Viscount Beaumont's CE Primary School
Forest School

Policies, Procedures and Risk Assessments
2026-2027

Forest School Leader: Mrs Laura Smith

LLSmith

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Executive Headteacher: Mr Alex McLugash

Contents

1	Our Site	3-5
2	The Principles of Forest School	6
3	Our Forest School Ethos	7
4	The Aims of Forest School	8
5	Role of the Forest School Leader	9
6	Staff Code of Conduct	10
7	Forest School Behaviour Expectations	11
8	Our Forest School Golden Rules	12-15
9	Forest School Site Management	16
10	Environmental Considerations	16-19
11	Equipment	20
12	Tool Use	21-24
13	Clothing	25
14	Adverse Weather	25
15	Policies and Procedures	26
	- Safeguarding and Child Protection Policy	
	- Health and Safety Policy	
	- Behaviour Policy	
	- Accessibility Policy	
	- Equality, Diversity and Inclusion Policy	
16	Emergency Action Plan	27-28
17	Risk Assessments	29-51
18	Communication Strategy	52

Our Site

Description of Forest School site		
Name of wood / site	**Location**	**Grid reference**
Viscount Beaumont's Primary School Forest School site	Viscount Beaumont's CE Primary School Ashby Road, Coleorton, Coaville, Leicestershire, LE678FD	SK 39572 16912
Owner *(Including full contact details)*		
RISE Multi-Academy Trust 1311A Melton Rd, Syston, Leicester LE7 2EN Telephone: 0116 4783770		
Other identified stakeholders		
The Beaumont Foundation who support the upkeep of the building and own the building attached to the school.		
General Description: Landscape context / topography *(geographical location and features e.g. alongside river, steep slopes etc…)*		
The woodland site is situated close to the school building. It is owned by the school and is a completely fenced off area which contains some picnic benches, fire circle, and a number of established trees. There is also a shed on site which has access via the wooded area. There are two large copper beech central to the fire circle area and a mix of birch, hazel and rowan trees within the site and some areas which contain some bramble patches. There is a large patch of grass within the fenced off site. Access to an outside water tap can be found opposite the site along the school building. Access from outside of school is limited however it has a low fence on two sides of the site which can be accessed by the public through a public field. There are some pallets on site and evidence of a bug hotel that has previously been built. There are some balancing beams on site which children can use during the sessions. There is plenty of potential to further develop the site.		

Woodland description		
Flora	**Trees**	Hazel, beech, birch, rowan and fir
		Daffodil, bramble, snowdrop, nettle, primose

	Plants	
	Fungi	Turkey tail fungus, razor strop fungus, woolly milk cap
	Mosses	Sheet moss
Fauna	**Birds**	Crows, green finch, blue tits, wood pigeons
	Mammals	Rabbits, foxes, grey squirrel, hedgehogs, moles
	Insects	Woodlouse, centipedes, wood ants, worms, butterflies, stag beetle, spiders, wasps, bees, ladybirds.
Abiotoc elements		
Water		Not present in the woodland
Soil		Seasonally wet acid loamy and clayey soils
Bedrock / Surface rock		Pennine Middle Coal Measures Formation - Mudstone, siltstone and sandstone. Sedimentary bedrock formed between 318 and 309.5 million years ago during the Carboniferous period.

Archaeological considerations *(is the site a SSSI area)*

<u>Local area</u> Pottery and coal mining Archaeological investigations have revealed the presence of both up-draft and down-draft kilns from the mid-19th to early 20th centuries Opencast coal mining in area has shown evidence of medieval coal mining activities, including timber-lined mine shafts and mining tools. **School building** The school building itself holds historical significance and is listed as a Grade II structure on the National Heritage List for England. **Forest School site in school grounds** No archaeological findings currently.
Management history of site *(e.g. when was the wood established, previous uses etc…)*
The Forest School area was established around 5 years ago and has been used on and off since then. A grant was gained which allowed for the planting of 6 hazel trees. A fire circle has been maintained. There are some picnic benches and balancing beams in the forest school which were previously used during school play times – these are now used primarily for forest school sessions.

The Principles of Forest School

The principles of Forest School are a set of core values and approaches that guide this educational philosophy. Forest School is a child-centered, outdoor learning process that fosters holistic growth through regular sessions in nature.

These **six key principles** as defined by the *Forest School Association* in the UK:

1. Long-Term, Regular Sessions

Forest School is a **long-term process** of frequent and regular sessions in a woodland or natural environment, rather than a one-off or infrequent visit. The regularity helps children build deeper relationships with nature and supports developmental progress.

2. Natural Environment Focus

It takes place in a **natural setting**, ideally woodland, which provides a rich environment full of opportunities for exploration, creativity, and risk-taking. The setting is integral to the learning experience.

3. Holistic Development

Forest School aims to develop the **whole child**, not just academic skills. It supports physical, emotional, social, cognitive, and spiritual growth, helping learners become resilient, confident, independent, and creative.

4. Child-Led Learning

Activities are **learner-centered**, encouraging children to make their own choices, follow their interests, and take ownership of their learning. Practitioners act as facilitators rather than direct instructors.

5. Risk and Challenge

Forest School encourages learners to take **appropriate risks** and challenges in a supportive environment. Risk-taking is seen as a valuable way to build confidence, resilience, and problem-solving skills.

6. Trained Practitioners

It is led by **qualified Forest School practitioners** who understand both the pedagogy and the outdoor environment. Practitioners are trained to observe, support, and adapt to the needs of individuals and the group.

Our Forest School Ethos

At our Forest School, we believe that every child is unique, capable, and valued. We are rooted in the vision that all can participate, all can enjoy, and all can achieve, because our lives together are shaped by the fruit of the Spirit: *love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.*

Nature provides the perfect setting for this vision to come alive. In the woodland, children are free to explore at their own pace, discover their strengths, take thoughtful risks, and grow in resilience and confidence.

We are committed to creating a nurturing environment where:

- **Love and kindness** guide our relationships—with each other and with the natural world.
- **Joy and peace** are found in the freedom to play, imagine, and connect outdoors.
- **Patience and gentleness** are shown in our support for each learner's individual journey.
- **Goodness and faithfulness** are lived out through care, consistency, and respect for all life.
- **Self-control** is nurtured through opportunities to assess risk, solve problems, and make thoughtful choices.

Through regular, immersive experiences in nature, we provide space for holistic growth—supporting children's physical, emotional, social, and spiritual development.

At Forest School, we walk alongside each child as they grow in confidence, curiosity, and compassion—learning not only about the world, but about themselves and their place within it.

The Aims of Forest School

Through Forest School at Viscount Beaumont's we nurture the *whole child* through rich, hands-on experiences in nature. Our approach supports each area of development represented by the SPICES model:

S – Spiritual

Children experience wonder, awe, and a sense of peace in nature.
They develop deeper self-awareness, reflection, and appreciation for the natural world.
Space for quiet, mindfulness, and connection with something greater than themselves.

