

# Oxford Primary Forest School



**Explore, Discover, Fly High**



**Forest School Handbook**

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## 2. Forest School Ethos

### **'THE BEST KIND OF CLASSROOM'**

**'This is the best kind of classroom,  
No walls, just sky and trees,  
This is the best kind of classroom,  
No radiators, just a gentle breeze.  
This is the best kind of classroom,  
It's a journey through time and space,  
From the smallest seed to the largest tree,  
This is a forest and a learning place.  
This is the best kind of classroom,  
Where seasons don't happen in books.  
Where learning is watching and thinking and talking,  
And everyone notices, everyone looks.'**

Ian MacMillan

Forest School is not a conventional school. In the forest there are no levels, tests or pressures. There is only the personal growth of each individual child. Forest School's aim is to provide the children with a number of experiences that will give them new skills, bring them closer to nature and help them understand themselves.

In Forest School children are given opportunities to engage in activities that will nurture confidence and self-belief using nature as the setting. The experiences are based around the children and are wholly for the children. Forest School's approach starts with the child and is altered and changed to enable each child to grow and develop to enable them to reach their full potential.

Through engaging with nature in an outdoor learning environment the children are offered a more holistic approach to development. Forest School's approach encourages their imagination, self-esteem, desire to question and natural curiosity to learn in a place where the natural world and learning meet.

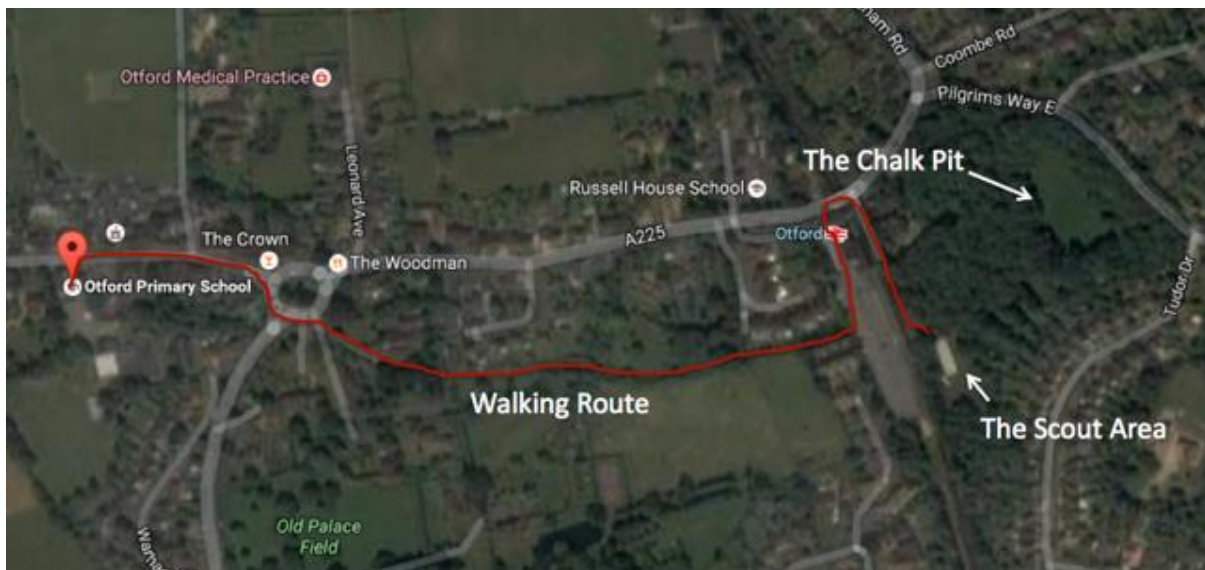
The children will be offered a number of experiences that will enable them to learn about themselves and what they can achieve, as well as learning about the children they are learning with. Forest School's approach offers a rare environment, one where all the children can explore experiences without the fear of failing. Every achievement is celebrated and the ability to persevere is prized above all others. The children are given opportunities to self-initiate their learning and achieve personal goals. In Forest School, skills are shared as experiences, opportunities are given for practice and achievements are made. However there are no predefined 'expectations of learning'. In Forest School, the children are encouraged to take calculated risks in a safe environment where everyone is able to try, make mistakes and learn. Everyone is an expert at something. It is important for the children to see that every individual, child and adult alike, finds things tricky; it is how we move forward after 'failure' that is important. The outdoor nature of Forest School teaches children, and adults, to be flexible and challenge themselves enabling all children to achieve personal goals and to develop as a group.

Children are taught to take responsibility for themselves and for others. They are introduced to the idea that each action has a reaction. They are encouraged to think about how their actions could have a direct link to other people. Through the use of tools the children are engaged with the direct

responsibility that they have to the person next to them. They are taught about the cause and effect of what they are doing. They become aware of the things that may happen if they are irresponsible with the tool that they are using. In a controlled environment they are trusted to follow the rules shared with them.

The whole philosophy of Forest School is supported by the interaction between the people who are taking part, whether working independently, in a group or with one other person. The relationships between those in the group create a bond that cements them as a team, enabling each member of the team to believe in themselves as well as feel equal and valued.

### 3. The Site



The area that we use for our Forest School sessions is the Scout Area and the Chalk Pit. Sometimes we will stay in the Scout Area for a whole session; at other times we will go to the Chalk Pit for some or all of a session.

Both areas will feel quite different to the areas where the children usually play and learn and together offer a secure and nature-rich environment for the children to explore.

The Scout Area is fenced and has a grassy area and small area of woodland. The Chalk Pit is public land with a large, grassy clearing surrounded by woodland. There are lots of birds and mini-beasts as well as a wide range of trees and other plant life.

We are conscious of the risks associated with the Site and have conducted rigorous risk / benefit assessments which will be continually updated as appropriate. See Section 14.1 below for Site Risk Benefit Assessment.

See Section 4.3 below for more information about boundaries.

**Site address:** 15th Sevenoaks Scout Group, Otford Scout Hut, Station Road, Otford, Kent (station postcode: TN14 5QY)

**Site access details:** the site can be accessed via a track off the A225 - immediately right after the rail bridge if you're heading east from Otford towards Shoreham. The Scout Area is at the end of the track. The Chalk Pit is the woodland area to the east of the Chalk Pit and the clearing can be reached by following the path through the woods.

**Grid reference:** Scout Hut = TQ 532593; Chalk Pit (centre of clearing) = TQ 533594

**Nearest Doctor:** 01959 524633 Address: The Otford Medical Practice, Leonard Avenue Otford, Sevenoaks, Kent, TN14 5RB

**Nearest A & E:** 01689 863000 Address: Princess Royal University Hospital, Farnborough Common, Orpington, Kent, BR6 8ND

#### **4. Code of conduct**

The purpose of this section is to give a summary of expectations regarding all participants' conduct at Forest School. Many of these areas are covered in more detail in Sections 9 Behaviour, 10 Health and Safety and 13 RISK BENEFIT ASSESSMENTS.

##### **4.1. Entering the Forest**

The Forest School area is a calm, positive environment where the children can enjoy being in and around nature. For this reason entering the Forest School area needs to be done calmly and respectfully. Only when all the children are showing calm attentive behaviour will the session start.

##### **4.2. Use of the Forest School area**

The Forest School is a first and foremost habitat for wildlife - we are only visitors. Therefore the Forest School area needs to be treated with respect and left as it was found. Interactions between the group, including adults, and the area must have the welfare of nature at its heart. The 'forest' is there for us to engage with and enjoy, but once we have gone, there should be limited trace of our presence. All resources that are man-made need to be collected and returned to school, unless specified by the FS Leader. Each session will begin around the fire circle (the fire will not be lit before the children enter) or other suitable area; once the children are seated and listening, the FS Leader will recap the rules of the circle.

##### **4.3. Boundaries**

In the Scout Area and the Chalk Pit, there will be certain areas which will be designated 'Off Limits' to children due to risks associated with litter and terrain. In time, we hope to make some of these areas accessible. In the meantime, the FS Leader will explicitly show the children the boundaries and explain the reasons for them. The children will be expected to observe these boundaries themselves (through individual and collective responsibility) and will be supported in this through games at the start of a block of sessions and reminders throughout the programme.

When exploring the rest of the Chalk Pit, the children are to be made aware of how far that they can explore and any fixed boundary markers should be identified. The designation of boundaries may be carried out by children placing markers as far as they feel comfortable from the 'meeting point'.

If children move to explore hidden areas an adult should also move into the cover deep enough to be able to see the children but allowing the children the freedom to explore independently.

If on the school site (for example using the pond and wildlife area) there are clear boundaries. These may alter slightly if the school grounds are being used by other classes, and these alterations will be shared with the group as they occur.

The FS Leader and other adults will monitor the children closely to ensure the boundaries are observed. If you lose sight of a child, shout, '1, 2, 3, where are you?' The children are taught to respond '1, 2, 3, I'm here!' through games that are practised regularly.

#### **4.4. Dogs and Members of the Public**

The Chalk Pit is open to the public and so there may well be other people out enjoying the woods. Most people will be happy to pass by the Forest School group without hindering activities, but there is the possibility of unwanted attention from a passer-by. In this event the FS leader will step in and assure the member of public that if they wish to raise any issues, then they should contact the school at a time convenient to both parties. If the situation escalates to a dangerous level staff will use a mobile phone to call the police and use the Emergency Procedure (see Section 10.7.2.).

Some participants may be unused to or even afraid of dogs. The FS Leader will ascertain this prior to arriving on site. If a dog appears the fearful participant can be joined by at least one member of staff. If a dog approaches the group and appears likely to cause trouble all participants will be advised not to run or act excitably – ideally keep arms by their sides, voices low and stay as still as possible. The FS Leader will speak to the owner.

#### **4.5. Using tools**

All tools have their own risk/benefit assessments and correct use methods. These must be adhered to at all times, by children and adults. Their correct use includes PPE (personal protective equipment), specific body postures and activities that the tool may be used for.

#### **4.6. Sticks**

Children can carry sticks that are shorter than their arm's length. Longer sticks may be dragged, rolled or carried with other children. Children must be encouraged to think about their proximity to other children when moving sticks. Sticks must not be thrown or pulled from living trees.

#### **4.7. Stones**

Stones may be carried and relocated on the site. Stones must not be thrown. As long as consideration for what is below them has been taken they can be dropped.

#### **4.8. Digging**

Children may dig as long as they are considering the impact that the hole may have on the habitat around them. Gloves should be worn if using hands. Or trowels or small sticks can be used. The digging of large holes should be discouraged other than in designated digging areas.

#### **4.9. Climbing**

Adult: child ratio must be 1:1. Check ground cover for sharp objects and check 'climbing trees' for loose and rotten branches. Adults should be near enough to catch the child if he/she should fall but far enough away not to be invasive. As a guide, children should be allowed to climb up to the supporting adult's chest height.

#### 4.10. **Carrying and transporting materials**

Children are encouraged to roll, lift, drag and pull materials, either by using their hands or by using ropes. We encourage safe lifting by bending our knees and keeping our back straight. Safe lifting should always be modelled by adults. Heavier objects should be rolled, lifted or carried by more people working together.

#### 4.11. **Collecting wood**

Wood is collected for fire lighting purposes. There are four thicknesses that the sticks should be graded into: matchstick size, pencil size, thumb size and wrist size.

