored securely when not being used. When being transported tools will be in a secure container and stacked safely. If available tools will have a guard attached to them and they must be carried in the correct way as modelled. Tools will be counted in and out. The toolbox will be placed just outside of the tool woodworking area. Students will be reminded to how to carry tools safely, the Forest School leader will model how to carry tool appropriately. If the weight of the box is unmanageable for one person to hold then two people must carry it or it must be transported on a trolley.	FS leader and assisting adults	All	Low
Poor maintenance/lack of maintenance.	All Cuts grazes	High	All tools will be checked prior to being used. If a tool is broken while being used the Forest School leader should be informed so the tool can be removed from circulation. Students will be reminded of this prior to usage. Damaged tools will stored separately and marked with tape, so it is clear they are not to be used. Tools will be kept clean and dry after use. The Forest School leader is responsible for the maintenance of the tools.	FS leader and assisting adults	All	Low

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To be read in conjunction with other related risk assessments & policies/procedures. NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme						
ACTIVITY ASSESSED: <b>Palm drill</b>		ASSESSED BY	Miss Debra Cross	APPROVED BY		Mrs Dawn Lindley
ACTIVITY LOCATION: St. Leonard's School, Langho Woodland Area		ASSESSMENT DATE	October 2024	APPROVAL DATE	October 2024	REVIEW DATE October 2025
<p><b>New Skills, team work, wood cutting skills, developing muscle strength, develops knowledge of storing, using and maintaining a tool, creativity, craft work, accomplishment, promotes perseverance, self esteem. allows the child to develop their creativity, multisensory.</b></p> <p>St Leonard's C of E Primary School have fully assessed the risks against the benefits of using palm drills in our sessions. We concluded that the benefits far outweigh the risks provided that all of the measures above are followed to ensure our very high safety standards.</p> <p>Please note – St Leonard's C of E Primary School operates under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world.</p>						
HAZARD	Who's at risk and how?	Risk Level Without Precautions	PRECAUTIONS To reduce the risk level	Who will do them?	When Before, During or After?	Risk Level With Precautions
Unsafe or incorrect use of tools	Injury to self or others  Cut  Abrasion  Damage to fingers	High	<p>FSL to assess whether children are showing suitable behaviours before planning to do the activity.</p> <p>A health and safety talk - Introduction of safe storage, usage and maintenance of tool.</p> <p>Prior to any use of sharp tools, FSL will assess tool usage and student competence with the student.</p> <p>Students will be shown safe positions to sit/stand and hold their body.</p> <p>Students will be shown how to hold and use the palm drill safely and the object being cut.</p> <p>Students will be shown how to stand safely while using the palm drill.</p> <p>No gloves to be worn on tool hand for grip.</p> <p>Students will only use a palm drill under the supervision of the Forest School leader if they are deemed to be ready.</p> <p>Palm drills will be used carefully ensuring the fingers of the non-tool hand are out of danger and gloved.</p>	FS leader and assisting adults	All	Low

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			<p>FSL has the right to refuse a student using the tool if deemed unsafe. Palm drills must be kept in locked toolbox.</p> <p>Under no circumstances will students be allowed to use tools in an aggressive manner. This will be discussed in the introduction session, so everybody is aware of this rule.</p> <p>Carrying the tool should be held down by side and carried with the handle ensuring the palm drill is in a fixed position not swung.</p>			
Slipping or falling	<p>A fall may occur due to slippery, wet or uneven ground.</p> <p>Graze</p> <p>Cut</p> <p>Broken bone</p>	Med	<p>Prior to each session the site will be checked and hazards will be removed or noted.</p> <p>During the health and safety briefing the students will be made aware of any hazards and asked to report any they may see during the activity so they may be dealt with.</p> <p>Students will be advised to wear appropriate footwear.</p> <p>Students will carry the tool in correct manor with guard in place and only when taking or replacing the tool from the locked tool box and under supervision by the FS leader or assisting adult.</p> <p>The toolbox will be situated just outside of the woodworking area to minimize the distance carried</p>	FS leader and assisting adults	All	Low
PPE	<p>All</p> <p>Maybe unsuitably dressed</p> <p>Tangled items in tools.</p> <p>Cuts</p> <p>Grazes</p>	Med	<p>Long hair should always be tied back.</p> <p>Scarves will be removed or tucked securely in.</p> <p>Jewellery such as necklaces, bracelets or dangling earrings should not be worn/ in line with school uniform policy.</p> <p>Students will be reminded about this prior to the session.</p>	FS leader and assisting adult	Before and during if anything changes	Low
Accident/illness	<p>All</p> <p>May become ill</p>	Med	<p>Within the Health and Safety briefing the students will be informed of action they should take if they feel ill or have an accident.</p> <p>Maintain a fully stocked first aid kit on site at all times.</p>	FS leader and assisting adults	All	Low