P – Physical

Forest School promotes healthy bodies and active lifestyles.
Climbing, running, balancing, and tool use build coordination, strength, and stamina.
Outdoor play in all weather helps children become resilient and adaptable.

I – Intellectual

Real-world problem-solving boosts cognitive development.
Children ask questions, make discoveries, and learn through experience.
Activities like den building or fire lighting involve logic, planning, and critical thinking.

C – Creative

Nature sparks the imagination like no classroom can.
Children create freely with natural materials—mud, leaves, sticks, stones.
Storytelling, role-play, and open-ended exploration are part of daily life outdoors.

E – Emotional

A calm, nurturing environment supports emotional well-being.
Children build confidence, resilience, and self-esteem.
They learn to manage risks, face challenges, and bounce back from setbacks.

S – Social

Strong friendships and teamwork naturally flourish.
Children cooperate, negotiate, and communicate with one another.
Shared tasks like cooking or shelter building promote empathy and community.

The Role of the Forest School Leader

A **Forest School Leader** plays a vital role in creating a safe, inspiring, and child-centred outdoor learning environment. They are more than a facilitator—they are a **guide, observer, and role model**, supporting children's growth in every area of development.

Key Responsibilities:

1. Planning and Leading Sessions

- Design and deliver **engaging, seasonal, and progressive sessions** that reflect the Forest School ethos.
- Ensure sessions are **child-led**, with opportunities for exploration, play, risk-taking, and reflection.
- Adapt activities to meet the **needs, interests, and abilities** of each group.

2. Creating a Safe and Supportive Environment

- Carry out detailed **risk assessments** and manage safety, including tool use and fire lighting.
- Foster a culture of **trust, respect, and inclusion**, where children feel secure and valued.
- Encourage children to assess **risks independently**, promoting confidence and responsibility.

3. Observing and Supporting Learners

- Observe children's play and interactions to understand their learning needs and emotional well-being.
- Provide **individualised support** to help children develop socially, emotionally, and academically.
- Celebrate progress and **build self-esteem** through positive reinforcement and reflection.

4. Encouraging Holistic Development

- Promote the development of **SPICES** (Spiritual, Physical, Intellectual, Creative, Emotional, Social).
- Nurture values such as **resilience, curiosity, empathy, and environmental responsibility**.
- Provide experiences that foster a deep **connection to nature and self-awareness**.

5. Working Collaboratively

- Work closely with **class teachers and support staff** to ensure consistency and inclusion.
- Engage with **parents and carers**, sharing insights and encouraging outdoor learning beyond school.
- Contribute to the **whole-school ethos**, helping embed Forest School principles across the curriculum.

6. Reflecting and Growing as a Practitioner

- Keep up to date with **training, first aid, and Forest School best practice**.
- Reflect on each session and adapt approaches to continually improve.
- Be a **role model of care, curiosity, and lifelong learning**.

Staff Code of Conduct

All staff and helpers assisting with Forest School must read the guidelines below and must:

- Follow the guidelines, policies and procedures in this handbook and within school to keep children safe.
- Respect that the Forest School leader has overall leadership responsibility regarding teaching and learning within Forest School sessions.
- Dress in the appropriate clothing stated in the clothing policy and equipment from the Forest School clothing list.
- Not use tools on their own accord for any reason.
- Have read the children's medical information but keep children's medical information confidential.
- Have read the risk assessments appropriate for the session they are attending.
- Not light a fire on their own accord for any reason.
- Not to initiate risky play; climbing, tool play and fire use without consulting the Forest School leader.
- Understand the fire evacuation procedure or evacuation procedure, if off site.
- Read the Emergency Action Plan.
- Not use their personal mobile phone for taking pictures or recording videos.
- Make the Forest School leader aware of any hazards, dangerous objects or trees that they come across whilst at Forest School.
- Support the Forest School leader in promoting the ethos and aims for Forest School as well as the Code of Conduct.

Forest School Behaviour Expectations

"Respect for Ourselves, Each Other, and the Natural World"

At Forest School, we encourage children to take responsibility for their actions while feeling safe, supported, and free to explore. Our behaviour expectations follow that of our school behaviour policy. All staff working within Forest School will adhere to the behaviour policy and children will be made aware of the expectations.

1. Respect the Natural World

- Look after trees, plants, insects, and wildlife.
- Leave nature as we found it—take only memories, leave only footprints.
- Use sticks, tools, and natural resources thoughtfully and safely.

2. Respect Ourselves

- Listen to our bodies and rest when we need to.
- Take safe risks and ask for help when unsure.
- Celebrate our efforts and keep trying, even when things are tricky.

3. Respect Each Other

- Use kind words and actions.
- Listen when someone is talking or sharing.
- Work as a team, take turns, and include everyone.

4. Stay Safe and Aware

- Stay within the boundaries set by adults.
- Use tools and fires safely, following our training and instructions.
- Let an adult know where we are at all times.

5. Reflect and Take Responsibility

- If we make a mistake, we talk about it and learn from it.
- We help tidy up and care for the Forest School space.
- We are all part of the group and help it to feel safe and welcoming.

Our Forest School Golden Rules

1. **1, 2, 3, back to me**

All children will be made aware that if the Forest School Leader or any supporting adult shouts **'1, 2, 3, back to me'** they will return immediately to the fire circle. If a child is lost or out of sight we will shout, "**1,2,3 Where are you?**". In response, the child or adult will shout, "**1,2,3 I'm here!**" and we will follow their voice to locate them. If they are difficult to locate, we will continue this call and response game. We regularly revisit these expectations through playing games.

2. **Boundaries**

The children are shown and reminded of the boundaries at the start of each forest school session. These boundaries always remain the same. The children are not to go past the boundaries of our forest school site and will be supported by staff to remember this.

3. **No pick, no lick, no squish**

No Pick
Don't pick plants, flowers, or fungi.
Unless a grown-up says it's okay, we leave nature where it is so:

- Everyone can enjoy it
- It can keep growing
- We don't accidentally touch something harmful (like stinging nettles or poisonous plants)

"Look with your eyes, not with your hands!"

No Lick
Never put anything from the forest in your mouth.
We don't lick or taste anything outside (even if it looks like a berry or a raindrop!) because:

- Some things in nature can make us feel very poorly
- Even water from puddles or leaves isn't safe to drink

"Forest School is for exploring, not for snacking!"

No Squish
Be kind to all creatures, big and small.
We treat bugs, insects, and animals gently and with respect. That means:

- No squashing, poking, or picking up unless shown how
- Watching quietly and letting them go about their day

4. **Stick Play**

Children can pick up and carry sticks during the session on site. However, sticks are to be no longer than the length of the child's arm. Longer sticks may be dragged along the woodland floor behind them. Children are not allowed to pull sticks from living trees - we ask they pick up sticks from the floor or select hanging dead wood. It is imperative that sticks are not thrown.

5. **Climbing Trees**

"Climb with care, climb with respect!"
Tree climbing helps us build confidence, balance, and strength — but we must always **climb safely, think clearly, and care for the tree and ourselves**.

