Prior Weston Primary School & Children's Centre

Forest School Handbook

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What is Forest School?

Forest School is a unique educational experience that offers *all* learners regular opportunities to achieve and develop confidence and self-esteem through hands- on learning experiences in a woodland or natural environment with trees. Forest School takes a holistic approach to learning and development and offers a mixture of learning the skills of problem solving and creativity as well as some more specific bush craft style skills (e.g. knot tying, tree climbing, fire lighting and tool use)

Practitioners carefully facilitate programmes which are uniquely tailored to the needs of the individuals within the group and have the fundamental aim of building participants' self-esteem, confidence, independence and creativity.

Forest School Principles

The Forest School approach to learning is structured by six key principles. This ensures practitioners who follow the approach are all working to the same values and criteria.

Principle One - Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School.

Principle Two: Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.

Principle Three: Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.

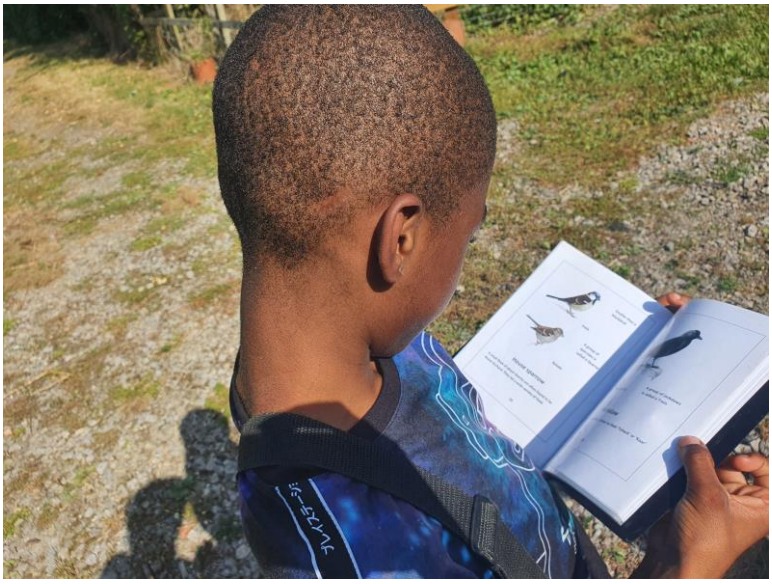
Principle Four: Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.

Principle Five: Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.

Principle Six: Forest School uses a range of learner-centred processes to create a community for development and learning.

Our Vision and Ethos

There are around 1.72 million children living in a city where just 4.6% of it is covered in woodland. Prior Weston is located in the borough of Islington, in the heart of London; It is one of the most heavily built-up boroughs, with only 13% of the borough's land as green space, the second lowest proportion of any local authority in the country. Our children therefore have limited opportunities to access nature and build their relationship with their natural world. We believe that children's access to nature should be a right; Children should be enabled to foster a relationship with nature through regular personal experiences in order to develop long-term, environmentally sustainable attitudes and practises. Numerous studies have shown the positive impact of time outdoors on children's (and adults') wellbeing.



Through Forest School, we aim to foster a deep connection and love of nature, through play and observations in all seasons. We believe in creating a safe, non-judgemental and nurturing environment for learners to experiment with their play and take risks.

At Forest School all participants (children and adults) are viewed as:

- Equal, unique and valuable
- Competent to explore & discover
- Entitled to experience appropriate risk and challenge
- Entitled to choose, and to initiate and drive their own learning and development
- Entitled to experience regular success
- Entitled to develop positive relationships with themselves and other people
- Entitled to develop a strong, positive relationship with their natural world

Declaration

This hand book has been compiled by Hannah Perkins (Forest School leader) and Asma Khan, taking into account The Forest School ethos and Prior Weston's policies and procedures. With this in mind, detailed risk assessments including the risk benefits have been very carefully put together [See Appendix 4]. All adults attending the sessions must read and understand the handbook. Any queries please ask Hannah Perkins (or other named Forest School leader) to clarify. You will need to sign this declaration that you understand and will adhere to the content thoroughly as Forest School sessions are a great opportunity for all to take the natural environment as a wonderful learning tool.

Print Name:	Signature:	Date:

Countryside Code

The Countryside Code

Your guide to enjoying parks and waterways, coast and countryside

Respect everyone

- be considerate to those living in, working in and enjoying the countryside
- leave gates and property as you find them
- do not block access to gateways or driveways when parking
- be nice, say hello, share the space
- follow local signs and keep to marked paths unless wider access is available

Protect the environment

- take your litter home - leave no trace of your visit
- do not light fires and only have BBQs where signs say you can
- always keep dogs under control and in sight
- dog poo - bag it and bin it in any public waste bin or take it home
- care for nature - do not cause damage or disturbance

Enjoy the outdoors

- check your route and local conditions
- plan your adventure - know what to expect and what you can do
- enjoy your visit, have fun, make a memory

www.countryside-code.org.uk

Countryside Code

The Countryside Code

Follow advice and local signs

The arrows show the legal and recorded rights of way for different user groups

Footpath

Bridleway

Restricted Byway

Byway open to all traffic

Permissive Path

Follow advice on local signs as landowners voluntarily provide access to these paths and choose who can use them. Some open access areas are also made available in the same way.

National Trail

National Trails are created for walking, with horse-riding and cycling possible on some trails or trail sections.
www.nationaltrail.co.uk

Open Access

You can walk and explore away from paths.

www.openaccess.
naturalengland.org.uk

For further information visit www.countryside-code.org.uk

Ecological Impact and 3-Year Sustainability Plan

Factor	Current Situation	Target Situation	Method of Management and Monitoring	Timescale
Pathways and general park area	Park is maintained by the council sometimes has litter or dog faeces	Pathways and general park areas will be clean and clear for safe access	Make sure regular maintenance is carried out. Carry bags and gloves to pick up litter or faeces and dispose of in bins provided. Monitor if litter continues to be a problem and inform the council of any unsafe materials	**Years 1 to 3** Use bags and gloves to remove litter. Inform the council of any unsafe
Deadwood	There are some pieces of deadwood located throughout the park. The children like to climb on them but they can be slippery which can be a hazard and can damage insect habitats	Any present deadwood will be safe enough for the children to use/explore. Create habitats for fungi and insects by leaving piles of deadwood undisturbed	Risk assess any deadwood on site when deciding whether to include them in our boundaries. If included in our boundaries, ensure that staff and children are aware of the dangers. Ensure that piles of deadwood not disturbed	**Year 1** Teach the children about creating habitats for fungi and insects using deadwood. **Years 2 and 3** Maintain refresh and repair if needed.
Nettles	Nettles are in some areas of the park. Children sometimes sting themselves when picking things up	Children will be aware of the dangers of touching stinging nettles and be able to identify them, preventing injuries and developing children's knowledge of the woods.	Risk assess any nettle on site when deciding whether to include them in our boundaries. If included in our boundaries, ensure that staff and children are aware of the dangers. Show the children how to identify dock leaves to treat stings. Regularly check for nettles when setting up boundaries for our session.	**Year 1, 2 and 3** Create a guide with photos to show children how to identify nettles and dock leaves Teach the children how to use dock leaves
Bulbs	Bulbs that emerge, particularly in spring may be trampled on.	Flowers are not damaged when growing or in bloom.	Teach children to recognise growing bulbs and keep to pathways. Plant bulbs in other areas to encourage growth. Design boundaries to ensure minimal impact on current wild flowers and growing bulbs.	**Year 1** Children are taught about bulb care, not picking flowers. **Years 2 and 3** Boundaries are in different areas of the park to preserve habitats.