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	or have an accident		There will be a certified first aider on site at all times. There will be an up-to-date log book to record any incidents/illnesses on site at all times. Emergency contact details will be kept at the school office and contact will be made using a walkie talkie. A fully charged mobile phone will be with FSL.			
Storing tools and equipment	All Cuts scrapes Serious injury	Med	All tools are to be stored securely when not being used. When being transported tools will be in a secure container and stacked safely. If available tools will have a guard attached to them and they must be carried in the correct way as modelled. Tools will be counted in and out. The tool box will be placed just outside of the tool woodworking area. Students will be reminded to how to carry tools safely, the Forest School leader will model how to carry tool appropriately. If the weight of the box is unmanageable for one person to hold then two people must carry it or it must be transported on a trolley.	FS leader and assisting adults	All	Low
Poor maintenance/lack of maintenance.	All Cuts grazes	High	All tools will be checked prior to being used. If a tool is broken while being used the Forest School leader should be informed so the tool can be removed from circulation. Students will be reminded of this prior to usage. Damaged tools will stored separately and marked with tape so it is clear they are not to be used. Tools will be kept clean and dry after use. The Forest School leader is responsible for the maintenance of the tools.	FS leader and assisting adults	All	Low

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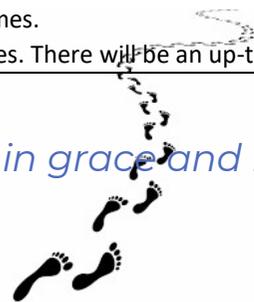
To be read in conjunction with other related risk assessments & policies/procedures. NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme						
ACTIVITY ASSESSED: <b>Gardening tools</b>		ASSESSED BY	Miss Debra Cross	APPROVED BY		Mrs Dawn Lindley
ACTIVITY LOCATION: St. Leonard's School, Langho Woodland Area		ASSESSMENT DATE	October 2024	APPROVAL DATE	October 2024	REVIEW DATE October 2025
<p><b>New Skills, team work, wood cutting skills, developing muscle strength, develops knowledge of storing, using and maintaining a tool, creativity, craft work, accomplishment, promotes perseverance, self esteem. allows the child to develop their creativity, multisensory.</b></p> <p>St Leonard's C of E Primary School have fully assessed the risks against the benefits of using gardening tools in our sessions. We concluded that the benefits far outweigh the risks provided that all of the measures above are followed to ensure our very high safety standards.</p> <p>Please note – St Leonard's C of E Primary School operates under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world.</p>						
HAZARD	Who's at risk and how?	Risk Level Without Precautions	PRECAUTIONS To reduce the risk level	Who will do them?	When Before, During or After?	Risk Level With Precautions
Unsafe or incorrect use of tools	All  Injury to self or others  Cut  Abrasion  Damage to fingers	High	<p>FSL to assess whether children are showing suitable behaviours before planning to do the activity.</p> <p>A health and safety talk - Introduction of safe storage, usage and maintenance of tool.</p> <p>Prior to any use of sharp tools, FSL will assess tool usage and student competence with the student.</p> <p>Students will be shown safe positions to sit/stand and hold their body.</p> <p>Students will be shown how to hold and use the gardening tool safely and the object being cut.</p> <p>Students will be shown how to stand safely while using the gardening tools.</p> <p>No gloves to be worn on tool hand for grip.</p> <p>Students will only use a palm drill under the supervision of the Forest School leader if they are deemed to be ready.</p> <p>Gardening tools will be used carefully ensuring the fingers of the non-tool hand are out of danger and gloved.</p> <p>FSL has the right to refuse a student using the tool if deemed unsafe.</p>	FS leader and assisting adults	All	Low

