

# Forest School

at



ST AUGUSTINES  
SCHOOL AND NURSERY



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# About Forest School

Below is the information leaflet that is given to stake holders to inform that about forest school at our settings.

## Forest School



### What is Forest School?

Forest school originated from the Scandinavian education and came to the UK in 1995 where it has developed and grown a recognition. Some may say forest school is children 'playing in the woods' but it is much, much more. Forest school centres around developing children's 5 Cs: Conscious of self, control of self, catalyst, community and compassion. Each session and setting tailor to the needs of the children and the ethos of our Forest School is freedom. Yes, the children will be playing in the forest but they may be developing their ecology of our setting, they may be developing their tool skills or exploring why the fire went light with wet wood. This all developing resilient, confidence children.

### Where and when is Forest school?

If you have not yet visited our school site, please feel free to book in a visit with Miss Jones. We are very lucky to have a vast woodland, meadow and many resources to support our Forest School sessions on our very doorstep. The pupils involved in the sessions varies term to term and the sessions are carried out during school hours. Miss Jones does also a small after school club. Forest school happens in all-weather types.

### What will my child be doing?

This varies session to session. The trained Forest school lead will plan sessions based on the children's needs and interests but the children may choose to take the session in a different direction. Possible activities include:

- Hunting for minibeasts
- Natural crafts - necklaces, dreamcatchers, crowns, hapa-zome, collages
- Fire building and cooking at the fire circle
- Shelter building and knots
- Tree climbing

As identified, the sessions are planned around the children. They are sequences sessions that build on the skills the children need and are interested in.



### Why we do Forest school.

Forest School sessions support children's holistic development. This includes:

- Health and fitness - being outdoors in the natural environment
- Social and communication - sharing experiences and solving problems
- Gaining knowledge from first hand experiences
- Curriculum links
- Individuality - children intrinsically choosing what they would like to learn and develop
- Resilience and self-esteem



### Who will be leading Forest school?

One of our teachers, Miss Jones has recently completed her Level 3 Forest school qualification and will be leading sessions. Additional staff will also be supporting Miss Jones, depending on ratios and children in each group.

### Health and Safety

Forest school involves a lot of risky play. Allowing children to experience risk to support his development. Health and Safety is considered and risk assessments are implemented and carried out for specific activities; these can be found in the Forest School handbook.

### Important information.

Forest school is outdoors and can be very messy. Therefore, please ensure the following:

- Your child wears sunscreen and brings a sunhat in sunny, hot weather
- Your child wears old clothing that is allowed to become messy
- Your child has a waterproof coat and wellies in rainy weather (as you may be aware we do have wellies and overalls for some of KS1 but it is best for your child to come ready)
- Warm clothing: hats, scarves, gloves in the winter months.

Using our school's communication method, weekly reminders and requests may be sent out.

# Map of the site

Below is an ariel image of our site on schools grounds. There are areas that are not seen on this image but are labeled as they have been developed and built since.

Fire Circle

Woodland area

Treehouse



Adventure center

Allotment

Meadow

Entrance

Hilled area

# Health and safety

## Insurance Details

The school has insurance and it covers all of the activities in the Forest School sessions.

## Risk Management

Forest school children will learn how to risk assess themselves with guidance and support from the forest school leader. In sessions, children are provided with the opportunities to overcome potential hazards in their safe play environments. Through this children develop problem solving skills and resilience.

However, before the children arrive at their session, our Forest School leaders complete an initial risk assessment to ensure that the area is safe for play. All activities are risk assessed individually and tools also have their own risk assessments (these can be found in the appendices).

Additionally, at the start of each session, with the forest school leader, the children conduct a 'Danger Ranger' walk to look for any potential hazards.

Because sessions are based on the children's interests and sessions can change in the moment, a dynamic risk assessment has been created for the Forest school leader or other adults to quickly assess the new activities/hazards. There is a laminated version in the adventure center but also one in the appendices.

## First Aid

Our School setting has a first aid policy which should be followed and staff whom may take part in Forest school will be staff members who have seen and read the first aid policy. However, in Forest School sessions there are some alterations and procedures that are additional. The Forest School Leader has a QNUK Level 3 Forest School first aid and the forest school lead carry's a first aid kit at all times. The burns first aid kit is brought out when the fire is being lit and is stored in the Den store next to the fire circle. The first aid book will be filled out when any first aid is given and if a serious matter occurs, please see the emergency plan below.

## Emergency Plan

**If a child or staff member is injured.**

- A whistle is blown (different to the gathering whistle) to inform other staff
- The other member of staff gathers other children in a different area
- If it is the other member of staff injured, then the forest school lead will call the school office (01928 568936) or the Headteacher to support the other children.
- Forest school leader or other staff member calls emergency services and the Forest school lead begins to give First Aid (whilst on speaker phone if needed)
- School office is rang to inform parents/carers and ask another member of staff to collect the other children from the site.

**If the FS Leader is injured**

- A member of staff calls the office for further adult support
- A member of staff locates the children to another area or indoors in school
- Another member of staff (Ms McHale, Ms Murphy,, Ms Owens) carries out first aid and monitors casualty.
- Member of staff calls emergency services and follows their instructions.

Our nearest 24 hour Accident and Emergency hospital is:

Whiston Hospital

Warrington Rd,

Rainhill,

Prescot

L35 5DR

0151 426 1600

## Poor weather and clothing

There is a part of the risk assessment that refers to poor weather and clothing (see appendices). The forest school leader will risk assess the weather before sessions take place and also look at future weather predictions online. Sessions will not take place if:

- Strong winds
- Extreme temperatures
- Children or adults are dressed correctly

Below is a list of the clothing that is appropriate for Forest school sessions.

### Cold/Wet Weather

Warm, waterproof coat or all in one

Lots of layers including a long sleeved

Top and a jumper

Long trousers or leggings (waterproof if possible!)

Trainers, walking boots or wellies

Hat, scarf and gloves

As you may be aware, School do have overalls and wellies but these are only small sizes.

### Hot Weather

Lightweight waterproof coat

Long sleeved top

Long trousers or leggings (no shorts, skirts or bare legs please)

Trainers or walking boots (no open toed shoes please)

Sun hat and sun cream

Reminder that children need to be able to re-apply their own sun cream but this can be brought to sessions.



The children WILL GET DIRTY! So please consider this when choosing clothing.

## Toileting and hygiene

The children can use the indoor school toilets in the hall or by the school main office but a member of staff has to accompany the children. There is a compost toilet on site. This can be used but the children need to make the Forest school leader they have used this so it can be cleaned correctly. When the children have used the compost toilet they will use alcohol free sanitizer which the forest school leader has in the adventure center. This will also be used before eating any cooked foods. If children do want to wash their hands there will be a bowl of water and soap or they can use the indoor facilities.

## Food, litter and waste water disposal

No litter will be left on the site and the forest school leader will have two boxes and bags; one for recyclable waste and the other general. The compost bin in the allotment will be used for food waste. Any water waste is disposed off accordingly and if it is poured on the floor, it is done in an area that will cause little impact to any plants or habitats. However, water waste can be used to put out the fire.

## Lifting

The children and staff are shown how to lift correctly or alternative ways to move something. (rolling, pull or carry collectively). There has been a risk assessment regarding lifting.

## Tree climbing

There has been a risk assessment based on tree climbing. The procedures for this are as follows;

- Tree climbing is done as an activity and children are reminded of the rule of not climbing any more than twice their height
- Children will have been introduced to the tree climbing chalk mark technique and rule 'where's my head height?' Chalk it out!
- Helmets to be used if necessary
- Tree climbing to be monitored by an adult
- Tree climbing is encouraged!

This also applies to use of the treehouse.

## Tools

Tools will be stored the den store. These are locked away when not in use. When the tools are out the wheeled truck will be used to transport the tools around the woodland as well as their designated safe space.

The Forest School leader will assess each tool and ensure that they are in full working order, meet the relevant safety regulations and are in their covers before packing them safely to transport. The Forest school leader is responsible for all use of tools and tools SHOULD NOT be used without the forest school leader.

All tool use is risk assessed and supervised by a Forest School leader. Depending on the age of the children, tools have a different ration of children to forest school lead.

Tools are only used where appropriate and are introduced slowly starting with potato peelers. Tool talks are given at the beginning of every tool use. When children are confident in the use of these we will move on to the use of other tools such as bow saws and loppers. The children using the tools will wear protective equipment and his is monitored and overseen by the forest school leader. Please see attached risk assessments for tool use.