Trees	*Climbing* Tree climbing can put strain on branches and peel bark. Look for damage to trees before allowing children to climb. *Den Building* Ropes can cause damage to branches and bark.	Trees are undamaged and appropriately strong and sized trees are chosen	Daily check of designated climbing trees. Teach children which trees are for climbing, the safe way to climb on thicker branches and not on branches that have lost their bark = less impact on the tree. An adult will be present when a child is climbing.	**Year 1** Choose which trees will be used for climbing. Maintain continually. **Year 2** Change the trees that are used for climbing to give trees a chance for regrowth. **Year 3** Use alternative area of the park to give the trees time to regrow and rest.
Camp fire	Some vegetation in and above designated area	Ensure that safety is of paramount importance and ignite fire for a purpose.	Keep only in designated area.	**Year 1** Locate camp fire in the most appropriate area. **Years 2 and 3** Turn over resurface area.
Wildlife	The park is the habitat for a number of birds, rodents insects and foxes	Cause minimal disturbance to the animals, maintaining the woodland as a safe habitat.	Remove any litter or dog faeces found on our visit. Leave nothing behind which may affect biodiversity including food and materials used for activities Create new habitats to encourage birds to visit the park with bird boxes and 'bug hotels' to encourage minibeasts Teach children about the impact they have on nature and how they can respect their environment.	**Year 1** Teach children about the impact they have on wildlife and how we can affect their habitats, positively and negatively **Years 2 and 3** Create new habitats for animals by providing bird boxes and bug hotels Replenish deadwood from other areas.

Risk Assessments and Risk Benefit Analysis

All risk assessments will be completed by Forest School Leaders, using our risk assessment format and will be found in the Forest School file and on Evolve. A copy of the relevant risk assessments [Appendix 4] need to be taken to the woodland during sessions along with the emergency procedures and contact details documents (see essential and emergency bag section for full details). We also operate using dynamic risk assessments that take into account changing weather conditions or site conditions. An example of a dynamic risk assessment for a child's change in activity can be found in Appendix 2.

As part of the risk assessment process the Forest School leader we have considered the risk benefit analysis. The table below demonstrates the many benefits that children gain from their Forest School experience:

Possible Activity	Gain
Being outdoors in all weathers Navigating Walking to the site Learning to care for our basic needs The opportunity to take and manage own risks Climbing trees Using a slack line Camp fires Collecting wood Using tools Making necklaces Sawing sticks Creating prints Creating out of mud and other natural materials Exploring the flora and fauna Getting to know the space and boundaries Learning and singing songs Creating music and sounds Listening to stories Telling stories Performing	Physical development Increased fitness and physical stamina Development of fine and gross motor skills Spatial awareness Creative and imaginative development Development in communication and language skills Problem solving Reasoning Numeracy Knowledge and understanding of the environment and the natural world Social and emotional development Resilience Perseverance Overcoming challenges Improved motivation, focus and concentration Risk taking Engagement Fun and enjoyment Improvement in self-esteem and self-confidence Building collaborative working relationships

Forest School Routines

Procedures to be carried out before each session:

- A thorough sweep of the site will be done before each session to check for any litter, glass, animal faeces, etc. Any such items should be collected using plastic bags and disposable gloves.
- A written record will be kept of each sweep. This should state if any hazards were found and how they were dealt with. *(See Appendix 1)*
- Trees will be checked for any broken or dead branches which may fall.
- A check will be made of the weather conditions, and the short-term forecast. If it is unduly windy, or a thunder storm has commenced or is imminent then it will not be advisable to carry out a Forest School session.

Procedures to be carried out during each session:

- Put on protective clothing and footwear.
- Apply sun screen as necessary.
- Walk to the area, discussing things to be seen on the way.
- Discuss any safety issues of the day.
- Walk to base camp.
- Sit down; discuss rules and any safety issues again. It is advisable to walk the boundary for at least the first session, possible more dependent on the age and Forest School experience of the children.

Procedures to be carried out at the end of each session:

- Discuss the session with children, allow the children to choose to give feedback.
- Return to setting.
- Clear everything away

Designated Person Responsibilities and Ratios

Responsibilities, Ratios and organisation (including volunteers)
However many adults accompany Forest School sessions, the person in charge is always the trained Forest School Leader. The Forest School Leader has overall duty of care for the children in their charge, but all adults are required to take all reasonable steps to ensure children are safe.

In the event of an emergency, the Forest School Leader will ensure that the emergency services are contacted. The Forest School leader will be responsible for the pre-visit check of the Forest School site before each session and will review the risk assessments before every trip to the site.

The Forest School Leader or Assistant will always carry a First Aid kit, individual medication an Emergency bag and mobile phone. The Forest School Leader will ensure that the Emergency Bag contains:

- A contact list for each child undertaking the activities
- The School's telephone number.

Adult helper requirements:
All adult helpers must sign and date a form to show they have read this handbook and appropriate risk assessments and understand and agree to comply with the general operating procedures for Forest School.
Parent helpers/volunteers should never be left alone with tool or fire activities.

Support Staff:

• Ensure the safety of children and adults as they travel to and from the forest school site.

• Partake in children's activities.

• Ask open ended questions rather than directing them to activities/ telling them what to do.

• Record observations.

General Ratios for Forest school Sessions are:

- Foundation stage 1:4
- Key Stage 1 1:5
- Key Stage 2 1:8

These are guidance only, however each adult will know and understand the needs of their groups, the activities that will be undertaking and their site.

When tools are used the adult: child ratio will always be 1:1.
There is only one exception to this – the use of potato peelers for stick whittling. The ratio here can be 1:2. The Forest Leader is responsible in training the children in how to use the tools and equipment safely and appropriately and informing other adults of correct procedures.

Risk Management of Site

Boundaries
At the beginning of each session, the children will be made aware of where in the woodland they can explore and how far they can go. If we are unable to see all the children, an adult will shout '1, 2, 3, where are you?' The child should reply '1, 2, 3, I'm here.' And stand still to listen and respond to the verbal instruction. This will have been introduced to through a game and practised many times.

Carrying and Transporting Materials
The children should be encouraged to roll, lift, drag and pull materials either by hand or using ropes. The safe way to lift, by bending your knees and keeping your back straight should be modelled by all adults. Heavier objects will be rolled, dragged or carried by more people.

Collecting Wood
Wood can only be collected from the ground.

Eating and Drinking
Children will be taught not to eat anything found in the woods through 'stop, no pick, no lick'. We will discuss this together so that children are secure in their knowledge. If we take drinks or snacks outside, we will ensure children use hand sanitising wipes or gel to clean their hands before consumption.

Log Circle
A log circle will have a small shape of logs, or rope to demarcate with the 'fire' within, then a circle of seating logs approximately 1.5 metres from the 'fire'. There must be no walking within the fire circle area. Children are to be reminded of walking around the outside of the logs when moving around the area and anything being carried must be placed on the ground behind the seating. 'Red dragon' warning of walking inside, 'green dragon' well done for walking safely around the outside. We then step over the logs to sit down.

Rope and String Use
Children will be encouraged to connect and transport materials but prevented from tying up other children or themselves! If a child has a good idea and wants, for example, to try and build a rope swing do help them and use the opportunity to model appropriate knot tying. All string and rope must be collected up at the end of the session.

Sticks
Children will be allowed to carry sticks shorter than their arm's length but made sure they think about how close they are to other children. Longer sticks can be dragged or carried

with a child at both ends. Sticks must not be thrown, nor should children be allowed to pull them from living trees.