Think Before You Climb

- Look at the tree: Is it strong, healthy, and safe?
- Ask: Are the branches thick enough to hold my weight?
- Check the ground: Is it clear of rocks or hazards?

Ask an Adult First

- Always check with a Forest School adult before climbing.
- Adults may help you decide if the tree is safe to use.

One at a Time

- Only one climber in the tree at a time unless an adult says otherwise.
- This keeps everyone safe and gives you space to focus.

Three Points of Contact

- Always keep **three parts of your body** (two hands and a foot, or two feet and a hand) on the tree.
- This helps you stay balanced and in control.

Know Your Limit

- Climb only as high as **you feel confident** and **can safely get down**.
- A good rule: Don't go higher than **you can safely jump down from** if needed.

Be Kind to the Tree

- Don't snap branches, peel bark, or hang on thin twigs.
- Treat the tree with care — it's a living thing and our climbing friend!

Be Aware of Others

- Watch where you climb — don't drop things or jump near others.
- Make sure the space around the tree is safe and not crowded.

6. **<u>The Fire Circle</u>**

Respect the Fire Circle Boundary
We walk around the outside of the fire circle, never across it.
The circle (often made with logs or stones) helps us know where the safe space is.

Sit Safely and Calmly
We sit on the logs, with both feet on the ground.
No swinging, standing, or leaning backwards on the logs.

Step In, Step Out – Only with Permission
We only enter the fire circle when invited by an adult.
We use the special "gate" (a set entry point) and step in carefully.

Stay Seated When the Fire is Lit
Once the fire is burning, we stay seated unless asked to help.
We don't run, walk, or play inside the fire circle.

Respect the Fire
Never throw anything into the fire, even leaves or sticks.
Only adults or trained helpers tend the fire, unless it's a supervised activity.

Safety First
Tie back long hair and keep scarves, hoods, and sleeves tucked in.
Always listen to adult instructions and follow fire safety procedures.

Share the Space with Care
The fire circle is a place for quiet voices, listening, and togetherness.
We treat it with the same respect we give each other.

Leave No Trace
When the fire is out and cold, we tidy the space and leave it as we found it.

7. **Tie, swing, pull and play**

Ropes can be used for building dens, creating swings, hauling logs, or making obstacle courses — but we always use them safely, kindly, and with respect for others and the environment.

Think First, Use With Purpose

Use ropes only for the job they're meant for — not for rough play or games like tug-of-war (unless supervised). Always check with an adult before starting a rope activity.

Tie Carefully and Safely

Use the knots we've learned and always ask for help if you're unsure. Don't tie ropes around yourself or others (especially necks, waists, or limbs). Never make loops big enough for someone to get caught in.

Be Kind to Trees

Use ropes gently — don't damage bark or wrap tightly around young trees. Always ask before tying anything to a tree and use padding if needed to protect the bark.

Swing Smart

Only swing from ropes that have been set up and checked by an adult. One person at a time on a swing or rope activity. Wait your turn, and never push someone unless they ask for help.

Watch Your Space

Make sure the area around your rope activity is clear. Be aware of others walking by — give them plenty of space.

Tidy Up When You're Done

Coil up ropes and return them to the rope bag or kit. Don't leave ropes lying around where someone could trip over them.

8. **Lifting, carrying and transporting**

Children must be encouraged to roll, lift, drag, pull and push materials at Forest School. This is particularly useful as it develops their gross motor skills. Adults should model safe lifting such as

showing they must have a straight back and bent knees. Heavy objects can be carried by more than one person – we encourage and expect the children talk throughout this process with each other. Digging is permitted on site in designated areas. The children are reminded that they must be aware of those around them,

9. **Report hazards to an adult**

The children are encouraged to notify any adult on site if they see something they are not sure of or makes them feel unsafe. This is an important skill for children and encourages them to consider the potential risks around them.

Forest School Site management

The Forest School site is checked before the start of every session by the Forest School Leader. The site is a part of the school playing field however is out of bounds during breaktimes and lunchtimes to ensure new hazards are not introduced and risk assessed areas of the Forest School are kept intact. We ask that all adults, and children, notify the Forest School leader of any hazards that become apparent during the session so these areas can be cordoned off if necessary. The Forest School Leader will pay particular attention to the fire pit, shelters and ropes and for any hazardous litter that may have made its way on to the site.

The site is managed and maintained by the Rise Multi-Academy Trust Estates team.

Environmental Considerations

Forest School teaches children to connect deeply with the natural world—and with that connection comes responsibility. We aim to protect, preserve, and respect the environment in every session.

Leave No Trace
We leave the site as we found it, or better.
Rubbish is always taken away or sorted into recycling.
We use biodegradable materials whenever possible.

Respect for Living Things
We teach children to treat plants, insects, animals, and habitats with care.
We follow the "No Pick, No Lick, No Squish" rule.
Activities avoid harming or disturbing wildlife (e.g., not building dens in nesting areas).

Sustainable Resources
We use natural, recycled, or repurposed materials.
When collecting sticks or leaves, we gather only what's needed and from the ground.
We avoid using plastic and single-use items wherever possible.

Tree and Habitat Protection
We don't damage trees or remove bark unnecessarily.
Ropes and structures are tied in ways that do not harm trees (e.g., padded rope loops).
We regularly check and rotate activity spots to avoid wearing down one area.

Responsible Fire Use
Fires are controlled, supervised, and built only in designated safe areas.
Ashes are disposed of responsibly, and we make sure fires are completely out.
Firewood is collected sustainably—never stripping live trees.

Teaching Environmental Awareness
Sessions include activities that promote eco-consciousness, like:
Wildlife spotting and identification

Discussions about pollution, seasons, and ecosystems
Nature journaling and reflection
Children grow to love nature—and we protect what we love.

Tool Use With Purpose
We teach safe and respectful tool use, avoiding unnecessary cutting or carving.
Tools are used to build, learn, and care—not to damage.

Factors having an impact (activities, access, resources etc.)	**Level of impact** (high, medium, low)	**How will this affect the woodland?** (compaction, denudation, pollution, corruption)	**How will you manage this?**
Fire	Medium	Denudation of deadwood (depend on frequency) Compaction around the fire area	Limit the frequency. Bring in firewood from offsite. Either move the fire area to limit compaction or dedicate a sacrificial area for seating.
Mud Kitchen	Medium	Digging soil / mud kitchens that can damage soil structure and tree roots.	Contain area of digging and reduce frequency of activity. Move areas of digging away from tree roots. Replant/resow areas of digging to allow plants to regrow. Talk to children about how to look after bug life in the soil and any plants that they find. • Identify tree roots and talk to children about the role of roots and how we can protect them.
Woodland play	High	Can lead to trampling of plants / young trees. Damage of trees when	Identify young plants with children.Mark them with a stake/tube or other method. Agree a plan with the children a plan to avoid

		climbing and using for rope swings etc	damaging plants through play. Put branches or logs around young plants to protect them.
Den building	Low	Removes dead wood from field layer reducing available insect fodder and habitat	Reduce size and number of dens built. Create a pile of den building wood that children know is OK to use. Create other dead wood piles on site, and agree with the children that these are for wildlife habitat, not den building