Bill Hook



Sheath Knife



Loppers



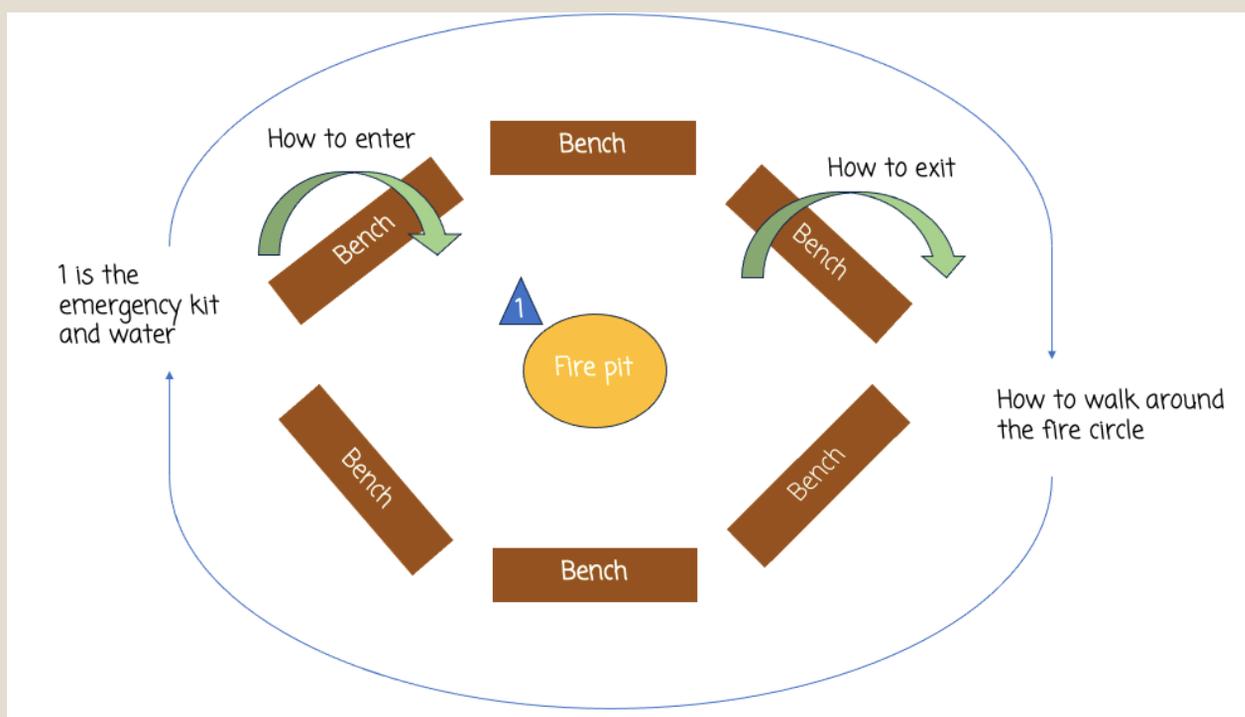
Bow saw



# Fires and cooking

## The fire circle - location and moving around

On the site we have a fire circle which has benches positioned 2 meters away from the fire pit. The children are taught from the very first session how to enter and move around the fire circle through games and activities. The children step over the bench forwards and sit. If they need to move the step backwards over the bench and move around the outside of the fire circle. They only enter the fire circle when asked and show the respect position when coming close to the fire.



## Respect position



## Starting the fire

The Forest School leader must have all of the equipment ready before lighting the fire. This is; kindling, fuel, burns kit, clean water, emergency kit, food (if required), cooking appliances. Only the Forest School leader will light the fire and will use approved Forest School methods of lighting (dragons breath).

## Cooking

Before the Forest School leader can cook, Food Hygiene certificates are obtained. The children will be eating hot food from the use of the fire such as baked potatoes, popcorn, breads. All children will wash their hands using the water bowl and soap before eating. The children will have to wait for the food to cool before being handed to them. The children told to blow on the hot food before eating or count to a certain number such as 20.

## Extinguishing

When the Forest School leader is aware the session is coming to an end, they will stop adding fuel to the fire. Once it is time to extinguish the fire, the embers will be spread out in the fire pit to reduce the heat. Only when the embers have stopped burning will water be added. Enough time must be allowed to safely extinguish the fire at the end of the session.

## The fire pit

Our setting have a large fire pit (as seen right), This will not be used and filled with fuel to make fires as this would create a large fire. Therefore it is used to keep the fire enclosed and to keep the fire small.



Please see attached risk assessment for fire use.

## Daily procedures

### Before the session

- Parents to be reminded of the correct clothing for the session
- Kit to be collected for the session and checked by the forest school leader
- The forest school leader to check the forecast
- First aid kit and burns kit to be checked and collected
- Forest school leader to conduct a risk assessment of the area
- Prepare snack/ food that is needed
- Get bowls of water for hand washing and also distinguishing fire.

### The session

- Begin with the danger ranger walk as a group or ask an individual
- The session will be planned in advance by the forest school leader using the format
- Forest school leader will lead the session and give correct tool talks/ climbing/lifting/rope procedures (reminder - NO tools or fire if the leader is not present)

### After the session

- Area is tidied and ensure the fire (if used) is extinguished.
- Children are changed or dismissed to parents
- The forest leader will ensure all tools and equipment is locked away and counted for in the den store.
- Forest school leader evaluates session



## Relevant school policies

As our Forest school sessions are held at a school, there are relevant policies that need to be adhered to. This includes; Child protection,, Behavior, Sun protection and the first aid policy.

As the staff whom may take over the session will be members of staff, they will be aware and using these policies daily. Some points in these policies may be adapted for Forest school sessions.

### Behavior policy

*"The school may use one or more of the following sanctions in response to unacceptable behavior: ... Sending the pupil out of the class"*

No child will be sent out of forest school, other sanctions will be used such as reminders, time to reflect, or if necessary sending to a member of senior leader team. Forest school should develop children's compassion and due to the nature of Forest school, children are allowed more freedom.

### Sun protection

*"We will work towards increasing the provision of adequate shade for all pupils and staff, by providing additional shade using sails, parasols etc. on the playground during the summer term. "*

This will be adapted for Forest School sessions as the Forest School leader will put up shelters for shaded areas for the children.

The **child protection policy** will not need to be adapted for Forest school sessions and will be adhered to.

Any disclosures from children need to follow this policies procedures.

The **first aid policy** will also be adhered to but during Forest school sessions, it will be the leader to administer first aid due to their Outdoor forest school qualification.

All four policies can be found in the appendices

## Child protection and confidentiality

*This section takes information from the schools safeguarding and child protection policy which can be found on the school website.*

### Staffing

- All staff will be briefed on the session risk assessment by the Forest School leader so that they are aware of their responsibilities and any potential risks.
- Adult/young person ratios will be maintained on site at all times.
- Volunteers and students do not work with children unsupervised.

### Safeguarding Children

- All sessions will be led by a trained Forest School leader and supported by members of staff.
- Adult/young person ratios will be maintained at all times.
- All staff are to follow the schools safeguarding policy and procedures

### Equal opportunities

All children will have the opportunity to attend Forest school sessions, regardless of their age, abilities, gender or special educational needs. Sessions are planned by the lead and every child's needs are taken into account. Forest school includes all children and staff are aware of the interests and needs of the children in the sessions.

Our settings DSL is the Headteacher,  
In their absence, the DDSL are;  
Claire Barker  
Charlotte Hessey  
Alsion McHale

## Disclosures

(taken directly from the school safeguarding policy)

ALL staff and volunteers have the skills to respond appropriately and sensitively to disclosures or allegations of abuse. Staff, governors, volunteers and other adults working in school know they must:

- Listen and keep calm. Do not interrupt
- NOT promise the child that you will keep the matter confidential. Explain to the child who you will need to tell and why
- Observe visible bruises and marks, but do not ask a child to remove or adjust their clothing to view them
- Keep questions to a minimum as your role is not to investigate. If you need to ask questions in order to ascertain whether this is a safeguarding concern, ensure they are open questions
- Use the "TED" model for asking open ended questions: "Tell me about that", "Explain that to me", "Describe that"
- Make a record of what has been said immediately afterwards in words used by the child and yourself to the best of your memory. Use capital letters for the child's words to help distinguish between the two.
- Note anything about the child which is connected i.e. any visible injuries including the position and description, the demeanour of the child i.e. crying, withdrawn etc.
- Clearly indicate whether fact, opinion or third party information
- Report the matter immediately to the Designated Safeguarding Lead
- If in doubt, seek advice from the Designated Safeguarding Lead

## Session planning and analysis

The sessions will be planned by the forest school leader using the template in the appendices. The Forest school leader will lease with other staff for ideas from children observed and worked with in previous sessions. If someone is to lead a session without the lead, there will be communication before hand and the panning will be emailed or stored in the adventure center with all of the equipment.

The lessons are to be analyzed for the next session . This is done by the forest school leader but n their absence the leader of the session.

If the session has been planned and involved tools or fire, this part of the session **CANNOT** be carried out by another member of staff, only the qualified forest school individual.