#### 4.12. **Eating and drinking**

Nothing found in the forest should be eaten (unless specifically authorised by the FS Leader). Children must be reminded not to put their fingers in their mouths or up noses. When eating in a predefined activity the children must first wash their hands or use alcohol gel.

#### 4.13. **Rope and string**

Rope and string should not be used to tie other children up. Children should have the appropriate knots modelled to them by an adult, using a knot story where possible.

#### 4.14. **Toileting**

Children will be reminded to use the toilets before they leave the school. If they need the toilet during a session in the Scout Area the children should go with a partner into the Scout Hut. If at the Chalk Pit, an adult should accompany the child with another child unless this leaves the FS Leader as the only adult with the rest of the group in which case the whole group will have to stop and return to the Scout Area.

#### 4.15. **Behaviour**

Behaviour should be consistent with behaviour in the classroom. Any deviations from 'in school behaviour' should be dealt with as it would be in the classroom. The children should be reminded of the expectations for their behaviour in the forest area, and reminded how to keep themselves and others safe. For more detail, see Section 9 Behaviour.

#### 4.16. **Leaving the site**

We work according to the 'leave no trace' ethos. All rubbish should be removed and disposed of in school. If artefacts have been found or made these may be taken off the site with the consent of an adult.

#### 4.17. **The responsibilities of the FS Leader**

- Promote and provide Forest School experiences which adhere to and apply the principles of the Forest School ethos.
- Adhere to the values, policies and procedures as outlined in this Forest School handbook.

- Have an awareness of school/setting/organisation policies and possibly negotiate some issues with management if there are discrepancies between these and their own Forest School handbook.
- Undertake risk–benefit assessments and implement risk management systems.
- Ensure appropriate welfare requirements are in place for the group (clothing/shelter, hand washing, drink & food, toilets).
- Communicate with all stakeholders, including landowners, other staff, parents, management, participants, local community etc.
- Ensure appropriate ratios are maintained at the Forest School and provide clear guidance and induction processes for helpers supporting the Forest School programme, to ensure a consistent approach.
- Share planning and evaluations of sessions recorded with relevant staff.
- Reflect on their own practice; undertake continued professional development and network with other local Forest School practitioners.
- Ensure that equipment, tools and outdoor clothing are fit for purpose and appropriately stored and implement maintenance schedules.
- Follow appropriate ratios and plan activities ensuring suitable levels of support (should be determined in advance depending on the types of activity and needs of the group).
- The following minimum adult ratios will ensure appropriate support and supervision of vulnerable groups at all times:
  - Foundation Stage: 1 adult: 4 children
  - Key Stage 1: 1 adult: 6 children
  - Key Stage 2: 1 adult: 10 children
  - For higher risk activities ratios will be increased

## 5. Essential Equipment

### 5.1. Happy Bag

In addition to tools and equipment needed for each session the FS Leader will always take an emergency bag with them (the Happy Bag). The Happy Bag will be the responsibility of the FS Leader and will be positioned in an obvious place during each of the sessions. Before each session the contents of the bag will be checked by the FS Leader.

The **essential** equipment that the Happy Bag contains:

- First Aid kit
- Paperwork (Emergency Procedure, Casualty monitoring sheet, Medical information for each individual and Emergency contact details for every member of the group, risk assessments, Incident Report Forms)
- Communication Devices (mobile phone and/or walkie talkie – checked for working order and signal strength)
- Clean water
- Whistle
- Emergency Life Blanket (Space / foil blanket)
- Medication for individuals (if not appropriate for the individual to carry the medication for themselves it should be clearly labelled)
- Extra clothing
- Sugary food

- Duct tape, Cling Film
- Wet wipes + hand gel
- Warm / cold (depending on weather) drinks in vacuum flask

The non-essential equipment that the Happy Bag contains will vary depending on the time of year and weather conditions, the site being used, and the planned activities according to the relevant risk assessments and daily risk assessment.

For example, if fire is going to be used, then the Happy Bag will also contain a Fire Kit comprising a fire blanket, burns kit and water.

#### **First Aid Kit will contain**

- Contact Cards (location using postcode and OS grid reference)
- Vinyl / non-latex gloves
- Bandages
- Triangular bandages
- Plasters
- Wound dressings
- Eye pads
- Saline wash
- Sterile water / eye solutions for eye issues
- Safety pins
- Adhesive dressings.
- Scissors
- Moist wipes
- Face shield

#### **5.2. Clothing**

The clothing that is worn is very important. The clothing worn will protect from extremes of heat or cold as well as cuts and scrapes. Members of the group, child or adult, who are not wearing appropriate clothing will not be permitted to participate in sessions.

Clothing needed for sessions:

##### **Cold and wet weather:**

- Vest and T-shirt
- Long sleeved top
- Sturdy outdoor shoes – walking boots or sturdy trainers
- Waterproof trousers
- Warm socks (possibly more than one pair)
- A waterproof coat with a hood
- A jumper or fleece (many thin layers are best for warmth)
- Trousers
- Gloves, scarf and woolly hat in autumn and winter

##### **Warm and dry weather:**

- Long sleeved T-shirt or top
- Light trousers
- Socks
- Sturdy outdoor shoes – walking boots or sturdy trainers
- Sunhat
- Sunscreen

## **6. Daily Operating Procedure**

### **6.1. What to do before the session**

- Check that all risk assessments are in place
- Assess the site for new hazards
- Set up activities
- Take up and check equipment
- Prepare snack and drink
- Ensure that there is correct staff/client ratio and that all staff are familiar with this handbook

### **6.2. Before walk up**

- Register to be completed by class teacher
- Check children are appropriately dressed
- Ensure children have water bottles
- Make sure children have been to the loo
- Do head count of children
- Remind them of the walk up rules

### **6.3. What to do during the session**

- Ongoing risk assessments: to be carried out by FS Leader
- Head count: carry out regular head counts, particularly when entering and leaving site
- Run activities
- Observe and evaluate

### **6.4. What to do after the session**

- Head count
- Tool check and tools maintenance.
- Evaluation for next session

## **7. Communication**

Forest School involves the majority of the school community so it is vital that everyone has access to the same information. A brief guide (Otford Primary Forest School Guide) is available in school and on the website.

### **7.1. School Staff**

Twilight CPD sessions will be provided when needed to ensure staff are aware of how forest school operates. The FS Leader will be the first point of contact for any queries or questions staff may have.

All documents are available to staff in the staff shared drive, in a folder entitled 'Forest School'. There are also paper copies of all documents kept in the Office.

## **7.2. Parents**

Parents will be notified of the dates their child is going to be attending Forest School. All parents and Carers have been given the Guide and this is available on the website. Photos/videos will be posted on the website. Further information about Forest School is also included in newsletters. A copy of this Handbook is available to view on the school website.

## **7.3. Volunteers**

This Handbook is given to volunteers along with a copy of the Guide. All volunteers will have an induction meeting with the FS Leader. All activities are demonstrated to the volunteers and they are instructed in appropriate protocols. All volunteers 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.

## **7.4. Wider Community**

The website has a section for Forest School. The FS Leader regularly liaises with all stakeholders including Otford Parish Council, the Scout Association and immediate neighbours, especially when changes are being made to the site.

## **8. Policies**

As Otford Primary Forest School operates as an integral part of Otford Primary School it is subject to the policies of the school which can be found in full here:

<http://www.otford.kent.sch.uk/policies-2/>

All staff and volunteers are asked to read the policies and pay particular attention to the following:

- Behaviour Policy
- Health and Safety Policy
- Safeguarding Policy
- Equality Policy

Additional provisions relevant to Forest School are set out below in Sections 9 Behaviour, 10 Health and Safety, 11 Safeguarding and 12 Equality.

## **9. Behaviour**

Forest School aims to:

1. Build self-esteem, independence and motivation to learn whilst always maintaining a safe environment
2. Promote awareness, respect and care for other individuals and for the natural environment
3. Reinforce collaborative behaviour
4. Develop continuity of expectations and of approach to behaviour management both at Forest School, in school and beyond

5. Develop awareness of acceptable behaviour and responsible behaviour in an outdoor environment
6. Develop in both children and adults pride in their achievements.

In order that these aims be achieved, certain standards of behaviour must be sustained and reinforced across school. It is understood throughout school that rudeness and impertinence are unacceptable but also we must show children appropriate responses and appropriate ways to behave. Persistent rudeness and impertinence should be reported to the FS Leader.

### **9.1. Supporting the children to listen and engage**

- Use words children understand.
- Use the child's name if you know it. If not, ask what it is.
- Make eye contact and get on the same level as the child.
- Speak calmly – a bit louder possibly but DO NOT SHOUT.
- Look and sound confident and be firm.
- Be friendly – smile!
- Have fun within limits.
- Listen to children – remember they learn by copying!
- Always do what you say you are going to do.
- Where appropriate take a child to the side and talk to them on a 1:1.
- Try clapping hands or rhyme motions to get the attention of the children.
- Stand quietly to get attention.
- Explain why you are doing something.
- Apologise to a child if you are in the wrong. You earn their respect by showing you are prepared to do this.

### **9.2. How we encourage good behaviour**

- Adults should show an interest and listen to the children
- All children should be treated fairly and equally. Don't label children and jump to the wrong conclusions
- Give gentle reminders
- Adults should stay calm. This will help you to remain in authority and be effective
- Give praise frequently – it's more effective than criticism
- Adults should recognise and reward good behaviour
- Adults should encourage children to take responsibility
- Adults should encourage children to apologise and be considerate and caring of other people's feelings
- Help children out of awkward situations which would prevent bad behaviour occurring
- Smile and appear happy; hence producing happy children
- Adults being polite to children
- Talk to pupils in informal situations
- Greet pupils, especially those with whom you have difficulty
- Set high standards in all you do with pupils

### **9.3. How to prevent inappropriate behaviour**

It is clearly more desirable to try to prevent inappropriate behaviour in the first place if possible. The following are guidelines.

**What to look for:**

- Noise level – too loud, too quiet, excessive laughter
- Groupings – large groups or isolated child
- Facial expression – crying, looking worried, upset or angry, frowning
- Body language – hunched shoulders, inappropriate physical contact, or overly boisterous play
- Pupils checking of adults whereabouts

**Think about your:**

- Voice – avoid the ‘loudness cycle’
- Gesture – pointing
- Body language – hunched shoulders, extended neck, tense
- Proximity – invasion of personal space
- Facial expression – looking miserable and cross
- Language: If a child is rude to you it is easy to respond with ‘Don’t you dare talk to me like that.’ or ‘Who do you think you’re talking to?’ These sorts of responses, while understandable, can often make matters worse. A more appropriate reply may be to say something like ‘I beg your pardon?’ or ‘Did you say something?’ Remarks like this give the child a chance to take back what was said. You can then go on to say quietly but very firmly that you will not accept rudeness.