1. Positive Management to improve and develop the ecology of the site.

Year 1 – 2024-2025

Positive Action	When	Impact	Management
Coppicing of the hazel trees	November - February	Provides natural resources for activities Creating habitats with different stages of vegetation growth Younger, healthier shoots can grow Prevents overcrowding Opening of canopy Teaches sustainability Practical skills	Dividing the woodand into 3 sections Coppice one section per year Leaving some of the sections untouched Retain wood harvested for creative projects / firewood / deadwood habitat. Fence newly coppiced areas to protect trees from rabbits
Creating new habitats for birds	Blue Tit/Great Tit, February to May Robins/Wrens, March to July (sometimes second brood) House Sparrows, April to August Starlings, March to July	Enhance bioversity Natural pollinators and seed spreaders Teach children about life cycles, nesting, migration and feeding habits of birds Children can identify bird species and see seasonal changes	Plan a bird box creation and monitoring activity with the children. • Create activities to identify birds, observe their behaviour and chart biodiversity change over the seasons. Make bird feeders with children and ensure bird feeders are available during the winter for birds.
Sowing wildflower seeds, promoting	Autumn (September to November) -	Boosts diversity. Provides food for pollinators.	Sow new wildflower meadows with the children. Talk with children about caring for meadows,

biodiverse meadow habitat	Meadow flowers, annual wildflowers, native species Early Spring (March to May) - annual wildflowers	Creates natural habitats for wildlife. Supports wellbeing and love of nature. Improves soil health. Provides seasonal learning opportunities.	not pulling up flowers etc. Create a plant identification activity once the wildflowers emerge in Spring. Survey the nature present with children regularly to show the positive impact meadows can bring.

2. Monitoring and Evaluation

Methods of Monitoring used:	**Frequency of Monitoring:**
1. Fixed point photography at certain times of year to see changes 2. Plant surveys 3. Bird survey and monitoring bird boxes 4. Tree photos to monitor impact of coppicing 5. Plant growth chart to monitor wildflower growth	1. Quarterly 2. Quarterly 3. 6 monthly 4. Quarterly 5. Yearly

3. Aims for Years 2 & 3

Aims for Year 2
• Tree planting - involve children in tree planting and care of young trees. We have a number of hazel but I want to play another fast growing species that provides wood for crafts and structures such as willow. I will keep the trees protected with tree guards when small. • Continue to monitor use of deadwood and ensure it is sustainable •
Aims for Year 3
• Pond creation, creating new habitats for invertebrates, frogs and other animal and plant pond-life - Engage children with creating new ponds on site. Explore natural options such as clay for lining ponds. Introduce pond plants and make ponds frog friendly. • Survey the wildlife in the pond regularly with children. • Tree planting – fruit trees - planting new fruit trees to increase food for pollinators, birds and other wildlife. Future harvesting for school community.

Equipment

The Forest School leader will be responsible for ensuring all essential equipment is on site during each session. There is access to spare clothes and some wellies at school if children forget to bring any of the recommended kit available.

- First Aid Kit, including an additional burns First Aid Kit
- Spare children's clothing and wellies.
- Folder enclosing the Forest School Handbook, Emergency Action Plan and risk assessments
- Pupil medical information
- Drinking Water

If a fire lighting activity is to take place, the following MUST be present at site (and kept in the fire pit for quick access):

- Fire lighting kit – cotton wool, fire steels
- Fire blanket
- Large containers of water
- Emergency fire kit/burns kit including burn gel.
- Fire retardant gloves

Tool Use

A tool talk will take place ensuring everyone can see – sitting in a horseshoe shape and being mindful of right/left handers. The tool will be introduced before use and all PPE involved in using the tool. Everyone will have the correct PPE ready before use. Appropriate clothing should be worn, trousers, long sleeved tops and strong sensible shoes. Gloves should be worn to protect hands and wrists and on helper hand if necessary. Including partners. Appropriate surfaces will be used for cutting. Children and adults will adhere to the safe distance when using tools and listen to the tool talk. The safety covers will be placed over tools and returned to designated area.

Tool	Checking and Maintenance Procedures – and sharpening	Sharpening Techniques – methods and what process or device is involved.	What is used for in Forest School?	When would you introduce the tool and how? (Seating, ratio etc).
Loppers Canoe stone – for curved edges	Remove dirt and moisture and paint with oil. Store in a waterproof box in designated tool box.	Examine the blades for any damage that need to be addressed before sharpening. Hold the lopper securely to prevent movement during sharpening. Use a **canoe stone** to sharpen the cutting blade at the original bevel angle in smooth, consistent strokes.	Loppers are used for cutting anything smaller than a 2 pence piece. One child uses at a time with the support/guidance of an adult. These are generally used for cutting back nettles, brambles and thin branches.	A tool talk is given using a variety of ways: visual, auditory and kinaesthetic. The talk is laminated and in the designated tool box. Children have had limited experience and require more practise. When not in use they need storing in the designated tool box.
Bowsaw	To maintain the bow saw it needs to be kept clean and the handle and protector needs to be secure and safe for use. Wipe the blade with gove before putting	No need to sharpen – buy new blades. Blade needs to bounce otherwise it is too tight.	A bow saw is used to cut anything larger than a 2 pence piece. A glove is worn on the helping hand and users must leave a safe distance away from the rest of	Children and adutls must be given a tool talk and demonstration of how to use. Supervision depends on the age of the participant. In my setting I work on a 1:1 basis. This is because in KS1 they are still very young, in

	the cover back on. The protector must not be split/damaged.It must be store with the protective sheath on in the lidded toolbox in the designated tool area. To clean use wire wool and do from above. Paint with oil.		the group. To avoid the blade jumping the children initially place their hands through the saw and onto the piece of wood opposite. When the first groove has been made the children can then remove their hand from the opposite side and hold the wood from the side of the saw. At all times children are supported by an adult.	upper KS2 they are new to the use of tools and still need to develop maturity and understand the importance of health and safety. The forest school tool talk has been laminated and added to our designated toolbox. With upper KS2 this allows chn to test each other on the tool talk, therefore understanding it more. Children are praised when they support or deliver a talk correctly. Also when they use correctly. Tool talks must include visual, auditory and kinaesthetic so all children are engaged. The children have had limited use of this and require more practise to develop confidence and competence. When not in use the bows saws must be stored in the designated toolbox complete with the safety cover attached.
Forest Axe Puck stone - sharpening axes and hatchets	Check handle and check for rust. Clean the blade with a scourer. Ensure sheath is intact and cover blade when not in use. Store in lidded	Sharpen with a puck stone. There is a rough and a smooth side. FInd the beval and move the puck stone with consistent pressure along the blade. Count how	An axe can be used for splitting wood, for limbing, cutting logs into smaller sections, It can be used for shaping logs into beams. To use blade must be moving away from the body,	Children and adutls must be given a tool talk and demonstration of how to use. Supervision depends on the age of the participant. In my setting I work on a 1:1 basis. This is because in KS1 they are still very young, in upper KS2 they are

