



# Forest School Handbook

## Policies and procedures





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***Policies and procedures  
are reviewed annually***

# ***1) Introduction***

## ***What is Forest School?***

The woodland environment, with its ever-changing palette of colours through the seasons, flora and fauna, and smells and textures serves as a natural classroom in which to capture the curiosity, stimulate the senses, and fire up the imagination of young minds. The philosophy that underpins Forest School is to encourage and inspire children to develop their personal, social and emotional skills through activities that allow them to directly interact with their natural surroundings, and with each other, creating a sense of community in which to learn. Additionally, there is a strong emphasis on the importance of free play, and independent exploration in the woodland.

At Frieth School, Forest School activities include:

- Den building, tree climbing and adventure trails
- Helping to build a campfire, cooking and telling stories
- Group games
- Bark rubbings, leaf mosaics and wood art
- Drawing and watercolours
- Learning to identify trees and plants, sowing seeds and nurturing growth
- Bug hunts and treasure hunts
- Making simple crafts, using natural materials

Such activities naturally develop language, reasoning skills and perseverance, and Forest School is a safe space where children can foster their confidence to assess and take manageable risks, promote creative thinking, and encourage independence and resilience. All of these are essential life skills, which children can take away from the woods, and put in practice when facing real-life problems.

The Forest School approach derives from Scandinavian countries' long-held embrace of the outdoors, which is embedded in their national curricula, and also draws upon the learning theories of Jean Piaget, Rudolf Steiner and Maria Montessori, to name a few.

## ***The principles of Forest School***

The Forest School ethos has six principles, which were agreed by the UK Forest School community in 2011. They are as follows:

1. 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.

2. 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
3. Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners
4. Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves
5. Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice
6. Forest School uses a range of learner-centred processes to create a community for development and learning

## *The Forest School site*

The Frieth School Forest School site sites within the boundary lines of Frieth CEC School (RG9 6PR), in the south-east corner of the playing field, next to the playground.

**Grid reference:** SU 79627 90136

**what3words:** ///shielding.informs.trees.





The village of Frieth is in the Chiltern Hills AONB, one of the most heavily wooded landscapes in the country. Frieth CEC School lies in the middle of Frieth village along the main road, next door to the church. The total area of the Forest School site is rectangular in shape, totalling 205m sq. The site contains a pond, and the presences of oak, pine, elder, beech and holly trees. An area has been cleared for a fire circle. The site also includes a mud kitchen and a wood store. There are two entrances/exits to the Forest School site, which are locked when the Forest School site is not in use.

All Forest School equipment is stored in the Forest School shed next to one of the entrances.

## *Aims and objectives*

### Promoting the school vision: “Let your light shine”

In 2020, the Frieth CEC School vision and values were drawn up in consultation with the entire school community. The school vision — “Let your light shine” — acknowledges that every individual has unique talents and abilities, and it is the role of the school to nurture every child to be open, and show the world their unique qualities, good character and values.

Forest School will provide an opportunity for a child’s light to “shine” in an alternative environment to a classroom. Through being in the outdoors and through giving a go to different activities, a child might be surprised to discover new talents and capabilities inherent within them.

### Promoting school values

The Frieth CEC School values are considered the best to prepare children for life as future global citizens. The Forest School environment lends itself well to encourage the children’s understanding and practice of these values. The six values are as follows, and included is how Forest School will promote them.

**Respect:** through group activities, discussions and tasks, children will come to appreciate each others’ contribution, skills and creativity. Children will also gain a deeper understanding and respect for nature through their many small interactions, and noticing changes around them throughout the seasons

**Responsibility:** children will be shown how to handle themselves safely in a woodland environment and during practical activities, which does not only safeguard the individual but also the group. We will also acknowledge the human impact on our surrounding environment, and discuss our role in promoting biodiversity.

**Resilience:** attending Forest School sessions throughout the seasons will build the children's resilience to spend periods of time outdoors in all weathers, and try activities and tasks that may be outside of their comfort zone.

**Kindness:** as well as practising kindness in the form of taking turns when it comes to activities and tools, and being inclusive, the children will also be encouraged to think about what practical steps we can do to safeguard our natural surroundings and habitat.

**Honesty:** Forest school endeavours to be a learner-led experience, whereby children will be encouraged and supported in games and activities that they want to pursue.

**Creativity:** the Forest School site will serve as a natural playground in which children will be encouraged to explore and interact creatively with their surroundings, and using natural materials in arts and crafts.

### The importance of play

The Forest School environment is welcoming, and benefits from a lack of constraints when it comes to what a child chooses to do. The learner-led nature of sessions encourages children to be personally directed, intrinsically motivated and free to determine the content and intent of their play. They are encouraged to follow their own instincts, challenge themselves, play, and learn, in their own way, in their own time.

The role of the the Forest School leader and supporting adults is to create an environment and offer activities that encourages play, and support and facilitate the play process in accordance with the group's interests and abilities.

### Small, achievable tasks

Forest School sessions are composed of a range of practical activities, and children are encouraged to carry out small, achievable tasks. Forest School leaders, and supporting adults, through modelling how to use tools, natural resources and objects, are essentially modelling to learners how to "play" and interact with their natural surroundings. Not only is it valuable to practitioners to observe how the children will use new skills or practices to further their own intrinsic motivations, but completing small, achievable tasks encourage children to focus on the processes rather than solely the end product, which allows for all-around holistic development, and pride in their achievement. Through such activities, children can develop team-working skills, problem-solving skills and also learn to be more independent. With the exception of following instructions for safety reasons (eg. understanding and following "tool talks" instructions when using tools, or how to behave safely around a campfire) all activities at Forest School will allow for personal playful creativity, and allow children to complete tasks in their own, unique way.



## *Role of the adult*

All Forest School sessions are to be run by a Level 3 Forest School leader. The Forest School Leader will have an up-to-date certificate in ITC Outdoor First Aid. 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.

### **Role of Forest School Leader**

- To ensure the safety of children and adults as they travel to and from the forest school site.
- Ensure the safety of children and adults whilst at the site.
- Provide clear guidance and expectations to adults and children.
- Carry out a safety check of the site prior to visiting.
- To assess the site on a quarterly basis.
- Carry out a safety sweep before each session

### **Role of 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 or telling them what to do.
- Record observations.

### **Parent helpers/volunteers**

- Assist with carrying resources to and from site.
- Partake in children's activities.
- Ask open ended questions rather than directing them to activities or telling them what to do.
- Record observations

## *Volunteer policy and procedure*

Volunteers are supervised at all times and will not have unsupervised access to children. Employees and volunteers are fully informed of Frieth CEC School's confidentiality and safeguarding procedures. The Forest School leader will provide volunteers with a short induction on how Forest School is managed, how our sessions are organised and give access to our policies and procedures at the first session of their placement.