Sessions are lead by children's interests and needs and sessions need to be flexible. Therefore, session will change and if the plan is not followed, this is ok

Both document can be found in the appendices.

Session Evaluation Sheet

|                    |  |                  |  |       |  |
|--------------------|--|------------------|--|-------|--|
| FS Lead            |  | Session Title    |  | Date  |  |
| Number of children |  | Number of Adults |  | Needs |  |

| Area                                 | 1<br>Low | 2 | 3 | 4 | 5<br>High | General Comments<br><i>(1 learnt, Children learnt, evaluation and reflection, risk assessment add)</i> |
|--------------------------------------|----------|---|---|---|-----------|--|
| Objective(s) Achieved                |          |   |   |   |           |  |
| Lesson Resources prepared            |          |   |   |   |           |  |
| Equipment stored correctly and ready |          |   |   |   |           |  |
| Other adults understand their role   |          |   |   |   |           |  |
| Pupils had correct equipment         |          |   |   |   |           |  |
| Engagement /Challenge                |          |   |   |   |           |  |
| Behaviour                            |          |   |   |   |           |  |
| Differentiation                      |          |   |   |   |           |  |
| Opportunities for exploring and play |          |   |   |   |           |  |
| Risk Taking                          |          |   |   |   |           |  |
| Where risks managed safely           |          |   |   |   |           |  |
| Opportunities for reflection         |          |   |   |   |           |  |

Objective:

**Forest school session**

Date:

Class:

Theme

Previous session links

Differentiate

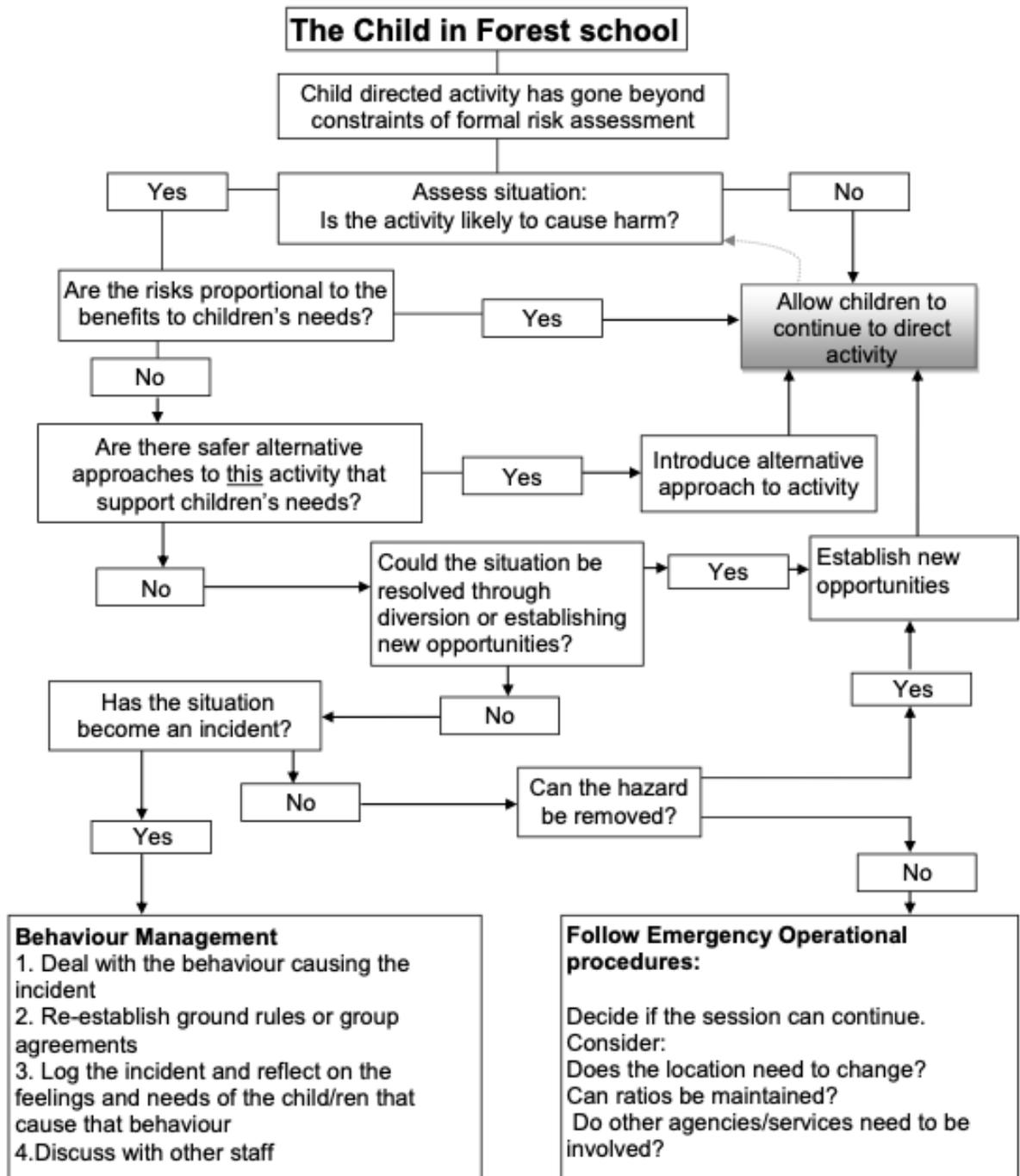
Areas of development

Sequencing:

Resources/ H&S

Reflection

## Forest School Dynamic Risk Assessment



**Description of site / activity / tools: Rope use and shelter building**  
**(Owner, debris, dogs, flora & fauna, access, vehicles, water, interesting features, other comments)**

Rope swings (set up by FS leaders), rope bridges e.g. slack lines and postmans walks, rope play (including holding up dens and structures)  
 Children will build shelters and dens using ropes, tarps and natural materials found in the woodland. Construction play involves digging, moving heavy items, large planting and laying surfaces.

| Hazard       | Harm  | People at risk     | Existing Preventative Measures  | Probability (p) 1-5 | Severity (s) 1-5 | Rating (RKS) 1-25 | New Preventative Measures | Who? When?  | Benefits  |
|--------------|---|--------------------|---|---------------------|------------------|-------------------|---------------------------|---|---|
| Visibility   | Trips<br>Falls<br>Banged heads  | Children and Staff | <ul style="list-style-type: none"> <li>Rose and materials to make dens are brightly coloured</li> <li>Other markers to identify ropes that are at eye height or below</li> <li>Slackline has a waiting area to encourage children to use appropriately</li> </ul>   | 3                   | 3                | 9                 | Not above 12 rating.      | Forest school Lead<br>When ropes are being used in sessions | From the slack line children will develop Balance, sharing, cooperation, grip, risky play, internal risk thermometer, confidence, resilience and problem solving. |
| Rope burn    | Burnt hands   | Children and staff | <ul style="list-style-type: none"> <li>FS Leader is outdoor first aid trained</li> <li>Gloves to be worn when pulling heavy rope</li> <li>FS leader to tie any thicker rope</li> <li>Discussions of safe rope use with the learners</li> <li>FS Leader to check ropes before weight is put on to these knotted ropes</li> </ul> | 2                   | 2                | 4                 | Not above 12 rating.      | Forest school Lead<br>When ropes are being used in sessions | Learners will develop Knot knowledge, teamwork, and engineering.  |
| Entanglement | Strangulation (extreme cases)<br>Rope burn<br>Bruising<br>Circulation being cut off<br>Tripping | Children and staff | <ul style="list-style-type: none"> <li>FS leader to ensure rope is well maintained.</li> <li>Ropes are made out of bright materials to help children to see them</li> <li>FS Leader is outdoor first aid trained</li> <li>Activities involving using ropes are supervised by the Forest School leader</li> </ul>                | 3                   | 3                | 9                 | Not above 12 rating.      | Forest school Lead<br>When ropes are being used in sessions | Learners will develop knot knowledge, survival skills and dexterity.  |