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			<p>Palm drills must be kept in locked toolbox.</p> <p>Under no circumstances will students be allowed to use tools in an aggressive manner. This will be discussed in the introduction session, so everybody is aware of this rule.</p> <p>Carrying the tool should be held down by side and carried with the handle ensuring the gardening tool is in a fixed position not swung.</p>			
Slipping or falling	<p>A fall may occur due to slippery, wet or uneven ground.</p> <p>Graze</p> <p>Cut</p> <p>Broken bone</p>	Med	<p>Prior to each session the site will be checked and hazards will be removed or noted.</p> <p>During the health and safety briefing the students will be made aware of any hazards and asked to report any they may see during the activity so they may be dealt with.</p> <p>Students will be advised to wear appropriate footwear.</p> <p>Students will carry the tool in correct manor with guard in place and only when taking or replacing the tool from the locked tool box and under supervision by the FS leader or assisting adult.</p> <p>The tool box will be situated just outside of the woodworking area to minimize the distance carried</p>	FS leader and assisting adults	All	Low
PPE	<p>All</p> <p>Maybe unsuitably dressed</p> <p>Tangled items in tools.</p> <p>Cuts</p> <p>Grazes</p>	Med	<p>Long hair should always be tied back.</p> <p>Scarves will be removed or tucked securely in.</p> <p>Jewelry such as necklaces, bracelets or dangling ear rings should not be worn/ in line with school uniform policy.</p> <p>Students will be reminded about this prior to the session.</p>	FS leader and assisting adult	Before and during if anything changes	Low
Accident/illness	<p>All</p> <p>May become ill</p>	Med	<p>Within the Health and Safety briefing the students will be informed of action they should take if they feel ill or have an accident.</p> <p>Maintain a fully stocked first aid kit on site at all times.</p> <p>There will be a certified first aider on site at all times. There will be an up-to-date</p>	FS leader and assisting adults	All	Low

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	or have an accident		log book to record any incidents/illnesses on site at all times. Emergency contact details will be kept at the school office and contact will be made using a walkie talkie. A fully charged mobile phone will be with FSL.			
Storing tools and equipment	All Cuts scrapes Serious injury	Med	All tools are to be stored securely when not being used. When being transported tools will be in a secure container and stacked safely. If available tools will have a guard attached to them and they must be carried in the correct way as modelled. Tools will be counted in and out. The toolbox will be placed just outside of the tool woodworking area. Students will be reminded to how to carry tools safely, the Forest School leader will model how to carry tool appropriately. If the weight of the box is unmanageable for one person to hold then two people must carry it or it must be transported on a trolley.	FS leader and assisting adults	All	Low
Poor maintenance/lack of maintenance.	All Cuts grazes	High	All tools will be checked prior to being used. If a tool is broken while being used the Forest School leader should be informed so the tool can be removed from circulation. Students will be reminded of this prior to usage. Damaged tools will stored separately and marked with tape, so it is clear they are not to be used. Tools will be kept clean and dry after use. The Forest School leader is responsible for the maintenance of the tools.	FS leader and assisting adults	All	Low

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## 18. Planning and Observation

The Forest School Leader is responsible for planning sessions. The school's Forest School planning will be saved on the shared drive so that class teachers can access plans for their class. Where possible and following the children's interests, planning should consider curriculum focuses to ensure maximum engagement to 'classroom based' learning. Planning should be flexible to change based on weather and children's interests. Planning should incorporate Forest School skills such as introduction to and further knots and lashings, introduction to and further use of tools, shelter building and making and cooking on a fire. The nature of Forest School promotes flexibility for children to develop at their own pace. It is essential for all adults involved in Forest School to observe interests and communicate with the children to ensure Forest School time is utilised well. Communication between all involved will ensure a more positive and beneficial experience for all. Evidence of sessions will be shown by photographs following each session to be uploaded onto the staff Google Drive and shared on the school website and school Facebook page.

## 19. Photo Permission

Teachers are responsible for checking permissions and uploading photographs taken during their class session to their folder on Google Drive, weekly. Photographs may be used on the Forest School corridor display, on the school website or Facebook page. Permissions are provided by parents to the school office and shared with Class Teachers.

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## 20. Adult (volunteers) consent form

Name of Adult.....

### Medical Information

Please provide any medical information that might affect your involvement in the Forest School sessions. Please write below.

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### Consent

Please read the Forest School Handbook any elements that you are not sure of ask Debbie Cross (Forest School leader) to clarify.

The experiences that are available during the session are dependent on all adults fulfilling procedures and risk assessments laid out in the Handbook

I understand that the Forest School ethos is that it goes ahead in any weather provided that it is safe to do so (this will be risk assessed) and I will ensure that I am wearing the necessary clothing to take part.

Signed:.....

Date:.....

Name (in print):.....

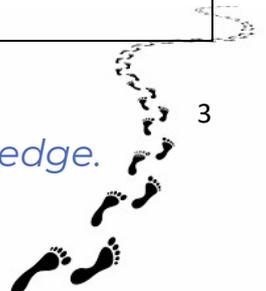


## 21. Daily site sweep



A safety sweep will take place before each Forest School session to identify any hazards and document any steps taken to reduce risk. This will be completed by the Forest School Leader and shared with other adults if necessary.

Date:	Location:	Forest School Leader:
Hazard Checklist:	Checked (Tick)	Action taken, if any:
Fallen Branches  Wet, muddy and/or slippery areas  Litter / Broken glass  Vandalism  Boundary  Weather effects  Fire Circle  Emergency Kit  Equipment Ready  Other hazards identified:		





## 23. Safeguarding

It is the responsibility of the Forest School Leader and accompanying adults to ensure the safety of children during a forest school session. We are committed to creating an environment in which children are safe and free from harm. It is the role of the Forest School Leader to minimise the risk of abuse taking place by:

- Educating children how to stay safe and speak out.
- Taking appropriate action should any allegations or disclosures arise and following the school's child protection and safeguarding policy.

### Safeguarding Statement

St Leonard's C of E Primary School adheres to a comprehensive Child Protection and Safeguarding Policy which is applied in all settings, including Forest School. This policy aims to ensure that every student in our care is safe and protected from harm. All staff, volunteers, and visitors are required to review our Safeguarding Policy, which outlines expected behaviours and our legal obligations to safeguard and promote the welfare of all children at the school. This policy is available on our website or through the school office. It is the responsibility of each staff member, volunteer, and regular visitor to follow this policy closely to ensure the safety and well-being of all students. New staff, volunteers, and regular visitors will receive an introduction to safeguarding arrangements, along with a leaflet detailing the school's expectations, the Designated Safeguarding Lead (DSL), and the Deputy DSLs. This leaflet also outlines the procedures for reporting safeguarding concerns.

**Designated Safeguarding Lead is Mrs Lindley, Headteacher**

**Deputy Designated Safeguarding Leads are Mrs Carney (Deputy Headteacher), Mrs Cronshaw (Acting Assistant Head & SENCO), Mrs Bolton (Office manager), Mrs Pountain (Behaviour lead), Mrs Harris (EYFS lead).**

**Safeguarding Governor is Lynne Harrison, Chair of Governors**

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### Safeguarding Procedure

#### Key Aspects for New Staff and Volunteers

All new staff and volunteers undergo an induction that includes core safeguarding information, such as recognizing signs of abuse, managing disclosures, recording processes, and maintaining confidentiality. This induction emphasizes each staff member's duty to protect students and details the Senior Designated Professional's role in safeguarding.

#### Safeguarding in Forest Schools

In Forest Schools, where trust and meaningful relationships are fostered, disclosures are more likely. Staff and volunteers who receive disclosures from students must follow the school's safeguarding procedures and promptly refer concerns to the DSL or, in her absence, a Deputy DSL.

#### Establishing Boundaries

Boundaries are set with students at the start of each Forest School session. The Forest School area is secured and accessible only via a gate, which is closed and locked after entry. Students actively participate in identifying boundaries and safe zones within the woodland area.

#### Headcounts

Headcounts are conducted at the beginning, during, and end of each session. The number of participants and adult-to-child ratios are recorded on the daily risk assessment. All participating adults are responsible for knowing and monitoring the headcount.

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### Adult-to-Child Ratios and Adult Roles

Forest Schools maintain a minimum adult-to-child ratio of 1:8, ensuring children are well-supervised while exploring independently. Adults are expected to spread throughout the woods to maintain visibility without hovering unless working 1:1 or small group activity.

### Staff Conduct

All staff receive a copy of the Staff Code of Conduct, which outlines professional expectations when working with students. Physical contact may occasionally be necessary, such as in emergencies, but staff must follow the safe restraint guidelines in the Child Protection and Safeguarding Policy. Volunteers and visitors assisting at Forest Schools remain visible to staff and will never be alone with a child unless they have DBS clearance, documented in the office.

### Social Media and Additional Safeguarding Policies

For safeguarding regarding social media, please refer to the following policies:

- E-safety Policy
- ICT Policy
- Staff Code of Conduct

For additional safeguarding protocols, refer to:

- **Visitor Protocol:** See Child Protection and Safeguarding Policy.
- **Lost or Missing Child Procedures:** Refer to Child Protection and Safeguarding Policy.
- **GDPR Compliance and Confidentiality:** Refer to GDPR and Confidentiality Policies.
- **PREVENT:** We actively support the Governments' Prevent Agenda to counter radicalism and extremism.

### Lancashire County Council Prevent Reporting

Website <https://www.lancashire.gov.uk/council/strategies-policies-plans/report-radicalisation-prevent/>

<https://www.langho-st-leonards.lancs.sch.uk/our-community/safeguarding-1/safeguarding>

Signature:	Date
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## 24. Forest School Behaviour Policy

### Forest School Behaviour Principles

The staff and Governors at St. Leonard's C of E Primary School believe that Forest School offers a holistic approach to learning with an ethos that recognises all behaviour is a form of communication.

Forest School aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners. Forest School promotes exploration which is how we acquire new knowledge about the world around us. It is a place where the children are supported and empowered to take charge of their own thoughts, actions and behaviours.

We do this by building relationships and having strong routines and core values in the form of our Pupil Promises which are embedded throughout daily school life. We support and guide learners to address and resolve challenges in a reflective and calm way. We emphasise how our actions can impact others, both positively and negatively, fostering a sense of communal responsibility and encouraging personal growth without judgment.

These promises are displayed in every classroom, around school and in the Forest School setting, and children are reminded of them often. Every child has signed an agreement with the Head Teacher to promise they will uphold these. These promises are reviewed at least annually to ensure their relevance.

### Aims

- To provide a caring and safe environment in which everyone feels valued
- To foster positive caring attitudes towards one another and the environment
- To acknowledge that each and every person who joins our school community has a part to play and that each person's strengths will be valued and celebrated
- To ensure we listen with care to one another's views and opinions and value them
- To provide a time and space for reflection for individuals to consider their actions
- To respond in a polite and thoughtful manner to one another.

*In Jesus' Footsteps, we will grow in grace and knowledge.*



An example of what our Pupil Promises could look like at Forest School Is shown below and shared with the children:

**What do our Pupil Promises look like in Forest School? >>>**

 Following in Jesus' Footsteps  
**St Leonard's Pupil Promises**

- To keep myself safe
- To be kind and look after each other
- To be honest and respectful
- To look after my school and environment
- To be the best I can be

**To keep myself safe**

I will wear long trousers, a jacket and wellies.  
I will follow instructions from ALL adults.

**To be kind and look after each other**

I will listen to other children when they speak.  
I will share the equipment fairly.

**To be honest and respectful**

I will listen and not interrupt.  
I will say please and thankyou.

**To look after my school and environment**

I will only climb or swing on the agreed tree so that trees are not damaged.  
I will help to tidy the forest area and put everything back in the correct place.

**To be the best I can be**

I will try to enjoy my activity, and I will try to overcome any challenges.  
I will think about my experience, and I will complete a reflection activity.

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## Behaviour

“Beneath every behaviour there is a feeling and beneath every feeling there is a need. When we meet that need rather than focus on the behaviour, we begin to deal with the cause not the symptom.”

Ashleigh Warner.

Behaviour is influenced by emotions, which in turn are shaped by whether our needs are fulfilled or unmet. Challenging behaviour is often a signpost to an unmet need. Forest school focuses on fostering emotional self-awareness, self-esteem and self-worth by being non-judgmental and using co-regulation techniques. It aims to provide a sense of safety, identity, belonging, and purpose.

## Behaviour Conflicts

Conflicts are a natural part of human interaction, regardless of age. Children often learn to navigate these conflicts through play. At Forest School, our role is to mediate, guide, and support learners during conflicts—not to judge or solve them ourselves. We approach conflicts by accepting them as they are.

Following a conflict, we allow a little reflection time and use restorative techniques for resolving. We start by asking open, non-judgmental questions to understand what happened, allowing all of the children to express themselves. We then summarise what we heard to ensure we understand correctly and validate everyone's feelings, giving each learner the space to speak.

We encourage the children to decide how they would like to resolve the conflict so that everyone feels safe, trusting them to make that choice.

By providing opportunities to explore and recognise their emotions and needs, children learn to understand and communicate them to others. This process fosters a culture of emotional safety where it's okay to make mistakes and rebuild trust.

## Dangerous Behaviour

If a learner engages in behaviour that endangers themselves or others during a Forest School session, an adult will intervene to assess the situation.

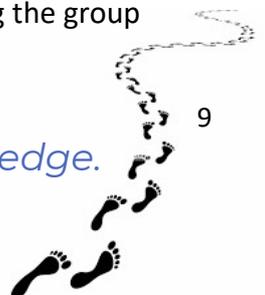
Following the Marshall Rosenberg model of nonviolent communication (2003), we begin by clearly communicating what we observe using objective facts and concrete examples. We then express our feelings about the safety concerns raised by the behaviour and our need to ensure safety for both the group and the individual. Next, we make a specific request regarding the behaviour.

For example:

- 1 **You are** (identify the action or behaviour)
- 2 **I feel** (e.g. scared/worried)
- 3 **I have a need** for your/my/everyone's safety.
- 4 **Request** (short instruction eg. put the stick down and sit on the bench)

We then hold space for the learner's perspective, emotions and needs, discussing what prompted their actions, how they felt, how they feel now. When appropriate, we provide feedback to the individual or group about how their actions, have impacted the group or environment. Finally, we bring the group together to discuss everyone's emotions and feelings, working toward a resolution.

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## **Exclusion from Forest School**

If an individual's repeated unsafe behaviour continues to affect the needs and safety of themselves or the group, exclusion from Forest School may be considered by the Head Teacher.

## **Promoting Positive Behaviour**

It should be noted that for some children, for example, those with a poor self-image, the rewards and sanction approach can be confusing and may detract from the play experience. These children feel safer with a different approach using non-judgemental open conversation, using comments rather than direct praise, e.g. I notice that you tied a timber hitch. This shows the child that you recognise and value their efforts in a subtle manor. Therefore, this approach will be used for all learners.



## 25. Equality Statement

St Leonard's C of E Primary School is committed to inclusivity and promotes equality across all aspects of school life, welcoming all students regardless of ethnicity, academic achievement, age, disability, gender, or background.

In our Forest Schools program, we aim to foster an inclusive environment by:

- **Encouraging Reflection:** Engaging in discussions about emotions and feelings to help children develop emotional awareness and self-understanding.
- **Creating Collaborative Opportunities:** Designing activities that encourage teamwork, build social skills, promote resource sharing, and introduce new experiences.
- **Providing Accessible Activities and Resources:** Ensuring all activities and materials are readily available to every student.
- **Maintaining an Accessible Environment:** Keeping the Forest School area (The Dell) equipped with clear pathways to enable access for wheelchair users and children with limited mobility.
- **Supporting Individualized Learning Choices:** Allowing each child the freedom to approach their learning in a way that suits their needs, and providing ample time and space for personal growth.

For further details, please see the full Equalities Policy and Equality Objectives 2023-24 Policy on the school website.

<https://www.langho-st-leonards.lancs.sch.uk/our-school/school-policies>

Signature:	Date
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## 26. Confidentiality Statement

We aim to balance maintaining the safety, wellbeing, and protection of students and staff while upholding discretion around school matters. Forest School sessions often provide a relaxed setting where students may feel more open to speak with staff, which can lead to confidentiality considerations.

### Procedure

- **Maintain Professional Boundaries:** When engaging with students, be mindful to uphold professional boundaries.
- **Clarify Confidentiality Limitations:** Inform students from the start that you cannot promise absolute confidentiality, particularly if the conversation may involve issues of safety.
- **Safeguarding Concerns:** If a disclosure suggests a risk of significant harm to the student or others, you have a duty to inform the Head of School (the designated Safeguarding Officer), who may involve external agencies. Staff should handle these conversations sensitively, explaining that information will only be shared with those essential to help the student.
- **Breaking Confidentiality:** If confidentiality must be broken, inform the student (unless it would cause harm to do so) and reassure them that their wellbeing is the priority.
- **Encouraging Parental Involvement:** Encourage students to discuss their concerns with their parents or carers and offer support in facilitating this conversation if appropriate.

For further guidance, please refer to the Equal Opportunities Policy, SEN Policy, and Anti-Bullying Policy, available on the school website or upon request,

Signature:	Date
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## 27. Data Protection

St Leonard's C of E Primary School is dedicated to safeguarding the privacy and security of your personal data. We take great care to protect the privacy of our staff, students, parents, and suppliers who interact with us in person, at events, over the phone, or through our mobile apps, websites, and social media platforms.

### Procedure

We collect only the information that is necessary and that we will actually use, in compliance with the General Data Protection Regulation (GDPR). The information we gather is provided voluntarily by you.

For more details, the full policy is available on the school's website under "School Information" or upon request

Signature:	Date
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## 28. Anti-Bullying

St Leonard's Church of England School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

Our Forest School behaviour policy explains how we promote positive behaviour in school and in Forest School to create an environment where pupils behave well; where pupils take responsibility for each other's emotional and social well-being and include and support each other.

We aim to promote appropriate behaviour through the implementation of the school and Forest School behaviour policy and direct teaching by creating an emotionally and socially safe environment where skills are learned and practised. Our aim is to create a climate where bullying is not accepted by anyone within the school community.

By effectively preventing and tackling bullying our school can help to create a safe and environment, where pupils are able to learn and fulfil their potential.

### Definition of Bullying

Bullying is an aggressive act that causes embarrassment, pain, or discomfort to another person. It may be physical or emotional, including behaviors like verbal abuse, gestures, or exclusion, and represents an abuse of power. Bullying can be premeditated or happen unintentionally and may involve an individual or a group.

### Procedure

- **Reporting as a Child Protection Concern:** Any bullying incident should be treated as a child protection issue if there is "reasonable cause to suspect that a student is suffering, or is likely to suffer, significant harm." In such cases, school staff should promptly report their concerns.
- **Policy Connections:** This policy aligns closely with our Behaviour Management Policy, Safeguarding and Child Protection Policy, Code of Conduct, and the school's overarching aims, vision, and values.

**Please refer to the school website for full school Anti-Bullying Policy and connected policies.**

<https://www.langho-st-leonards.lancs.sch.uk/our-school/school-policies>

Signature:	Date
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