## *Sustainability policy*

Every Forest School session will be planned with sustainability in mind. Observing and appreciating the delicate biodiversity that exists in the woodland, the veg patch, verges and pond will help children understand their important role in supporting it.

Through discussions that will occur during activities, Forest School will focus on:

- Acknowledging the impacts by human actions to natural environments and discussing what we can do to diminish these impacts
- Creating a 3-year-management plan for the Forest School site, and including the children in the maintenance of the site.
- Enabling and empowering individuals to know that small everyday actions (eg recycling, and picking up litter) can make a difference to our surrounding environments
- Developing an understanding that in the wider context, cultural, economic, social, environmental and technological changes are interconnected and mutually impacting.

## ***2) Health and safety***

In the event of any issues relating to health and safety are to follow the procedures and policies found on the school website: <https://www.friethschool.co.uk/web/policies /186597>

During Forest School sessions, the following points must be adhered to at all times:

- All Forest School sessions are to be run by a Level 3 Forest School leader, who is responsible for the health and safety of all children and supporting adults present. The Forest School Leader will have an up-to-date certificate in ITC Outdoor First Aid and is in charge of first aid arrangements if a member of school staff is not present. All staff will have up-to-date first aid training.
- Volunteers assisting must understand that they are to take all reasonable measures to safeguard each child.

## ***Risk management and assessment***

An **Activity Risk Assessment** will be established prior to any activity that may require it. For activities that occur spontaneously and are not risk assessed, the Forest School leader is to carry out a **dynamic risk assessment** and make the decision whether the activity is to continue. If it does, a full risk assessment form should be completed and filed at the earliest opportunity after the session.

The risk assessment process is detailed below:

- We look for potential hazards.
- We decide who might be at risk of harm.
- We think about how harm may occur and the worst outcome that we could face.
- We evaluate the current level of risk.



- We decide on a course of action or set of precautions that will be put in place to minimise the potential risk.
- We then re-evaluate the level of risk once our course of action and precautions have been put in place.
- We create a risk assessment and collate them in the Forest School file and ensure that it is sent out and read by all supporting adults involved in Forest School sessions.
- We regularly monitor and review each risk assessment, half termly and as an action is needed.

## *Accident reporting procedures, incidents and near misses*

**Accident:** An unplanned, uncontrolled event, which has led to injury to people, damage to equipment or the environment or some other loss.

**Near Miss:** An unplanned, uncontrolled event that could have led to injury to people, damage to equipment or the environment or some other loss.

**Incident:** A happening, event or occurrence caused by ignoring or not adhering to set rules, boundaries or laws.

In the event of an emergency during a Forest School session:

- Assess the situation for danger to yourself or the group
- Attend to the casualty and make as comfortable as possible given the circumstances
- Make sure the group is safe and away from the area
- Administer First Aid
- Contact the school office
- If deemed necessary phone emergency services requesting ambulance giving grid reference located on the Risk Assessment
- Phone the casualty's parents/carers
- All the rest of the group will be kept safe and their parents/contacts informed
- Complete accident report form

## *On-site essential equipment*

The Forest School leader will always have following items on-site at all times:

- |   |                          |
|---|--------------------------|
| • First Aid Kit (See contents list below)                   | • Clean Water            |
| • Emergency Procedures                                      | • Emergency whistle      |
| • Risk Assessments  | • Emergency Life Blanket |
| • Fully charged mobile phone and a fully charged power bank | • Accident forms         |
|   | • Appropriate Clothing   |

- Wet wipes, hand gel
- Sun cream (parental permission required)
- Spare Clothing
- Thermos of hot water
- Chocolate/sugary food
- Plastic bag
- Roll Mat and Blanket
- Fire blanket

#### Other possible equipment

- Torch
- Bucket of water
- Emergency fire kit
- Knife
- Emergency shelter
- Burns kit
- Tick remover
- Bivi Bag

First Aid kit: the Forest School leader will always have a complete First Aid kit on-site, which will include:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Contact Cards (location using postcode and OS grid reference)</li> <li>• Latex Gloves</li> <li>• Bandages</li> <li>• Burns gel</li> <li>• Burn dressing</li> <li>• Dressings</li> <li>• Eye wash</li> <li>• Sewing Kit</li> <li>• Scissors</li> </ul> | <ul style="list-style-type: none"> <li>• Cotton wool</li> <li>• Antiseptic wipes</li> <li>• Medication for individual children</li> <li>• Tick removers</li> <li>• Sterile water</li> <li>• Cling film</li> <li>• Blood bag (disposal sack for medical waste)</li> <li>• Bites and stings cream or spray (parental permission required)</li> </ul> |
|--|--|

#### When having a fire:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Flame retardant gauntlet gloves</li> <li>• Fire Blanket</li> <li>• Bucket of water</li> </ul> | <ul style="list-style-type: none"> <li>• Fire steel</li> <li>• Cotton wool</li> <li>• Matches</li> </ul> |
|--|--|

## *Suitable clothing*

No person will be permitted to go to Forest School without appropriate clothing that will protect them from extremes of heat or cold, or keep them covered to reduce the likelihood of cuts and scrapes.

#### Clothing list:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Waterproof trousers, or all-in-ones</li> <li>• Waterproof coat, with a hood.</li> <li>• Long sleeved top</li> <li>• Full length trousers</li> <li>• Warm boots (wellies can be very cold during the winter)</li> </ul> | <ul style="list-style-type: none"> <li>• Warm Socks, and a spare pair</li> <li>• Gloves and Woolly hat for cold weather</li> <li>• Sun hat: that fits well to ensure good visibility in sunny weather</li> </ul> |
|---|--|



We work on the principle that “there is no such thing as bad weather, only bad clothing”, but staff must be aware of how children in their class react to different weathers and how this affects their sensory processing.

## *Covid-19 and Forest School*

All issues relating to Covid-19 are to follow the procedures and policies outlined in Frieth CEC School’s policies, which can be found at: <https://www.friethschool.co.uk/web/policies /186597>

During the pandemic the UK government has acknowledged that ‘the risk of transmission outdoors is significantly lower’. All else being equal, Forest School is therefore a safer place to be than traditional school or nursery settings.