|                                  |   |                    |  |   |   |   |                      |   |  |
|----------------------------------|---|--------------------|--|---|---|---|----------------------|---|--|
| Catching neck in rope            | Cut off circulation<br>trips<br>strangulation<br>( <a href="#">extreme</a> cases) | Children and staff | <ul style="list-style-type: none"> <li>FS leader to ensure rope is well maintained.</li> <li>Ropes are made out of bright materials to help children to see them</li> <li>FS Leader is outdoor first aid trained</li> <li>Activities involving using ropes are supervised by the Forest School leader</li> </ul>                                     | 3 | 3 | 9 | Not above 12 rating. | Forest school Lead<br>When ropes are being used in sessions | Learners will develop Knot knowledge, teamwork, and engineering.   |
| Injury from lifting heavy object | sprain/strain   | Children and staff | <ul style="list-style-type: none"> <li>FS Lead to remind (and model as necessary) children how to lift heavy objects and follow the 'Branch too heavy? Two people carry' rule.</li> <li>medical forms filled in that highlight any potential problems such as back/knee injuries</li> <li>all staff to be made aware of any such problems</li> </ul> | 2 | 2 | 4 | Not above 12 rating. | Forest school Lead<br>Daily                                 | Learners will develop skills of lifting from a young age which will develop their manual handling skills, communication with others and also problem-solving skills involving mathematical thinking. |
| Shelter collapsing               | Banged heads<br>Suffocation (severe case)   | Children and staff | <ul style="list-style-type: none"> <li>Leader to assess where shelters are built</li> <li>Leader to assess safety of shelter before it is used or children enter</li> </ul>  | 4 | 2 | 8 | Not above 12 rating. | Forest school Lead<br>Daily when shelters are being made    |  |
| Sharp edges on shelter           | Poked eyes<br>Scratches   | Children and staff | <ul style="list-style-type: none"> <li>Learners are advised to not use items with sharp edges</li> <li>Forest school leader to monitor the tarp and assess there are no sharp edges and if so they are to be replaced or fixed.</li> </ul>   | 4 | 1 | 4 | Not above 12 rating. | Forest school Lead<br>Daily when shelters are being made    | Children will develop thinking skills from assessing their materials before use.   |
| Low shelters                     | Banged heads<br>Concussion  | Children and staff | <ul style="list-style-type: none"> <li>Children are advised to ensure they can crouch in their shelter</li> <li>Children will have discussion around walking feet in their low shelters and walk carefully</li> </ul>  | 4 | 1 | 4 | Not above 12 rating. | Forest school Lead<br>Daily when shelters are being made    | The children will develop risk assessing and communication skills when creating and manoeuvring in their low shelter.  |

|                      |      |                    |   |   |   |   |                      |   |   |
|----------------------|------|--------------------|---|---|---|---|----------------------|---|---|
| Injury from tool use | Cuts | Children and staff | <ul style="list-style-type: none"> <li>Tool procedures are followed and all use is monitored by the forest school leader</li> </ul> | 1 | 5 | 5 | Not above 12 rating. | Forest school Lead<br>Daily when tools are being used to help with shelter building | The children will learn how to use tools to make objects they desire. They will also learn to assess tool use themselves. |
|----------------------|------|--------------------|---|---|---|---|----------------------|---|---|

**Description of site / activity / tools: Fire Lighting and Fire Circle**  
**(Owner, debris, dogs, flora & fauna, access, vehicles, water, interesting features, other comments)**

Lighting, maintaining and putting out small, contained fires. Cooking of simple meals and heating of water (for drinks). School children, staff and forest school staff are engaged with all aspects of the fire, from collection of tinder and fuel, to preparation, ignition, maintaining and putting out of fire. School staff and forest school staff are involved with all aspects of the food cooking, from preparation to heating/cooking, serving and eating

+

| Hazard  | Harm                       | People at risk     | Existing Preventative Measures   | Probability (p) 1-5 | Severity (s) 1-5 | Rating (p)(s) 1-25 | New Preventative Measures  | Who? When?                                       | Benefits   |
|---|----------------------------|--------------------|--|---------------------|------------------|--------------------|--|--|--|
| Burning self on the fire (at story time, fire lighting activity, cooking, eating) | Burns of different degrees | Children and Staff | <ul style="list-style-type: none"> <li>Forest school leader to assess the age and behaviour of the children before carrying out fire activities.</li> <li>Children shall enter the fire circle area by approaching the area from the edges.</li> <li>Children are not allowed to leave the demarcated fire circle safe zone or come into the fire circle area unless cooking something on the fire or requested/given permission to do so by FS Leader.</li> <li>Running or walking across the fire circle area is strictly forbidden.</li> <li>A fire blanket and bottle of water is always within easy reach.</li> <li>fires only to be lit by a Forest School leader</li> <li>Person lighting fire must be in the respect position</li> <li>Leaders to remove all items from the fire area</li> <li>children to be seated when passing hot items around</li> <li>All children will be told about the dangers of eating food directly from fire</li> </ul> | 3                   | 4                | 12                 | <ul style="list-style-type: none"> <li>Forest school leader to risk assess and be clear of all measures before considering lighting fire or cooking with the learner's present</li> <li>Burns kit to be at hand at all times</li> <li>Forest school leader to have 16 outdoor first air training.</li> </ul> | Forest school Leader<br>When fires are being lit | The benefits of fire to the children's holistic development are survival skills, teamwork, determination, internal risk thermometer. |

|  |                               |                    |  |   |   |    |  |                      |  |
|--|-------------------------------|--------------------|--|---|---|----|--|----------------------|--|
|  |                               |                    | <ul style="list-style-type: none"> <li>Staff will wait for food to cool before</li> <li>Hair to be up when around first – staff and children</li> </ul>  |   |   |    |  |                      |  |
| Slipping onto the fire                                       | Burns of different degrees    | Children and Staff | <ul style="list-style-type: none"> <li>Running or walking across the fire circle area is strictly forbidden.</li> <li>Children shall enter the fire circle area by approaching the area from the edges.</li> <li>Children are not allowed to leave the demarcated fire circle safe zone or come into the fire circle area unless cooking something on the fire or requested/given permission to do so by FS Leader.</li> </ul> | 3 | 4 | 12 | <ul style="list-style-type: none"> <li>Forest school leader to risk assess and be clear of all measures before considering lighting fire or cooking with the learner's present</li> <li>Burns kit to be at hand at all times</li> <li>Forest school leader to have 16 outdoor first air training.</li> </ul> | Forest school Leader | The children will benefit from following rules and understanding what said rules have been put into place which will support their ability to follow rules in other situations. The children will develop teamwork, communication and internal risk assessing. |
| Food poisoning<br>Allergic reactions to foods / ingredients. | Illness<br>Allergic reactions | Children and staff | <ul style="list-style-type: none"> <li>Staff to apply food hygiene controls in line with Food Standards Agency guidance and good practice outdoors.</li> <li>Leader to be aware of any food allergies prior to sessions</li> </ul>   | 1 | 3 | 3  | Not above 12 rating  | Forest school Leader | The children will develop socially sharing a meal around a fire. The children will learn and experience survival skills.   |

**Description of site / activity / tools: Collecting natural resources**  
***(Owner, debris, dogs, flora & fauna, access, vehicles, water, interesting features, other comments)***

Activities that involve collecting natural materials from the woodland.

| Hazard             | Harm  | People at risk     | Existing Preventative Measures  | Probability (P) 1-5 | Severity (S) 1-5 | Rating (P(S) 1-25 | New Preventative Measures | Who? When?   | Benefits   |
|--------------------|---|--------------------|---|---------------------|------------------|-------------------|---------------------------|--|--|
| Lifting materials  | Muscle injury<br>Splinters if wood<br>Cuts<br>Scratches     | Children and Staff | <ul style="list-style-type: none"> <li>Use the correct lifting stance</li> <li>Children to be encouraged to wear gloves if lifting large wooden logs/stumps</li> <li>Model the lifting stance to the learners and staff</li> </ul>  | 1                   | 4                | 4                 | Not above 12 rating       | Forest school leader and other staff<br>When lifting heavy materials | The children will begin to understand that some fauna live in dark cool places from lifting objects and observing, thus learning about habitats. |
| Insects and plants | Stings<br>Allergic reactions                                | Children and Staff | <ul style="list-style-type: none"> <li>A guide to identify plants and insects if unsure</li> <li>Children to be taught the 'don't know don't touch rule' and introduced to the known spiky stinging plants on site</li> </ul>   | 2                   | 2                | 4                 | Not above 12 rating       | Forest school leader<br>Daily  | The children will learn the ecology of certain insects and plants on their site, then using this in other woodlands.                             |
| Litter & Debris    | Cuts  | Children and Staff | <ul style="list-style-type: none"> <li>Identify litter and debris on whole group danger walk at the start of the session</li> <li>A litter picker to be taken on these walk</li> <li>Encourage the 'don't know don't touch rule' if they do find something</li> <li>Inform the group of hazards before going on the danger ranger walk</li> </ul> | 3                   | 1                | 3                 | Not above 12 rating       | Forest school leader<br>Daily  | The children will learn to look after their environment and develop a responsibility for it.   |
| Uneven Ground      | Falls<br>Trips<br>Slips<br>Sprains<br>Broken bones (severe) | Children and Staff | <ul style="list-style-type: none"> <li>Areas assessed for uneven ground weekly</li> <li>Inform the group how to move around safely – no running.</li> </ul>   | 3                   | 1                | 3                 | Not above 12 rating       | Forest school leader<br>Daily<br>Weekly assess the whole site ground | The children will develop gross motor skills from exploring the site and also learn to intrinsically risk assess the grounds                     |