**Avoid conflict by:**

- Making rules and boundaries clear
- Give choices – this helps avoid more confrontation
- Remain in control of yourself
- Don’t shout
- Explain how you feel
- Always follow up the incident
- Rebuild the relationship

**We must ensure that children understand that the following are unacceptable:**

- bullying – i.e. repetitive incidents to the same child
- treating people in a way you would not want to be treated
- fighting (other than play fighting)
- swearing
- rudeness
- tripping people up/aggressiveness.
- taking other people’s property
- name calling
- being cheeky

**9.4. Sanctions**

If the methods outlined above have not worked and sanctions are required to deal with poor behaviour choices, the Colours System which operates in school (see Behaviour Policy) will also be applied at Forest School in the following way:

**Blue** - a warning, following which the child will go back to green if he/she modifies his/her behaviour;

**Yellow** - if the child does not modify his/her behaviour, he/she will sit out of the activity on his/her own for about 5 minutes until the FS Leader has the opportunity to talk to the child about his/her inappropriate behaviour choice;

**Orange** - if a child persists with inappropriate behaviour, or seriously breaches expectation, he/she will be moved to orange, in which case he/she will sit out the activity on his/her own for about 15 mins until the FS Leader has the opportunity to talk to the child about his/her inappropriate behaviour choice. Thinking Time (as per policy) will also apply; and

**Red** – serious level of misconduct as per policy; child will sit out rest of session under close supervision of an adult.

## **10. Health & Safety**

### **10.1. General**

Forest School programmes may include activities that are considered higher risk than usual for participants. Each activity will be assessed not only for the risks but also the potential benefits too. Risks will be reduced by following appropriate procedures for more risky activities, such as tool use and fires, and by carrying out risk assessments covering particular risks that participants may come into contact with during a session. See Section 13 RISK BENEFITS ASSESSMENTS.

The following are additional measures relating directly to Forest School sessions.

- However many adults accompany Forest School sessions the person in charge is always the trained FS Leader.
- The FS Leader has overall duty of care for the children in his/her charge, but all adults are required to take all reasonable steps to ensure children are safe.
- 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.
- The FS Leader or Assistant will carry a First Aid kit.
- The FS Leader or Assistant will always carry an Emergency Bag (the Happy Bag) which is correctly stocked.
- The FS Leader will always carry a mobile phone and will ensure that there is easy access to a land line if the group is out of range.
- In the event of an emergency, the Emergency Procedure (see 10.7.2 below) will be followed.
- The FS Leader will review the risk assessments before every session.
- When tools are used the adult: child ratio will always be appropriate to the activity and the children carrying out the activity.

### **10.2. Site Risk Assessment**

A full site risk assessment has been carried out and, as a dynamic working document, will be updated as any new risks become apparent (see Section 14.1 SITE RISK BENEFIT ASSESSMENT).

When possible, the FS leader will also carry out a last check of the site prior to the arrival of a group using a checklist (see Section 13 Safety Sweep). Changing weather conditions and visitors to the site can create new challenges, such as fallen branches and litter. These will need to be assessed and may alter previously arranged activities. Such assessment will in any case be carried out on an ongoing basis by the FS Leader as part of his / her dynamic risk assessment during any session.

### 10.3. **Safety tips**

- In windy conditions, remember that 'gut feel' is a useful barometer for whether to enter the woods, taking into account all factors (type / size of tree etc.), but do not enter woods in winds of 35mph or more (Force 7).
- In windy conditions, keep a watchful eye on the surrounding tree branches.
- Leave the wood if substantial tree branches are blowing at 20 degrees or more.
- Be aware that it is possible for tree limbs and branches to drop on any day.
- Check children's clothing before going out on cold days.
- Carry spare clothing and a shelter sheet, such as a parachute.
- If the children are getting too cold, either warm them up through exercise, shared shelter, sitting by the fire or going inside.

### 10.4. **Food and Drink**

See also Section 14.9 FOOD RISK BENEFIT ASSESSMENT.

The FS Leader will be responsible for checking that no member of the group has any listed allergy to any of the products; if they have, the FS Leader will use their discretion as to whether a substitute product or different activity will be most appropriate.

Children will be provided a drink and biscuit at all Forest School sessions. This will usually take the form of hot chocolate and a rich tea biscuit. Blackcurrant is provided for those with lactose allergies and gluten free products for any who require them.

Activities may include cooking of food and wild food and the trying of these. Children will be instructed through an adult protocol. This is where nothing goes in their mouth until an adult has checked it.

Children will be taught, at an age appropriate time, reasons why berries and/or fruit from the woodland may not be eaten during Forest School sessions. They will be reassured that fruit from the woodland can be safe to eat, but can equally be dangerous and that adult supervision is very important in ensuring only the correct berries are eaten.

#### **10.4.1. When using Cooking as an activity**

- Inform parents/carers of planned activity and gain permission. Check children do not suffer from food allergies or that other reasons, such as religious reasons, do not permit children to handle or consume certain food types. Ensure you have up-to date information about allergies and religion.
- Food hygiene regulations should be followed.
- Risk-assess working area and activity.
- Food hygiene regulations should be followed.
- Carry antiseptic wipes or soap and water for hand washing. Have a plant sprayer filled with water to clean hands, this qualifies as running water.
- Split open food and check it is cooked before consumption.
- When cooking with a stick use green wood and remove bark before cooking using a knife and scraping action.
- Don't re-heat cooked food.
- Avoid foods that need a lot of fat to cook in case of pan fire.
- Get children to tuck in long hair and tie, roll up or fasten loose clothing.

### **10.4.2. Food Hygiene Procedure**

- All perishable food must be stored in a cool box / bag and wrapped in appropriate packaging to avoid attracting insects and vermin.
- Food must never be left uncovered at any time.
- All unused food stuffs and packaging must be disposed of appropriately.
- All cleaning products must be kept out of the reach of children.
- Hands must be cleaned before handling food and utensils.
- All children coming to Forest School must have a dry place in which to store their lunch bags.
- All water provided by Forest School must be fresh i.e. provided in sealed containers.
- Raw meats must be stored separately to cooked meats in a chilled container.
- Make sure products are used within the 'use by' date.
- Do not handle food items if suffering from colds or similar infections.
- Cover all cuts and grazes in the appropriate manner.
- Clean all food utensils and place in storage.
- Children are only permitted to eat at designated times.

### **10.4.3. Wild Food**

Forest School recognises that developing awareness and relationships with nature necessitates the children's confident ability to recognise and interact appropriately with trees and plants. Huge benefits result from the ongoing development of these relationships. With safe and professional guidance the children may be shown some uses of the plants for food, medicine and other practical uses. This greatly enhances their appreciation of their environment and leads to motivation to protect it. Other benefits include gathering the plants and processing them together, which, as an activity, promotes team work, community and can be developed to increase understanding of indigenous people and their values, as well as an appreciation for our own heritage uses of native plants. The children also gain self-confidence in being able to correctly identify plants and trees appropriately.

## **10.5. Fire**

Fire will only be used if relevant to the aims of the session. See also Section 14.8 FIRE RISK BENEFIT ASSESSMENT.

### **10.5.1. Fire safety**

- A fire session should not go ahead if the leader does not have confidence with the group or the weather is unsuitable e.g. changing wind conditions
- Fires are only allowed in the designated fire area
- The group needs to be made aware of the dangers and be instructed in fire safety.
- Fire must be within a circle which has a fixed boundary 2 metres away. This boundary will be formed of logged seating
- Strictly no thoroughfare when the fire is in situ
- Adults and children are only allowed into the fire circle if invited in by the FS Leader
- A bowl of water should be on hand for burns and to extinguish the fire at the end of the session
- If water is to be heated, kelly kettles are recommended. Different containers/methods could be used with older children at FS leader's discretion following risk assessment
- It is essential that there is an adult within the fire circle at all times so the fire is never left unsupervised

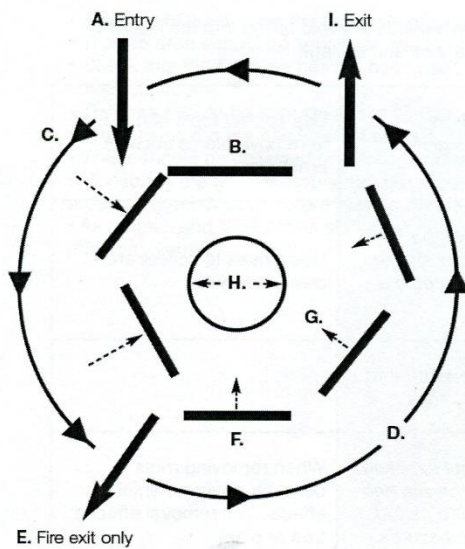
- Care should be taken when selecting food to be cooked. Care should be taken with hot food especially those with a high fat content e.g. marshmallows
- Do not overfeed the fire. Fires need to be extinguished at the end of the session by pouring water onto the fire are making sure it is thoroughly extinguished and no embers are still smouldering
- The position of the fire should take into account the ground surface, overhanging branches and nearby foliage

#### **10.5.2. Fire Circle – Seating**

- The area should be visibly risk assessed by the FS Leader before use and the log seats to be checked for stability before the children arrive.
- The rules and safety talk about exiting and entering the fire circle **must** happen before each session and the fire is lit
- The children must be reminded how to step out of the fire circle and **NEVER** cross the circle, even if the fire is not lit.
- The seating area will consist of logs / benches and will be placed 2 meters from the fire perimeter of the Fire Circle.
- No one can approach the fire circle perimeter unless they have been invited to do so by the FS Leader.

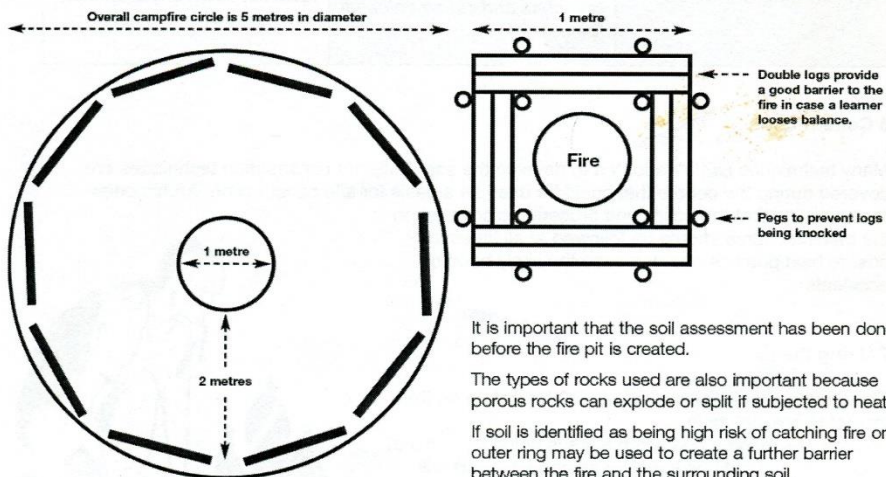
### 10.5.3. Fire Circle Area

**Diagram 1: Fire Pit Area**



- A. Entry all members enter from this side.
- B. Entry log This seat creates a barrier to prevent individuals walking straight into the fire pit area
- C. Direction of movement. Walking behind the benches prevents people from walking near or across the fire
- D. Wind shelter. This fence creates a wind break and stops people approaching the fire from a different direction guiding them into the entry point.
- E. Fire Exit. This exit is not used regularly it is for emergencies
- F. Log Benches. Benches are built to be the correct height to be easily stepped over by your group.
- G. Step over. Individuals follow the direction of movement and step over the bench and sit down.
- H. Fire pit. (see diagram 2 fire pit)
- I. Exit. Each person exits from this point to avoid collisions

**Diagram 2: Fire Pit**



#### **10.5.4. Lighting a fire**

- Lighting the fire is the responsibility of the FS Leader or other qualified adult (unless fire-lighting is the activity)
- The fire should only be lit once all the correct fire safety equipment is in place (see essential equipment list below)
- An open fire will only be lit within the fire circle (unless fire lighting is the activity).
- A lit fire will not be left unattended at any point and there must be one adult in the circle at all times.
- Discuss, before lighting, the rules and guidelines about behaviour around the fire and what is acceptable and what is not.
- If a situation or behaviour looks like it is becoming dangerous then the fire must be extinguished immediately by the FS Leader or the adult helper at the request of the Leader.

#### **10.5.5. Essential equipment for fire**

- Flame retardant Gauntlet gloves
- Fire steel
- Vaseline
- Cotton wool
- Fire kit (bucket of water, fire blanket, burns kit)

### **10.6. Tools**

See also Section 13 RISK BENEFIT ASSESSMENTS.

#### **10.6.1. Rationale for tool use**

Tools are used in Forest Schools in a traditional woodland manner and are introduced gradually with a structured safety base that children become familiar with. The use of tools in the woods promotes trust and self-confidence within those taking part and their use will develop both gross and fine motor skills.

#### **10.6.2. Guidelines for tool use**

- A tool session should not go ahead if the leader does not have confidence with the group
- All activities using tools are fully risk assessed (see 13 below)
- The FS Leader will check all tools are fit for continued use before the session
- Tools should be kept in a designated safe area when not in use - none should be left unattended outside this area
- Tools should be locked away safely in a suitable place when not being used for Forest School
- The FS Leader will give a safety talk each session and will explain how to use each of the tools safely (the tool talk).
- Tools are given out for a purpose and all adults should model their correct use, storage and transportation at all times
- The ratio will be no more than 1:6 when using tools
- Tools should be counted when handed out and counted back in again when finished
- If a child is not using the tool safely the activity will be stopped and safety instructions given again.

- All groups are to be supervised closely by competent leaders until deemed competent to work with limited supervision
- Adults should support, not interfere, with learning. They may assist with the use of tools that the learner is not competent to use yet to enable to learner to carry out their task.
- All knives will be closed/ sheaved immediately after use
- Saw guards will be replaced immediately after use
- Walking around with open/ unmasked tools will not be permitted
- Safe working distances and suitable ratios must be maintained at all times
- All group members will wear suitable boots/shoes and outdoor clothing for the activity they take part in
- Where any cutting or felling is taking place, helmets should be worn, and gloves provided for handling brush etc.

## 10.7. Emergencies

### 10.7.1. Summary

First Aid	<ol style="list-style-type: none"> <li>1. Follow Emergency Procedure. Any illness or injury to be treated by a qualified first aider.</li> <li>2. Check Dr A-B-C, Administer First Aid.</li> <li>3. Remove others in group from the situation, ensuring they are safe.</li> <li>4. Notify school office. And if necessary call for further assistance, or notify emergency services.</li> <li>5. Have medical details available in medical bag, and notify parents/guardians as appropriate.</li> <li>6. All accidents, however minor, must be reported to the Head who will complete an accident report form.</li> <li>7. Follow up to parents as usual.</li> </ol>
Missing Child	<ol style="list-style-type: none"> <li>1. On discovery of missing child use '1, 2, 3, where are you?' procedure and recall rest of the group.</li> <li>2. Activity for the rest of the group shall be suspended in order that up to two members of staff, including the Forest School Facilitator if appropriate may be released to conduct a search which shall last no more than five minutes. The rest of the Group will be kept in the learning area and sedentary activities such as having a snack, singing or sharing activity run by remaining adults.</li> <li>3. A five minute interval is immediately timed by the FS Leader.</li> <li>4. Once the five minute interval has expired the FS Leader (or other adult as instructed by the FS Leader) will contact emergency services</li> <li>5. The school will be informed so that they can contact the child's parents and inform them of the situation</li> <li>6. Staff should corroborate details of the situation, including last known position of the missing child and any timings. These will be recorded on the Incident Report Form</li> </ol>
Death or serious Incident	<ol style="list-style-type: none"> <li>1. Follow First Aid procedures</li> <li>2. Remain with casualty and remove others in group from the situation, ensuring they are safe.</li> <li>3. Immediately notify school office</li> </ol>

	4. School to inform emergency services, specifically the police 5. The police will notify the parents/guardians/next of kin. 6. Gain advice on follow up from the police 7. Report to RIDDOR and Ofsted.
Stranger or Uninvited Person (see also Section 4.4 Dogs and Members of the Public)	1. Challenge intruder, asking them to leave immediately. Escort them from the site. 2. Inform the School's Office and Child Protection Liaison Officer. 3. If a child is involved the police must be called, and the child/children involved are to be removed from situation and made to feel safe. 4. Parents/guardian should be briefed by FS Leader ASAP or in accordance with advice of the Police, ASAP.
Serious Behaviour Problems	Always adhere to school policy 1. Talk child involved down. 2. Remove other children from the area of risk, if it is deemed to be necessary. 3. Inform office and call for help as needed. 4. Debrief child after calm down period. 5. Log incident. 6. Inform parents/guardian 7. Create risk assessment, if necessary 8. Close supervision and monitoring of behaviour.

### 10.7.2. Emergency Procedure

A laminated copy of this procedure will be kept on site at every session for reference (in the Happy Bag).

In minor cases, the FS Leader will arrange to contact the parent of the injured child so they can be collected and taken to the hospital, doctor or home.

#### In case of serious injury:

1. Secure safety of whole group from further danger:
  - a. Stop all work/activities if safe.
  - b. Call in and locate group promptly as agreed with group in advance.
  - c. If possible, remove whole group from any further danger or threat of danger.
2. First Aider to attend to any casualties with adult helper and with regard for maintenance of ratios for the rest of the party.
3. Record changes in casualty's state and anything administered to them using the Casualty Monitoring Form.
4. If necessary, dial 999 and contact Emergency Services. Be ready with the following information:
  - a. Telephone number (mobile number if call is made on a mobile)
  - b. Details of your location (see below)
  - c. A brief description of the problem (e.g. symptoms)
  - d. State that the crew will be met by \_\_\_\_\_ at the entrance to the location to the site.
  - e. Speak clearly and slowly and be ready to repeat the information if asked.
5. Give grid references to 999 operator as required:
  - a. **Scout Hut = TQ 532593**

**b. Chalk Pit (centre of clearing) = TQ 533594**

6. Adult to meet emergency vehicle and direct crew to incident site.
7. Safety of the rest of group will be maintained by remaining adults away from the scene of the incident. Keep group calm – resume activity if appropriate or other activity.
8. If the injured child is taken to hospital, one member of staff will go with them and the child's parent will be updated by the remaining staff.
9. Informing next of kin should be carried out as soon as practicable after the incident by the Head Teacher.
10. Inform management of any major incident as soon as possible.
11. Incident Report Form and/or first aid book should be filled in as soon as possible. This should be filled in whenever the Emergency Procedure is used even if no one was harmed and it was just a near miss.

**10.7.3. Useful phone numbers / addresses**

Laminated contact cards with these details will be kept in the First Aid kit on the site at every session.

**School:** 01959 523145

**FS Leader mobile:** *[will be provided]*

**Nearest Doctor:** 01959 524633 Address: The Otford Medical Practice, Leonard Avenue Otford, Sevenoaks, Kent, TN14 5RB

**Nearest A & E:** 01689 863000 Address: Princess Royal University Hospital, Farnborough Common, Orpington, Kent, BR6 8ND

**Site address:** 15th Sevenoaks Scout Group, Otford Scout Hut, Station Road, Otford, Kent (station postcode: TN14 5QY)

**Site access details:** the site can be accessed via a track off the A225 - immediately right after the rail bridge if you're heading east from Otford towards Shoreham. The Scout Area is at the end of the track. The Chalk Pit is the woodland area to the east of the Chalk Pit and the clearing can be reached by following the path through the woods.

**Grid reference:** Scout Hut = TQ 532593; Chalk Pit (centre of clearing) = TQ 533594

**10.7.4. Lost or Missing Person Protocol**

Children are made aware of the boundaries and each group is counted in and out of the sessions. They know to immediately gather around when an adult shouts "Come home **[class name]!**" or "1, 2, 3, where are you?". In the event of a suspected lost or missing person:

- Activity for the rest of the group shall be suspended in order that up to two members of staff, including the FS Leader if appropriate, may be released to conduct a search which shall last no more than five minutes. The rest of the Group will be kept in the learning area and sedentary activities such as having a snack, singing or sharing activity run by remaining adults.
- A five minute interval is immediately timed by the FS Leader.
- Once the five minute interval has expired the class teacher will contact emergency services giving grid reference
- The school will be informed so that they can contact the child's parents and inform them of the situation.
- Staff should corroborate details of the situation, including last known position of the missing child and any timings. These should be recorded on an Incident Report Form.

**11. Safeguarding**

Everyone has a responsibility in relation to child protection.

**We are committed to:**

- taking all reasonable measures to safeguard and promote the welfare of each child in our care
- the practice of safe recruitment in checking the suitability of staff and volunteers to work with children and young people
- protecting each pupil from any form of abuse, whether from an adult or another pupil

**Our aims:**

- to raise awareness of individual responsibilities in identifying and reporting possible cases of abuse
- to provide a systematic means of monitoring, recording and reporting of concerns and cases
- to provide guidance on recognising and dealing with suspected child abuse
- to provide a framework for inter-agency communication and effective liaison
- to ensure that any deficiencies or weaknesses in child protection arrangements are remedied without delay
- to ensure that safe recruitment procedures are operated
- to design and operate procedures which promote this policy and which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations
- to contribute to the operation of appropriate health and safety procedures
- to have regard to and be consistent with relevant statutory and regulatory requirements and guidance.

In addition, adults working within Forest School need to appreciate that when children feel comfortable and content, when their instinct to trust and take risks is encouraged, they may be moved to disclose information which they might have otherwise kept to themselves.

Any volunteer, or member of staff, who finds that a child is telling them something that concerns them should follow the course of action set out below in simple steps:

1. **Listen** to the pupil but ask NO leading questions. Allow the child to lead the discussion but do not press for details.
2. **Keep calm and offer reassurance.** Accept what the child says without challenge.
3. **Make NO promises.** You cannot 'keep a secret'. You should make it understood that there are limits to confidentiality at the start of the disclosure.
4. **Inform** the Designated Safeguarding Lead (Hannah Chalkley (Deputy Head Teacher)) or one of the safeguarding Officers (Helen Roberts (Head Teacher) or Peppie Cornelius (Deputy Head Teacher)).
5. Keep an accurate, **written record** of the conversation, including the date, the time, the place the conversation occurred in and the essence of what was said and done by whom and in whose presence. Keep the record secure and hand it to the CPO.

## **12. Equality**

We are committed to giving each child the tools and the opportunities to achieve, irrespective of ethnicity, religion, attainment, age, disability, gender or background. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children or groups of children. The Forest School programme promotes children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence. All children will be

respected and their individuality and potential recognised, valued and nurtured. Forest School activities and the use of Forest School equipment will offer children the opportunity to develop in an environment free from prejudice and discrimination. We aim to provide all our children with the opportunity to succeed, and to reach the highest level of personal achievement.

To ensure that all children are able to access the Forest Schools sessions, we:

- have a limited stock of extra all weather clothing but ask that both parents and children think about the appropriateness of their clothing for outdoor activities, and to be aware that they are likely to take some of our mud home with them after a session at school
- actively foster friendships and collaboration between children who do not always get along in the usual course of events
- will help children with medical needs or disabilities so they can take as full a part as everyone else
- may risk-assess children with challenging behaviour who may need one-to-one supervision, but their entitlement remains the same

### 13. Safety Sweep Form

Date	Time	Name of Leader / teacher
Weather		
<b>Checklist</b>	<b>Yes / No</b>	<b>Comments</b>
Fallen Branches		
Low branches		
Protruding thorns		
Brambles / Nettles		
Slippery areas		
Broken glass / needles		
Vandalism / Intruders		
Weather effects		
Standing water		
Boundary line / fence		
Camp fire		
Happy bag		
Equipment ready		
Tool storage		
Tools ready		
Spare clothes		
Other hazards identified		
Action taken		

## 14. RISK BENEFIT ASSESSMENTS

### 14.1. SITE RISK BENEFIT ASSESSMENT

Location: Otford Scout Area and Chalk Pit	Assessor: Edmund Grobel	Date: 13 October 2016
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	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (Pxs) 1-25	Benefits
<b>On walk to site</b>										
1.	Roads on walk to and from site	Death / serious injury	Children and adults	Existing awareness  Risk apparent  <u>Existing school rules:</u>  Walk at all times  Adult makes decision about crossing road  Adult stays in road to stop traffic  Walk in pairs	Remind children about rules  Monitoring during walk	EG before each walk and all adults as appropriate	1	5	5	Road safety awareness  Risk-management

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
				1 adult at front and 1 at rear						
2.	Poisonous berries / plants on path	Illness	Children and adults	Existing awareness	Explanation to children of Nil by Mouth rule – no pick no lick  Monitoring  Point out particular plants	EG at start of sessions and all adults throughout programme as appropriate	2	4	8	Nature awareness  Risk-management
3.	Public / strangers on walk	Abduction	Children	Adult at front and back of line  Existing awareness	Reminder of rules  Vigilance	EG / adults	1	5	5	Risk-management  Community links
<b>On site</b>										

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
4.	Fence around edge	Injury	Children and adults	Existing awareness  Risk apparent	Explanation of risks to children  Monitoring of appropriate behaviour	EG at start of sessions and all adults throughout programme as appropriate	1	2	2	Risk-management
5.	Woodpile with nails and other debris	Injury	Children and adults	Existing awareness  Risk apparent	Out of bounds  Explanation of risks to children	EG at start of sessions and all adults throughout programme as appropriate	1	4	4	Sensory awareness  Risk-management
6.	Litter including broken glass / bottles	Injury	Children and adults	Scout Area site to be used has already been cleared of litter and covered in thick layer of earth  Existing awareness  Risk apparent	Safety sweep before each session  Establish and monitor boundaries / no-go areas through:  Walk around site	EG at start of sessions and all adults throughout programme as appropriate	2	4	8	Risk-management  Environmental awareness

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
					<p>Explanation of risk</p> <p>Boundary games</p> <p>Monitoring</p> <p>Explanation of what to do if litter found</p>					
7.	Uneven ground	Injury	Children and adults	<p>Existing awareness</p> <p>Risk apparent</p>	Point out particular areas of uneven ground	EG at start of sessions and all adults throughout programme as appropriate	1	3	3	<p>Physical development</p> <p>Resilience</p> <p>Sensory awareness</p> <p>Risk-management</p>
8.	Falling branches	Death / injury	Children and adults	Avoidance of areas under ash trees in Chalk Pit (due to ash dieback)	Assessment of risk on the day, taking into account weather conditions	EG at start of sessions	1	5	5	Risk-management

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
					Involvement of children					Environmental awareness  Sensory awareness
9.	Tree-climbing	Injury	Children	Existing awareness  Risk apparent	1:1 adult:child ratio  Adult and child to check ground under tree for sharp objects and tree for loose / rotting branches  No higher than arm reach or chest height	EG to establish rule  Adults and children	2	4	8	Physical development  Risk-management
10	Shrub layer / ground cover	Scratches, stings, trips, falls	Children and adults	Existing awareness  Risk apparent	Appropriate clothing  Point out particular dangers	EG at start of sessions and all adults throughout programme as appropriate	3	2	6	Risk-management

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
					Games to make children aware of surroundings					Physical development  Resilience  Sensory awareness
11	Fox / dog / cat faeces	Illness	Children and adults	Existing awareness  Risk apparent	Point out possibility  Discuss what to do if in contact	EG at start of sessions and all adults throughout programme as appropriate	3	2	6	Risk-management  Sensory awareness
12	Members of public / dog-walkers (in Chalk Pit)	Unwanted attention	Children and adults		Remind children that it is a public place – be friendly but let an adult know if anything makes them uncomfortable  Observe boundaries	EG at start of sessions and all adults throughout programme as appropriate	2	3	6	Risk-management  Community links  Social skills

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
					<p>Adult to intervene as necessary</p> <p>In extreme cases, call police and use Emergency Procedure</p>					
13	Dogs (in Chalk Pit)	Injury (physical and/or psychological)	Children / adults (particularly those with fear of dogs)		<p>Identify anyone fearful of dogs</p> <p>If dog arrives, adult to join him/her</p> <p>Everyone: arms by side, voices low, as still as possible</p> <p>Play games to reinforce</p>	EG at start of sessions and all adults throughout programme as appropriate	4	2	8	<p>Risk-management</p> <p>Resilience</p> <p>Nature awareness</p>

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
					FS Leader to speak to owner					
14	Poisonous berries / plants on site	Illness	Children and adults	Existing awareness	Explanation to children of Nil by Mouth rule – no pick no lick  Monitoring  Point out particular plants	EG at start of sessions and all adults throughout programme as appropriate	2	4	8	Nature awareness  Risk-management
<b>Inside Scout Hut</b>										
15	Tool storage area	Injury	Children	Doors	Children not to enter unless requested to do so	EG at start of indoor sessions	1	4	4	Risk-management
16	Fire	Injury / death	Children and adults	Fire extinguishers and fire blankets	Establish protocol with group	EG at start of indoor sessions	1	5	5	Risk-management

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
				Exits each end of hut (garage door in storage area)						
17	Kitchen	Injury	Children and adults		<p>Establish protocol with group</p> <p>Children only allowed in with permission (max 2 at a time) / with an adult</p> <p>Children not to use kettles / pour hot water</p>	EG at start of sessions and all adults throughout programme as appropriate	1	4	4	Risk-management

14.2. GENERAL WEATHER AND WELFARE RISK BENEFIT ASSESSMENT

Location: Otford Scout Area and Chalk Pit	Assessor: Edmund Grobel	Date:
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	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
18	Weather	Harm caused by extreme weather	Children and adults	Parents notified about appropriate clothing	Leader will check weather report prior to session and alter session accordingly. Explain to the group the consequences of bad weather.	FS Leader before session	1	1	1	self-esteem  independence  confidence
19	High winds	Falling branches / trees. Wind chill.	Children and adults		Group will not enter the woodland when wind is high. On days where wind speed may increase monitor regularly.	FS Leader before session	1	5	5	risk-management  physical literacy
20	Inappropriate footwear and clothing	Sunstroke / sunburn / cold induced conditions twisted	Children and adults	Parents notified about appropriate clothing	Leader to arrange borrowing of extra clothing if needed. Alter session if group is inappropriately clothed.	FS Leader and teacher before session	2	4	8	sensory awareness

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
		ankles/ trips								resilience
21	General health and welfare	Hunger / thirst / dehydration	Children and adults		Leaders to provide appropriate advice and manage wellbeing of group. Ensure regular food and drink breaks. Ensure allergies are considered.	FS Leader during session	1	2	2	
22	The sun	Sunstroke / sunburn / heat stroke	Children and adults	Parents notified about appropriate clothing	Staff and parents / carers to be advised to apply sun cream and bring sunhats. Leaders will carry sun cream but will not apply it to individuals.	FS Leader and teacher before session	1	2	2	
23	Medical problem	Allergic reactions / specific medical	Children and adults		Leader to use individual and class risk assessment form to ensure they are aware of allergies / medical conditions Teacher to liaise with	FS Leader and teacher before session	2	5	10	

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
		conditions			Leader prior to session. Medical forms to be brought on visit.					
24	Medical condition or accident	Accident or health problem occurring.	Children and adults		Leader trained in Outdoor Paediatric First Aid, group leadership, hazard perception and carries a first aid kit. Leaders to contact emergency services. Carry medical information forms. Leader will take control of any accident / health situation	FS Leader	2	4	8	
25	Hot food or drink	Burns / scalds	Children and adults		Procedures for hot food and drink – must be seated – allow time to cool – check with tip of tongue or base of lower lip.	FS Leader	2	2	4	

14.3. COLLECTING NATURAL MATERIALS RISK BENEFIT ASSESSMENT

Location: Otford Scout Area and Chalk Pit	Assessor: Edmund Grobel	Date:
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	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
1.	Branches & roots	Slips, trips, bangs, falls, scrapes	Forest school participants & leader	Woodland site risk assessment completed.	Group to be made aware of potential hazards before entering woodland.	FS Leader	2	3	6	self-esteem  independence
2.	Lifting	Back injury, muscle strain etc.	Forest school participants & leader		Lifting procedures and policy to be followed. All adults to be made aware of procedures prior to session and asked to remind children throughout.	FS Leader / other adults	2	4	8	confidence  risk-management  physical literacy
3.	Insects & plants	Stings. Anaphylactic shock	Forest school participants & leader	Area risk assessed. Leader aware of areas that contain stinging plants and insects.  FS Leader aware of any relevant medical conditions.	Make children aware.	FS Leader	2	4	8	sensory awareness  resilience

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
				Long sleeves and trousers.						
4.	Litter and debris	Cuts.	Forest school participants & leader	Area risk assessed and checked prior to session.	Children told to inform adults of hazards. Adults to remove from site using gloves or a litter picker.	FS Leader / other adults	2	4	8	
5.	Faeces	Infection and disease	Forest school participants & leader	Specific areas that are known to be frequented by cats / dogs / foxes to be checked prior to session.	Children told to inform adults and adults to remove from site wearing gloves.	FS Leader / other adults	3	3	9	
6.	Uneven ground	Trips, sprains, twists, falls and slips.	Forest school participants & leader	Area risk assessed to identify potential trip and slip hazards.	Make children aware.	FS Leader	3	3	9	
7.	Low branches and trees.	Banging, poking, grazing, harming eyes	Forest school participants & leader		Children advised of hazards that the branches may cause. Model to children how to move and	FS Leader / other adults	3	4	12	

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
					hold branches for other members of the group if they are passing them					
8.	Lifting and swinging sticks	Bangs, pokes, scratches, damage to eyes.	Forest school participants & leader		Lifting and moving wood procedures in place. Group shown how to lift and carry sticks correctly. All adults to control a situation where branches are not being carried correctly.	FS Leader / other adults	2	4	8	
9.	Fungus	Poison	Forest school participants & leader		Area checked prior to session and any areas where fungi identified to be restricted. Children shown fungi / pictures of fungi and told not to touch.  No eating / touching	FS Leader	1	5	5	

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
10	Toxic plants	Poison	Forest school participants & leader	<p>Area risk assessed. Leader aware of areas that may contain toxic plants and insects.</p> <p>FS Leader aware of any relevant medical conditions.</p>	<p>Area check prior to session and any areas where toxic plants are identified to be restricted. Highlight area to adults and children shown plants/ pictures of plants and told not to touch.</p> <p>No eating / touching</p>	FS Leader	1	5	5	

14.4. **BUILDING SHELTERS RISK BENEFIT ASSESSMENT**

Location: Otford Scout Area and Chalk Pit	Assessor: Edmund Grobel	Date:
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	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
1.	Site	Harm caused by branches, terrain etc,	Forest school participants & leader	Site specific Risk Assessment completed.	The group will be made aware of aspects highlighted in the Site Risk Assessment.	FS Leader	2	2	4	self-esteem  independence  confidence
2.	Collecting natural materials	Pokes, grazes, sprains, twists, strains	Forest school participants & leader	Collecting Natural Materials Activity Risk Assessment completed.	The group will be made aware of aspects highlighted in the Collecting Natural Materials Activity Risk Assessment.	FS Leader	1	2	2	risk-management  physical literacy
3.	Knots slipping	Rope burn, bumps from falling wood.	Forest school participants & leader		Specific knots and lashings are used for larger shelters. Groups to have practised and understood lashings before being	FS Leader	2	3	6	sensory awareness

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
					involved in larger scale constructions.					resilience
4.	Shelters collapsing .	Rope burn, bumps from falling wood.	Forest school participants & leader		Group advised how and where to construct their shelters. Site chosen and materials being used must be appropriate to the type of shelter being made. Diameter of materials used above head height not to exceed that of the supporting branches. FS Leader and adults to monitor shelters being made closely to identify support amendment to potentially hazardous shelters.	FS Leader / other adults	1	4	4	
5.	Branches sticking	Poking eyes on shelter	Forest school particip		Group advised to avoid using materials with potentially	FS Leader / other adults	2	4	8	

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
	out from shelter		ants & leader		dangerous spikes on them. Materials being used to be monitored by FS Leader and other adults. Ensure that group is aware of potential hazard.					
6.	Branches in shelter at head height	Banging heads.	Forest school participants & leader		Group advised not to run or move quickly in or out of the shelters. FS Leader and other adults to monitor shelters closely highlighting potential hazards	FS Leader / other adults	3	3	9	
7.	Branches, roots, string or rope	Trips and falls	Forest school participants & leader		Procedures are followed to ensure equipment being used for shelters is being stored appropriately. Group are aware of how they should be stored to avoid trip	FS Leader / other adults	3	3	9	

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
					hazards occurring. FS Leader and adults to ensure area is being kept clear and free from potential trip hazards.					
8.	Injury from use of tools	Cuts	Forest school participants & leader	Tool risk assessments completed.	Procedures are followed for tool used before activity begins. Children given tool talk and instructed how to follow Safe Tool Use procedures to ensure area is kept safe and tools handled correctly. FS Leader and adults to monitor use of tools and ensure that safety equipment is worn	FS Leader / other adults	1	5	5	
9.	Lifting heavy items	Back injury, muscle	Forest school particip		Lifting procedures and policy to be followed. All adults	FS Leader / other adults	2	3	6	

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
		strain etc.	ants & leader		<p>to be made aware of procedures prior to session and asked to remind children throughout.</p> <p>Group to practise lifting techniques and to be encouraged to work as a team to carry heavier items. FS Leader to ensure group are confident in lifting techniques before any heavy lifting</p>					

14.5. **ACTIVITIES USING ROPE OR STRING RISK BENEFIT ASSESSMENT**

Location: Otford Scout Area and Chalk Pit	Assessor: Edmund Grobel	Date:
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	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
1.	Visibility of rope / string / tying material.	Tripping, harm caused by walking into lines across paths.	Forest school participants & leader		Rope being used to span paths / tracks that may be a hazard to be brightly coloured or marked clearly to increase visibility e.g. with plastic bags / objects hung off the cord. Adults to monitor locations of ropes and encourage repositioning if necessary.	FS Leader / other adults	2	3	6	self-esteem  independence  confidence  risk-management  physical literacy
2.	Rope slipping	Rope burn	Forest school participants & leader		Gloves to be worn if the activity involves pulling a rope. Adults to monitor use of rope and to control activities that involve pulling on rope.	FS Leader / other adults	1	2	2	sensory awareness

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
3.	Rope positioned low to the ground	Trips / falls	Forest school participants & leader		Ropes to be brightly coloured and to be marked with objects that increase visibility. Groups encouraged to be considerate of other people when positioning the ropes to ensure they are not a trip risk. Adults to monitor and assist in repositioning where necessary.	FS Leader / other adults	2	2	4	resilience
4.	Loops of rope	Entanglement resulting in trip / fall etc	Forest school participants & leader		Ropes to be brightly coloured and to be marked with objects that increase visibility. Loose rope not to be left on floor and to be secured / tidied away when appropriate.	FS Leader / other adults	2	2	4	

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
5.	Neck height rope	Catching neck on rope.	Forest school participants & leader		Ropes to be brightly coloured and to be marked with objects that increase visibility. Groups taught to avoid putting ropes at neck height where people could walk into them. Adults to monitor and advise where appropriate.	FS Leader / other adults	2	2	4	

14.6. **ACTIVITIES USING BLINDFOLDS RISK BENEFIT ASSESSMENT**

Location: Otford Scout Area and Chalk Pit	Assessor: Edmund Grobel	Date:
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	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
1.	Blindfold /material	Tying the blindfold too tight.	Forest school participants		Blindfolds to be made from soft materials or use blindfold goggles. Leader to check blindfolds before activity begins.	FS Leader / other adults	1	1	1	self-esteem  independence  confidence
2.	Branches / trees	Walking into branches or trees	Forest school participants		Group to be made aware of dangers when blindfolded and the harm that could be caused by leading someone to a hazard. No child to be left unattended when blindfolded. Use blindfold goggles as a preferred method allowing the blindfolded child to remove quickly if	FS Leader / other adults	2	3	6	risk-management  physical literacy  sensory awareness

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
					they feel unsafe. Adults to monitor.					resilience
3.	Roots and branches	Trips / slips	Forest school participants		Ensure groups are told to watch out for trip / slip hazards before activity begins, remind if necessary throughout. Explain to the group how and when to communicate with the blindfolded person about imminent hazards. Adult to monitor.	FS Leader / other adults	2	3	6	
4.	Sharp items / branches.	Cutting	Forest school participants		Wear gloves if appropriate. Assess area for sharp items and advise children of these before they begin the activity. Explain to group to investigate gently as there may be sharp	FS Leader / other adults	2	3	6	

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
					parts. If working in partners encourage the un-blindfolded person to take responsibility for their partner's wellbeing.					
5.	Trees / low branches	Banging head	Forest school participants		Group must be made aware of dangers of leading someone who is blindfolded. If working in partners encourage the un-blindfolded person to take responsibility for their partner's wellbeing.	FS Leader / other adults	2	3	6	

14.7. LEAVING THE GROUND RISK BENEFIT ASSESSMENT

Location: Otford Scout Area and Chalk Pit	Assessor: Edmund Grobel	Date:
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	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
1.	Fall	Head injury	Forest school participants		Distance from ground specified. Area cleared. Group must understand that instructions must be followed specifically the height from the ground. FS Leader must control event.	FS Leader	2	4	8	self-esteem  independence  confidence  risk-management
2.	Lifting	Back strain.	Forest school participants lifting.		Lifting procedure to be followed to prevent back strain. The group need to know and practise the lifting procedure. FS leader to control at all times. Adults to help monitor.	FS Leader / other adults	2	4	8	physical literacy  sensory awareness
3.	Being dropped.	Bumps / breaks /	Forest school		Lifting procedures to be followed	FS Leader / other adults	2	5	10	resilience

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
		head injury	participants & leaders		correctly. Group to have practised lifting procedure. FS Leader to control the whole activity. Adults to monitor.					
4.	Hitting the ground.	Bumps / breaks / head injury	Forest school participants & leaders		The area selected for these activities is soft with any stones/branches removed. Group to have practised lifting procedure. FS Leader to control the whole activity. Adults to monitor.	FS Leader / other adults	2	5	10	
5.	Walking into ropes	Trips / slips / falls / catching neck	Forest school participants & leaders.		Ropes to be brightly coloured and to be marked with objects that increase visibility. Groups encouraged to be considerate of other people when positioning the ropes	FS Leader / other adults	3	2	6	

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
					to ensure they are not a trip risk. Adults to monitor and assist in repositioning where necessary.					
6.	Ropes failing	Falls / head injury / breaks	Forest school participants & leaders.		All equipment to be checked regularly and before use for wear / faults etc. that will prevent the ropes meeting specified standards. Ropes to be decommissioned if faults found.	FS Leader / other adults	2	4	8	
7.	Fall from tree	Falls / breaks / head injury	Forest school participants & leaders.		Avoid in wet conditions. Show leader tree first, clear area below of logs, stones etc. Clear and/or highlight any branches to avoid. Adults should be near enough to catch	FS Leader / other adults	2	5	10	

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
					<p>the child if he/she should fall but far enough away not to be invasive. As a guide, children should be allowed to climb up to the supporting adult's chest height.</p> <p>Leader to ensure group know the safety precautions.</p>					
8.	Branch breaking	Falls / breaks / head injury	Forest school participants & leaders.		<p>Identify trees / branches to be avoided. Test using ropes (take weight with feet slightly off the ground). FS Leader to make group aware of trees and branches that they should avoid and how to spot weak branches etc.</p>	FS Leader	2	4	8	

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
9.	Hammock	Injury from hammock	Forest school participants & leaders.		Identify trees / branches to avoid. Adult to supervise construction. FS Leader to make group aware not to swing the hammock.	FS Leader / other adults	1	2	2	

14.8. FIRE RISK BENEFIT ASSESSMENT

Location: Otford Scout Area and School Forest School Area	Assessor: Edmund Grobel	Date:
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	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (Pxs) 1-25	Benefits
1.	Flames and embers	Burns	Forest School participant	Fire circle to be designed in accordance with safety specifications.	<p>Make sure all students stay outside the 1.5m safety zone of the fire, this will be marked with logs.</p> <p>Tell students they may only walk around the outside of the 'fire circle' if they need to move</p> <p>Ensure students are told not to throw wood etc. into the fire</p> <p>Ensure students do not hold stick ends in the fire</p>	FS Leader	3	4	12	<p>self-esteem</p> <p>independence</p> <p>confidence</p> <p>risk-management</p> <p>physical literacy</p> <p>sensory awareness</p>

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
					Heat proof gloves to be used.					resilience
2.	Smoke	Smoke inhalation	Forest School participants (especially those with asthma)	FS Leader aware of any asthmatics beforehand	<p>Make students aware that they may move out of the line of smoke if necessary</p> <p>Keep smoky side of the fire clear</p> <p>Teacher to administer inhaler before joining fire circle</p>	FS Leader / other adults	3	3	9	
3.	Cooking equipment	Burn whilst cooking	Forest school participants & leaders.		<p>Ensure 'crowding' does not occur by keeping students around the fire to a safe number</p> <p>Make sure toast/damper sticks are of adequate length</p>	FS Leader	2	4	8	

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
					<p>FS Leader to supervise the removal of all items from the fire area.</p> <p>Fire proof gloves will be used when tending the fire.</p> <p>All children will be seated when passed any hot item.</p> <p>Group to move around the fire zone in a safe and controlled manner.</p>					
4.	Fire becoming out of control	Burns & smoke inhalation	Any users of woodland area.	Fire pit will be strategically placed with minimum risk of setting surrounding foliage alight.	<p>Fire will be kept small.</p> <p>Burning sticks will not be removed from fire. Always have water near fire to douse the ground and pour over the</p>	FS Leader	2	5	10	

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
					<p>fire at the end of the session</p> <p>Keep water and fire blanket in an obvious and clear spot.</p> <p>Fire will be extinguished appropriately before leaving the site.</p> <p>A fire blanket will be available to wrap around person who may be alight.</p>					
5.	Hot food	Burns	Forest school participants & leaders.		<p>All group to be told about the dangers of eating food directly from the fire.</p> <p>Food will be hot once removed from fire. Children will be told suitable time scales for eating food once removed from fire. Group to</p>	FS Leader	2	2	4	

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
					be encouraged to test temperature of the food using their bottom lip before eating.					
6.	Fire circle	Slipping / tripping / falling once fire is alight.	Forest school participants & leaders.	Fire circle to be designed in accordance with safety specifications.	<p>Ensure there is a safe working distance from fire to prevent slipping.</p> <p>Seating around the fire will be a distance of a minimum of 1.5 meters and will be raised off the ground to aid easy exit and reduce risk of falling. Ensure that group have a full understanding of the 'respect' position when using the fire. FS Leader to control the activity at all times. Once fire is lit,</p>	FS Leader	2	5	10	

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
					not to be left unattended.					

14.9. **FOOD RISK BENEFIT ASSESSMENT**

Location: Otford Scout Area and Chalk Pit	Assessor: Edmund Grobel	Date:
To be read in conjunction with 10.4 Food and Drink Protocol		

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
1.	Stick	Stick Sharp stick in eye	Forest school participants & leaders		<p>Advise students to keep sticks pointed down at all times.</p> <p>Children with gross motor difficulties to be supported by an adult.</p> <p>Children to remain seated throughout cooking.</p> <p>2 children at fire perimeter at any one time.</p> <p>Demonstrate safe handling, e.g. not waving them around and retracting them</p>	FS Leader	3	3	9	<p>self-esteem</p> <p>independence</p> <p>confidence</p> <p>risk-management</p> <p>physical literacy</p> <p>sensory awareness</p>

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
					in so not to burn others.					resilience
2.	Fire / sparks	Getting too close to fire/burn	Forest school participants & leaders		Advise students to stay a safe distance from embers and make sure sticks are long enough to allow for this.	FS Leader	3	4	12	
3.	Heated sugar	Burn from hot marshmallow	Forest school participants & leaders		Students not to wave sticks around with hot marshmallows on end and only once they have counted to 10 to ensure it is cool enough.  Make 's'mores' to reduce risk of hot sugar making contact with hands	FS Leader	3	2	6	
4.	Allergic reaction	Allergy to food	Forest school participants	FS Leader aware of any allergies beforehand	Double check with children before session	FS Leader	2	4	8	

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
			ants & leaders							
5.	Hygiene	Stomach upset	Forest school participants & leaders		<p>Food cooked during Forest Schools to be cooked adhering to recommended cooking times.</p> <p>Ensure all who are participating clean and then sanitise before they handle the food substances.</p> <p>Maintain good food hygiene procedures – e.g. not mixing raw and cooked meats</p>	FS Leader	5	1	5	

14.10. WATER RISK BENEFIT ASSESSMENT

Location: Otford Scout Area and Chalk Pit	Assessor: Edmund Grobel	Date:
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	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
1.	Deep water (still)	Drowning	Forest school participants & leaders		Where water is present group to be given safety brief. Ensure adequate supervision for all activities near the water.  FS Leader to carry out appropriate safety briefs.	FS Leader	1	5	5	self-esteem  independence  confidence  risk-management
2.	Shallow water (still)	Drowning	Forest school participants & leaders		Where water is present group to be given safety brief. Ensure adequate supervision for all activities near the water.  FS Leader to carry out appropriate safety briefs.	FS Leader	1	5	5	physical literacy  sensory awareness  resilience

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
3.	Falling in water / rain	Wet Hypothermia	Forest school participants & leaders		<p>To check weather and take appropriate clothing and equipment.</p> <p>Ensure a change of clothes is taken in case of falling into water.</p> <p>Ensure all activities that involve water are appropriate for weather conditions.</p>	FS Leader				
4.	Standing water	Disease	Forest school participants & leaders		<p>Areas of standing water noted and advice sought if appropriate. Groups informed of dangers of disease from stagnant and standing water. FS Leader to carry out appropriate safety discussions</p>	FS Leader	2	4	8	

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
5.	Pond on school site	Falling in pond	Forest school participants & leaders	Pond area locked when not in use.	Children to be taught to pond dip safely and to follow procedure when in the pond area. No one to enter pond without adult. Children taught to walk at all times around pond area. Kneel in 'respect' position for stability. Ratio to be no more than 1:8 – ratio should be of a number that an adult can safely supervise. (Reception ratio 1:4) Children to be taught not to sit or stand behind one another. No child to go onto decking unless invited.	FS Leader	1	4	4	

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
6.	Pond dipping equipment	Cuts abrasions from damaged equipment.	Forest school participants & leaders	Equipment regularly checked to ensure suitable for purpose.	When not in use equipment should be kept away from the edge of the pond.	FS Leader	2	1	2	
7.	Pond water (school site)	Disease	Forest school participants & leaders		Hands should be washed thoroughly after activity and children to be reminded not to put hands near mouths.	FS Leader	2	1	2	

14.11. **BOW SAW RISK BENEFIT ASSESSMENT**

Location: Otford Scout Area and Chalk Pit	Assessor: Edmund Grobel	Date:
For more detail on safe use and storage of all tools, see here (print-out also provided with tools themselves): <a href="http://forestschoollportfolio.com/wp-content/uploads/2016/04/FSW-Safe-use-and-storage-of-tools.pdf">http://forestschoollportfolio.com/wp-content/uploads/2016/04/FSW-Safe-use-and-storage-of-tools.pdf</a>		

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
1.	Transportation, passing and storage of Bow Saw	Injury	Forest school participants & leaders	All bow saws to be kept in a locked container until supervised use begins.	All Bow Saws to have their blade guard on when not being used. Tool talk given before each use. Ensure group have understanding of what tool is used for, how to carry, pass and store the tool correctly.	FS Leader	1	4	4	self-esteem  independence  confidence  risk-management
2.	Bow Saw slipping during use	Cuts	Forest school participants & leaders	Tool maintenance keeps Bow Saw sharp and useable.	Glove to be worn on non-sawing hand. Group to have full understanding of how to position the tool correctly when using it so if a slip occurs it will not	FS Leader / other adult	2	3	6	physical literacy  sensory awareness

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
					make contact with them or any other member of the group					resilience
3.	Bow Saw blade snapping	Cuts	Forest school participants & leaders	Regular effective maintenance of tools	Glove worn on non-sawing hand. Group to be informed of how the blade should look and that if it doesn't resemble that they should report it immediately to the leader. Tool to then be decommissioned. Tools to be inspected by FS Leader prior to use.	FS Leader	2	3	6	
4.	Bow Saw trapping hand	Cuts	Forest school participants & leaders	Hand guard on tools.	Glove worn on non-sawing hand. Correct position of saw when in use to be followed.	FS Leader / other adult	2	3	6	

14.12. SHEATH KNIFE RISK BENEFIT ASSESSMENT

Location: Otford Scout Area and Chalk Pit	Assessor: Edmund Grobel	Date:
For more detail on safe use and storage of all tools, see here (print-out also provided with tools themselves): <a href="http://forestschoollportfolio.com/wp-content/uploads/2016/04/FSW-Safe-use-and-storage-of-tools.pdf">http://forestschoollportfolio.com/wp-content/uploads/2016/04/FSW-Safe-use-and-storage-of-tools.pdf</a>		

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
1.	Transportation, passing & storage of sheath knife	Injury	Forest school participants & leaders	All knives to be kept in a locked container until supervised use begins.	All sheath knives to be kept in sheaths when not being used. Tool talk given before each use. Ensure group have understanding of what tool is used for, how to carry, pass and store the tool correctly.	FS Leader	1	5	5	self-esteem  independence  confidence  risk-management
2.	Sheath knife slipping during use	Cuts	Forest school participants & leaders	Tool maintenance keeps sheath knife sharp and useable.	Glove to be worn on non-cutting hand. Group to have full understanding of how to position the tool correctly when using it so if a slip occurs it will not	FS Leader	2	3	6	physical literacy  sensory awareness

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
					make contact with them or any other member of the group					resilience
3.	Sheath knife blade snapping	Cuts	Forest school participants & leaders	Regular effective maintenance of tools.	Glove worn on non-cutting hand. Group to be informed of how the blade should look. Group should know that if a problem occurs with the knife they should report it immediately to the leader. Tool to then be decommissioned. Tools to be inspected by FS Leader prior to use.	FS Leader	2	3	6	

14.13. **BILL HOOK RISK BENEFIT ASSESSMENT**

Location: Otford Scout Area and Chalk Pit	Assessor: Edmund Grobel	Date:
For more detail on safe use and storage of all tools, see here (print-out also provided with tools themselves): <a href="http://forestschoollportfolio.com/wp-content/uploads/2016/04/FSW-Safe-use-and-storage-of-tools.pdf">http://forestschoollportfolio.com/wp-content/uploads/2016/04/FSW-Safe-use-and-storage-of-tools.pdf</a>		

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
1.	Transportation, passing & storage of Bill Hook	Injury	Forest school participants & leaders	All Bill Hooks to be kept in sheaths when not being used.  All Bill Hooks to be kept in a locked container until the supervised use begins.	Tool talk given before each use. Ensure group have understanding of what tool is used for, how to carry, pass and store the tool correctly.	FS Leader	1	4	4	self-esteem  independence  confidence
2.	Bill Hook slipping during use	Cuts	Forest school participants & leaders	Tool maintenance keeps Bill Hook sharp and useable.	No gloves to be used to prevent slipping. Group to have full understanding of how to position the tool correctly when using it so if a slip occurs it will not make contact with them or any other	FS Leader	2	4	8	risk-management  physical literacy  sensory awareness

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
					member of the group					resilience
3.	Bill Hook bouncing off	Cut	Forest school participants & leaders	Tool maintenance keeps Bill Hook sharp and useable.	No gloves to be used to prevent slipping. Group to have full understanding of how to position the tool correctly when using it so if a slip occurs it will not make contact with them or any other member of the group	FS Leader	2	4	8	
4.	Missing Bill hook when hitting with piece of wood	Bruises (breaks of fingers) Splinters	Forest school participants & leaders		Partners to use 3 questions and responses before allowing the Bill Hook to be hit. If piece of wood is unsuitable replace with another piece of wood.	FS Leader	3	1	3	

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
5.	Bill Hook blade snapping	Cuts	Forest school participants & leaders	Regular effective maintenance of tools.	Group to be informed of how the blade should look. Group should know that if a problem occurs with the bill hook they should report it immediately to the leader. Tool to then be decommissioned. Tools to be inspected by FS Leader prior to use.	FS Leader	1	4	4	

14.14. **LOPPERS RISK BENEFIT ASSESSMENT**

Location: Otford Scout Area and Chalk Pit	Assessor: Edmund Grobel	Date:
For more detail on safe use and storage of all tools, see here (print-out also provided with tools themselves): <a href="http://forestschoollportfolio.com/wp-content/uploads/2016/04/FSW-Safe-use-and-storage-of-tools.pdf">http://forestschoollportfolio.com/wp-content/uploads/2016/04/FSW-Safe-use-and-storage-of-tools.pdf</a>		

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
1.	Transportation, passing & storage of loppers	Injury	Forest school participants & leaders	All loppers to be kept in a locked container until the supervised use begins.	Tool talk given before each use. Ensure group have understanding of what tool is used for, how to carry, pass and store the tool correctly.	FS Leader	1	3	3	self-esteem  independence  confidence
2.	Loppers slipping during use	Cuts	Forest school participants & leaders	Tool maintenance keeps loppers sharp and useable.	No gloves to be used to prevent slipping. Group to have full understanding of how to position the tool correctly when using it so if a slip occurs it will not make contact with them or any other member of the	FS Leader	2	3	6	risk-management  physical literacy  sensory awareness

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
					group. Group know size of wood they can cut with loppers.					resilience
3.	Loppers bouncing off	Cut	Forest school participants & leaders	Tool maintenance keeps Loppers sharp and useable.	No gloves to be used to prevent slipping. Group to have full understanding of how to position the tool correctly when using it so if a slip occurs it will not make contact with them or any other member of the group	FS Leader	2	3	6	
4.	Loppers blade snapping	Cuts	Forest school participants & leaders	Regular effective maintenance of tools.	Group to be informed of how the blade should look. Group should know that if a problem occurs with the loppers they should report it immediately to the leader. Tool to then be	FS Leader	1	3	3	

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
					decommissioned. Tools to be inspected by FS Leader prior to use.					

14.15. **POTATO PEELERS RISK BENEFIT ASSESSMENT**

Location: Otford Scout Area and Chalk Pit	Assessor: Edmund Grobel	Date:
For more detail on safe use and storage of all tools, see here (print-out also provided with tools themselves): <a href="http://forestschoollportfolio.com/wp-content/uploads/2016/04/FSW-Safe-use-and-storage-of-tools.pdf">http://forestschoollportfolio.com/wp-content/uploads/2016/04/FSW-Safe-use-and-storage-of-tools.pdf</a>		

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
1.	Transportation, passing & storage of peelers	Injury	Forest school participants & leaders	All peelers to be kept in a locked container until the supervised use begins.	Tool talk given before each use. Ensure group have understanding of what tool is used for, how to carry, pass and store the tool correctly.	FS Leader	1	4	4	self-esteem  confidence  risk-management
2.	Peelers slipping during use	Cuts	Forest school participants & leaders	Tool maintenance keeps peelers sharp and useable.	No gloves to be used to prevent slipping. Group to have full understanding of how to position the tool correctly when using it so if a slip occurs it will not make contact with them or any other	FS Leader	2	3	6	physical literacy  sensory awareness

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
					member of the group.					
3.	Peelers blade snapping	Cuts	Forest school participants & leaders	Regular effective maintenance of tools.	Group to be informed of how the blade should look. Group should know that if a problem occurs with the peelers they should report it immediately to the leader. Tool to then be decommissioned. Tools to be inspected by FS Leader prior to use.	FS Leader	1	3	3	

14.16. SECATEURS AND SCISSORS RISK BENEFIT ASSESSMENT

Location: Otford Scout Area and Chalk Pit	Assessor: Edmund Grobel	Date:
For more detail on safe use and storage of all tools, see here (print-out also provided with tools themselves): <a href="http://forestschoollportfolio.com/wp-content/uploads/2016/04/FSW-Safe-use-and-storage-of-tools.pdf">http://forestschoollportfolio.com/wp-content/uploads/2016/04/FSW-Safe-use-and-storage-of-tools.pdf</a>		

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
1.	Transportation, passing & storage of secateurs / scissors	Injury	Forest school participants & leaders	All secateurs / scissors to be kept in a locked container until the supervised use begins.	Tool talk given before each use. Ensure group have understanding of what tool is used for, how to carry, pass and store the tool correctly.	FS Leader	1	4	4	self-esteem  independence  confidence
2.	Secateurs / scissors slipping during use	Cuts	Forest school participants & leaders	Tool maintenance keeps secateurs / scissors sharp and useable.	No gloves to be used to prevent slipping (other than on non-holding hand with secateurs). Group to have full understanding of how to position the tool correctly when using it so if a slip occurs it will not	FS Leader	2	3	6	risk-management  physical literacy  sensory awareness

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
					make contact with them or any other member of the group. Group know size of objects they can cut with secateurs / scissors.					resilience
3.	Secateurs / scissors blade snapping	Cuts	Forest school participants & leaders	Regular effective maintenance of tools.	Group to be informed of how the blade should look. Group should know that if a problem occurs with the secateurs / scissors they should report it immediately to the leader. Tool to then be decommissioned. Tools to be inspected by FS Leader prior to use.	FS Leader	1	3	3	

14.17. **HAND DRILLS AND PALM DRILLS RISK BENEFIT ASSESSMENT**

Location: Otford Scout Area and Chalk Pit	Assessor: Edmund Grobel	Date:
For more detail on safe use and storage of all tools, see here (print-out also provided with tools themselves): <a href="http://forestschoollportfolio.com/wp-content/uploads/2016/04/FSW-Safe-use-and-storage-of-tools.pdf">http://forestschoollportfolio.com/wp-content/uploads/2016/04/FSW-Safe-use-and-storage-of-tools.pdf</a>		

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
1.	Transportation & storage of drills	Injury sustained during transport of drill	Forest school participants & leaders	Drills kept in designated tool box when not in use.	Tool talk given before each use. Ensure group have understanding of what tool is used for, how to carry, pass and store the tool correctly.	FS Leader	1	4	4	self-esteem  independence  confidence
2.	Drill slipping off target when in use	Bruises & cuts	Forest school participants & leaders	Regular and effective tool maintenance.	No gloves worn to prevent slipping. To ensure group have a full understanding of how to position the tool correctly when using it so if a slip occurs it will not make contact with themselves or any member of the	FS Leader	1	4	4	risk-management  physical literacy  sensory awareness

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
					group. The group should know that if a problem has occurred with a tool it should be reported immediately to the Leader. The Leader will decommission the tool.					resilience
3.	Drill failing	Bruises & cuts	Forest school participants & leaders	Drills kept in designated tool box when not in use.	No gloves to be worn to prevent slipping. Group to fully understand the use and storage of the tool.	FS Leader	1	4	4	
4.	Drill bit snapping	Cuts	Forest school participants & leaders	Regular effective maintenance of tools.	Group to be informed of how the drill bit should look. Group should know that if a problem occurs with the drill they should report it immediately to the leader. Tool to then be decommissioned.	FS Leader	1	4	4	

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
					Tools to be inspected by FS Leader prior to use.					

14.18. MALLET RISK BENEFIT ASSESSMENT

Location: Otford Scout Area and Chalk Pit	Assessor: Edmund Grobel	Date:
For more detail on safe use and storage of all tools, see here (print-out also provided with tools themselves): <a href="http://forestschoollportfolio.com/wp-content/uploads/2016/04/FSW-Safe-use-and-storage-of-tools.pdf">http://forestschoollportfolio.com/wp-content/uploads/2016/04/FSW-Safe-use-and-storage-of-tools.pdf</a>		

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
1.	Transportation & storage of mallets	Injury sustained during transport of mallet	Forest school participants & leaders	Mallets kept in designated tool box when not in use.	Tool talk given before each use. Ensure group have understanding of what tool is used for, how to carry, pass and store the tool correctly.	FS Leader	1	1	1	self-esteem  independence  confidence
2.	Mallet slipping off target when in use	Bruises	Forest school participants & leaders	Regular and effective tool maintenance.	No gloves worn on tool hand to prevent slipping. Ensure group have a full understanding of how to position the tool correctly when using it so if a slip occurs it will not make contact with themselves or any	FS Leader	2	3	6	risk-management  physical literacy  sensory awareness

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
					member of the group. The group should know that if a problem has occurred with a tool it should be reported immediately to the Leader. The Leader will decommission the tool.					resilience
3.	Mallet failing	Bruises	Forest school participants & leaders	Mallet kept in designated tool box when not in used.	No gloves to be worn on tool hand to prevent slipping. Group to fully understand the use and storage of the tool.	FS Leader	1	3	3	
4.	Mallet hitting fingers	Bruises fractures of finger bones.	Forest school participants & leaders		Users made aware of safe use. Ensure that group understand how to position hands when using the mallet.	FS Leader	2	1	2	

14.19. FIRE STEEL RISK BENEFIT ASSESSMENT

Location: Otford Scout Area and Chalk Pit	Assessor: Edmund Grobel	Date:
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	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
1.	Transportation & storage of Fire steel	Injury sustained during transport of fire steel	Forest school participants & leaders	Fire steels kept in designated tool box when not in use.	Tool talk given before each use. Ensure group have understanding of what tool is used for, how to carry, pass and store the tool correctly.	FS Leader	2	1	2	self-esteem  independence  confidence
2.	Fire steel being struck	Burns Forest school	Forest school participants & leaders		Group instructed to strike away from body and facing upwind to prevent burns from ignition of tinder. Only to be used on flammable material as per instructed by leader. Suitable ratio of adults to children to be maintained.	FS Leader	1	2	2	risk-management  physical literacy  sensory awareness

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
3.	Breakage / damage to tool	Cuts	Forest school participants & leaders	Regular effective maintenance of tools.	Group to be informed of how the steel should look. Group should know that if a problem occurs with the steel they should report it immediately to the leader. Tool to then be decommissioned. Tools to be inspected by FS Leader prior to use.	FS Leader	1	3	3	resilience
4.	Storage	Misuse of steels	Forest school participants & leaders		Fire steels to be counted out and back in when being used.	FS Leader / other adult	1	1	1	

14.20. **KELLY KETTLE RISK BENEFIT ASSESSMENT**

Location: Otford Scout Area and Chalk Pit	Assessor: Edmund Grobel	Date:
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	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
1.	Transportation	Burns	Forest school participants & leaders		Not to be transported around site when hot. Only adults to use the Kelly Kettle. To be lit once children are away from the fire circle.	FS Leader	1	4	4	self-esteem  independence  confidence
2.	Water & metal of Kelly Kettle	Burns or scalds	Forest school participants & leaders		Flat base level on the floor. Kettle not to be touched when in use. Hands, face, hair, body and clothing to be kept clear of the chimney. Kettle not to be filled beyond max marker. Safe distance to be kept from kettle when in use. Cork to be removed prior to use. Fire to be kept	FS Leader	1	4	4	risk-management  physical literacy  sensory awareness  resilience

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
					manageable. Safe pouring procedures to be followed.					
3.	Accidental fire	Burns	Forest school participants & leaders		Once water has been heated fire to be extinguished by responsible adult. Fire kept manageable. Ensure clear working area around the kettle. If ground very dry douse with water before and after use.	FS Leader	1	4	4	
4.	Breakage / damage of kettle	Burns, cuts	Forest school participants & leaders	Regular effective maintenance.	Group to be informed of how the kettle should look. Group should know that if a problem occurs with the kettle they should report it immediately to the leader. Kettle to then be decommissioned.	FS Leader	1	4	4	

	Hazard	Harm	People at risk	Existing preventative measures	New preventative measures	Who? When?	Probability (P) 1-5	Severity (S) 1-5	Rating (PXS) 1-25	Benefits
					Kettles to be inspected by FS Leader prior to use.					
5.	Storage	Burns cuts	Forest school participants & leaders		Ensure empty of water and cold before storing.	FS Leader / other adult	1	1	1	