At this time the Forest School Association advises that Forest School leaders adhere to the following principles:

*“1. Do not provide services for participants who would not ordinarily be together.*

New participants should not be introduced to Forest School groups unless all members of that group are ordinarily together, for instance at school or nursery. Existing Forest Kindergarten groups should not admit new participants (if groups are to be merged, as is happening in schools and nurseries, then this should happen immediately and then they should be closed to new participants).

*2. You should try to limit the number of outside contacts that the group has.*

‘New’ Forest School leaders and assistants should not be introduced. Similarly, Forest School leaders should think very carefully about the risk/benefit of visiting multiple schools and nurseries.

*3. Limit the risk of person to person infection during sessions.*

- Follow NHS guidance on how to limit person-to-person infection.
- The Forest School session should not proceed without suitable hand washing facilities. Regular hand washing with soap and water is the best way to remove the virus from your hands and prevent person to person infection. You should build the practice of regular hand washing into your sessions.
- Don’t allow people to share food and drink. Ask them to bring their own.
- Anyone with a high temperature or even a mild cough should NOT be attending your sessions. Anyone with a member of their household with either of these symptoms should NOT be attending your sessions. Tell them to stay away for at least 14 days.

*4. Limit the risk of infection outside of your Forest School sessions.*

- Ensure that your clients fully understand the current government rules.

- Discourage use of public transport and minibuses to attend your Forest School sessions.

*5. Forest School leaders should produce Risk/Benefit assessments that relate to the Coronavirus epidemic.*

- Your RBA should reflect YOUR circumstances and you must keep it up to date in these rapidly moving times. Risk to the Forest School leader, assistants, participants and wider society should be considered. For instance, those in vulnerable categories should be prevented from attending your sessions (older people and those with underlying health conditions).”

## *Evacuation and Fire*

In the event of Fire or Evacuation upon hearing the alarm the Forest school students would stop their activities and immediately gather around the fire circle to be counted. The FS leader then will lead the group in silence to the playground where we will then follow school protocol when the fire alarm sounds. The Forest School leader will communicate to office staff that the Forest School headcount is accounted for.

## *Poor weather procedures*

We will cancel the Forest School session if the conditions are deemed dangerous such as in high winds, during thunder storms, or during periods of extreme cold. Alternatively, in these instances, if there is an indoor space available, we will move the Forest School session indoors, and give parents/carers as much advance notice as possible. We will use the BBC weather online forecast to make judgments about the expected conditions.

The Forest School Leader will make the decision to continue with Forest school or postpone due to bad weather. When it is wet, a shelter will be built immediately by a trained adult so that there is a sheltered area that is available from the start that can be used.

## *Fire safety policy*

As part of the Forest school experience it is desirable to have an open fire at times within the woodland to allow the children to enhance their learning and development with some risky activities. Encounters with risk help children to manage their coping strategies and discover and explore the world through real experiences. This policy sets out the guidelines to follow to ensure safe practice is a thread throughout the activity.

So far as is practicable, staff must ensure that children and young people at Forest School and any visitors are aware of any aspects of the fire safety measures that affect them. The member of staff that is responsible for monitoring the effectiveness of this policy is the Forest School Leader. Any concerns must be drawn to their attention



immediately. It is equally important to take measures to contain the effects of the fire once started. Fire poses a risk to life through fume, smoke, burning, and structural collapse. The aim of the fire safety policy is to minimise the risk of fire by taking adequate fire precautions.

**This policy will be reviewed annually but may also be influenced earlier by new research and government guidelines.**

#### Fire method

Fires must only be lit within the fire circle area. This includes the use of Kelly Kettles. There must always be a trained adult present within the fire circle when a fire is lit or hot embers remain, never leave a fire unattended.

Prior to the fire pit being built the soil or bedrock must have been assessed to avoid a fire being lit on a flammable surface such as peat. The fire should be surrounded by a 1 metre square of logs to provide a good barrier to the fire in case a learner losing balance. Fires should not be lit close to overhanging branches or on a really windy day.

There must be an adequate supply of water close to the fire pit to ensure there is enough available to extinguish the fire if it gets out of control. A fire blanket must be brought into the woodland to wrap round someone if their clothes become alight. Fire proof gauntlets should be kept at the fire area to allow adults to pick up hot items.

Before visiting the area the children should have had the opportunity to ask questions and be given information about fire safety. When at the fire circle the rules should be demonstrated for the children to see. There should be no more than 2 people, adults and children, within the fire circle next to the fire at any one time. The best position for cooking is on one knee (the respect position) so you can move backwards easily and remain stable. Long hair should be tied back, tassels and ties tucked away and scarves removed

#### Kelly Kettle

The Forest School leader may use this to heat water. Never leave the bung in whilst heating water. This is only to be in place during storage so as to keep the chamber clear from forest debris or insects and mini-beasts. Once the fire is going in the Kelly Kettle base carefully add the chimney top to it by holding the handle parallel to the ground, and supported on each side by your hands.

When lit, do not stand directly over, or look straight down the chimney. Never blow into the top. When pouring out the water support the base by holding the bung chain in one hand and the handle with the other. To put the fire out, pour the remaining water into the base. When not in use all tools will be securely locked away in the tool shed. Tools should be checked and cleaned before they are put away. Half termly the Forest Leader will

ensure that each tool is thoroughly cleaned and oiled. Wear and tear will be monitored daily.

### Fire prevention

Fire prevention measures centre on the removal or control of available fuel and ignition sources. Fuel includes waste, debris, flammable gases and liquids, flammable materials.

Flammable liquids must be never stored on site. And used will be in accordance with the manufacturer's instructions and removed after session closure. Gas cylinders, if used, will be stored in a secure location. Care is taken to ensure that the correct hoses, regulators etc. are used.

Forest School sessions are heated by use of an open fire and safety guidelines are adhered to at all times by both staff and children and young people. Children and young people are supervised when using the fire or fire bowls, which is regularly maintained. Fire safety gloves are kept close to the fire area but away from the naked flame.

Smoking is prohibited in any part of the site. Cigarette lighters and matches are not to be left lying around. Children and young people may only have access to cigarette lighters, matches and other fire lighting equipment under the supervision of a member of staff. Where there is a perceived risk of arson, extra supervisory measures are put into effect.

### Fire containment

All staff and children and young people are trained in the safe containment and extinguishing of fires.

### Fire fighting appliances

Water buckets are located close to fires, and at various points around the site to enable staff to deal with any small outbreaks of fire.

## *Food preparation and hygiene policy*

Food and drink preparation and sitting together whilst eating and drinking are important parts of Forest School. This policy has been devised using advice in *Preventing Food Poisoning - Good Hygiene at Home* published by the Food Standards Agency and *10 Ways to Prevent Food Poisoning* on the NHS Choices website.

We will provide hand washing facilities at each session where food and/or drink is prepared and will ensure that all staff, volunteers and participants follow the Forest School food hygiene procedure.

Everyone involved in Forest School should be involved in food safety and follow the food hygiene rules below. If you spot a problem, please point it out to the Forest School Leader.

When involved in food and drink preparation you should:

- Wash hands before and during cooking.
- Not handle food if they are ill with stomach problems, such as diarrhoea or vomiting.
- Cover sores and cuts with a waterproof dressing.
- Avoid handling food when possible, and instead use spoons, tongs or other suitable implements.
- Tie hair back.
- Keep food that is waiting to be cooked separate from food that is ready to be eaten.
- Use separate chopping boards for preparing different foods, especially raw and ready-to-eat food.
- Prepare food on a suitable surface, e.g. chopping board, cup, saucepan and not on the ground.
- Ensure food is cooked thoroughly before serving. Food should be cooked right through and piping hot in the middle.
- Not reheat food more than once.
- Keep utensils clean and regularly wash tea towels and cloths.
- Store food in clean plastic containers with non-leaking lids.
- Take all rubbish and food scraps away with them at the end of the session to avoid attracting vermin to the site.

#### Food allergies and special dietary requirements

Participants are asked to state any food allergies and special dietary requirements they may have on their Parental Consent and Medical form. This information will be used to plan what food and drink to provide during sessions, ensuring that the food and drink provided is suitable for all.

## *Smoking policy*

This policy applies to young people, school staff and any other adults on site.

**Smoking is not allowed at the Forest School at any time.**

Staff and any adults on site will not smoke in front of young people. Staff will not give or take cigarettes or tobacco to or from young people. Staff are encouraged to use their skills, training and tact when dealing with the issue of smoking with young people.

## *Safety use of tools*

#### Policy for all tools

- Keep tools in good, clean order.

- Check tools are safe to use before the start of each session.
- Carry out tool maintenance (cleaning and oiling) once a week.
- Do not use tools with damaged blades or handles or with loose bolts or fixings.
- When transporting tools do not carry more than can be held securely.
- A blunt blade is more dangerous than a sharp one.
- Use tools in a suitably, safe distance away from others
- Count tools in and out.

### 1. Bow Saws

Use for cutting wood with a diameter greater than a 2 pence piece

- Wear a glove on the non-sawing (helping) hand, not on the tool.
- Use the saw to the side of you and not in front.
- Keep your non-sawing hand away from the blade when sawing.
- Saw with easy relaxed strokes using the full length of the blade. Let the blade do the work – don't force it, especially if it sticks.
- Carry with the frame at your side with the blade facing down, like carrying a handbag.
- Keep the blade covered when not in use and especially when transporting.
- Ensure the item to be cut is firmly held.
- When using with children – Leader and child to kneel on floor with Leader on one side of saw and the child on the other, both in the 'respect position'. The Leader guides the saw and the child follows.

### 2. Billhooks

Use for cleaving wood

- Never wear a glove on the hand holding the tool - it makes the handle hard to grip safely.
- Keep a safe distance from other people and be aware of those around you while you work. Stop if anyone comes too close.
- Hold billhook away from your body and cut away from yourself.
- Stop if you get tired.

### 3. Loppers

Use for cutting wood with a diameter smaller than a 2 pence piece

- Always carry with blades closed (and locked if applicable).
- When not in use leave with blades closed (and locked if applicable).
- Do not exceed the cutting capacity of the tool.
- Use away from your body and keep hand not holding tool away from blades.

### 4. Sheath knives

Use to whittle small sticks, peel bark and cut string



- Never wear a glove on the hand holding the tool - it makes the handle hard to grip safely. Wear a safety glove on your other helper hand.
- Keep a safe distance from other people and be aware of those around you while you work. Stop if anyone comes too close.
- Hold the knife away from your body and cut away from yourself.

### 5. Potato Peelers

Use to peel bark

- Rest the wood you are peeling on the ground or on a bench and not on your leg.
- Hold the potato peeler away from your body and peel away from yourself towards the ground.
- Keep the hand not holding the tool away from sharp end of potato peeler.
- Keep a safe distance from other people and be aware of those around you while you work.
- Children only to use when sitting or kneeling – remind them not to move around when using the peeler.

## *Using and storing tools*

All tools are counted out and back in at the beginning and end of each session in which they are used. When not in use in the Forest they are kept secured away in the locked Forest School shed. Before each tool is to be used it will be checked for damage and working order.

Each tool type is kept in their own suitable containers, many of which are also lockable. Children must never be allowed to help themselves and will always have adult supervision when collecting, transporting and using tools.

Tools are only used for a specific purpose. All adults should model correct and safe tool use, storage and transportation at all times. When using a tool, they are used well away from others in the group, (two arm's length and the tool length) and ensuring that others are aware that a tool is in use. Only walking is permitted when transporting a tool.

## **3) Safeguarding and equal opportunities**

Any issues relating to safeguarding, equal opportunities and equality are to follow the procedures and policies found on the school website: [https://www.friethschool.co.uk/web/policies\\_/186597](https://www.friethschool.co.uk/web/policies_/186597)

At Forest School, the Forest School Leader will adapt activities to ensure that everyone can participate, and where necessary will seek expert advice to allow us to fully support children with additional needs of any nature.

## *Inclusion*

Where possible, we will keep spare sets of waterproof clothing to ensure that bad weather is not a barrier to taking part. Special consideration will be made regarding food for sessions where this is part of it.

## *Special Educational Needs*

Taken from Frieth CEC School's Special Educational Needs and Disabilities Policy 2021:

“At Frieth CEC School the emphasis is on a ‘whole pupil, whole school’ approach. All staff accept responsibility for providing all children, including those with special educational needs and disabilities (SEND), with appropriate learning goals, differentiated to meet their individual needs, within a broad, balanced and exciting curriculum. We aim to nurture and develop educational, social, emotional, cultural and spiritual aspects. Any child who requires additional support to succeed will be offered this.”

Forest School welcomes children with special educational needs. Children who require a one-to-one support will have an adult accompany them during Forest School.

## *Photographs & Videos*

All safeguarding and child protection issues and are to follow the school's procedures that can be found on the school website: [https://www.friethschool.co.uk/web/policies\\_/186597](https://www.friethschool.co.uk/web/policies_/186597)

Photographs of activities and participants during Forest School sessions will only be taken on equipment belonging to the school, including iPads, and not on personal devices, such as phones etc. Any photographs that are taken on personal devices will be downloaded onto school devices and then deleted before leaving school premises. Permission to take photographs during sessions, and for these photographs to be used on social media and in marketing materials, is sought by the school prior to sessions and children for whom we do not have permission to include in photographs will not be included.

## *Child protection*

All safeguarding and child protection issues and are to follow the school's procedures that can be found on the school website: [https://www.friethschool.co.uk/web/policies\\_/186597](https://www.friethschool.co.uk/web/policies_/186597)

If a child, or adult is witness to a disclosure during a Forest School session, the information is to be passed to the Head Teacher after the session, or immediately if the situation dictates.

## ***4) Behaviour management***

Any issues relating to behaviour management are to follow the procedures and policies found on the school website: [https://www.friethschool.co.uk/web/policies\\_/186597](https://www.friethschool.co.uk/web/policies_/186597) Young people should feel they are valued, they should understand what is expected of them and what they can expect from others. Forest School specific ground rules include:

- 1) Forest School staff will be positive role models by dealing with situations in a clear, calm, polite and positive manner.
- 2) Positive behaviour will be reinforced with praise and encouragement.
- 3) It is the responsibility of the Forest School leader to anticipate and avoid problematic situations by not allowing young people to become bored and under stimulated. Staff should not allow situations to drift.
- 4) It must be made clear that the behaviour that is unacceptable, not the person.
- 5) Staff will agree on a set of strategies for dealing with unacceptable behaviour. These strategies will be applied with consistency by all members of staff.
- 6) Staff will avoid shouting.
- 7) Staff will encourage and facilitate mediation between children to try to resolve conflicts through negotiation and discussion.
- 8) Behaviour that is unacceptable will be challenged in a calm and assertive manner. In the event that the unacceptable behaviour persists a more serious action may be necessary in accordance with the School's exclusion policy.
- 9) Certain instances and persistent occurrences of unacceptable behaviour should be recorded on incident forms.

## ***Exclusion***

Taken from Frieth CEC School's Behaviour Policy 2021:

“Serious or repeated incidents may result in exclusion for a fixed period of time. The Full Governing Body and the Local Authority will be informed and we will adhere to the formal Local Authority procedures. Repeated serious incidents could result in permanent exclusion from the school. Parents are responsible for the supervision of their child during the first five days of any exclusion. The LA may issue a penalty notice if the child is seen to be in a public place during this time, without reasonable justification. Frieth School and

Buckinghamshire are committed to a preventative agenda and advice will always be sort from the PRU at an early stage.”

## ***Bullying***

Any issues relating to bullying and behaviour management are to follow the procedures and policies found on the school website: [https://www.friethschool.co.uk/web/policies\\_/186597](https://www.friethschool.co.uk/web/policies_/186597)

Bullying can be a one-off incident or repeated incidents of harassment of others through emotional, physical, verbal or psychological abuse.

Everyone involved at Forest School — staff, children and parents/carers — will be made aware that any form of bullying will not be tolerated and be challenged.

Bullying behaviour dealt with using the strategies agreed upon by Frieth School staff set out within the School’s Behaviour Management policy.

## ***Complaints***

Any complaints can be made to Clio Arbuthnott, the Forest School Leader, or the Head Teacher Mr Martin Gosling.

## ***5) Site policy***

Prior to each session, the Forest School leader will:

- Make a through sweep of the site before each session to check for litter, glass, animal faeces, and any other visible hazards.
- Check boundary fences and gates to ensure that they are secure and safe.
- Check trees for any broken or dead branches which may fall.
- Check weather conditions
- Make sure appropriate tarpaulins are in place
- Make sure all materials and resources needed for the session, and essential kit, including spare clothes, and medical first aid kit are on site.

At the beginning of each session:

- The Forest School leader will alert children and adults to any hazards, and areas that should be avoided.
- Recap how to play safely in the woodland and how to spot and report hazards in a natural space

At the end of each session, the Forest School leader will ensure that:



- Everything is cleared away, with the help of children and supporting adults where possible
- Check trip hazards and the safe storage of all wood to be along the sides of fences or in the wood store
- Ensure if used that the fire is completely extinguished
- Toilet waste bag is properly and safely disposed of
- Count all the tools back into the storage bags and boxes
- Count children and adults and ensure that all are accounted for.

The Forest School leader is responsible for checking the site is cleared, and in a safe and ordered manner at the end of each session.

## *Missing person policy*

If a child go missing during a Forest School session the Forest School leader would perform a search of the Forest School site with the remaining children. Should the missing child/children not be found the Forest School leader will immediately notify the office. As the Forest School site is within the school grounds the school office would then activate the wider school lost child protocol. All other students would remain in Forest School with the other adults.

## *Toilet and shelter facilities*

### Toilet facilities

School toilets are approximately 200m from the Forest School site. Children from Years Reception to Year Two will be accompanied by an adult if they need the toilet.

On occasion, there will be a camping toilet and compost bag available for use during Forest School sessions. Compost bag will be disposed of safely off-site after sessions.

Children attending Forest School sessions will be informed in advance of the situation, and all children will be asked to go to the toilet before they leave home.

### Shelter at the Forest School site

In case of inclement weather, a shelter from the elements will always be provided at the Forest School site. This will consist of one or more securely fixed tarpaulins which will provide shade in the summer months and protection from wind, rain and snow in the winter.

### Litter and waste water procedure

All waste/litter created by Forest School, and any waste/litter will be collected for appropriate disposal.

- The Forest School Leader will provide waste containers.
- All waste produced or found on site during the Forest School session will be placed within the waste containers
- At the end of the Forest School session the Forest School Leader will remove the waste containers for appropriate recycling/disposal.

A small amount of waste water is created at Forest School, from hand washing and washing up. Solid debris is removed from the water for disposal in the waste containers. The waste water is then disposed in the woodland over a wide an area as possible, so it will evaporate quicker.

## **6) Insurance**

The Forest School Leader (Clio Arbuthnott) is insured by Birnbeck Insurance for £5 million public liability Forest School activities cover and £10 million employers' liability cover.

## **7) Related forms and documents**

<i>See overleaf for:</i>	Pre-session risk assessment	22
	Risk assessments	23

## *Pre-session risk assessment*

Hazard	A (severity)	B (likelihood)	* Risk rating (A X B)	Control measures
Weather				
Poisons				
Tree damage				
Faeces				
Boundary disturbance				

\*Severity (A) multiplied by Likelihood (B) gives risk rating

Assessor:

Date:

## **8) Risk assessments**

*See overleaf individual risk assessments for:*

- i) Activities
- ii) Weather
- iii) Safe fire use
- iv) Safe tool use
- v) Building dens



**Risk-benefit Assessment: Activities**

<b>Location:</b> Frieth CEC Primary School, Frieth, Henley-on-Thames, Oxon, RG9 6PR <b>Grid reference:</b> SU 79627 90136			<b>Name:</b> Clio Arbuthnott				<b>Date:</b> September 2023			
<b>Description of activity:</b> Physical activities using natural resources and tools.										
	Hazard	Harm	People at risk	Existing preventative measures	Probability (P) 1-5	Severity (S) 1-5	Rating (P*S) 1-25	New preventative measures	Who? When?	Benefits
1	Collecting materials	Sharp objects, being stung	Group	Remind children to take care and be aware of things that sting when collecting natural materials	1	2	2	None	Forest School Practitioner (FSP) to remind group at the beginning of session	Increased awareness of surroundings and identifying natural plants. Encourages creativity and problem-solving
2	Working with sticks	Sticks being waved around, injury to others	Group and staff	Make sure group are spatially aware of how long their sticks are. If they are any longer than their arms, they need to drag them behind them. Sticks must not be thrown	2	2	4	None	Forest School Practitioner (FSP) to remind group at the beginning of session	Imaginative play, problem solving, self-awareness, and awareness of others, spatial awareness
3	Swing ropes, scramble nets and ladders	Fingers getting trapped in ropes, falling off	Group	Make sure group aware of the risks. May need to be reminded. Limit the number of times the activity occurs and monitor the effects of the activity	2	3	6	None	FSP and adults to be nearby and keep an eye on smaller children who may need support	Gross motor skills, balance, self-awareness, challenging themselves, risk assessment, having a go

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4	Handling lengths of rope	Fingers getting trapped in ropes, wrapping ropes around body/neck	Group	Make sure group aware of the risks. May need to be reminded. Limit the number of times the activity occurs and monitor the effects of the activity	3	3	9	None	Forest School Practitioner (FSP) to remind group at the beginning of session. FSP and adults to be nearby and keep an eye on smaller children who may need support	Gross motor skills, balance, self-awareness, challenging themselves, risk assessment, having a go
5	Raised forest trail	Falling off	Group	Make sure group aware of risks. Allowed under strict supervision at all times. Limit number of children taking part at any one time. Ensure area below is cleared of stones and other hard objects.	3	3	9	None	FSP and adults to be nearby and keep an eye on smaller children who may need support	Gross motor skills, balance, self-awareness, challenging themselves, risk assessment, having a go
6	Tree climbing	Falling off	Group	Make sure group aware of risks. Allowed under strict supervision at all times. Ensure area below is cleared of stones and other hard objects. Children are permitted to explore to their own limits or to a maximum height of 1.5 metres	3	4	12	Monitor the effects that develop from that activity. Restrict where necessary	FSP to check tree safe to climb prior to activity. Adults to be supervising for the duration of the activity. 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	Gross motor skills, balance, self-awareness, challenging themselves, risk assessment, having a go
7	Mini-beast hunt	Consumption of mini beasts, stings	Group	Group instructed not to put fingers in mouth, ears or nose. Ensure hands are washed after activity	2	2	4	Monitor the effects that develop from that activity. Restrict where necessary	FSP and adults during session	Awareness of surroundings, confidence, scientific interest

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8	Tree felling	Injury from using tools, carrying heavy objects	Group and staff	FSP to demonstrate safe handling of tools and method. Children to be supervised at all times	2	2	4	Monitor the effects that develop from that activity. Restrict where necessary	FSP and adults during session	Awareness of surroundings, confidence, scientific interest
9	Digging, carrying, transporting material	Injury from carrying heavy objects		Adults should model safe lifting such as straight back, bent knees. Heavy objects can be carried by more people. Explain to group they are only permitted to dig in certain areas.	2	2	4	Monitor the effects that develop from that activity. Restrict where necessary	FSP and adults during session. Ensure group wash hands thoroughly afterwards	Develop gross motor skills, Awareness of surroundings, confidence, scientific interest
10	Walking on balancing beam	Falling off	Group	Make sure group aware of risks. Allowed under strict supervision at all times. Limit number of children taking part at any one time. Ensure area below is cleared of stones and other hard objects.	3	3	6	None	FSP and adults to be nearby and keep an eye on smaller children who may need support	Gross motor skills, balance, self-awareness, challenging themselves, risk assessment, having a go
11	Playing with stones	Stones being thrown, injury to others	Group and staff	Explain to group risks. May need to be reminded.	2	2	4	None	Forest School Practitioner (FSP) to remind group at the beginning of session	Imaginative play, creativity, self-awareness, and awareness of others, spatial awareness

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12	Using equipment in play (eg. wheelbarrow, gardening equipment, cooking utensils in mud kitchen, using pallets as props)	Equipment breaking, causing trips, falls, cuts, using tools as weapons	Group	Check all equipment prior to session, and remove anything that might pose a hazard. Remind group not to wave equipment around / ensure they are aware who is around them. Ask group to alert FSP if they see breakage	2	2	4	None	FSP to check prior to session	Imaginative play, fine and gross motor skills, problem solving, self-awareness, and awareness of others, spatial awareness
13	Use of blindfolds	Tripping	Group	Explain to group risks. May need to be reminded. Make sure everyone with a blindfold has a partner to safely guide them through the woods	2	2	4	None	FSP at beginning of session, and FSP and adults during session	Self-awareness, awareness of others, communication, social skills, risk management
14	Planting seeds	Poison from handling organic matter	Group	Explain to group importance to wash hands after activity.	2	2	4	None	FSP at beginning of session, and FSP and adults during session	Scientific interest, fine motor skills
15	Making bird feeders from natural materials	Poison from handling organic matter	Group	Explain to group importance to wash hands after activity.	2	2	4	None	FSP at beginning of session, and FSP and adults during session	Scientific interest, fine motor skills

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16	Mud kitchen	Blistering and injury from mud kitchen	Group	Check all equipment prior to session, and remove anything that might pose a hazard. Remind group not to wave equipment around / ensure they are aware who is around them. Ask group to alert FSP if they see breakage	2	2	4	None	FSP to check prior to session	Imaginative play, fine and gross motor skills, problem solving, self-awareness, and awareness of others, spatial awareness	
17	Painting pallets	Poison from handling paint	Group	Explain to group importance to wash hands after activity.	2	2	4	None	FSP at beginning of session, and FSP and adults during session	Gross and fine motor skills	
18	Hapa zome, bashing plant dye into fabric	Using a mallet, banging fingers	Group	Explain to group risks. May need to be reminded.	2	2	4	None	Forest School Practitioner (FSP) to remind group at the beginning of session	Scientific interest, fine motor skills	
19	Pond dipping	Falling into the pond, disturbing local habitat	Group and adults	Explain to group risks. May need to be reminded.	2	3	6	None	Forest School Practitioner (FSP) to remind group at the beginning of session. Supervise children using nets carefully in the pond.	Scientific interest, fine motor skills	
<b>Your comments:</b> All recommendations will be followed					<b>Your main positive features:</b> Being creative, group challenging themselves, improved communication, gross/fine motor skills, spatial awareness						
<b>Your main concerns:</b> Falling, tripping, being injured by sticks					<b>Your recommendations:</b> Clear safety guidelines given at the start of session. The children may need reminding during the session. The benefits and creativity opportunities far outweigh any possible hazards for this activity. Dynamic risk assessments to be carried out for any new spontaneous activity during the session.						



**Risk-benefit Assessment: Weather**

<b>Location:</b> Frieth CEC Primary School, Frieth, Henley-on-Thames, Oxon, RG9 6PR <b>Grid reference:</b> SU 79627 90136			<b>Name:</b> Clio Arbuthnott				<b>Date:</b> September 2023			
<b>Description of site:</b> The Frieth School Forest School site sites within the boundary lines of Frieth CEC School (RG9 6PR), in the south-east corner of the playing field, next to the playground. The village of Frieth is in the Chiltern Hills AONB, one of the most heavily wooded landscapes in the country. Frieth CEC School lies in the middle of Frieth village along the main road, next door to the church. The total area of the Forest School site is rectangular in shape, totalling 205m sq. The site contains a pond, and the presences of oak, pine, elder, beech and holly trees.										
	Hazard	Harm	People at risk	Existing preventative measures	Probability (P) 1-5	Severity (S) 1-5	Rating (Pxs) 1-25	New preventative measures	Who? When?	Benefits
1	Very wet	Coldness, hypothermia	Group	Clothing list provided prior to sessions detailing appropriate footwear and PPE. Spare dry clothes and towels available on site. Erect a tarp to provide shelter.	2	2	4	None	Forest School Practitioner (FSP) sends out kit list prior to session. Reminders to parents/carers at drop off/pick up.  Check weather ahead of session, and erect a tarp prior to the group arriving.	Increased resilience to be outside in all weathers
2	Very cold	Mild hypothermia	Group	Clothing list provided prior to sessions detailing appropriate footwear and PPE. Spare warm clothes available on site. Make a fire.	2	2	4	None	Forest School Practitioner (FSP) sends out kit list prior to session. Reminders to parents/carers at drop off/pick up. Check weather forecast	Increased resilience to be outside in all weathers

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3	Very hot	Heat stroke / sun stroke	Staff and clients	Sun hat and suncream essential pieces of kit. Clothing list provided prior to sessions detailing appropriate footwear and PPE.  Shaded areas on site. Water available throughout session	1	2	2	None	Suncream put on at the start of sessions. Hats must be worn at all times. Kit list sent out to parents prior to session by FSP.	Increased resilience to be outside in all weathers
4	Very windy	Deadwood falling	Staff and clients	Identify this hazard ahead of the session	1	4	4		Check weather forecast ahead of session. If any trees appear unsafe, FSP will cancel session or take session indoors	Increased resilience to be outside in all weathers
<b>Your comments:</b> All recommendations will be followed					<b>Your main positive features:</b> Being outdoors in all weathers, increased resilience					
<b>Your main concerns:</b> Coldness					<b>Your recommendations:</b> Ensure kit list is adhered to.					

**Risk-benefit Assessment:** Safe fire use

<b>Location:</b> Frieth CEC Primary School, Frieth, Henley-on-Thames, Oxon, RG9 6PR <b>Grid reference:</b> SU 79627 90136			<b>Name:</b> Clio Arbuthnott				<b>Date:</b> September 2023			
<b>Description of activity:</b> Lighting fires, using Kelly Kettle, cooking food										
	Hazard	Harm	People at risk	Existing preventative measures	Probability (P) 1-5	Severity (S) 1-5	Rating (P*S) 1-25	New preventative measures	Who? When?	Benefits
1	Flint and steel	Playing with it could flick a spark onto cotton wool or dry grass and cause a fire	Group	Model safe usage, clear guidance and safety, Correct PPE	3	1	3	None	Forest School Practitioner (FSP) to remind group at the beginning of session	Increased self-awareness, and awareness of others, confidence
2	Lighting cotton wool	Blowing it away once lit, spreading fire	Group	Model safe usage, clear guidance and safety, keep cotton wool somewhere safe away from wind. Work in pairs so less cotton wool being lit at once. Correct PPE	3	2	6	None	Forest School Practitioner (FSP) to remind group at the beginning of session	Increased self-awareness, and awareness of others, confidence, teamwork, communication
3	Burning	Burning injury	Group	Model safe behaviour around fire. Clearly defined fire circle. Wait to be invited into fire circle. Correct PPE (fire glove). Make sure all loose clothes tightened, hair tied back	1	4	4	None	At least one adult/FSP monitoring fire and behaviour around fire at all times	Increased self-awareness, and awareness of others, confidence

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4	Scalding	Burning injury from Kelly Kettle from steam or boiling water	Group	Model safe usage, clear guidance and safety. Correct PPE, fire glove, to be worn. Remind group on how to behave around hot things, and not to carry kettle when boiled	1	4	4	None	At least one adult/FSP monitoring fire and behaviour around fire at all times	Increased self-awareness, and awareness of others, confidence	
5	Smoke: green wood	Smoke in eyes	Group	Remind group to stay upwind of the smoke. Fine eyes with saline in First Aid Kit if very bad, or individuals can wear safety goggles	2	2	4	None	At least one adult/FSP monitoring fire and behaviour around fire at all times	Increased self-awareness, and awareness of others, confidence	
6	Food	Not cooked properly, food poisoning	Group	Limit food choices to limit risk of food poisoning. Eg. marshmallows, hot chocolate, popcorn, already cooked meat, vegetable-based food	2	2	4	None	At least one adult/FSP monitoring fire, cooking and behaviour around fire at all times	Increased self-awareness, and awareness of others, confidence	
<b>Your comments:</b>					<b>Your main positive features:</b>						
All recommendations will be followed					Increased self-awareness, awareness of others, the opportunity to use a fire safely, learn to manage it, cook with it.						
<b>Your main concerns:</b>					<b>Your recommendations:</b>						
Injury through not concentrating on task in hand, or not wearing correct PPE					Lots of modelling of safe behaviour around fire-related activities. Clear instructions and guidance, repeated throughout the session. Ensure there is an adult available to monitor fire-related activities at all times.						

**Risk-benefit Assessment: Safe tool use**

<b>Location:</b> Frieth CEC Primary School, Frieth, Henley-on-Thames, Oxon, RG9 6PR <b>Grid reference:</b> SU 79627 90136			<b>Name:</b> Clio Arbuthnott				<b>Date:</b> September 2023			
<b>Description of activity:</b> Using tools to help build shelters out of natural materials, woodcraft, creative activities, woodland management techniques										
	Hazard	Harm	People at risk	Existing preventative measures	Probability (P) 1-5	Severity (S) 1-5	Rating (P×S) 1-25	New preventative measures	Who? When?	Benefits
1	Bow saw	Injuring self or partner	Group	For cutting wood with a diameter greater than a two-pence piece. FSP to check condition of tools prior to session. Model safe usage, clear guidance and safety, tool talk, correct PPE (safety glove), work with a partner, and work at a safe distance from others	1	3	3	None	Forest School Practitioner (FSP) to check condition of tools prior to session. FSP to demonstrate to group at the beginning of session, and be nearby during activity	Increased self-awareness, and awareness of others, confidence
2	Bill hook	Injuring self or partner	Group	Use for cleaving wood. FSP to check condition of tools prior to session. Model safe usage, clear guidance and safety, tool talk, correct PPE (safety glove), work with a partner, and work at a safe distance from others	1	3	3	None	Forest School Practitioner (FSP) to check condition of tools prior to session. FSP to demonstrate to group at the beginning of session, and be nearby during activity	Increased self-awareness, and awareness of others, confidence, teamwork, communication

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3	Sheath knife	Injuring self	Group	Use to whittle wood, peel bark and cut rope. FSP to check condition of tools prior to session. Model safe usage, clear guidance and safety, tool talk, correct PPE (safety glove), and work at a safe distance from others	1	3	3	None	Forest School Practitioner (FSP) to check condition of tools prior to session. FSP to demonstrate to group at the beginning of session, and be nearby during activity	Increased self-awareness, and awareness of others, confidence
4	Mallet	Injuring self and others if waving or throwing them	Group	Use to hit in nails, or tent pegs. FSP to check condition of tools prior to session. Model safe usage, clear guidance and safety, tool talk, and work at a safe distance from others	1	3	3	None	Forest School Practitioner (FSP) to check condition of tools prior to session. FSP to demonstrate to group at the beginning of session, and be nearby during activity	Increased self-awareness, and awareness of others, confidence
5	Loppers	Injuring self	Group	For cutting wood with a diameter smaller than a two-pence piece. FSP to check condition of tools prior to session. Model safe usage, clear guidance and safety, tool talk, and work at a safe distance from others	1	3	3	None	Forest School Practitioner (FSP) to check condition of tools prior to session. FSP to demonstrate to group at the beginning of session, and be nearby during activity	Increased self-awareness, and awareness of others, confidence



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6	Potato peelers	Injuring self	Group	Use for peeling bark. FSP to check condition of tools prior to session. Model safe usage, clear guidance and safety, tool talk, and work at a safe distance from others	1	3	3	None	Forest School Practitioner (FSP) to check condition of tools prior to session. FSP to demonstrate to group at the beginning of session, and be nearby during activity	Increased self-awareness, and awareness of others, confidence
<b>Your comments:</b>					<b>Your main positive features:</b>					
All recommendations will be followed					Increased self-awareness, and awareness of others. The opportunity to use tools in a safe, controlled environment.					
<b>Your main concerns:</b>					<b>Your recommendations:</b>					
Injury through not concentrating on task in hand					Lots of modelling of safe behaviour around tool-related activities. Clear instructions and guidance, repeated throughout the session. Ensure there is an adult available to monitor tool-related activities at all times.					

**Risk-benefit Assessment:** Building dens

<b>Location:</b> Frieth CEC Primary School, Frieth, Henley-on-Thames, Oxon, RG9 6PR <b>Grid reference:</b> SU 79627 90136				<b>Name:</b> Clio Arbuthnott				<b>Date:</b> September 2023			
<b>Description of activity:</b> Physical activities using natural resources and tools.											
	Hazard	Harm	People at risk	Existing preventative measures	Probability (P) 1-5	Severity (S) 1-5	Rating (Pxs) 1-25	New preventative measures	Who? When?	Benefits	
1	Collecting materials	Sharp objects, being stung	Group	Remind children to take care and be aware of things that sting when collecting natural materials	1	2	2	None	Forest School Practitioner (FSP) to remind group at the beginning of session	Increased awareness of surroundings and identifying natural plants. Encourages creativity and problem-solving	
2	Working with sticks	Sticks being waved around, injury to others	Group and staff	Make sure group are spatially aware of how long their sticks are. If they are any longer than their arms, they need to drag them behind them. Sticks must not be thrown	2	2	4	None	Forest School Practitioner (FSP) to remind group at the beginning of session	Imaginative play, problem solving, self-awareness, and awareness of others, spatial awareness	
3	Ropes	Fingers getting trapped in rope	Group	Demonstrate rope tying around trees. Positively re-enforce what to do, without focusing on negatives	1	3	3	None	FSP at the beginning of session, and during the session	Creativity, problem solving, communication skills, social skills, fine motor skills	

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4	Tarps	Getting caught up in the tarp, tripping	Group	Help younger groups with spreading the tarp to prevent them getting caught in it	2	1	2	None	FSP and adults during the session	Creativity, problem solving, communication skills, social skills, fine motor skills
5	Den collapsing	Den landing on children	Group	Ensure den looks structurally sound before entering the den	3	2	6	None	FSP to check before the children go inside	Creativity, problem solving, communication skills, social skills, fine motor skills
<b>Your comments:</b>					<b>Your main positive features:</b>					
All recommendations will be followed					Boosts creativity, communication and social skills, team work, problem solving, imaginative play, gross/fine motor skills					
<b>Your main concerns:</b>					<b>Your recommendations:</b>					
Shelter collapsing, being injured by sticks.					Clear safety guidelines given at the start of session. The children may need reminding during the session. The benefits and creativity opportunities far outweigh any possible hazards for this activity.					