|                             |  |                    |   |   |   |   |                     |                                      |  |
|-----------------------------|--|--------------------|---|---|---|---|---------------------|--------------------------------------|--|
| Low branches and trees      | Poked eyes<br>Scratches<br>Banging heads         | Children and Staff | <ul style="list-style-type: none"> <li>Area to be risk assessed and low hanging branches to be removed by FS lead if needed</li> <li>Children to be told to use their looking eyes when in the woodland</li> </ul>  | 3 | 2 | 6 | Not above 12 rating | Forest school lead<br>During session | themselves from experience.<br>The children will develop an intrinsic risk assessment to look for this hazard when they are in the woodland. |
| Lifting and swinging sticks | Poked eyes<br>Scratches<br>Banging heads<br>Cuts | Children and Staff | <ul style="list-style-type: none"> <li>The group are shown how to lift sticks correctly</li> <li>The group have a behaviour risk assessment ad if children would like to swing sticks, they are shown a safe place to do so</li> </ul>  | 3 | 3 | 9 | Not above 12 rating | Forest school lead<br>During session | Children will develop gross motor skills from lifting and learnt he correct way to lift and move sticks.                                     |
| Fungus/Toxic plants         | Poison illness                                   | Children and Staff | <ul style="list-style-type: none"> <li>Inform children and adults of the fungi rules – no touching</li> <li>Once varieties are identified by the leader, educate the children about these types of mushrooms.</li> <li>Children are reminded of the 'Don't know? Don't touch' rule and the Not sure? Leave it alone' rule</li> <li>Leaders to assess site prior to sessions for any toxic plants</li> <li>Guide to common toxic plants in area carried in forest school bag for identification help</li> <li>Children are informed that they are only to eat plants etc. during a session when FS Leader indicates that it is safe to do so.</li> </ul> | 2 | 4 | 8 | Not above 12 rating | Forest school lead<br>During session | Children begin to recognise the things in the natural world that are edible and those which are not. Observation skills improve.             |
| Animal faeces               | Poisoned<br>Blinded<br>Infection<br>Disease      | Children and Staff | <ul style="list-style-type: none"> <li>Children are made aware of the dangers of eating mud and other substances within the woodland.</li> </ul>  | 2 | 4 | 8 | Not above 12 rating | Forest school lead<br>During session | Children begin to recognise the things in the natural world that are edible and  |

|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
|  |  |  | <ul style="list-style-type: none"> <li>Children are reminded of the 'Don't know? Don't touch' rule and the Not sure? Leave it alone' rule.</li> <li>Faeces is looked for on danger ranger walks daily and in the bag there is to be bags and gloves to dispose of safely.</li> </ul> |  |  |  |  |  | those which are not. Observation skills improve. |
|--|--|--|--|--|--|--|--|--|--|

**Description of site / activity / tools:**  
**(Owner, debris, dogs, flora & fauna, access, vehicles, water, interesting features, other comments)**

The outdoor learning area is on our secure school grounds. There is fencing on all sides and a main gate on the entrance to school. Vehicle access is not possible onto the woodland area. The vast majority of the area is grassland, woodland, shrubs trees and open spaces of soil. There are two locations of permanent basecamp; these are The Adventure Centre (where the fire circle is located) and our Tree House. The site has a large amount of low-level flora and fauna. No dogs are allowed on the site but other mammals do enter the site of an evening (foxes, cats, hedgehogs).

| Hazard                      | Harm   | People at risk     | Existing Preventative Measures   | Probability (p) 1-5 | Severity (s) 1-5 | Rating (P+S) 1-25 | New Preventative Measures   | Who? When?   | Benefits  |
|-----------------------------|--|--------------------|--|---------------------|------------------|-------------------|---|--|---|
| Weather                     | Hypothermia<br>Other hazards to occur (mud, slips) | Children and Staff | <ul style="list-style-type: none"> <li>Checking weather before sessions</li> <li>Session cancelled if weather is not permitted safe.</li> <li>If the session continues use the dynamic risk assessment to check any new risks</li> </ul> | 4                   | 1                | 4                 | <ul style="list-style-type: none"> <li>Not above 12 rating</li> </ul> | Forest school Leader<br>Before sessions or during if weather changes | Children will experience all weather whilst taking part in Forest School. The challenges of such help to build character and enable them to start to assess risk from an early age. |
| High winds                  | Debris blowing onto the site or people             | Children and Staff | <ul style="list-style-type: none"> <li>Check the weather forecast before hand</li> <li>Session cancelled if it is deemed unsafe</li> <li>If the session continues use the dynamic risk assessment to check any new risks</li> </ul>      | 4                   | 2                | 8                 | <ul style="list-style-type: none"> <li>Not above 12 rating</li> </ul> | Forest school Leader<br>Before sessions or during if weather changes | Children will experience all weather whilst taking part in Forest School. The challenges of such help to build character and enable them to start to assess risk from an early age. |
| Incorrect clothing/footwear | Trips<br>Illness from weather<br>Twisted ankles    | Children and Staff | <ul style="list-style-type: none"> <li>Parents given appropriate lothing list before sessions</li> <li>Have spare clothing incase children arrive dressed inappropriatly</li> </ul>  | 4                   | 1                | 4                 | <ul style="list-style-type: none"> <li>Not above 12 rating</li> </ul> | Forest school Leader<br>Daily on sessions                            | The children will learn from a young age what clothing is appropriate for which weather and sessions.   |
| General Health              | Illness<br>Hunger<br>Behavioural issues            | Children and Staff | <ul style="list-style-type: none"> <li>Provide snack and drinks</li> </ul>   | 1                   | 1                | 1                 | <ul style="list-style-type: none"> <li>Not above 12 rating</li> </ul> | Forest school Leader<br>Daily on sessions                            | Children will be happy and satisfied to then access any   |

|                        |  |                    |   |   |   |    |   |  |   |
|------------------------|--|--------------------|---|---|---|----|---|--|---|
|                        |  |                    | <ul style="list-style-type: none"> <li>Leader manages learners appropriately from their knowledge of the children</li> </ul>  |   |   |    |   |  | other activities set up as their basic needs and staffs will be met.  |
| Sun                    | Heat stroke<br>Sun burn<br>Dehydration   | Children and Staff | <ul style="list-style-type: none"> <li>Children will be able to help themselves to a drink during the session via water carriers.</li> <li>There are shaded areas in the woodland and areas undercover will be provided via parachute tarps so FS leader can move children to these area if concerned.</li> <li>If weather is extremely hot, parents will be advised to apply suncream and provide children with a hat before taking part in the session.</li> <li>Group wear appropriate clothing</li> <li>Children to be advised on the signs of heat stroke and dehydration</li> </ul> | 2 | 2 | 4  | <ul style="list-style-type: none"> <li>Not above 12 rating</li> </ul>   | Forest school Leader<br>Before sessions or during if weather changes | Children will experience all weather whilst taking part in Forest School. The challenges of such help to build character and enable them to start to assess risk from an early age. |
| Medical                | Illness from lack of medication  | Children and Staff | <ul style="list-style-type: none"> <li>Leader aware of any medication</li> <li>Administrating medication to follow the schools' policies and staff whom are trained are to do this (leader is trained but will need counter signed)</li> <li>Epi-Pens to be brought to sessions</li> </ul>  | 2 | 2 | 8  | <ul style="list-style-type: none"> <li>Not above 12 rating</li> </ul>   | Forest school Leader<br>Daily on sessions depending on the children  | The children medical needs will be met so they can access the session to their full ability.  |
| Accident and incidents | Trips/ slips/ falls / grazes<br>Bumps<br>Cuts<br>Stings<br>Splinters<br>Broken bones | Children and Staff | <ul style="list-style-type: none"> <li>To follow schools A + I policies and procedures</li> <li>Leader to be outdoor first aid trained</li> <li>Leader to use mobile phone to contact emergency services and nursery management</li> <li>Leaders carry medical information provided by parents and emergency contact forms.</li> </ul>  | 4 | 5 | 20 | <ul style="list-style-type: none"> <li>Forest school first aid kit to be at hand</li> <li>Ensure that leader is not the only member of staff in case an accident happens and ratios</li> <li>Use dynamic assessment if a risk arises and deal with accordingly</li> </ul> | Forest school Leader<br>Daily on sessions                            | The children will be able to engage in all activities in a safe environment and learn to risk assess themselves.  |