Tree Climbing
Adult: child ratio must be 1:2. When risk assessment is carried out before session, areas below climbing trees must be checked for sharp objects and the tree checked for loose branches. Children are not to climb higher than an adult's arm length or chest height and must be reminded that if they choose to climb up, they choose to climb down. Unsafe or tempting trees can be marked with a hazard tape. Children will be taught how to check if branches are safe to climb.

Radnor Street Gardens

Key Numbers

EMERGENCY TELEPHONE NUMBERS

Emergency Services: 999 (life threatening) or 111 (all other concerns)
Nina Smith (lead facilitator): 07870 681162
Rohan Knox (programme manager): 07968 772003
Marnie Rose (CEO): 07974 353148

Addresses: Radnor Park, Radnor Street, London, EC1V 3ST
WhatThreeWords: drives.obey.plates. OS Grid References: TQ 32328 82562

Nearest Emergency Department (A&E) is at: Royal London Hospital, The Royal London Hospital, Whitechapel Rd, London E1 1BB
Nearest Urgent Treatment Centre (Minor Injuries Unit): UCLH, 25 Grafton Way, London, WC1E 6DB, call 111 for triage first.

Toileting

There are available toilets on site. Staff with a current DBS check should accompany children to the toilet and then back to the activity site.

Insurance

Policy number QLA-01E218-0273

Zurich Municipal
70 Mark Lane
London
EC3R 7NQ
0800 096 6233

Risk Management of Tools and Equipment

Forest School sessions use a range of different types of tools and believe that using these tools gives pupils the opportunity to develop new practical skills and build their confidence. We aim to ensure that all our pupils using the tools do so safely and with a reduced level of risk. Tools that *may* be used on sessions include potato peelers, bow saws, hand pruning saws, loppers, knives, bill hooks and even sticks!

The following generic safety guidelines are to be followed when using tools, after seeing the leader demonstrate how to use the tools safely:

General Rules for Tool Use:

- All tools must have an individual risk assessment in the Health and Safety folder.
- Ensure safe storage at school with Forest School Leader access and responsibility.
- Ensure safe storage and responsibility by Forest School Leader at the site.
- Never walk around with tools.
- Always make sure tools are clean and sharp before using them.
- When using tools with children it should only be with the Forest School Leader.
- Always sit when using tools.
- Tools must only be used in the designated tool area.

Penknife:

- Must be with the Forest School Leader.
- Always sit down when using the penknife.
- Ensure penknife is closed and locked when not in use.
- Open the penknife away from you sitting down with plenty of room around you.
- Always use the penknife away from your body.
- Always ensure that the children are supported when using the penknife on a 1:1 or 1:2 ratio dependant on their age and experience.

Bow Saw:

- Ensure that the guard is in place when not in use.
- Must only be used with the Forest School Leader.
- Must only be used in the designated tool area.
- Must be used with a safety glove.
- Should be used with a saw horse where possible.
- Talk to the children about how to hold a bow saw.
- Ensure safe storage and safe handling in Forest School.

Bill Hook:

- Ensure that the guard is in place when not in use.
- Must only be used with the Forest School Leader.
- Must only be used in the designated tool area.
- Talk to the children about how to hit the Bill Hook.
- Ensure safe storage and safe handling in Forest School.

Pruning Saw:

- Ensure that the guard is in place when not in use.
- Must only be used with the Forest School Leader.
- Talk to the children about how to hold a Pruning Saw.
- Ensure safe storage and safe handling in Forest School.

Essential Equipment List

The following list of essential equipment must be available for each Forest School Session and should be kept in the emergency rucksack:

- Register (to include emergency contact numbers)
- Medical forms (see Appendices)
- Mobile phone
- Newspaper
- Matches
- Wet wipes
- Anti-bacterial/anti-fungal gel
- Protective gloves
- Sun cream
- First aid kit
- First aid handbook (must include information on hypothermia)
- Water for first aid
- Water for drinking/washing
- Thermal wrap sheet
- Map of the local area
- Containers for medical equipment (adrenaline auto injectors and inhalers)
- Carry bag for dirty wet clothing
- Additional clothing

Clothing List

The following list of appropriate clothing is for EVERYONE participating in Forest School; children, staff and other adult helpers/volunteers.

Winter

- Vest or T-shirt
- Long sleeved top
- Hooded top/fleece or thick jumper
- Waterproof jacket
- Thick socks (thermal or two pairs of thin ones)
- Trousers
- Waterproof trousers
- Wellington boots
- Hat, gloves and scarf

Summer

- Long-sleeved T-shirt or top. Arms to be covered in woodland.
- Light trousers. No shorts.
- Legs to be covered in woodland.
- Socks
- Trainers, shoes or wellington boots. No sandals or flip-flops.
- Sunhat
- Sunglasses (if required.)

Participants are also responsible for providing their own insect repellent and sunscreen. Short sleeved T shirts and shorts cannot be worn – whatever the weather – arms and legs must always be covered in the woodland.

Stakeholders

To enable the successful implementation and operation of Forest School, key stakeholders including the governors and parents will be informed of the aims, objectives and outcomes across the school year through a variety of sources including newsletter, parent meetings and the school website. A communication strategy will be used to deliver within time frames, use feedback and develop future sessions

Communication Strategy

1. Letter out to parents of participants giving a brief description of what Forest School is and inviting them to a parental meeting where they can find out more/ ask questions.

↓

1. A meeting at school using a powerpoint outlining the Forest School ethos and principles.

2. Explain how we will be achieving this

3. Parental support is vital in ensuring children are happy their needs are met with suitable clothing for all weathers outdoors environment. Parents are happy that the level of risk has been given priority with risk assess/risk benefit.

4. Opportunities for questions.

↓

1. Taking into account parental questions and concerns before setting out how and when the sessions will commence.

2. Parental consent forms to go out and be signed before child participation can commence. Class teacher to ensure consent forms are returned.

3. Children chosen for first sessions must have correct clothing before sessions begin.

↓

1. Photos of sessions shared with parents and governors via our online platforms and through presentations

Policies and Legislations

Safeguarding

Prior Weston School and Children's Centre recognises the importance of creating and maintaining a safeguarding culture that will help all pupils to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to.

We are committed to providing an environment where children can play, learn, develop and achieve and where they are safeguarded and are enabled to disclose if they are being harmed in some way. We are alert to the signs of abuse and neglect and follow our procedures to ensure that all pupils receive effective support, protection and justice.

We recognise that some children may be especially vulnerable to abuse. We understand that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Behaviour may be challenging and/or concerning and at times this may impact on other children either directly or indirectly. We will always take a reflective, considered and sensitive approach in order that we can support all of our pupils.

Our setting's core safeguarding principles are:

- Schools are an important part of the wider safeguarding system for children.
- It is a whole school responsibility to safeguard and promote the welfare of children
- All children (defined as those up to the age of 18) have equal rights to protection regardless of age, gender, ability, culture, race, language, religion or sexual identity
- All children have a right to be heard and to have their wishes and feelings taken into account
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this policy

Equality and Inclusion

In Forest School sessions all persons should be treated equally. We aim to, and are committed to, providing a secure environment in which children can flourish and in which all contributions are valued. We are dedicated to giving each pupil every chance to achieve the highest standards, regardless of ethnicity, religion, age, disability, gender or background. We aim to provide all our pupils with the opportunity to succeed, in any challenge that we present.

We as leaders will:

- Ensure equality of access for all our pupils
- Employ a range of learning styles to suit our pupils
- Seek to involve all carers in supporting their child's education
- Take account of all pupils when planning for future learning
- Make best use of available resources to support the learning of all pupils

Our leaders ensure that our pupils:

- Feel secure and know that their efforts are valued
- Appreciate the differences in other individuals within their group
- Take responsibility for their own actions
- Have a diverse curriculum with diverse role models
- Have targets that challenge them to succeed
- Are encouraged to participate, regardless of their needs

Sun Policy

- Ensure the children have plenty of fresh drinking water on site
- Children are wearing caps or hats
- They have sun cream on
- There is plenty of shade if not erect a cover to create shade
- Time outside is kept to a minimum

Travel Policy

Children make a short walk to the Forest School Site. Our school's standard risk assessment and travel procedures will be put into place –see Evolve for specific copies

Further Policies and Legislation

Our website https://www.priorweston.islington.sch.uk/our-school/policies has copies of these policies along with additional policies on:

- Behaviour
- Anti-bullying
- Health and safety
- Confidentiality
- Data protection
- DBS
- Social Media
- Visitor Protocol and Trip ratios

Legislation and guidance related to our policies and procedures include:

- **Health & Safety at Work Act 1974**
- **Children's Act 1989**
- Liability Insurance
- Disability Discrimination Act
- Race Relations Act
- Sex Discrimination Act
- DBS Checks
- Every Child Matters

The Children's Act 2004 and the Health and Safety Work Act 1974 place a number of legal responsibilities on the school that must be considered. Prior Weston Primary School has insurance cover appropriate to its duties under this legislation, including Employer's and Public Liability Insurance. Responsibility will, in most cases, rest with the school, but staff will take reasonable care, both for themselves and other people who may be affected, by their acts or omissions at work.

Appendix 1 – Safety Sweep Form

Date:	**Time:**	**Weather:**
Name of Forest School Leader:		

Checklist	**Yes/No**	**Comments**
Fallen branches		
Low branches		
Protruding thorns		
Brambles/nettles		
Slippery areas		
Broken glass/needles		
Vandalism/intruders		
Weather effects		
Standing water		
Boundary line/fence		
Base camp		
Tool area roped off		
Emergency rucksack		
Equipment ready		
Spare clothes		

Other hazards identified:
Action taken:
Signature

Appendix 2 – Dynamic Risk Assessment of Activity

Accident Procedure – If a child becomes injured.

- The Forest School Leader is to assist. In the event that the Forest School Leader is carrying out an activity with another pupil the activity is to stop and the pupil carrying out the activity is to go to another member of staff or take part in a different activity.
- The first aider is to call for help if needed, using the Forest School mobile phone.
- If the accident/ injury is serious, recall learners to gather with a member of staff to await instruction from the Forest School leader.
- The session will have to then be evaluated and all pupils are to be escorted safely back to main school site.

Accident Procedure – If an adult becomes injured.

- The Forest School Leader to assist the adult. In the event the Forest School Leader is carrying out an activity with another child, the activity is to stop and the child carrying out the activity is to go to another member of staff. The Forest School Leader will assess the injury and administer first aid if required.
- In the case of more serious accidents/ injuries, call for help if needed using the Forest School mobile phone. One member of staff is to recall learners / change to another activity.
- In the event that the Forest School Leader is injured the session will have to end. Supporting staff are to use the Forest School mobile phone to get further support from main school.

Missing Child Procedure .

- All children walk to the Forest School Site for their Forest School Sessions and are counted before they enter, when they arrive, during session, before they leave the woodland and when they arrive back to school. Children who are thought to be vulnerable or known to escape will be checked for their position regularly during the session by a designated adult. They will wear high viz jackets to remain visible at all times.
- Children are instructed to play within the woodland boundary agreed upon on arrival at the beginning of every session. Staff ensure they are supervising and observing where children move to within the designated area of the woodland. All children are to wear yellow hi-visibility jackets in order to be seen at all times. Children are encouraged to play in groups or close by other children and to always be able to see an adult of the PW team.

If a child becomes lost:

- Register of children attending should be taken at the beginning of each session and is to be kept in the Forest School back pack. In the event of a child being lost / missing. This register is to be taken to identify which child is lost, if unknown.
- If it is discovered that a child cannot be accounted for, one adult is to gather all remaining children and keep them together whilst the Forest School Leader and one other staff member search the site for the missing child. The entrance by the nearest road exist, is to be the first to be checked, followed by the other exits and then the surrounding green spaces within the Forest School enclosure.
- If after 5 minutes the missing child is not found, the Forest School Leader is to use the Forest School mobile phone to alert the school office of the emergency and also follow the school's safe guarding policy (informing the designated officer and Head Teacher). Information about the missing child should be given:
  '> A description of the child and what the child was wearing. The Forest School Leader is to keep printed photos of the children (not identifiable by name) in the back pack to help identify the child.
  '> Last known location of the child and at what time the alert was given
  '> Which areas of the site have been searched.

- At this point, the Forest School Leader will take direction from the duty Safe Guarding Officer (if not available then the Head Teacher or available SLT member on duty) as to what to do next. See Appendix 1 for links to full safeguarding polices).

Poor Weather Procedures:

Poor weather conditions are described as snow, rain, wind, thunder / lightning storms and heat.

At Prior Weston we believe children should experience learning in their environment no matter what the weather, however we understand that it is our responsibility to ensure the safety and well-being of all children and adults.
It is the responsibility of the Forest School Leader to ensure local weather information is up to date before preparing/ leaving the PW school site. The Forest School Leader is responsible for continuing or deciding to cancel a Forest School session if the weather is poor.

The table below details the procedure and risk assessment undertaken by the Forest School Leader in the event of poor weather conditions:

Weather Condition	**Reason to Continue**	**Reason to Cancel**
Snow	Snow has settled and children have arrived / prepared for session in snow	Snow still falling heavily, visibility poor, freezing and slippery conditions. This would have to be really extreme to cancel.
Rain	Light rain, forecast is good. Prepared for session in light rain.	Heavy rain, forecast to continue, possible flooding. Visibility very poor.
Wind	Light wind. Prepared for session in the light wind.	High winds. Danger of falling branches and trees etc.
Thunder storm and lightning	Low rumbles of thunder heard in the distance. Clear skies.	Rumbles of thunder grow louder. Bolts of lightning visible in the distance.
Heat	Medium heat. Children wearing sun protection. Keep to shaded areas. Plenty of water bottles.	Too hot. Risk of sun stroke and heat exhaustion.

Extreme Weather:

If weather changes during session, the session is concluded and all the children and supporting staff walk back to the PW site. Ensure are correctly dressed for the weather:

Cold weather clothing	Warm/hot weather clothing
Jumper Coat Waterproof jacket/ trousers Socks Scarves/ woolly hats Gloves/ wellie boots	Long sleeved T-shirt Leggings/ jogging bottoms / long trousers Socks Trainers Sun hats/ cap Sunscreen

Fire:

On Site:
Standard school Fire procedures will be followed.

Off Site:
If a fire spreads or becomes out of control and attempts to extinguish it have failed, the Forest School Leader or assisting adult will blow the squeeze whistle and shout "Fire". Upon hearing this, all adults and children should immediately stop what they are doing, leave any tools, resources or belongings, and follow instructions given by the Forest School Leader (i.e., "walk to 'name'/ place" or "walk to me") guided by supporting adults

Staff will account for the presence of all children and adults, and assemble the group ready to evacuate.

A final head count will be made, and upon all children and adults being present, evacuation will begin immediately, taking the safest (not necessarily the quickest) route. Adults will lead the group swiftly, with the Forest School Leader leading and the session assistant following behind the last child. The Fire brigade will be called en route. Arrangements will be made for children to be returned to school.

Lock down policy:

As part of Prior Weston, we have a plan for 'lockdowns'. Lockdown procedures are important and would be used in response to an internal or external incident which could be a threat to the safety of staff and children in the school. Lockdown procedures may be activated in response to any number of situations, these may be:
1. A reported incident, disturbance in the local community
2. An intruder on the site
3. A warning being received regarding a local risk of air pollution (smoke plume, gas cloud etc)
4. A major fire in the vicinity of the area
5. The close proximity of any dangers/risks which are deemed serious enough for lock down protocol to be initiated.

In the event of a Lockdown whilst Forest School is taking place the children will be asked to head into the circular section of trees and wait quietly until the all clear is given. The Forest School Lead will close and secure the gate leading onto the field to secure access to the playing field and Forest School area. In the event of an incident occurring in Forest Schools, all children will be evacuated back into the school if safe and taken back to their classrooms. A message/phone call will be sent to the office/Head teacher in this instance.

Procedure:

• Ensure all pupils are safe in the circular section of trees and are hidden from view/or return to School and go to classrooms.
• Lock/secure entrance points to prevent the intruder entering the Forest School site. Dial 999.
• Take action to increase protection. Staff to: block access points, stay still, hide children in the shrubs/tree canopy if you can, keep children quiet
• Ensure that pupils, staff and visitors are aware of an exit in case an intruder does gain access.
• If possible, check for missing pupils/staff/visitors.
• Remain in place until the all clear signal has been given

Partial Lockdown

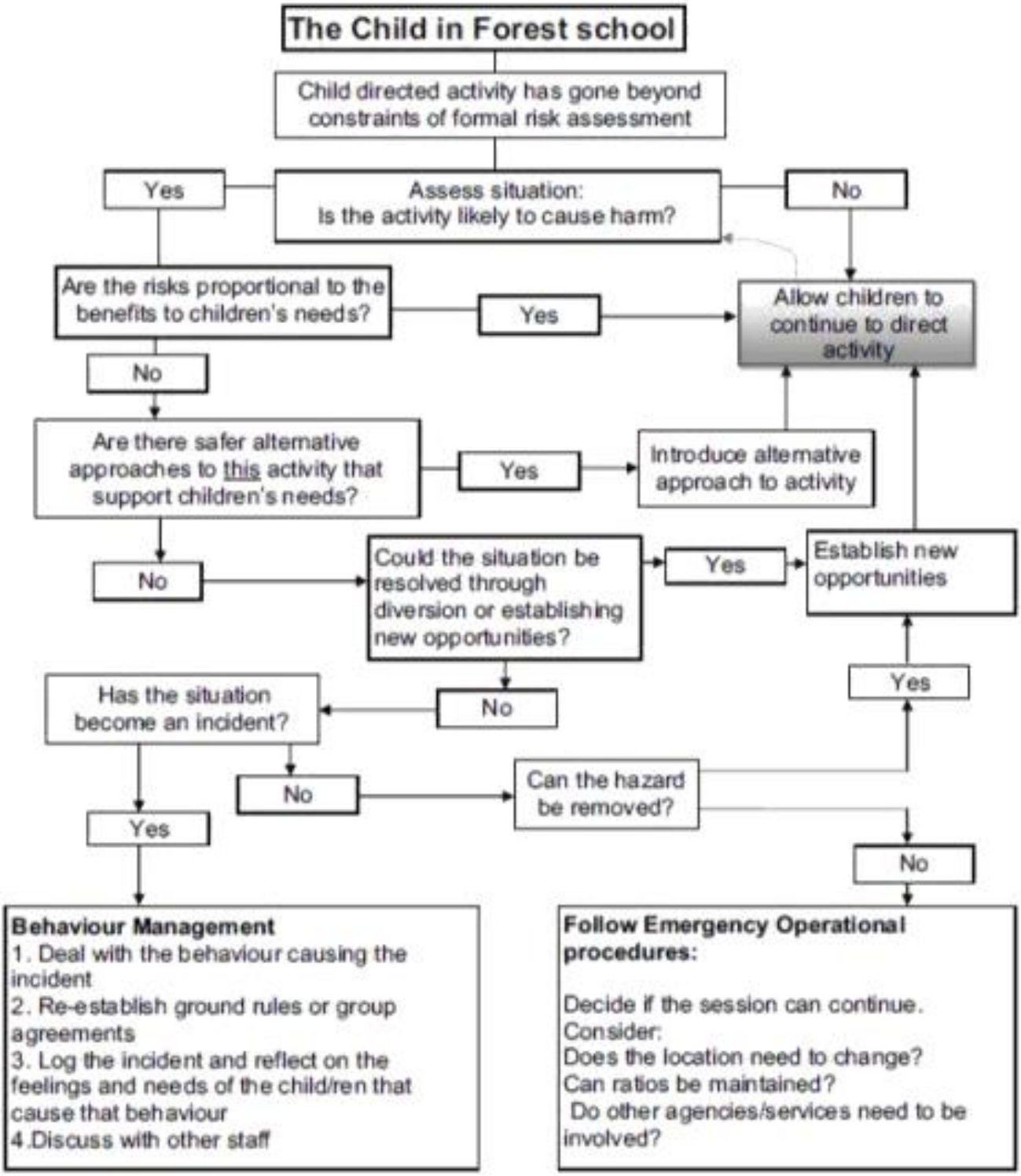
Partial lockdown is a precautionary measure but puts the school in a state of readiness should the situation escalate.

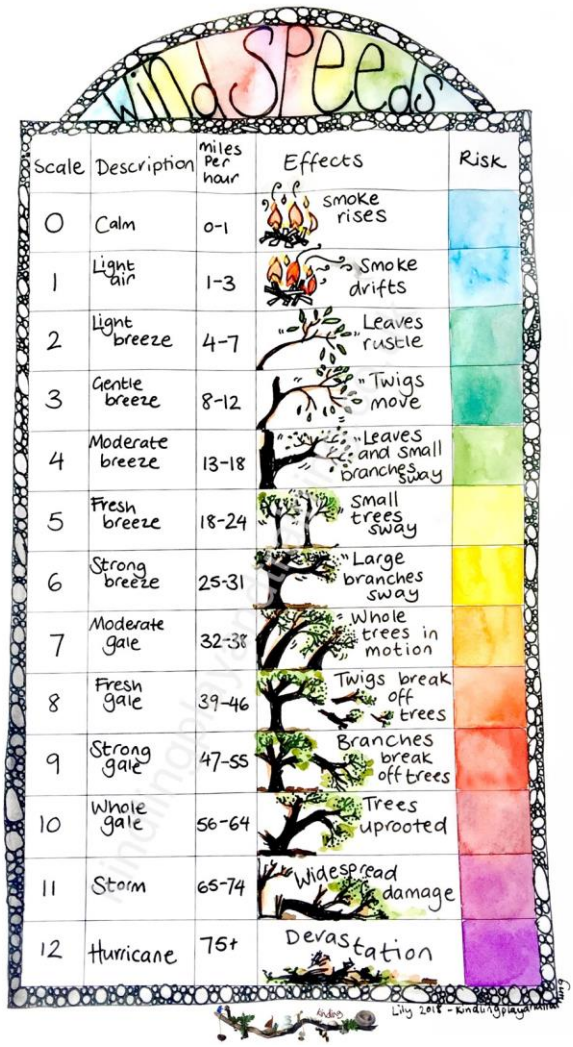
Communication to parents

Parents will be told (either verbally or via text):
"After an incident today the school was placed in lockdown at ……. Procedures and policies were followed and all members of staff and children are safe."

Evacuation Procedure

All participants will assemble around the fire circle, which will be made safe (fires extinguished, all tools put away). The Forest School leader will do a head count and check everyone off on the attendance register. A nominated adult will lead the group along the path back up out of the location towards the planned route back to the school site. The Forest School leader will follow behind to ensure all have vacated the area.


The Child in Forest school
Child directed activity has gone beyond constraints of formal risk assessment
Assess situation: Is the activity likely to cause harm?
Yes
No
Are the risks proportional to the benefits to children's needs?
Yes
Allow children to continue to direct activity
No
Are there safer alternative approaches to this activity that support children's needs?
Yes
Introduce alternative approach to activity
No
Could the situation be resolved through diversion or establishing new opportunities?
Yes
Establish new opportunities
Yes
No
Has the situation become an incident?
No
Can the hazard be removed?
Yes
No
Behaviour Management
1. Deal with the behaviour causing the incident
2. Re-establish ground rules or group agreements
3. Log the incident and reflect on the feelings and needs of the child/ren that cause that behaviour
4.Discuss with other staff
Follow Emergency Operational procedures:
Decide if the session can continue.
Consider:
Does the location need to change?
Can ratios be maintained?
Do other agencies/services need to be involved?


WINDSPEEDS
Scale
Description
miles per hour
Effects
Risk
0
Calm
0-1
smoke rises
1
Light air
1-3
Smoke drifts
2
Light breeze
4-7
Leaves rustle
3
Gentle breeze
8-12
Twigs move
4
Moderate breeze
13-18
Leaves and small branches sway
5
Fresh breeze
18-24
Small trees sway
6
Strong breeze
25-31
Large branches sway
7
Moderate gale
32-38
Whole trees in motion
8
Fresh gale
39-46
Twigs break off trees
9
Strong gale
47-55
Branches break off trees
10
Whole gale
56-64
Trees uprooted
11
Storm
65-74
Widespread damage
12
Hurricane
75+
Devastation

Appendix 3 – Medical Form

Child's Full Name	
Date of Birth	
Contact Name and relationship to child	
Home Address	
Phone numbers	Home Work Mobile
Doctor	Address Phone

Has your child had any of the following?

Illness	**Comment**	**Medication needed Please specify**
Asthma/Bronchitis		
Sight/hearing difficulties		
Heart condition		
Diabetes		
Epilepsy		
Allergies: e.g. pollen, nuts, materials		
Have you ever been stung by a wasp or bee? If yes, describe the reaction		
Date of last tetanus injection		
Any other condition		

Signed: **Date:**

Appendix 4 – Risk Assessment

RISK ASSESSMENT INTRODUCTION

Each hazard is assessed on whether it should go ahead based on the benefit to the child and the rating the hazard gets between 1 - 25.

Hazards with ratings of 12 and under are deemed safe to go ahead with.

This risk benefit assessment includes everyone attending an Urban Forest School session. It is the responsibility of all adults to read this risk benefit assessment and become familiar with it.

The Severity column values reflect the level of treatment required, as follows:

1: TLC or kind words

2: Superficial first aid required

3: Significant first aid required

4: Outside assistance required i.e. hospitalisation, ambulance or trip to minor injuries unit

5: Life-changing injury or death

Completed by: Hannah Perkins Date: October 2023

GENERAL

HAZARD	RISK	PEOPLE AT RISK	EXISTING PREVENTATIVE MEASURES	PROBABILITY 1 - 5	SEVERITY 1 - 5	RATING (PXS) 1 - 25	BENEFITS
Proximity to road (during session)	Injury, serious injury or death	Children, adults and drivers	Regular Head counts. FS Leads to give verbal safety instruction on pedestrian safety and make children aware of gates to roads. Children briefed on importance of remaining in group and boundaries emphasized.	1	5	5	Wider knowledge of the school and local area. Accessing their local natural environment. Heightened awareness of pedestrian safety.
Vehicles in park	Serious injury or death	Children and adults	If vehicles encountered while walking group through park, ensure children are keeping to the left in pairs If vehicle encountered during activities send an adult to halt vehicle while children are gathered at a safe distance.	1	5	5	Park is maintained for the benefit of all users. Children learn road safety skills and awareness.
Extreme heat	Dehydration, sunburn, sunstroke, exhaustion, hyperthermia, death	Children and adults	Activities to take place in the shade where possible. Physically exertive activities avoided. Regular water breaks. Sun cream applied at school.	2	5	10	Joy of learning and playing outside in hot weather - many of our most important and cherished memories are outside, in the sun!

			Children who need it are to be assigned a dedicated person/school adult responsible for drinks prompts, hats and sunscreen. Appropriate clothing to be worn.				
Extreme cold	Dehydration, hypothermia, exhaustion, death	Children and adults	Appropriate clothing for all. FS Leads to keep groups moving. Increase hot drinks and hot snacks where possible. Monitor children for signs of ill health due to extreme cold weather (withdrawn, blue lips, shivering etc).	2	5	10	Develop resilience and stamina in cold conditions Enjoy the magic of the wonders that cold brings - frost, snow, icicles etc.
Lightning storms	Burns, death	Children and adults	FS Leads to do morning weather check and agree decide whether to proceed with session. If lightning begins while in session, take children to nearest inside space (swimming pool)	1	5	5	Learn about living exposed to the elements Develop resilience Working with and overcoming fear
High winds	Trees / branches falling and causing injuries	Children and adults	If more than 42mph winds predicted 24 hours prior to woodland activity then the activity should be postponed Use image (at bottom) to assist judgement if wind speed changed mid session.	1	5	5	Children enjoy being outside in all weathers and benefit from feeling the seasons Children learn that high winds are dangerous in the woods, and why
Uneven ground	Breaks and sprains	Children and adults	Safety talk, appropriate footwear. Particularly highlight hill and potential to trip and slip, especially in muddy conditions.	2	4	8	Physical development: balance and agility. Social skills: warning each other.
Wooden play	Bruises, breaks and sprains	Children and adults	Safety talk - highlight the equipment and demonstrate how to play safely on it. Play games to practise moving around the equipment.	2	4	8	Ability to enjoy the nature themed sculptures in the park.

equipment and slide			Add bright flags/bunting if required. Do not use in slippery conditions.				
Standing dead trees	Trees / branches falling and causing injuries	Children and adults	FS Leads to do visual check on arrival. Raise awareness with children.	1	5	5	Children understand the life cycle of trees and the matter cycle Physical skills: balance, agility, avoiding marked standing dead trees
Dead wood in the canopy	Dead wood falling and causing injuries	Children and adults	FS Leads to visually scan the canopy before a session. Encourage children to look up, not just in front.	1	5	5	Children understand the life cycle of trees and the matter cycle Children learn to look up and manage risk themselves as well as spot other wild wonders in the canopy
Sharp branches at eye level	Branches poking in the eye, eye injuries	Children and adults	Safety talk when exploring near eye level branches. FS Leads to remove any small branches that can be easily removed.	2	4	8	Children experience the woodland and the different shapes and sizes of trees and plants
Debris in eye or ear (soil, leaf etc)	Children and adults	Eye injury, infection, blindness	Raise awareness - safety talk. Blink it out as first option. Wash with saline solution for up to 20 minutes and take to minor injuries unit if further irritation or discomfort.	2	5	10	We value the magic of working with and around natural materials Teach learners to deal with debris in eye themselves
Contact with hazardous plants and	Nausea, phytophoto-dermatitis,	Children and adults	Safety talk: 'no pick, no lick' and show children poisonous berries if present and possible Wash or sanitise hands prior to snack	2	5	10	Children develop safe strategies for living around unfamiliar plants Learn about plants and their adaptations

other natural materials	poisoning, death		Make children aware of hazardous plants to avoid e.g. nettle patches				
Contact with non-natura l material that may be foundin an urban park	Cuts, infection, poisoning	Children and adults	Site sweep carried out prior to the session If hazardous materials e.g. needles found, contact the relevant park manager. Avoid area in session where hazardous material found Include “don’t touch anything that doesn’t belong in nature” in safety talk.	1	4	4	Children feel free to explore all areas of their local park. Children learn to recognise and avoid potentially hazardous materials.
Pollen and other conditions that cause asthma and hay fever	Asthma attack, deterioration in well-being, respiratory issues, hospitalisati on	Children and adults	Inhalers are brought to the site and administering in the case of an attack. If asthma attack: 1. What has triggered? Grass, pollen, animal hair, exercise induced, pollutants in air etc move away from trigger if possible 2. sit forward in chair administer inhaler (teachers to hold) with space chamber if possible 3. Encourage to relax and wait to see if improve for 3-5 minutes up to ten times or use as per child’s care plan	2	4	8	Community (including children’s peers) learning to support those with additional needs Asthma and other conditions not a barrier to magical outdoor experiences

			4. If need more than ten doses, speech and breathing not improving or turn blue (or care plan says so) then call ambulance				
Bee, wasp or hornet stings	Pain, swelling, anaphylaxis	Children and adults	Remove bee sting as quickly as possible to minimise toxin absorption (hornets and wasps do not leave sting). Ice/cold pack/cold compress on sting. Watch for symptoms of anaphylaxis - sudden swelling, breathlessness, heart racing and call ambulance immediately. Leave area if possible as other bees can be stimulated by one bee sting. Care Plans for children with known sting allergies shared with FS Leads prior to session, school adult responsible for carrying autoinjector with child at all times.	2	5	10	Children develop safe strategies for living around insects Learn about animals and their adaptations Understand we are in the animal's habitat - we are guests Develop empathy for animals and their needs
Tick-borne diseases	Lyme disease, tick-bourne fever, louping ill	Children and adults	Avoid areas of long grass if possible. Make children check for ticks on themselves if in areas of long grass, ferns. Raise awareness with safety talk if necessary. Draw over tick bit with Sharpie, monitor for spreading or circle/target rash - if signs then seek medical attention.	2	5	10	Learn about life cycle of ticks and parasites Learn to check themselves for such dangers Empathise with needs of animals

Animal remains	Disease	Children and adults	Children encouraged not to touch unless advised by an adult. If deemed safe to touch children must wash hands thoroughly with warm water and soap afterwards.	2	1	2	Children understanding life cycles and decomposition. Children being able to see the wonder of wild animals up close.
Animal faeces	Disease e.g. toxocariasis, Weil's disease	Children and adults	Site sweep carried out prior to the session Faeces removed with "poo bag" in kit. Safety talk - 'no pick, no lick'.	1	4	4	Children share space with wild animals and understand their habits Develop understanding of safety precautions when outdoors Empathise with animals' needs
Vermin and bird excrement	Disease e.g. toxocariasis, Weil's disease	Children and adults	Safety sweep by FS Leads. Identify highly affected area in site sweep and avoid Brief children on risk. Good hygiene practice, regular hand washing.	1	4	4	Children share space with wild animals and understand their habits Develop understanding of safety precautions when outdoors. Empathise with animals' needs
Dogs off leads	Bites, cuts, sprains, trauma	Children and adults	Safety talk. Clear recall signal. 'X factor' command to cross arms. Don't pet any dogs, even if owner gives permission Stand still and don't look at dog.	2	4	8	Learning to live alongside animals Developing important life skills; dogs are everywhere Working with fear and using strategies to overcome
Stranger on site (inc unwanted person)	Violence, trauma or abduction	Children and adults	Clear boundaries negotiated with children. Clear recall signal to get children together. Relocate to other area of site if necessary. FS Leads adults to approach stranger if they feel safe to do so. Call the police if necessary.	2	5	10	Importance of children feeling they can visit their local greenspace - majority of which is public access. Children feel a greater sense of inclusion in their local natural environment.

Lost child	Injury, death	Children	Class teachers to share with FS Leads children at risk of running away and decision made whether or not they should come to sessions. Regular head counts by school adults and FS Leads Clear recall signal. Clear boundaries negotiated with children. In case of lost child, three adults to stay with group (if possible) while others search. If not found in 15 minutes, notify police and school leadership.	2	5	10	Learning and playing in natural areas beneficial for physical, mental, emotional and spiritual wellbeing
Child running away	Injury, death	Children	Class teachers to share with FS Leads children at risk of running away and decision made with Lead Teacher whether or not they should come to sessions. Regular head counts by school adults and FS Leads. Clear recall signal. Clear boundaries negotiated with children. In case of runner, three adults to stay with group (if possible) while others pursue. If not found in 15 minutes, notify police and school leadership (who will notify parents).	2	5	10	Learning and playing in local green spaces beneficial for physical, mental, emotional and spiritual wellbeing

Abduction	Injury, trauma, death	Children and adults	Vigilance by adults to identify potential perpetrators. Regular head counts by school adults and FS Leads. Clear recall signal. Clear boundaries negotiated with children.	1	5	5	Creating a sense of freedom for children within their local green space without fear of others.
Terrorism	Abduction, trauma, injury, death	Children and adults	Vigilance by adults to identify other park users displaying unusual behaviour. Clear recall signal. Run, Tell, Hide.	1	5	5	Enabling children to connect with their local natural environment.
Incorrect manual handling	Back injuries, long term health issues, absence from work	Adults primarily but also children	Reduce resources where possible. Trolley to be provided where possible to reduce resources being carried to site. Demonstrate good manual handling practice e.g. lifting with bent knees and close to body. Avoid stressful and unrealistic time pressures.	2	4	8	Although we aim to reduce resources, sometimes heavy items e.g. tools are required to facilitate experiences. We encourage children to explore natural objects of all shapes and sizes.
Risk of infection COVID-19	Cough, headache, breathing difficulties, loss of sense of smell and taste, death	Children and adults	Measures in place to minimise the risk of infection. 1. All activities are outside. 2. FS Leads and volunteers do not work if they are feeling unwell. 3. Class teacher to notify FS leads if any children or staff who have been in attendance become unwell. 4. Hand sanitiser prior to any snack. 5. Children bring own water bottles.	2	5	10	Children enjoy the benefits of experiences outside the school. Children use the natural world as a tool to recovery from the trauma of the pandemic.

ACTIVITIES

HAZARD	RISK	PEOPLE AT RISK	EXISTING PREVENTATIVE MEASURES	PROBABILITY 1 - 5	SEVERITY 1 - 5	RATING (PXS) 1 - 25	BENEFITS
Children using tools under supervision	Cuts and injuries	Children	Children given safety talk before using tools. See FS Handbook for more information re using tools FS Leads to make sure group are in calm, listening mood before using tools. Tool Talk. Personal Protective Equipment (PPE): safety glove on helper hand where appropriate. Only FS Leads to lead tool sessions Any accidents recorded Adequate adult:child ratio in place and children spaced out appropriately.	3	4	12	Physical development Confidence building Development of focus
Fire lighting	Burns and scalds	Children and adults	The fire pit being used is collapsable and will be transported in its bag to and from site.	2	3	6	Awe and wonder Spiritual connection to the ancient An understanding of how to make fire and consequential respect for fire and its power

			 On arrival this will be set up with a clear fire circle or square established with rope or sticks. Debris will be removed from this area. Fire gloves, blanket and bucket of water by fire circle. Burns kit by fire circle. Only FS Leads to lead fire lighting sessions. Children will be placed calmly around the fire square/circle. No more than 15 at any time to avoid overcrowding. Adults placed evening around the circle. Clear safety talk will be given before fire is started including rules about walking around, not in, the fire circle and a demonstration and explanation of the “respect” position when inside the fire circle. Calm atmosphere created when at the fire. Clear safety talk and modelling of lighting prior to children taking part. Children only enter the circle when invited.				

			Fire will be started with natural kindling (cotton wool and fire steel) and fueled with small sticks from site and/or shop bought kinding. Forest school practitioner to be with fire at all times and monitor levels to ensure not being over fueled and wood is staying in centre of pit. Stop fueling fire 15 minutes before end of session. At end of session fire extinguished fully by pouring bucket of cold water on embers. Ensure ashes are cold (to the touch) and discarded appropriately - bagged and binned or taken away. Fire pit used so fire not in contact with the ground				
Hot kelly kettle	Burns and scalds	Children and adults	Children taught the 'Respect' position. Line of sticks to prevent group being on same side as hot steam. Fuel added from the side rather than above. Plug taken out of spout before boiling. Fire gloves and bucket of water close by. FS Leads to lead Kelly Kettle sessions.	2	3	6	Satisfaction of making hot drinks or hot hand washing water for their community An understanding of how to make fire and consequential respect for fire and its power
Playing with sticks and staffs	Cuts and bruises	Children and adults	Raise awareness with safety talk. If stick bigger than your arm, drag on ground. "If bigger than you, it takes two, if bigger than me, it takes three".	3	3	9	Develop imaginative play with sticks Learn about making things with woods - species and specific uses Learn to be safer in woodland environment

Using rope in den building	Rope burn, strangulation, cuts, bruises, strains	Children and adults	FS Leads to identify ropes crossing paths below head height and move or highlight to children. Use soft rope to minimise chase of burn. Count ropes in and out . Safety talk.	2	4	8	Teamwork creating dens New skills learning knots Problem solving Pride in construction
Children on hammock	Breaks and sprains, spinal injuries, head injuries, rope burns	Children and adults	Children taught how to use hammock safely by sitting in bottom first and swinging legs carefully in. Shoes off before use. Maximum 2 children at a time. Supervised at all times. Only 1 child allowed to help swing and while supervised. Teach children to recognise when people in the swing unhappy. Teach a code word that means the child wants to stop.	2	4	8	Joy of swinging. Relaxing and having fun with peers. Seeing the park from a new perspective. Building awareness of others feelings and responding appropriately. Turn taking.
Children on tree swing	Breaks and sprains, spinal injuries	Children and adults	Swing only used with adult supervision. 1 child at a time on swing. Other children waiting in single file line out of striking distance of swing.	2	4	8	Coordination and motor planning: 'pumping' to increase swing height and readjusting body position Physical strength and core control Mood enhancement: raise endorphin levels!
Rope bridges / obstacle course / lashed structures	Cuts, scrapes, broken bones, twists and sprains,	Children and adults	Adult check lashing. Strong wood used (not dead). No more than six feet off ground at top. Adult supervision. One at a time on each section, two if close to ground Soft rope to prevent rope burn.	2	4	8	Balance Body control Gross and fine motor skills Learning knots Overcoming fear Joy

	concussion, cranial injuries, spinal injuries						
Tree climbing	Sprains and breaks	Children and adults	Adult supervision when climbing. Ground cover should be checked for 'sharp objects' Visual check for loose and rotten branches. Children are permitted to explore to their own limits to a maximum height of 2x the size of the child. Children should be instructed to have three points of contact on the tree at all times. Adults should be near enough to catch if a child should fall but far enough away to not be invasive to the children's exploration. Appropriate footwear. Adults not to lift children up into tree. Agree maximum number of children to be climbing at any one time. Agree boundaries with group (at top as well as sides) One adult must be watching from below. Raise awareness about jumping onto a slope (ankle injury).	3	4	12	Joy, awe and wonder Physical skills: strength, core and grip, balance Overcoming fear
Mud, soil and organic matter entering existing	Infection (soft tissue, blood), sepsis,	Children and adults	Children briefed on keeping cuts and scrapes clean while on session. Check dressings before mud and soil play. If person gets mud in cut or graze:	2	4	8	Recent scientific studies have connected the happy, relaxed and calm moods after Mud Play to the dirt that contains microscopic bacteria called Mycobacterium

cuts and abrasions	hospitalisation		1. clean the wound (under drinking-quality running tap water at hut, antiseptic wipes if off site) 2. pat the area dry with a clean towel 3. apply a sterile adhesive dressing, such as a plaster – read more about how to apply plasters and other dressings Keep the dressing clean by changing it as often as necessary. Use waterproof dressings to keep the wound dry while bathing and showering. You can remove the dressing after a few days, once the wound has closed itself (nhs.uk)				Vaccae. This bacteria increases the serotonin in our brains. Scientific studies show the same microscopic bacteria in the dirt that can make you happier have also proven beneficial to the immune system. Mud play can help develop creativity, problem solving skills, fine and gross motor skills

COOKING AND FIRE

HAZARD	RISK	PEOPLE AT RISK	EXISTING PREVENTATIVE MEASURES	PROBABILITY 1 - 5	SEVERITY 1 - 5	RATING (PXS) 1 - 25	BENEFITS
Allergies	Minor allergic reaction or	Children and adults	Nut/Meat/Fish/Shellfish/Kiwi-free sessions Collect allergy information sessions start and all staff Individuals with severe allergies carry EpiPen	2	5	10	The community understands the specific needs of its members

	anaphylactic shock						Learn about allergies and their effects
Using knives to prepare food	Cuts	Children and adults	Staff teach the claw grip method for using a knife when chopping vegetables. Use Warburton's resource https://www.warburtons.co.uk/wp-content/uploads/2020/11/Guide-How-to-teach-food-skills.pdf. Small groups, FS LEADS FS Leads supported by school staff.	3	4	12	Learning about how to prepare food Building confidence in life skills Physical skills: knife control
Preparing food	Food poisoning from E. coli or other microorganisms	Children and adults	Ensure handwashing for children helping prepare food. Water and soap available on site.	2	3	6	Learning about how to prepare food Building confidence in life skills: hygiene
Hot cooking fire and campfire	Burns and scalds	Children and adults	Walk around the edge of the fire circle rather than across it. Only come close to fire when invited by FS Leads Safe kneeling 'Respect' position when cooking by the fire. Buckets of water always to be full and remain next to fires. No trip hazards/flammable materials in fire circle. Long hair and beards tied back. Loose clothing and lanyards tucked in while working with fire.	2	5	10	Social benefits of cooking together and sitting around a campfire together Inspiring awe

Uncontrolled fire (including improperly extinguished fire)	Burns and scalds	Adults	FS leads staff responsible for extinguishing fire Fire only made to the necessary size for the session length FIRE FULLY EXTINGUISHED AT END OF EACH SESSION.	2	5	10	Learn about the effect of fires on habitats, particularly underground Develop responsible fire practice
Steam	Steam burn	Adults	FS Leads will manage steam accordingly: stand back from pan when taking lid off, respect position if kneeling and fire gloves when needed.	3	2	6	Understand the dangers of steam, developing life skills
Hot pan when serving	Burns and scalds	Children and adults	FS Leads staff to remove pans from the fire using fire proof gloves. Everyone warned to not touch hot pans when serving.	2	3	6	Children learn that food can be cooked on an open fire Satisfaction of being involved in feeding the community