	box in designated tool area.	many times. Turn the axe over and match on the other side. The axe should be sharp enough to slice through A4 paper.	facing downwards. Keep wood between you and the axe at all times. If used for splitting hold parallel to front of the body, use mallet to drive blade into wood	new to the use of tools and still need to develop maturity and understand the importance of health and safety. The forest school tool talk has been laminated and added to our designated toolbox. With upper KS2 this allows chn to test each other on the tool talk, therefore understanding it more. When not in use the axe must be stored in the designated toolbox with the sheath covering the blade.
Fixed Blade Sheath Knife Whetstones for sharpening knives, chisels, and straight-edged blades	Remove dirt and moisture using an oiled cloth. Paint with oil Ensure sheath covers the blade and listen for the click. Store in a waterproof and lockable box and keep as far away from you as possible when carrying e.g. bottom of bag. Only allowed to carry anything smaller than 2 ¾ inches. You need permission to of the land owner to use knives – we have	Sharpen using a whetstone and a hard surface underneath. 2 types of knife: Stainless steel – shouldn't rust, has nickel which makes it softer so loses edge quicker – will need sharpening more often Carbon steel – can only clean with oil, holds its edge longer.	The knives are used for whittling. Children have used these in small groups of 3-4 with KS2 children. Children wear a glove on their helping hand and choose a safe working area away from others in the group. They cut away from their body and use small cuts rather than trying to remove too much in one go. These have been used in my setting to sharpen sticks and to make writing plaques.	Children and adults must be given a tool talk and demonstration of how to use. Supervision depends on the age of the participant. In my setting I work on a 1:1 basis. This is because in KS1 they are still very young, in upper KS2 they are new to the use of tools and still need to develop maturity and understand the importance of health and safety. The forest school tool talk has been laminated and added to our designated toolbox. With upper KS2 this allows chn to test each other on the tool talk, therefore understanding it more. Children are praised when they support or

	permission.			deliver a talk correctly. Also when they use correctly. Tool talks must include visual, auditory and kinaesthetic so all children are engaged. The children have had limited use of this and require more practise to develop confidence and competence. ALways need a hard surface underneath.
Other tools – pruning saw, secateurs auger/drills etc.	**Hand drill** – Remove bit and blow out the dust.Remove dirt and moisture using an oiled cloth.Oil cogs weekly with WD40 **Secateurs** - Remove dirt and moisture using oiled cloth. Close and lock safety catch when not in use.	**Hand drill** – Replace bits when required. Keep the replacement bits in the designated toolbox. **Secateurs -** Use a **canoe stone** to sharpen the cutting blade at the original bevel angle in smooth, consistent strokes.	**Hand drill** - Drilling through discs, drift wood and other thin pieces of wood **Secateurs** - Cutting anything smaller than a 2 pence piece	Tool talks must include visual, auditory and kinaesthetic so all children are engaged. The forest school tool talk has been laminated and added to our designated toolbox. With upper KS2 this allows chn to test each other on the tool talk, therefore understanding it more.

Clothing

Appropriate clothing **must always be worn** to fully access all that Forest School can offer.

The site has a wide range of flora including brambles and nettles, low branches, tree roots. Long sleeved tops, long trousers and a pair of sturdy boots should always be worn. This helps to reduce the risk of tripping, nettle stings, scratches and grazes to upper and lower limbs.

There is no such thing as the wrong weather, only the wrong attire!

Spring -

Children are encouraged to wear long trousers and sensible shoes/willies dependent on weather. These shoes should not be the same pair they are wearing in the classroom. They are advised to have appropriate waterproof clothing for wet weather.

When walking along a public road children and adults wear high viz jackets.

When working with tools gloves are worn on the helper hand (dependent on tool used).

Fire gloves are always used by an adult attending the fire to protect hands/wrists and forearm.

Summer –

In Summer children are asked to bring a sunhat and sun-cream.

It is often cooler in the woods in the Summer months due to the canopy. This helps with protection from the sun but children are advised to bring a jacket / jumper which can be removed if necessary.

Autumn –

As the weather is changeable children are advised to have waterproofs and warmer clothing. Also wellies.

Winter –

As above

Children need plenty of layers to keep them warm. In addition thick gloves, woolly hats and warm gloves.

Adverse weather conditions

We believe children should experience the outdoors, no matter what the weather, however the wellbeing of our children is our responsibility. To ensure they stay safe, the Forest School Leader will decide as to whether a session goes ahead or is cancelled, depending on the weather. Prior to running a session, the Forest School Leader will check the weather report and assess the conditions on site.

In the event the weather conditions worsen during a session, the Forest School Leader will take the children back into the school building until conditions improve.

Policies and Procedures

- Safeguarding and Child Protection Policy

Safeguarding Model Policy and Procedures (Aug 2013)

- Health and Safety Policy

rise-health-and-safety-policy-jan25.pdf

- Behaviour Policy

Behaviour Policy

- Accessibility Policy

Policy for Accessibility

- Equality, Diversity and Inclusion Policy

equality-diversity-inclusion-policy.pdf

Emergency Action Plan

Forest School Emergency Action Plan (EAP)

This plan should be shared with all staff involved in Forest School and reviewed regularly.

1. Risk Prevention & Preparation

- All staff and volunteers are briefed on emergency procedures before sessions.
- First aid kits must be carried at all times (fire safety equipment if required)
- The site is checked for hazards before each session.
- Children are reminded of key safety rules (boundaries, tool use, fire safety, etc.).

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2. In Case of Minor Injury

- **First aider** provides on-the-spot care using the Forest School first aid kit.
- Child is reassured, supported, and monitored.
- Incident is recorded in the **Accident/Incident Log** and reported to parents after the session.

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3. In Case of Serious Injury or Medical Emergency

1. **Stop the session** immediately and ensure the rest of the group is safe and calm.
2. Designated **first aider** provides emergency first aid.
3. Another adult:
    - **Calls emergency services** (999) with location details.
    - **Contacts school office** (to inform senior staff and call parents).
4. Assign an adult to:
    - Supervise and calm the rest of the group, away from the incident.
    - Move children to a safe area
5. Record the incident in full after the event and complete all safeguarding and reporting protocols.

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4. In Case of Missing Child

1. Call an **immediate headcount**. Using 1, 2, 3 back to me
2. Calmly check hiding places, rope areas, and known favourites (trees, dens, etc.).
3. Inform the **school office** and escalate if not found within 10 minutes.
4. If still missing after full sweep:

    - Call **999** and report the missing child.
    - School to notify **parents**.
    - Keep all other children supervised and safe in one area.
5. Complete full report after resolution.

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5. In Case of Extreme Weather / Sudden Hazard

- Monitor weather throughout the session.
- If severe weather (lightning, high winds, snow, etc.) arises:
    - **Evacuate the site** calmly and return to school building
    - Inform the office and parents if needed.

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6. Communication Details

- **First Aid Lead Name:** Laura Smith
- **School Office Contact:** 01530 412480
- **Forest School Site Grid Reference or What3Words Location:**
- SK 39572 16912

  ///turkey.reduce.during
- **Nearest Vehicle Access Point: Left side of school through car park gates, further gates onto field can be unlocked for vehicle access to the forest school site.**

ACTIVITIES

Description of activity: Whilst on site learners will be involved in outdoor activities which, if led incorrectly, could lead to injury. All activities are to be carried out safely and all equipment is to be physically inspected prior to use and placed to one side if damaged. Team building activities are to be risk assessed on a daily basis as the weather will impact on how these activities are carried out. Woodland assault courses which are purpose built by Forest School Leader will by physically checked prior to commencement of activity – all rope related obstacles will have knots checked and ropes conditioned if damaged. Water based activities will require closer supervision than others with respect to ages of learners and abilities. Learners with additional needs will be individually assessed either prior to arriving or on the day – the leader will have the final word in these matters should a problem arise.

Hazard Or Activity	***Harm***	***People at risk***	***Probability***	***Severity***	***Risk Rating***	***Preventative measures in place or identified***	***Further measures to be taken***	***Action – by whom and when***
Ground based team building activity	Falls, blows to body from materials	All	2	4	8	All participants provided with kit list outlining minimum clothing requirements. Area used for activity to be cleared as necessary. All staff fully trained in Level 3	Leaders to assess suitability of clothing prior to start of activity. Full brief to all participants prior to starting– stop activity if likelihood of	FSL

						FAW by LAFS staff.	injury to self or others.	
Off ground team building activity (Including Tree Climbing)	Falling from ropes, logs, trees – impact injuries, collisions.	All	2	3	6	Any equipment that is roped off ground to be checked prior to use. Any additional eqpt that is roped together by users to be checked visually during construction. Children must only climb trees that the leader has deemed safe and suitable for climbing. Discussion on how to safely climb trees done by FS leader at start of session.	Ensure that personnel are placed in such a position to support a fall where possible Climbing Buddy. All children know how to safely climb a tree and the rules of this at Forest School.	FSL

						Children must only climb if they have a climbing buddy. The climbing buddy must stand at the base of the tree and must always be able to touch the shoe of the child climbing the tree- if they cannot the child climbing must come lower down so that they can.		
Learners with additional needs	Physical limitations on activity	All	2	2	4	Leader to look at task and adapt where possible. i.e. make the individual the leader on the activity.	Ask individual if able to make decision – allow them to stand out if need be.	FSL and individual if able to make informed decision.
All activities	Accident or injury during activity	All	2	4	8	Staff trained in outdoor first aid (L3), risk management and hazard perception.	Leader will take control of any accident	FSL

						First Aid kits carried by trained and competent staff, emergency action plan to be rehearsed during staff training sessions. Mobile phones carried and signal checked.	/health situation. Consent forms for the day to be carried at all times with emergency contact numbers	
Uneven ground /dead wood causing slips trips and falls	Potential bruising, potential broken bones, though ground relatively soft	All	3	3	9	Verbal briefing given prior to session start. Reinforce no running within the setting.	Reinforce ground rules.	FSL
Water based activities	Cold related injury due to getting wet,	All	2	4	8	Verbal briefing given prior to session start. Ensure children are wearing appropriate	Adult supervision required at all times.	All adults in attendance.

						clothing for the activity.		
Shelter building	Injury from lifting, moving heavy wood, cuts and bruises from swinging branches.	All	1	3	3	Briefing on lifting and safe carrying procedure. Ensure shelters are safely constructed throughout activity.	Intervene if shelter building is unsafe.	FSL Connect collecting natural resources RA.
Collapse of shelters	Pressure related injuries.	All	2	2	4	Group to have practiced knots and lashings before use on human size constructions. If using natural shelter building techniques then timber is checked prior to session to ensure it is useable.	Leaders to ensure that everyone in the group can effectively knot and lash as instructed. Leaders to check that children have used correct lashing technique	FSL

Laura Smith (Nee Sharpe) – Forest School Leader Level 3

Review – annually from August 2024

Signed: LLSmith

Review date - August 2025

TOOL USE

Description of activity: Personnel on site engaged in FS activities will use a variety of tools with sharp edges during the programme or session. All tools will be correctly maintained, used in accordance with current safety guidelines and introduced at a suitable time in order to reduce the risk of injury. A first aid kit will be on hand for each session and LAFS staff will be trained and current in both Outdoor and Paediatric First Aid. All ages will have the opportunity to use tools as long as they are developmentally ready for them. All trainee Level 3 learners will have tools both demonstrated and role modelled throughout.

Hazard	Harm	People at risk	Probability	Severity	Rating	Measures. (new or existing)	Who is responsible?
Injuries from sharp tools; Bow saw and Pruning Saw	Serrated cuts from blades on saws. Used to saw anything larger than a 2p piece.	All	2	2	4	Tool inspected prior to use and well maintained. Tool talk given every time used. Correct supervision levels at all times. Introduced at suitable time in session.	FSL
Sheath knife	Incision and puncture wounds from incorrect use. Risk of catastrophic bleed when used incorrectly.	All	2	3	6	All knives inspected prior to use and well maintained.	FSL

	Used for whittling wood and making items from natural materials.					Tool talk given every time used. Correct supervision levels at all times. Introduced at suitable time in session. Kept in locked container when not in use.	
Loppers	Potential amputation of fingers from incorrect use. Used for woodland management on sticks smaller than 2p piece.	All	2	2	4	Tool inspected prior to use and well maintained. Tool talk given every time used. Correct supervision levels at all times. Introduced at suitable time in session.	FSL
Billhook	Potential trauma injury from blades.	All	2	2	4	Tool inspected prior to use and well maintained.	FSL

	Used for snedding and brashing bushes.					Tool talk given every time used. Correct supervision levels at all times. Introduced at suitable time in session.	
Axe	Potential trauma injury from axe. Used for splitting and cleaving wood and rough hewing of materials.	All	2	2	4	Tool inspected prior to use and well maintained. Tool talk given every time used. Correct supervision levels at all times. Introduced at suitable time in session.	FSL
Auger Bit and Brace	Puncture injury from cutters on auger. Used to drill holes in wood for making stools and seating.	All	2	2	4	Tool inspected prior to use and well maintained. Tool talk given every time used.	FSL

						Correct supervision levels at all times. Introduced at suitable time in session.	
Mallet	Crush or broken bone from incorrect use. Used to baton pieces of wood and place in pegging.	All	2	2	4	Tool inspected prior to use and well maintained. Tool talk given every time used. Correct supervision levels at all times. Introduced at suitable time in session.	FSL

Laura Smith (Nee Sharpe) – Forest School Leader Level 3

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COLLECTING NATURAL MATERIALS

Description of activity: Personnel on site engaged in FS activities will be encouraged to forage for raw natural materials under supervision. As the area is open to wildlife there is a danger from faeces and there will also be seasonal dangers that must be briefed to the group prior to commencing the activity. Correct lifting and carrying techniques will reduce the risk of accident and this must also be briefed to the group.

Hazard	Harm	People at risk	Probability	Severity	Rating	Measures. (new or existing)	Who is responsible?
Lifting Materials	Muscle strain, collision, pressure related injuries from dropping logs.	All	1	1	2	Shown correct lifting techniques and how to drag logs safely. Group encouraged to ask for help. All adults to use correct lifting techniques to model.	FSL Other adults
Fungi and toxic plants	Poisoning	All	2	4	8	Avoid areas. Reminded not to eat anything. Hand wash after prior to any eating.	FSL

Insects and plants	Stings/scratches/ anaphylactic shock from insects.	All	2	5	10	Adults aware of allergies and use of epi pens. Avoid areas with known wasp nests or beehives. Explain risk of stinging nettles and how to administer first aid to sting. Brief all about any areas of brambles/dog rose prior to use.	FSL
Glass and other sharps	Scratches, cuts, lacerations	All	2	4	8	Sweep of area prior to start of session. Keep sharp bin in central area. Verbal brief prior to start of activity.	FSL

Laura Smith (Nee Sharpe) – Forest School Leader Level 3

Review – annually from August 2024

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Review date - August 2025

WOODLAND

Description of site:

The woodland site is situated close to the school building. It is owned by the school and is a completely fenced off area which contains some picnic benches, fire circle, and a number of established trees. There is also a shed on site which has access via the wooded area. There are two large copper beech central to the fire circle area and a mix of birch, hazel and rowan trees within the site and some areas which contain some bramble patches. There is a large patch of grass within the fenced off site. Access to an outside water tap can be found opposite the site along the school building. Access from outside of school is limited however it has a low fence on two sides of the site which can be accessed by the public through a public field. There are some pallets on site and evidence of a bug hotel that has previously been built. There are some balancing beams on site which children can use during the sessions. There is plenty of potential to further develop the site.

Hazard Or Activity	***Harm***	***People at risk***	***Probability***	***Severity***	***Risk Rating***	***Preventative measures in place or identified***	***Further measures to be taken***	***Action – by whom and when***
Cold and wet weather	Potential hypothermia	All	2	4	8	All participants provided with kit list outlining minimum clothing requirements. Leaders to be aware of daily weather report before beginning activities, each session.	Limit session if very cold – plan for internal contingency – Bring extra appropriate clothing Site can be quite open and shelters are sometimes difficult to put up.	FS LEADER to determine length of session. Stock of appropriate clothing to be available for each session

						Contingency plan in place	Leader to make choice if session does not go ahead.	
High Winds	Injury from falling branches	All	4	4	16	Sessions will not take place in high winds Leaders to ensure no hanging dead wood in trees.	Leaders to decide before the group enters the wood – on site assessment to be carried out one hour prior to session start.	FS LEADER
Poor Health and Welfare and Medical problems i.e. allergies	Unhappiness/ mental or emotional distress	All	2	2	4	Leaders provide appropriate advice and good group management. Ensure regular snack and drink breaks	All pupils have appropriate levels of supervision by school staff at all times to ensure good behaviour. If pupil does not adhere to guidelines they are exempt from subsequent sessions.	FS LEADER to receive permission slips at start of each session. Ensure adequate supervision levels for session.
Accident or health	Range of injuries possible – grazing,	All	2	4	8	Leaders trained in outdoor paediatric	Leader will take control of any	FS LEADER

problem occurring	thorns, falling, slipping in mud, tripping over obstacles.					first aid (L3), risk management and hazard perception. First Aid kits, emergency shelters carried. Mobile phones carried and signal checked.	accident /health situation. Consent forms for the day to be carried at all times with emergency contact numbers	
Uneven ground /dead wood causing slips trips and falls	Potential bruising, potential broken bones, though ground relatively soft	All	3	3	9	Verbal briefing given prior to session start. Reinforce no running within the setting.	Reinforce ground rules.	
Lifting when collecting and moving materials	Injury from lifting, moving heavy wood, cuts and bruises from swinging branches.	All	1	3	3	Briefing on lifting and safe carrying procedure.	Get learners to remind each other of the safe lifting technique.	FS LEADER ensure safe lifting techniques being used. Connect collecting

								natural resources RA.
Insects	Bites Anaphylactic shock	All	1	4	4	Identify such insects. Make learners aware.	Ensure any allergies are mentioned on consent form.	
Stinging plants	Discomfort Allergic reactions	All	2	3	6	Identify such plants. Make learners aware of which plants sting and how to avoid them. Explain about natural treatments – Plantain.	Nettles may be harvested and used for activities such as string and Hapa zome – leader to ensure safety	
Litter and debris	Cut hands/gashes	All	3	2	6	Litter pick undertaken immediately before session.	Group told not to touch litter (any unnatural object and advise leader or helper)	FS LEADER to include in each safety brief
Low Branches and trees	Banging, poking eyes	All	3	3	9	Where practicable such areas are avoided.	Much of the immediate play area is cleared of such level branches, but learners assess each session as	FS LEADER to assess site at each visit to identify and where possible to

							part of safety brief and are advised to be careful	remove the hazard. Learners assess as part of initial safety brief at each visit
Animal Faeces	Infection and disease	All	2	3	6	The woods are habituated by wild animals – a visual check of the area is required.	Verbal briefing to group prior to start of session to remind them that wild animals live in woods.	FS LEADER and learners as Badger live on site.
Fungus/ Toxic plants.	Poisoning.	All	3	2	6	Areas with high volumes of fungi will not be used. Note: Autumn activities include toadstools and fungus in most areas of wood.	Group to be shown certain fungi so they avoid touching them. Fungus book to be available for identification at site. Hand washing prior to snacks. Group briefed to speak to leaders if	FS LEADER to reiterate at each safety briefing

							unsure of plant/fungi.	
Collapse of shelters	Pressure related injuries.	All	2	2	4	Group to have practiced knots and lashings before use on human size constructions. If using natural shelter building techniques then timber is checked prior to session to ensure it is useable.	Leaders to ensure that everyone in the group can effectively knot and lash as instructed. Leaders to check that learners are happy the knots are secure	FS LEADER at the time of construction. Connect use of natural materials RA
Vehicle movement	Danger of collision and injury	All	2	4	8	Vehicles are slow moving outside of school grounds. Session is completed prior to any learners leaving.	Learners are within school grounds during session – there is a locked access to site whilst sessions take place	FS LEADER and all adult helpers to be aware
Members of the public	Interference, attack, abduction	All	2	3	6	Ensure adequate supervision throughout session. Although area is on school grounds there are some places of access (low fence) – visibility of these	Learners reiterate boundaries at beginning of each session. Public should not be straying into the	FS LEADER to follow procedure to ensure all learners are accounted for

						areas is required at all times. Positive ID of parents or carers by learners after session completed.	school area. Staff to be vigilant	on a regular basis.
Fence	Children can climb over- escape risk. Public could enter grounds- abduction.	All	2	3	6	Ensure adequate supervision throughout session. Although area is on school grounds there are some places of access (low fence) – visibility of these areas is required at all times.	Learners reiterate boundaries at beginning of each session. Public should not be straying into the school area. Staff to be vigilant	FS LEADER to follow procedure to ensure all learners are accounted for on a regular basis. Supported by TA who joins the session.
Campfire	Burns from hot water or food, heat injuries from burning wood or hot stones.	All	3	5	15	Forest School fire safety procedures in place. Fire gloves used for close work. Marshmallow sticks to be at least 80 cm. long. Burns kit on site. Fire bucket by	Safety briefing at fire place. No more than 4 around the fire including 1 adult. (More may sit on seating away from fire at distance of 2m).	FS LEADER to ensure safety procedures are in place. Connect Use of Fire RA.

						fire. Respect position at fire		

Laura Smith (Nee Sharpe) – Forest School Leader Level 3

Review – annually from August 2024

Signed: LLSmith

Review date - August 2026

USE OF FIRE

Description of activity: The use of fire both during the day and night is a great way of team bonding and a place for individual and group reflection and de briefing centrally. It naturally brings to a close all activities and lowers excitement levels from the session. The use of fire is always led in a controlled environment and is centrally demonstrated by the qualified and competent leader prior to any learner having a turn. Groups that are being taught specific fire lighting techniques will be given instruction initially on all safety aspects and then taught how to gather, construct a fire lay, light and cook by the fire side. At no time will learners be left unsupervised

whilst using fire lighting techniques or cooking with the fire. The use of fire may not be permitted if their actions as a group do not give the instructor confidence in their ability to listen and adhere to safety rules prior to commencing the session.								
Hazard Or Activity	***Harm***	***People at risk***	***Probability***	***Severity***	***Risk Rating***	***Preventative measures in place or identified***	***Further measures to be taken***	***Action – by whom and when***
Campfire	Burns from hot water or food, burning wood or hot stones.	All	3	5	15	Forest Schools fire safety procedures in place. Fire gloves used once fire is burning properly. Burns kit and fire bucket positioned by fire in central position. All personnel to adopt the respect position at fire place (on one knee).	Safety briefing at fire place. No more than 4 around the fire including 1 adult. (More may sit on seating away from fire at distance of 2m).	FS LEADER to ensure safety procedures are in place.
Camp fire cooking	Food poisoning due to incorrectly prepared food stuffs.	All	1	4	4	All raw food to be prepared separately to cooked food. Food to be cooked and tested by FS	When others are cooking on the fire the FS Leader is to ensure that food is	FS Leader – all adults.

						Leader prior to being given out. L2 Food Hygiene is to be carried out by staff.	thoroughly cooked prior to eating.	
Camp fire.	Injury due to extreme weather conditions – windy, cold and wet.	All	2	4	8	Leaders to be aware of daily weather report before commencing activities. Contingency plan in place	Limit session if very cold – ensure that overhead shelter is available if weather is inclement. Ensure that a dry set of tinder, kindling is available for use.	FS LEADER to determine length of session. Stock of appropriate clothing to be available for each session

Laura Smith (Nee Sharpe) – Forest School Leader Level 3

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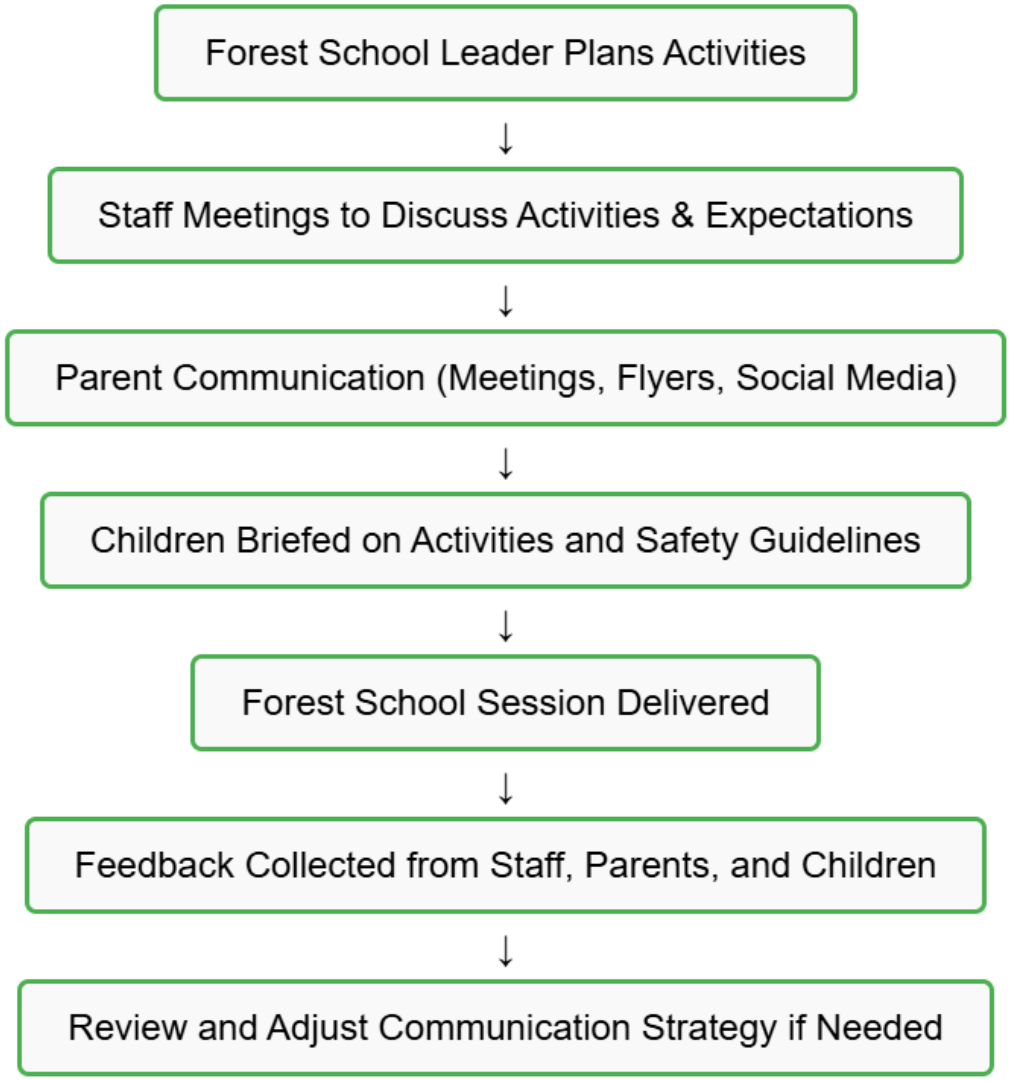
Communication Strategy



Name	**Sign**	**Date**
Alex McLugash		
Laura Smith		
Holly Corbett		
Amber Robey-Lount		
Sonia Hoult		
Charlotte Dennis		
Susan Buchan		
Hayley Bills		
Courtnie Wood		
Karen Pestell		
Emma Bee		