|  |   |                    |   |   |   |    |  |  |   |
|--|---|--------------------|---|---|---|----|--|--|---|
| Mud-slip, trips and falls.   | Broken bones<br>Trips/ slips/ falls / grazes<br>Bumps<br>Cuts | Children and Staff | <ul style="list-style-type: none"> <li>To assess the ground and identify if any areas are unsafe</li> <li>Cone of any areas if the weather still permits the session can go ahead</li> <li>Wash their hands after being near any mud</li> </ul>   | 4 | 2 | 8  | <ul style="list-style-type: none"> <li>Not above 12 rating</li> </ul>  | Forest school Leader<br>Daily on sessions            | Children will learn to assess the environment from a young age and be involved in discussions to decide if it is safe or not. |
| Allergies- hayfever, Asthma, dairy and nuts.   | Asthma attack<br>Allergic reaction<br>Shock<br>Death          | Children and Staff | <ul style="list-style-type: none"> <li>Leader to be trained in outdoor first aid</li> <li>Leader also trained on giving appropriate medication</li> <li>Ensure the environment is free of any items the learner may be allergic to (nuts)</li> <li>Leader to be aware of any allergies</li> </ul>   | 3 | 3 | 9  | <ul style="list-style-type: none"> <li>Not above 12 rating</li> </ul>  | Forest school Leader<br>Daily on sessions            | The children will be in a safe environment where their medical needs are being met and they can then engage in the session.   |
| Branches at eye level poking children in the eye.  | Eye injury<br>Face injury                                     | Children and Staff | <ul style="list-style-type: none"> <li>Children are warned of low-level hazards and FS leader to trim back pathways when required.</li> <li>Areas are chosen to avoid sites with eye height branches</li> <li>If incident does occur, accident and incident policies are followed</li> </ul>  | 3 | 3 | 9  | <ul style="list-style-type: none"> <li>Not above 12 rating</li> </ul>  | Forest school Leader<br>Daily on danger ranger walks | Children will learn about keeping their environment safe and how to keep themselves safe.                                     |
| Stumps, branches on the floor, log piles and other low-level slip/trip/falls.<br><br>Uneven ground layer | Slip/trip/falls<br>broken bones<br>cuts<br>grazes<br>bruises  | Children and Staff | <ul style="list-style-type: none"> <li>Advise children to keep a look out when walking into the woodland.</li> <li>Area to be risk assessed while</li> <li>leader sets up boundaries to ensure the terrain is suitable for children</li> <li>Explain to the group how to move around safely, not running or pushing</li> <li>If incident does occur, accident and incident policies are followed</li> </ul> | 3 | 3 | 9  | <ul style="list-style-type: none"> <li>Not above 12 rating</li> </ul>  | Forest school Leader<br>Asses daily on ranger walk   | Natural habitats for insects and mammals such as Hedgehogs. Children often use stumps/branches as part of their den building. |
| Fungi/ toxic plants  | Poisoning<br>Death  | Children           | <ul style="list-style-type: none"> <li>Inform children and adults of the fungi rules – no touching</li> </ul>   | 3 | 5 | 15 | <ul style="list-style-type: none"> <li>Group shown a fungus or pictures of them so they can avoid touching them</li> </ul> | Forest school Leader                                 | Children begin to understand, recognise and   |

|   |  |                    |  |   |   |    |   |   |   |
|---|--|--------------------|--|---|---|----|---|---|---|
|   |  |                    | <ul style="list-style-type: none"> <li>Once varieties are identified by the leader, educate the children about these types of mushrooms.</li> <li>Children are reminded of the 'Don't know? Don't touch' rule and the 'Not sure? Leave it alone' rule</li> <li>Leaders to assess site prior to sessions for any toxic plants</li> <li>Guide to common toxic plants in area carried in forest school bag for identification help</li> </ul> |   |   |    | <ul style="list-style-type: none"> <li>Group to inform staff if they spot any fungi</li> <li>Hands to be cleaned before eating</li> </ul> | Asses daily on ranger walk<br><br>(weekly look for toxic plants – should be none on the site due to the setting type) | appreciate different types of Fungi and toxic plants.   |
| Trees- Branch falls/Tree Falls.   | Slip/trip/falls<br>broken bones<br>cuts<br>grazes<br>bruises | Children and Staff | <ul style="list-style-type: none"> <li>Leader to monitor the trees on a regular basis and report any concerns or issues to site staff.</li> <li>Any area of concern shall be cordoned off and all staff and children to be made aware. FS Leader to use the Beaufort Scale to make a judgement as to when the woodland needs closing</li> </ul>  | 2 | 5 | 10 | <ul style="list-style-type: none"> <li>Not above 12 rating</li> </ul>   | Forest school Leader  | Children will learn form a young age how to assess if something is safe or not.   |
| Large puddles   | drowning, slip/trip, getting very wet, cold/hyperthermia     | Children           | <ul style="list-style-type: none"> <li>Assess puddles at start of each session.</li> <li>Teach the use of a stick to see if the water level is safe to enter without splashing over the top of wellies.</li> <li>Children must have a change of clothes and suitable waterproof clothes including a pair of wellies.</li> <li>A warm refreshment will be provided on particularly cold days.</li> </ul>                                    | 1 | 5 | 5  | <ul style="list-style-type: none"> <li>Not above 12 rating</li> </ul>   | Forest school Leader  | Children will be able to explore the natural world and assess themselves weather an activity is safe. Children are actively encouraged to jump, splash and sit in the puddles if they so wish & in doing so it normally produces instant smiles and giggles |
| Faeces and Ingestion of harmful substance/choking – eating mud, bird poo, wood, plants and bulbs. | Poisoned<br>Blinded<br>Infection<br>Disease                  | Children           | <ul style="list-style-type: none"> <li>Children are made aware of the dangers of eating mud and other substances within the woodland.</li> </ul>   | 2 | 4 | 8  | <ul style="list-style-type: none"> <li>Not above 12 rating</li> </ul>   |   | Children begin to recognise the things in the natural world that are edible and those which are not.  |

|           |  |                    |   |   |   |    |   |  |   |
|-----------|--|--------------------|---|---|---|----|---|--|---|
|           |  |                    | <ul style="list-style-type: none"> <li>If bulbs are planted within the woodland with the children and they are told that they are not safe to eat.</li> <li>Children are informed that they are only to eat plants etc. during a session when FS Leader indicates that it is safe to do so.</li> <li>Children are reminded of the 'Don't know? Don't touch' rule and the 'Not sure? Leave it alone' rule.</li> <li>Faeces is looked for on danger ranger walks daily and in the bag there is to be bags and gloves to dispose of safely.</li> </ul> |   |   |    |   |  | Observation skills improve.   |
| Treehouse | Falls<br>Bumps<br>Trips<br>Slips<br>Fall from a height | Children and staff | <ul style="list-style-type: none"> <li>The children will be informed how to safely access the tree house</li> <li>Children under the age of 7 need to be monitored by an adult</li> <li>The fire pole is not used by children below the age of 10 and is monitored</li> </ul>   | 2 | 5 | 10 | <ul style="list-style-type: none"> <li>Not above 12 rating</li> </ul> | Forest school lead and additional staff<br>Daily | The children will develop social skills and also physical skills from climbing and manoeuvring around the tree house. |

**Description of site / activity / tools: Blindfolding activities**  
***(Owner, debris, dogs, flora & fauna, access, vehicles, water, interesting features, other comments)***

Activities that involve collecting natural materials from the woodland

| Hazard                          | Harm                                       | People at risk     | Existing Preventative Measures  | Probability (p) 1-5 | Severity (s) 1-5 | Rating (P(s)) 1-25 | New Preventative Measures | Who? When?  | Benefits  |
|---------------------------------|--|--------------------|---|---------------------|------------------|--------------------|---------------------------|---|---|
| Blindfold not fitting correctly | Eye injury<br>Head pain                    | Children and staff | <ul style="list-style-type: none"> <li>Blindfolds to be a soft material</li> <li>Model placing the blindfold on safely</li> <li>Eye mask used if provided</li> </ul>  | 1                   | 1                | 1                  | Not above 12 rating       | FS Leader<br>Check blindfold before activity begins | The children will develop communication with peers whom are tying the blindfold.  |
| Slip/trip                       | Cut<br>Graze<br>Bump to the head<br>Bruise | Children and staff | <ul style="list-style-type: none"> <li>Leader to assess the area the activity is being carried out for uneven ground or objects that could cause an obstruction.</li> <li>Group made aware of any hazards that can't be removed</li> <li>explain to the group how to communicate effectively and move around safely when they are leading their blindfolded peer</li> </ul> | 4                   | 2                | 8                  | Not above 12 rating       | FS Leader before activity begins                    | The children will develop intrinsic risk assessment form this form of risky play. |
| Walking into a tree             | Cut<br>Graze<br>Bump to the head<br>Bruise | Children and staff | <ul style="list-style-type: none"> <li>Boundary set out by forest school lead</li> <li>Group made aware of any hazards that can't be removed</li> </ul>   | 2                   | 3                | 6                  | Not above 12 rating       | FS Leader before activity begins                    | The children will develop intrinsic risk assessment form this form of risky play. |

**Description of site / activity / tools: Leaving the ground – height**  
***(Owner, debris, dogs, flora & fauna, access, vehicles, water, interesting features, other comments)***

activities that involve any individuals leaving the ground

| Hazard  | Harm  | People at risk     | Existing Preventative Measures   | Probability (p) 1-5 | Severity (s) 1-5 | Rating (P(s)) 1-25 | New Preventative Measures  | Who? When?                           | Benefits  |
|---|---|--------------------|--|---------------------|------------------|--------------------|--|--------------------------------------|---|
| Head injury                                     | Head injury<br>bump<br>graze<br>bruise                  | Children and staff | <ul style="list-style-type: none"> <li>Any person leaving the ground any distance must wear a helmet (not to happen on our site)</li> <li>Children to follow the climbing trees procedure</li> <li>Refer to the tree house procedure</li> </ul>  | 3                   | 4                | 12                 | <ul style="list-style-type: none"> <li>Helmetts to be checked</li> <li>If child wants to climb a member of staff is to monitor.</li> </ul>                                 | Forest school<br>Leader              | Children will develop observation skills and also physical skills from climbing. Learn to risk assess themselves.                                     |
| Hitting the ground                              | Head injury<br>bumps<br>bruises<br>broken bones (serve) | Children and staff | <ul style="list-style-type: none"> <li>Area selected for activity needs to be soft with any stones or branches removed</li> <li>Group need to know and practice the lifting procedure</li> <li>Children to follow the climbing trees procedure</li> <li>Refer to the tree house procedure</li> </ul> | 3                   | 5                | 15                 | <ul style="list-style-type: none"> <li>Mats to be used if children want to climb beyond their limits</li> <li>Helmetts to be worn if the child is climbing high</li> </ul> | Forest school<br>Leader<br>Daily     | Children will develop observation skills and also physical skills from climbing. Learn to risk assess themselves.                                     |
| Ropes failing                                   | Head injury<br>bumps<br>bruises<br>broken bones (serve) | Children and staff | <ul style="list-style-type: none"> <li>See Ropes Activity risk assessment</li> <li>all equipment checked regularly to meet health and safety standards</li> <li>slack line to be assessed before use</li> </ul>  | 1                   | 4                | 4                  | Not above 12 rating  | Forest school<br>Leader<br>When used | Children will develop rope skills and also physical skills from climbing including their core on the slack line. Learn to risk assess themselves.     |
| Fall from height – Falling whilst tree climbing | Head injury<br>bumps<br>bruises<br>broken bones (serve) | Children and staff | <ul style="list-style-type: none"> <li>Tree climbing is done as an activity and children are reminded of the rule of not climbing any more than twice their height</li> <li>Children will have been introduced to the tree climbing chalk mark</li> </ul>  | 2                   | 4                | 8                  | Not above 12 rating  | Forest school<br>Leader              | Children will learn a life skill and develop climbing abilities and physical skills. They will also develop problem thinking from chalking their best |

|                 |   |                    |   |   |   |    |                     |  |   |
|-----------------|---|--------------------|---|---|---|----|---------------------|--|---|
|                 |   |                    | technique and rule 'where's my head height?' Chalk it out'. <ul style="list-style-type: none"> <li>helmet's to be used if necessary</li> <li>Tree climbing to be monitored</li> </ul>   |   |   |    |                     |  | path up and down the tree.  |
| Treehouse Falls | Bumps<br>Trips<br>Slips<br>Fall from a height | Children and staff | <ul style="list-style-type: none"> <li>The children will be informed how to safely access the tree house</li> <li>Children under the age of 7 need to be monitored by an adult</li> <li>The fire pole is not used by children below the age of 10 and is monitored</li> </ul> | 2 | 5 | 10 | Not above 12 rating | Forest school lead and additional staff<br>Daily | The children will develop social skills and also physical skills from climbing and manoeuvring around the tree house. |

**Description of site / activity / tools:** Leaving the ground – height  
**(Owner, debris, dogs, flora & fauna, access, vehicles, water, interesting features, other comments)**

Activities that involve the children accessing the tree house.

| Hazard                           | Harm   | People at risk     | Existing Preventative Measures  | Probability (P) 1-5 | Severity (S) 1-5 | Rating (P&S) 1-25 | New Preventative Measures   | Who? When?                                       | Benefits  |
|----------------------------------|--|--------------------|---|---------------------|------------------|-------------------|---|--|---|
| Falling from the tree house      | Bumps<br>Trips<br>Slips                      | Children and staff | <ul style="list-style-type: none"> <li>The children will be informed how to safely access the tree house</li> <li>Children under the age of 7 need to be monitored by an adult</li> <li>The fire pole is not used by children below the age of 10 and is monitored</li> <li>Children under 7 cannot access the second platform unless an adult is on the tree house.</li> <li>Only one person down the slide at a time</li> </ul> | 2                   | 5                | 10                | Not above 12 rating   | Forest school lead and additional staff<br>Daily | The children will develop social skills and also physical skills from climbing and manoeuvring around the tree house. |
| Falling from the fire man's pole | Bumps<br>Fall from a height<br>Twisted ankle | Children and staff |   | 3                   | 3                | 6                 | <ul style="list-style-type: none"> <li>Teach the children how to land correctly when going down the pole to limit twisted ankles or injuries to legs</li> </ul> | Forest school lead and additional staff<br>Daily |   |
| Second platform                  | Fall from a height                           | Children and staff |   | 1                   | 5                | 5                 | All staff to be briefed on this rule  | Forest school lead and additional staff<br>Daily |   |
| Slide                            | Fall from a height<br>Bumps                  | Children and staff |   |                     |                  |                   | All staff to be briefed on this rule  |  |   |

**Description of site / activity / tools:** Use of tools with groups.  
**(Owner, debris, dogs, flora & fauna, access, vehicles, water, interesting features, other comments)**

Loppers, sheath knife, bow saw, bill hook, mallet and cleaning equipment involved in tool maintenance. Potato peelers used as sheath knives to begin younger children.

| Hazard  | Harm  | People at risk     | Existing Preventative Measures  | Probability (P) 1-5 | Severity (S) 1-5 | Rating (P&S) 1-25 | New Preventative Measures  | Who? When?   | Benefits   |
|---|---|--------------------|---|---------------------|------------------|-------------------|--|--|--|
| Bladed tool slipping (Sheath knife, bow saw, bill hook) | <ul style="list-style-type: none"> <li>cuts through skin</li> <li>penetrating injuries</li> <li>minor amputations (fingers and toes)</li> </ul> | Children and staff | <ul style="list-style-type: none"> <li>Good storage of tools.</li> <li>Children under 6 use tools on an adult ratio of 1:1.</li> <li>Management and judgement of competence.</li> <li>Group briefing demonstration and instructions.</li> <li>Gloves to be worn at all times when using tools.</li> <li>Tool talks given at the beginning of activity by the forest school lead</li> <li>Forest school lead to lead this activity and no other staff – if FS has to come away all tools to be placed away correctly</li> <li>Tool maintained to be carried out monthly</li> </ul> | 1                   | 4                | 4                 | <ul style="list-style-type: none"> <li>Ensure tool talks are given to ensure slipping of tools does not happen</li> <li>Blades are checked before use to ensure not faulty.</li> <li>Small groups with FS Lead or 1:1 with under 6 years.</li> </ul> | Forest school lead<br>Before every tool use<br>Monthly maintained checks if none identified previously | Developing Hand/eye co-ordination and skills with tools.<br>Handling sharp tools responsibly, and using them in a practical and positive way.<br>Learning responsibility for yourself and tools, including risk assessing and making good decisions.<br>Self-esteem and confidence will grow through taking part in using tools that require trust and responsibility. |
| Being struck by a heavy object (Mallet)                 | <ul style="list-style-type: none"> <li>Bruise</li> <li>Broken finger (severe)</li> </ul>  | Children and staff |   | 1                   | 3                | 3                 | Not above 12 rating  |  |  |
| Blade snapping (Sheath knife, bow saw)                  | <ul style="list-style-type: none"> <li>cuts through skin</li> <li>penetrating injuries</li> <li>minor amputations (fingers and toes)</li> </ul> | Children and staff |   | 1                   | 4                | 4                 | <ul style="list-style-type: none"> <li>Small groups with FS Lead or 1:1 with under 6 years.</li> <li>Blades are checked before use to ensure not faulty.</li> </ul>  |  |  |
| Hand trapping (Loppers and bow saw)                     | <ul style="list-style-type: none"> <li>cuts through skin</li> <li>penetrating injuries</li> <li>minor amputations (fingers and toes)</li> </ul> | Children and staff |   | 1                   | 3                | 3                 | Not above 12 rating  |  |  |
| Injury during transportation of tools                   | <ul style="list-style-type: none"> <li>cuts through skin</li> <li>penetrating injuries</li> </ul>   | Children and staff |   | 1                   | 4                | 4                 | <ul style="list-style-type: none"> <li>during tool talk ensure learners are aware where the tools are stored and how to store them</li> <li>FS lead to monitor this</li> </ul>   |  |  |
| Potato peeler slips                                     | <ul style="list-style-type: none"> <li>minor amputations (fingers and toes)</li> </ul>  |                    |   |                     |                  |                   |  |  |  |
| Potato peeler slips                                     | <ul style="list-style-type: none"> <li>Graze</li> <li>Cut to the skin</li> </ul>  | Children and staff |   | 2                   | 3                | 6                 | <ul style="list-style-type: none"> <li>Even though not seen as a tool, give a brief tool talk to the children</li> <li>Used instead of and in preparation of skills to use sheath knives.</li> </ul>   |  |  |

## Session Evaluation Sheet

|                    |  |                  |  |       |  |
|--------------------|--|------------------|--|-------|--|
| FS Lead            |  | Session Title    |  | Date  |  |
| Number of children |  | Number of Adults |  | Needs |  |

| Area                                 | 1<br>Low | 2 | 3 | 4 | 5<br>High | General Comments<br><i>(I learnt, Children learnt, evaluation and reflection, risk assessment add)</i> |
|--------------------------------------|----------|---|---|---|-----------|--|
| Objective(s) Achieved                |          |   |   |   |           |  |
| Lesson Resources prepared            |          |   |   |   |           |  |
| Equipment stored correctly and ready |          |   |   |   |           |  |
| Other adults understand their role   |          |   |   |   |           |  |
| Pupils had correct equipment         |          |   |   |   |           |  |
| Engagement /Challenge                |          |   |   |   |           |  |
| Behaviour                            |          |   |   |   |           |  |
| Differentiation                      |          |   |   |   |           |  |
| Opportunities for exploring and play |          |   |   |   |           |  |
| Risk Taking                          |          |   |   |   |           |  |
| Where risks managed safely           |          |   |   |   |           |  |
| Opportunities for reflection         |          |   |   |   |           |  |

Objective:

Date:

Class:

# Forest school session

Theme

Previous session links

Differentiate

Areas of development

Sequencing:

Resources/ H&S

Reflection



**St Augustine's Catholic Primary School**  
**A Voluntary Academy**  
**Sun Protection Policy**



|   |   |
|---|---|
| Name of School                                      | St Augustine's Catholic Primary School  |
| Address and Postcode                                | Conwy Court, Castlefields, Runcorn WA7 2JJ  |
| Phone Number  | 01928 568936  |
| Email address for this policy                       | <a href="mailto:sec@st-augustines.halton.sch.uk">sec@st-augustines.halton.sch.uk</a>                              |
| Weblink for this policy                             | <a href="https://www.st-augustines.halton.sch.uk/policies/">https://www.st-augustines.halton.sch.uk/policies/</a> |
| Name of Policy                                      | Sun Protection Policy   |
| Policy version number                               | 2   |
| Date policy formally approved by the governing body | June 2018   |
| Date policy becomes effective                       | June 2018 – reviewed Feb 23   |
| Review date   | June 2023   |
| Signed - Headteacher                                |   |
| Signed – Chair of governing body                    |   |

## **Rationale**

This policy represents the agreed principles for sun protection throughout St Augustine's and continues to reflect our status as a Healthy School. It has been agreed by the governors and the school staff.

We want our staff and pupils to enjoy the sun safely. We believe that sun safety is important to ensure that pupils and staff are protected from skin damage caused by the harmful ultraviolet rays in sunlight. We will work with staff, pupils and parents/guardians to achieve this.

## **Education**

- All pupils will learn about sun safety and protecting their skin through curriculum opportunities at least once a year.
- We will talk about how to be 'SunSmart' in assemblies at the start of the summer term every year.
- At the beginning of the summer term every year, parents/guardians will be sent a letter reminding them of the dangers of sun exposure and preventative measures, and informing them of our sun safety policy. It will explain what the school is doing about sun protection and how parents/guardians are asked to help.
- Staff will be reminded in April every year about the [schools](#) sun safety policy and the 'SunSmart' lessons that can be delivered. Information will be made available in the staff room.
- Pupils will be told about the importance of drinking more water when it is hot and will be encouraged to bring water to school and to make use of water coolers / drinks stations.
- We will regularly remind pupils, staff and parents/guardians about sun safety through newsletters and letters regarding educational visits and activities for pupils.
- Staff will be encouraged to praise pupils that adhere to sun protection guidelines.
- Staff will be encouraged to remind pupils of the need for sun protection during social times if they are ignoring guidelines.

## **Protection**

We will provide an environment that enables pupils and staff to stay safe in the sun.

### ***Shading***

- Staff will encourage pupils to use shady areas of the school and its grounds during breaks, lunch hours, sports days and trips out.
- We will hold outdoor activities in areas of shade whenever possible.
- Children will be encouraged to spend time in the shade on hot/sunny days, shaded areas can be found on the school field and on the grass verge on the playground.
- We will work towards increasing the provision of adequate shade for all pupils and staff, by providing additional shade using sails, parasols etc. on the playground during the summer term.

### ***Timetabling***

- If the sun is too hot PE lessons or any outdoor lessons will be held indoors, will be held under shade or will have their time slot changed.

### ***Clothing***

- We will actively encourage all pupils to wear a sunhat (ideally with a protective back flap) when playing outside.
- Staff can wear hats when on outdoor duty or delivering lessons outdoors.
- Pupils will wear t-shirts during PE or outdoor lessons to cover up their shoulders.
- We will encourage staff and parents/guardians to act as good role models by practising sun safety
- Parents/guardians will be asked to ensure their children wear appropriate cover clothing during sunny periods

### ***Sunscreen***

- The use of factor 30+ all day sunscreen will be encouraged across the whole school day and during outdoor school trips or visits.
- We will remind parents/guardians to provide their child(ren) with sunscreen for school trips and events.
- We WILL NOT hold a stock of sunscreen in the school.

### ***Foundation / Key Stage 1***

- Parents/guardians will be asked to apply sunscreen to their children before they come to school.
- If children bring sun cream to school it must be labelled with the pupil's name and will be stored in their tray in the classroom.
- Sunscreen will be made available to the pupils during break times and lunch times.
- Pupils will be supervised with the application of their sunscreen.

### ***Key Stage 2***

- Parents/guardians will be asked to apply sunscreen to their children before they come to school.
- Parents/guardians will be asked to provide their child(ren) with their own sunscreen to bring to school so that they can apply it themselves.
- The pupils will be encouraged to apply sunscreen themselves before playtimes and lunchtimes.
- Pupils will be supervised with the application of their sunscreen.
- 

### ***Staff***

- Staff will be encouraged to wear sunscreen during PE or outdoor lessons and when on playground duty.

### **Review**

This policy will be reviewed every 2 years.

## St Augustine's Catholic Primary School A Voluntary Academy Behaviour Policy

|   |  |
|---|--|
| +   |  |
| Name of School                                      | St Augustine's Catholic Primary School   |
| Address and Postcode                                | Conwy Court, Runcorn WA7 2JJ   |
| Phone Number  | 01928 568936   |
| Email address for this policy                       | <a href="mailto:sec@st-augustines.halton.sch.uk">sec@st-augustines.halton.sch.uk</a> |
| Weblink for this policy                             | <a href="#">Behaviour Policy</a>   |
| Name of Policy                                      | Behaviour Policy   |
| Policy version number                               |  |
| Date policy formally approved by the governing body | September 2020   |
| Date policy becomes effective                       | September 2020<br>Reviewed Feb 2023  |
| Review date   | September 2023   |
| Signed - Headteacher                                |  |
| Signed – Chair of governing body                    |  |

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### 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

### 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#). In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of

children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Discriminatory behaviour

### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| Type of bullying          | Definition  |
|---------------------------|---|
| Emotional                 | Being unfriendly, excluding, tormenting   |
| Physical                  | Hitting, kicking, pushing, taking another's belongings, any use of violence   |
| Racial                    | Racial taunts, graffiti, gestures   |
| Sexual                    | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing   |
| Cyber-bullying            | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites   |

### 5. Roles and responsibilities

#### 5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

#### 5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

#### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

#### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly

## 6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## 7. Rewards and sanctions

### 7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Team points
- Letters or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at break or lunchtime
- Loss of break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents after discussion with the headteacher
- Agreeing a behaviour contract
- Putting a pupil 'on report'

### 7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

### 7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## 8. Behaviour management

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged and ready to learn
- Display the pupil code of conduct/classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

### 8.3 Confiscation

**Any unsuitable items found in pupils' possession will be confiscated.** These items will be returned to pupils or their parents.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

#### **8.4 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

#### **9. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

#### **10. Training**

Behaviour management will also form part of continuing professional development.

#### **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and governing body every two years. At each review, the policy will be approved by the headteacher.

#### **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy