

# Heatherlands Primary School Forest School Handbook & Policy

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Casualty monitoring forms  
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## Additional resources

Learning through landscapes <https://www.ltl.org.uk/>

Tree Guide <https://www.woodlandtrust.org.uk/trees-woods-and-wildlife/british-trees/a-z-of-british-trees/>

Knots and Shelter Building Guide <https://www.laureltreecs.org/post/teacher-resources-knots-and-shelters>

Knife Law <https://www.gov.uk/buying-carrying-knives>

Fire Lighting Information

[https://www.scoutadventures.org.uk/sites/default/files/2018-05/Fire%20Lighting%20-%20Factsheet\\_0.pdf](https://www.scoutadventures.org.uk/sites/default/files/2018-05/Fire%20Lighting%20-%20Factsheet_0.pdf)

### **The Best Kind of Classroom By Ian MacMillan**

**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.**

## Heatherlands Primary School Forest School Information

**This information has been taken from The Forest School Initiative Lancashire Forest School Leader Level 3 Training Handbook. Any additions are within square brackets [ ].**

Forest School uses the outdoor environment to help all children learn. Children are encouraged to develop independence skills, improve their decision-making, and raise their self-esteem through small achievable tasks. [This links to the Heatherlands Primary School Values of: Independence, Resilience, Aspiration, Motivation and Respect. These are detailed below. ]

Sessions of Forest School are child/learner led to accommodate individual learning styles and schemas, children/learners are encouraged to make choices, and follow their own learning. The adults' role is facilitative and enables observation and assessment of the children/learners by the qualified Forest School Leaders.

Forest School has been an integral part of early years' education in Scandinavia since the 1950s. Their philosophy of the Forest School/Nature Nurseries was based upon a desire to provide young children with an education which encouraged appreciation of the wide, natural world and which would encourage responsibility for nature conservation in later life. Whilst using the outdoor environment to encourage and inspire children to grow in confidence, independence, self-esteem and develop an ability to assess risks for themselves.

Teachers, learning support staff and Child Care Workers involved with children/learners who undertake Forest School report significant improvements in independence, self-esteem, social skills and concentration levels.

Parents of children involved in Forest School have reported changes in independence, self-esteem and their child's social outlook.

In Forest School the safety of children is paramount.... [See separate risk assessments for ratios dependent on activities]... The children quickly learn boundaries within which they must work. They respond to the sense of freedom and adhere to the rules laid down for their safety. They go out in all weathers... [See separate risk assessments for exceptions]... They explore and use natural materials found in the forest. Within a safe, secure environment, it is possible to encourage the children to move away from close adult interaction and to become more responsible for each other and for themselves.

### **Who can benefit from Forest School?**

Children/learners of any age [and ability] can benefit from Forest School. Considerable experience has been gained in developing Forest School in the Early Years Foundation Stage, but over the past ten years, this has been extended through the Key Stages in many schools.

## Heatherlands Values



**Respect:** At Heatherlands Primary School we will make good choices to ensure we take care of ourselves, each other, our belongings and our environment. We know that everyone has the right to be listened to without being judged. We accept differences and treat everyone equally.



**Resilience:** At Heatherlands Primary School we never give up, even when we are faced with a challenge. We always reflect on our mistakes, seek and listen to advice and use the experience in a positive way to do even better next time.



**Aspiration:** At Heatherlands Primary School we believe that through hard work and determination we can achieve the goals that we set ourselves to become the best we can.



**Motivation:** At Heatherlands Primary School we have a positive attitude and are active learners striving to do our best.



**Independence:** At Heatherlands Primary School we are ready to learn. We try to solve problems ourselves in different ways and we make sure that we have everything we need for learning.



## Forest School Aims and Ethos

The ethos of Forest School is based on a fundamental respect for children and young people and for their capacity to maintain curiosity in the world around them. It believes in a child's right to play; the right to access the outdoors (and in particular a woodland environment); the right to assess and access risk, the right to enjoy the vibrant reality of the natural world; and the right to experience a healthy range of emotions.

It is an approach to education that makes use of the outdoor environment to create a unique learning vehicle. Forest School sessions provide increasingly diverse opportunities for children to benefit from a supportive curriculum that can help children build positive values and attitudes about themselves, about learning, and the environment in which they live.

Children are given appropriately challenging and achievable tasks that build their confidence, skills and independence, and are given the time to thoroughly explore their thoughts, feelings and relationships. This time and reflective practice develops inter and intrapersonal skills, which are well documented as being directly linked to learning skills.

At Heatherlands Primary School Forest School, we hope that children will gain:

- The inspiration to be curious, fascinated, interested and inventive
- The freedom to explore different ways of 'being', feeling, behaving and interacting
- The physical, mental and emotional space to be active and interactive
- Opportunities to experience beauty, joy, wonder and exuberance, and become 'lost in the experience'
- Rich opportunities for developing their imagination and being inventive and resourceful
- Opportunities to meet challenges and learn to handle risk
- Relief from stress and anxiety
- Opportunities to explore the school values of respect, motivation, resilience, aspiration and independence

### **Enjoy the outside experience**

"Listen to the *world around us*, to the subtle language of sound, to the language of the birds, the flow of the grain in the piece of wood you are carving, to the telltale silencing of the crickets as someone creeps through the grass. It's about listening to our hearts, and to the call of the wild."

'Holland. C, *I Love my World*, Wholeland Press, Otterton, 2009'.

## Forest School Rules and Countryside Code

- Children are encouraged to be involved in the decisions about their environment and safety.
- Children will learn to understand and appreciate the countryside code as they learn to enjoy and respect the environment in which they are learning.
- Children will learn about issues regarding sustainability, and how their actions have consequences.
- Children will be encouraged to develop a respect for tools, and understand their potential, risks and uses.
- Clear boundaries will be set dependent upon the activities taking place in the session and children will begin to learn and understand that whilst there are risks involved in Forest School, careful steps have been taken to make them manageable. Children will be involved in setting the boundaries as and when appropriate.

## Health and Safety at Work Act (HASWA)

The HASWA outlines the responsibilities of employers (the Forest School Leader), and also of adults working with the group). The main considerations relevant to Forest School sessions are detailed below:

### **Forest School Leaders must:**

- Tell you about risks to your health and safety. Adults will be asked to read the risk assessments at the beginning of the sessions.
- Tell you how to do your job safely The Forest School Leader will introduce the adults involved to the activities and inform them of safety considerations.
- Ensure that safe working practices and appropriate policies are in place to safeguard its staff and users.
- Record accidents and incidents, and review whether they could have been avoided, making appropriate changes to procedures and policies if necessary.
- Inform you how to get First Aid. (The Forest School Leader will have a First Aid kit and is qualified to administer First Aid).
- Tell you what to do in an Emergency. Staff will be given a copy of the Emergency Procedures.
- Safety equipment will be given to anybody who needs it.

### **Adults Assisting Forest School Sessions Must:**

- Take care of their own health and safety and that of people who may be affected by what they do (or don't do).
- Actively manage risks by either reporting them, or removing them where possible, providing is safe to do so.
- Co-operate with others on health and safety, and not interfere with, or misuse, anything provided for health, safety or welfare.
- Follow the health and safety advice given during the session by the Forest School Leader, or seek advice if uncertain. Nobody should interfere with safety equipment, such as the first aid kit, essential equipment, or protective equipment.

## Example email to parents

DATE

Dear Parents,

Every child in CLASS will have the opportunity to take part in Forest School Friday activities, run by ..... next week. Weather permitting, this will take place on **DATE**.

Please send your child into school wearing suitable outdoor clothing. For the activities, they must wear long sleeved tops and long trousers to avoid scratches and to keep them warm. They will be taking part in a variety of outdoor activities, so will need **suitable footwear (trainers, preferably wellies), in addition to a warm and waterproof coat.**

It is expected that the children will get muddy, be handling plants, mud and wood, so please bear this in mind when choosing their clothes. If they have waterproof leggings and hats/gloves/scarves, these will come in very useful.

They may also sometimes be working close to the fire (with supervision), so may well smell of woodsmoke when they have finished. Marshmallows may be provided as a snack during the session. **Please let your child's class teacher know asap regarding any allergies.**

Yours sincerely

## Personal Protective Equipment

### **Wet/cold weather**

#### **Children and adults must wear:**

Waterproof coat  
Waterproof trousers (if available)  
Clothes which dry quickly (not jeans)  
Wellies/strong walking shoes  
Warm hat  
Gloves  
Long hair to be tied back.

### **Warm weather**

#### **Children and adults must wear:**

Sun cream (to be self-applied)  
Sun hat  
Preferably long, thin sleeves and trousers. Some children will get too hot in long sleeves and trousers. FS practitioner to talk to children prior to session if this is relevant and shorts and t shirts will be permitted with the proviso that they are aware they will be more likely to suffer scratches and/or stings.  
Closed strong walking shoes (no flip flops/sandals)  
Long hair to be tied back.  
Water bottle to be taken outside.

When using tools or handling Kelly Kettle, protective gloves must always be worn.

## Kelly Kettle and Open Fire Procedures Summary

### Kelly Kettle

- When using a Kelly kettle ensure you use a level nonflammable surface to place the base on as the Kelly Kettle has a high centre of gravity.
- The Kelly Kettle must never be left unattended when a fire is lit.
- The air hole should be on the opposite side to the spout, keep the spout away from you to avoid splashes, remove the cork when the kettle is placed on the flames.
- Feed the fuel through the chimney and have fire gloves nearby.
- Ensure there is ample emergency water close by to douse flames.
- Ensure there is a first aid box with burns kit included.

### Open Fire

- In the event of an emergency at the open fire there should be a good supply of water to douse flames and put out the fire.
- In the event of an adult or child's clothes being on fire they should be encouraged to 'stop, drop and roll'. Also wrap them up in a fire blanket, both actions will put out the flames.
- At the end of the session the fire should be extinguished with water, dampened and cooled then the ashes spread out to cool.
- The hot embers should not be left unattended at any time.
- Remove large logs (from a star fire) and immerse them into a bucket of water to fully extinguish, remember to use fire gauntlets to remove logs in case they are hot.
- Ensure there is a first aid kit with burns kit included.
- Have a fire blanket in case of emergency.

## Forest School Toileting Arrangements

As the Forest School site is located on school property, children can use the school toilets if they need to. However, children are always given the opportunity to go to the toilet before and after Forest School sessions. For Key Stage 1 and Early Years children, an adult must go with the children due to the distance to cover to and from the Forest School area. Key stage 2 children may go unsupervised, but the activity leader must ensure they have checked in on return to the group.

Wet wipes and hand gel are provided in the Forest School first aid kit; alongside the bucket of water, however children should follow normal hand-washing procedures in the school building.

## Forest School Emergency Contact Details and Procedure

If there is an emergency, one of the adults from the Forest School area will return to the school office to use the telephone if necessary. A walkie talkie or mobile phone will be carried at all times.

**Location:** Forest School Area, far top end of the playing field. Heatherlands Primary School, Library Road, Parkstone, Poole, Dorset BH12 2BG. 01202 743918

Medical details and emergency contact information are kept in secure files in the school office.

**Contact:** Heatherlands School Office and Miss Collis (Assistant Head Teacher/Curriculum leader)

**Additional Contact:** Mr Julian Churchill (Head Teacher), Mrs Lloyd-Christie (Deputy Head Teacher) or Mr Arrowsmith (Key Stage 1 Assistant Head Teacher)

## Forest School Flexibility and Child-Led Learning

Although activities have been planned prior to sessions, if children wish to explore something which has just appeared (for example after a stormy night, branches may have fallen, an animal may have left something), or explore something that they haven't seen before/links with other areas of their learning etc, then provision will be made for this.

The session can be adapted accordingly, providing risk assessments have been carried out. This is the nature of Forest School, that the children lead the learning, and can choose to make use of the opportunities prepared for them, or they can choose to make use of the natural environment in their own way. This links to the Forest School ethos as originally set up in Scandinavian countries.

## **Forest School Confidentiality and Data Protection**

If, during a Forest School session, a disclosure of any kind is made to the adults present, Heatherlands Primary School's safeguarding and confidentiality policies will apply and the disclosure will be recorded on My Concern as quickly as possible.

Photographs and videos will be taken during Forest School sessions. The Forest School practitioner will be aware of those children whose parents have requested that they not be named and/or photographed in any school documentation and will act accordingly in conjunction with Heatherlands Primary School's data protection policy.

## Forest School Equal Opportunities

In accordance with our school policy on equal opportunities, the Forest School aims to give every child the opportunity to achieve the highest of standards, 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.

We aim to provide all our children with the opportunity to succeed, and to reach the highest level of personal achievement.

We will:

- Ensure equality of access for all children
- Employ a range of styles, including collaborative learning, so that children can value working together. This opportunity also works alongside developing skills of resilience and independence when offered the opportunity to work on their own
- Seek to involve all parents in supporting their child's education
- Take account of the performance of all children when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of children.

## Forest School Shelter

Most of the time, Forest School sessions will continue regardless of the weather. The exception to this is a thunderstorm, or in high winds. Sometimes, if it is a group's first time, or the children are particularly young or nervous, the session will be postponed until better weather to ensure the children have a positive first experience of Forest School.

If shelter is needed, the sessions can be carried out either inside the school building or in the outdoor classroom gazebos on either the upper or lower playgrounds or in the valley.

As part of the Forest School sessions, the children will be taught how to make their own waterproof shelters and for some sessions, a tarpaulin will be used as a shelter so that sessions can continue regardless of inclement weather conditions.

The Forest School practitioner makes the ultimate decision about type of shelter needed, and whether or not a session can continue on safety and practicality grounds.

## Forest School Hygiene Policy and Procedure (Food Hygiene as well as General Hygiene)

Date	Authorised Signature (Head Teacher & Forest School Practitioner)	Review Date

### Aim

To prevent the spread of all infection, adults in the Forest School setting will ensure that all school policies relating to hygiene and the following good practices are observed without taking away the essence of 'being in the wild' for the children.

### Method

- Children are encouraged to follow the hygiene practices in an independent manner.
- Children are educated about the need to follow hygiene practices such as hand washing.

### Personal Hygiene

- Staff and children will have washed their hands after using the toilet.
- Individual paper towels available after washing hands and eating. They must be used and disposed of appropriately.
- Hygiene rules related to bodily fluids will be followed with particular care and all staff and volunteers are aware of how infections, including HIV infection, can be transmitted.

### Cleaning and Clearing

- Any spills of blood, vomit or excrement will be wiped up and flushed away down the toilet.
  - Rubber gloves will always be used when cleaning up spills of bodily fluids. Floors and other affected surfaces will be disinfected using anti-bacterial spray used according to the manufacturer's instructions.
- Fabrics contaminated with bodily fluids will be thoroughly washed in hot water off-site.

### Food Hygiene

Children are encouraged to wash their hands before eating. Hand gel and wet wipes are on hand for quick use, and the toilets with hand washing facilities are a 5 min walk away. Children are encouraged to get an adult to check that the food they are about to eat is suitable. If it is over/undercooked adults to advise next steps. If food falls on the floor, replace it. Do not let children eat food which has fallen on the floor. When toasting marshmallows,

children should use a clean, ready-made skewer, or a stick which has had the bark removed and therefore the dirt from the outer part of the stick. Hands are not generally used for the consumption of marshmallows in this way.

### **Monitoring of policy**

This policy will be reviewed annually and changes may be implemented during the year should government policies or guidelines change or reflective practice highlights concerns.

## Risk Benefit Management and how it applies to Forest School

### **Risk Benefit Management and Risk Assessment**

“Risk-Benefit management is a fundamental part of life and is a skill needed for young people’s safety and well-being. Staff have a duty of care towards young people. However, this certainly does not mean ‘wrapping them in cotton wool’. Therefore we have a responsibility not only to keep young people safe, but also to enable them to learn to manage risks for themselves”.  
(Getting ready – Managing Risk, From Council for Learning Outside the Classroom).

Risk management is about identifying and managing any significant chance of harm.

Significance is determined by two factors:

1. The likelihood of an accident or incident happening.
2. The severity of injury or harm if it does occur.

Children are encouraged to play a part in the assessment and management of risk. At Heatherlands Primary School, this helps the children to understand why we have rules, and what the experience would be like if the risk assessments and rules were not in place. This gives more value and significance to the learning which takes place in the Forest School sessions. As long as the correct control measures are in place and the children understand the reason for these control measures, then learning outside the classroom can take place effectively and enjoyably.

## Risk Assessment of Activities (General Forest School Activities)

Name of Forest School Practitioner responsible for carrying out risk assessment:					
Date of assessment:					
Location		Forest Classroom, Heatherlands Primary School, Library Road, Parkstone, Poole, Dorset BH12 2BG			
Activity		General Forest Activities/Den Building/Bug Hotel Building			
Possible hazards, associate harm and control measures:					
Hazard	Associated harm	Control measures	Likelihood	Severity	Risk Rating
Exposure to hazardous plants/substances	Stings from nettles, scratches from branches, ingesting poisonous/harmful berries	Children are not to place their hands in their mouths during this activity when touching plants, soil, animals or equipment. Children are shown particularly hazardous plants/berries and warned of consequences. Children will wash their hands after the activity. Wet wipes and hand gel is provided if necessary but toilet facilities are a 2 min walk away. Children are asked to wear long sleeves and trousers.	5	5	10

Exposure to infection	Infection and/or illness from soil	Children are not to place their hands in their mouths during this activity when touching plants, soil, animals or equipment. Children are shown particularly hazardous plants/berries and warned of consequences. Children will wash their hands after the activity. Wet wipes and hand gel is provided if necessary but toilet facilities are a 2 min walk away. Children are asked to wear long sleeves and trousers.	4	5	9
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Logs and uneven forest floor	Trips, slips and falls, crush injuries	Encourage children to walk slowly and carefully, being aware of where they are placing their feet. Children to 'spot' each other and not to climb above partner's head if climbing a tree. Ensure den has been checked by an adult before children go inside.	4	5	9
Twigs and branches	Impalement, trips, slips and falls, cuts and bruises, leading to infection	Children know to work with a partner if stick is taller than their hip. Carry sticks pointing up to the sky and down to the ground. No running with sticks in hands.	4	5	9
Weather conditions	Exposure to heat, sun, wet, cold conditions.	Children have been asked to dress appropriately in letter to parents (sun hat/waterproof/suitable footwear).	4	5	9

**Further description of activity and additional control measures**

Children will be spending prolonged periods of time in the woodland area.

Ratio of 1:6 adults to children for this activity.  
Children will be closely supervised at all times.  
Risks and appropriate behaviour will be reiterated throughout activity.  
FS practitioner will stop activity if children cannot follow procedures.  
Check area for litter/trip hazards before starting activity.  
FS practitioner to check area after session.  
First aid kit always with FS practitioner.

Likelihood and Severity is measured on a scale of 1-5. 1 = low, 5 = high. The

2 scores are combined to create the risk rating.

Any activities rated 6 or above as a risk rating are considered high risk, however if all control measures are in place for each session, there will be a low risk rating.

**It is important that this document has been shared with all staff involved prior to the activity taking place.**

## Risk Assessment of Activities (Bug Hotel)

<b>Name of Practitioner responsible for carrying out risk assessment:</b>					
<b>Date of assessment:</b>					
<b>Location</b>	End of Nature Trail area, near KS1 classrooms. Heatherlands Primary School, Library Road, Parkstone, Poole, Dorset BH12 2BG				
<b>Activity</b>	<b>Building a bug hotel</b>				
<b>Possible hazards, associate harm and control measures:</b>					
<b>Hazard</b>	<b>Associated harm</b>	<b>Control measures</b>	<b>Likelihood</b>	<b>Severity</b>	<b>Risk Rating</b>
Exposure to hazardous plants/substances, including infection	Stings from nettles, scratches from branches, ingesting poisonous/harmful berries	Children are not to place their hands in their mouths during this activity when touching plants, soil, animals or equipment. Children instructed not to eat anything unless under supervision of an adult. Children are shown particularly hazardous plants/berries and warned of consequences. Children will wash their hands after the activity. Wet wipes and hand gel is provided if necessary but toilet facilities are a 2 min walk away. Children are told to wear long sleeves and long trousers.	3	5	8
Logs and uneven forest floor	Trips, slips and falls, crush injuries	Encourage children to walk slowly and carefully, being aware of where they are placing their feet. Ensure level of hotel has been checked by an adult before children start work.	4	5	9



Pallets and other materials	Impalement, trips, slips and falls, cuts and bruises, leading to infection	Children know to work with a partner if materials are taller than their hip. Carry long materials (wood/pipes etc) pointing up to the sky and down to the	3	5	8
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		ground. No running with anything in hands.			
Weather conditions	Exposure to heat, sun, wet, cold conditions.	Children will have access to water bottles. Children have been asked to wear suncream/bring coats and waterproofs where appropriate.	2	4	6

**Further description of activity and additional control measures**

Children will be making a school bug hotel with each layer (a new pallet) designed and made using natural resources.

Ratio of 1:6 adults to children for this activity.  
 Children will be closely supervised at all times.  
 Risks and appropriate behaviour will be reiterated throughout activity.  
 FS practitioner will stop activity if children cannot follow procedures.  
 Check area for litter/trip hazards before starting activity.  
 FS practitioner to check area after session.  
 First aid kit always with FS practitioner.

Likelihood and Severity is measured on a scale of 1-5. 1 = low, 5 = high. The

2 scores are combined to create the risk rating.

Any activities rated 6 or above as a risk rating are considered high risk, however if all control measures are in place for each session, there will be a low risk rating.

**It is important that this document has been shared with all staff involved prior to the activity taking place.**

## Risk Assessment of Tool Use

<b>Name of Forest School Practitioner responsible for carrying out risk assessment:</b>					
<b>Date of assessment:</b>					
<b>Location</b>	Forest Classroom, Heatherlands Primary School, Library Road, Parkstone, Poole, Dorset BH12 2BG				
<b>Activity</b>	Use of tools: peelers/knives/loppers/bow saws/palm drill/hammers				
<b>Possible hazards, associate harm and control measures:</b>					
<b>Hazard</b>	<b>Associated harm</b>	<b>Control measures</b>	<b>Likelihood</b>	<b>Severity</b>	<b>Risk Rating</b>
Tools kept in poor condition	Cuts, leading to infection	FS practitioner to check condition of peelers before session and ensure they are sharp and in good condition.	1	5	6
Tool used incorrectly	Cuts, leading to infection	FS practitioner to model how to use/store/carry the tool safely using tool procedure talks. Chn to demonstrate correct use before using themselves. Stop activity if necessary. Correct body positioning (always kneeling) Pupils to communicate and check that each other is ready before starting.	3	5	8
Tool left lying around/out of cover	Trip hazard, cuts leading to infection	FS practitioner to model how to use/store/carry the tool safely using tool procedure talks. Chn to demonstrate correct use before using themselves. Tool to be given to FS practitioner to be placed in locked box when not being used.	2	5	7
<b>Further description of activity and additional control measures</b>					
Children will be using potato peelers to take the bark off small branches/twigs. Children will be using knives to take the bark off small branches/twigs. Whittling wood. Children will be using loppers to cut twigs and thin branches. Children will be using hammers to hammer flowers, leaves onto a piece of fabric to leave an impression.					

Children will be using bow saws to cut logs and branches.  
Children will be using palm drill to take the bark off small branches/twigs.

Children will be closely supervised at all times.  
Risks and appropriate behaviour will be reiterated throughout activity.  
FS practitioner will stop activity if children cannot follow procedures.  
Chn and staff to wear gloves on non-tool hand.  
FS practitioner to show chn location of tool area and storage at the start of the session. Ensure used when tools are not being used.  
Check area for litter/trip hazards before starting work with tools.  
FS practitioner to check tool storage and area after session.  
FS practitioner to check sheaths are in place for tools at the end of the session.  
If weather conditions are distracting, stop tool use immediately and stow safely.  
First aid kit always with FS practitioner.

Likelihood and Severity is measured on a scale of 1-5. 1 = low, 5 = high. The

2 scores are combined to create the risk rating.

Any activities rated 6 or above as a risk rating are considered high risk, however if all control measures are in place for each session, there will be a low risk rating.

**It is important that this document has been shared with all staff involved prior to the activity taking place.**

## Risk Assessment of Tool Use (Fire steels/strikers)

Name of Forest School Practitioner responsible for carrying out risk assessment:					
Date of assessment:					
Location		Forest Classroom, Heatherlands Primary School, Library Road, Parkstone, Poole, Dorset BH12 2BG			
Activity		Lighting fires using fire steels.			
Possible hazards, associate harm and control measures					
Hazard	Associated harm	Control measures	Likelihood	Severity	Risk Rating
Fire and heat	Burns to skin and clothes	Supervision of the fire, one adult to be sat beside fire at all times while alight or hot embers remain, to ensure children do not have unsupervised access. Children to be supervised and attend the fire with group sizes of no more than 5 (depending upon nature of the child). Children will be given rules and safety advice and dangers of fire prior to visiting the fire. First aider and first aid kit will be available.	1	5	6



Fire getting out of control	Burns and destruction of woodland area	As above Fire will be in a soil pit surrounded by stones to prevent the fire escaping the area. Fire area will be away from buildings. The fire will not be under overhanging trees which may catch alight. A bucket of water will be available to dampen flames. A fire blanket will be available to wrap around person who may be alight. If windy, fire will not be lit.	3	5	8
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Falls into fire	Burns leading to infection	As above Children will be advised to walk, not run when around the fire.	2	5	7
Smoke	Smoke inhalation causing asthma attacks and/or breathing difficulties. Eyes may sting/water.	The position of the fire will be away from buildings. The wind direction will be constantly assessed and children advised to move out of the smoke. Inhalers to be easily accessible.	5	5	10
Heat from hot embers when fire has been extinguished.	Burns leading to infection	When the fire activity is finished the embers will be dampened and cooled with water. The embers will be checked by FS practitioner. Chn to treat fires the same when extinguished as when lit.	4	5	9



Tools kept in poor condition	Cuts leading to infection	FS practitioner to check condition of fire strikers before session and ensure tools are kept in good condition.	1	2	3
Tool used incorrectly	Cuts leading to infection	FS practitioner to model how to use/store/carry the tool safely using tool procedure talks. Chn to demonstrate correct use before using themselves. Stop activity if necessary. Gloves worn and correct body positioning. Pupils to communicate and check that each other is ready.	4	5	9
Tool left lying around/out of cover	Trip hazard, cuts leading to infection	FS practitioner to model how to use/store/carry the tool safely using tool procedure	1	5	6

		talks. Chn to demonstrate correct use before using themselves. Tool to be given to FS practitioner to be placed in locked box when not being used.			
Closeness to fire	Burns leading to infection	Chn are shown the correct kneeling position and ratio allows safe use of fire.	1	5	6

**Further description of activity and additional control measures**

Children will be building and lighting their own fires using fire steels/strikers.

Ratio of 1:5 adults to children for fire activities.  
Children will be closely supervised at all times.  
Risks and appropriate behaviour will be reiterated throughout activity.  
FS practitioner will stop activity if children cannot follow procedures.  
FS practitioner to show chn location of tool area and storage at the start of the session.  
Ensure used when tools are not being used.  
Check area for litter/trip hazards before starting activity.  
FS practitioner to check tool storage and area after session.  
Chn to use hand gel/wet wipes or wash hands before eating food.  
Children are aware of the hazards present and control measures in place.  
High expectations of behaviour from staff and pupils at all times.  
First aid kit always with FS practitioner.  
If weather conditions are distracting, stop tool use immediately and stow safely.

Likelihood and Severity is measured on a scale of 1-5. 1 = low, 5 = high. The

2 scores are combined to create the risk rating.

Any activities rated 6 or above as a risk rating are considered high risk, however if all control measures are in place for each session, there will be a low risk rating.

**It is important that this document has been shared with all staff involved prior to the activity taking place.**

## Risk Assessment of Activities (Fire Activities)

Name of Forest School Practitioner responsible for carrying out risk assessment:					
Date of assessment	Nov 2016				
Location	Forest Classroom, Heatherlands Primary School, Library Road, Parkstone, Poole, Dorset BH12 2BG				
Activity	Use of the fire pit				
Possible hazards, associate harm and control measures:					
Hazard	Associated harm	Control measures	Likelihood	Severity	Risk Assessment
Fire and heat	Burns to skin and clothes	Supervision of the fire, one adult to be sat beside fire at all times while alight or hot embers remain, to ensure children do not have unsupervised access. Children to be supervised and attend the fire with group sizes of no more than 6 (depending upon nature of the child). Children will be given rules and safety advice and dangers of fire prior to visiting the fire. First aider and first aid kit will be available.	1	5	6
Fire getting out of control	Burns and destruction of woodland area	<i>As above</i> Fire will be in a purpose made holder to prevent the fire escaping the area. Fire area will be away from buildings. The fire will not be under overhanging trees which may catch alight. A bucket of water will be available to dampen flames. A fire blanket will be available to wrap around person who may be alight. If high winds, fire will not be lit.	1	5	6

Falls into fire	Burns leading to infection	<i>As above</i> Children will be advised to walk, not run when around the	2	5	7
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		fire. Children only enter fire area when invited.			
Smoke	Smoke inhalation causing asthma attacks and/or breathing difficulties. Eyes may sting/water.	The position of the fire will be away from buildings. The wind direction will be constantly assessed and children advised to move out of the smoke. Any children with asthma to have inhalers accessible.	5	5	10
Heat from hot embers when fire has been extinguished.	Burns leading to infection	When the fire activity is finished the embers will be dampened and cooled with water. The embers will be checked by FS practitioner. Children to void the area and treat as if still a fire.	3	5	8
Closeness to fire	Burns leading to infection	Chn are shown the correct kneeling position (1 or 2 knees) and ratio allows safe use of fire. Long sticks to be used when toasting marshmallows/making sweet dough.	2	5	7

**Further description of activity and additional control measures**

Children will be sat around the fire, lighting their own fires and cooking on the open fire.

Ratio of 1:6 adults to children for fire activities.

Children will be closely supervised at all times.

Risks and appropriate behaviour will be reiterated throughout activity.

FS practitioner will stop activity if children cannot follow procedures.

Check area for litter/trip hazards before starting activity.

FS practitioner to check area after session.

Chn to use hand gel/wet wipes or wash hands before eating food.

Children are aware of the hazards present and control measures in place.

High expectations of behaviour from staff and pupils at all times.

First aid kit always with FS practitioner.

Likelihood and Severity is measured on a scale of 1-5. 1 = low, 5 = high. The

2 scores are combined to create the risk rating.

Any activities rated 6 or above as a risk rating are considered high risk, however if all control measures are in place for each session, there will be a low risk rating.

**It is important that this document has been shared with all staff involved prior to the activity taking place.**

## Risk Assessment of Activities (Cooking on the open fire)

Name of Forest School Practitioner responsible for carrying out risk assessment:					
Date of assessment:					
Location	Forest Classroom, Heatherlands Primary School, Library Road, Parkstone, Poole, Dorset BH12 2BG				
Activity	Cooking (popcorn, marshmallows, sweet dough, pizza)				
Possible hazards, associate harm and control measures:					
Hazard	Associated harm	Control measures	Likelihood	Severity	Risk Rating
Fire and heat	Burns to skin and clothes	Supervision of the fire, one adult to be sat beside fire at all times while alight or hot embers remain, to ensure children do not have unsupervised access. Children to be supervised and attend the fire with group sizes of no more than 6 (depending upon nature of the child). Children will be given rules and safety advice and dangers of fire prior to visiting the fire. First aider and first aid kit will be available.	1	5	6
Fire getting out of control	Burns and destruction of woodland area	<i>As above</i> Fire will be in a purpose made holder to prevent the fire escaping the area. Fire area will be away from buildings. The fire will not be under overhanging trees which may catch alight. A bucket of water will be available to dampen flames. A fire blanket will be available to wrap around person who may be alight. If high winds, fire will not be lit.	1	5	6
Falls into fire	Burns leading to infection	<i>As above</i> Children will be advised to walk, not run when around the fire. Children only enter fire area when invited.	2	5	7
Smoke	Smoke inhalation causing asthma	The position of the fire will be away from buildings. The wind direction will be	5	5	10



	attacks and/or breathing difficulties. Eyes may sting/water.	constantly assessed and children advised to move out of the smoke. Any children with asthma to have inhalers accessible.			
Heat from hot embers when fire has been extinguished.	Burns leading to infection	When the fire activity is finished the embers will be dampened and cooled with water. The embers will be checked by FS practitioner. Children to void the area and treat as if still a fire.	3	5	8
Hot food	Burns to mouth when eating	Chn are advised to count to 20 elephants before consuming, and check with adult first. If food is alright, adult to check it has been fully extinguished.	2	5	7
Closeness to fire	Burns leading to infection	Chn are shown the correct kneeling position (1 or 2 knees) and ratio allows safe use of fire. Long sticks to be used when toasting marshmallows/making sweet dough.	2	5	7

**Further description of activity and additional control measures**

<p>Children will be sat around the fire, cooking on the open fire.</p> <p>Ratio of 1:6 adults to children for fire activities.</p> <p>Children will be closely supervised at all times.</p> <p>Risks and appropriate behaviour will be reiterated throughout activity.</p> <p>FS practitioner will stop activity if children cannot follow procedures.</p> <p>Check area for litter/trip hazards before starting activity.</p> <p>FS practitioner to check area after session.</p> <p>Chn to use hand gel/wet wipes or wash hands before eating food.</p> <p>Children are aware of the hazards present and control measures in place.</p> <p>High expectations of behaviour from staff and pupils at all times.</p> <p>First aid kit always with FS practitioner.</p>
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Likelihood and Severity is measured on a scale of 1-5. 1 = low, 5 = high. The

2 scores are combined to create the risk rating.

Any activities rated 6 or above as a risk rating are considered high risk, however if all control measures are in place for each session, there will be a low risk rating.

**It is important that this document has been shared with all staff involved**

## Forest School Casualty Monitoring Form

- What happened?
- How are you feeling?
- Do you mind if we have a look?
- Do you mind if I use this card to remind me of important information?

Information	questions	reply
signs / symptoms	how are you feeling?	
allergies / age / athleticism	is this the first time this has happened? Do you have any allergies?	
medication	Have you recently taken any medication?	
past history	When did you last visit your doctor or hospital?	
last meal	What have you eaten recently?	
events	What happened?	

Casualty name: \_\_\_\_\_

D.O.B. \_\_\_\_\_ Home tel no: \_\_\_\_\_

Home Address: \_\_\_\_\_

\_\_\_\_\_

Next of Kin name & relationship: \_\_\_\_\_

Tel no: \_\_\_\_\_

Address: \_\_\_\_\_

## Monitoring

Time				
pulse rate (per min)				
pulse character (weak, full)				
breathing rate (per min)				
breathing character(deep etc)				
temperature-warm+ dry				
temperature - hot + dry				
temperature - hot + wet				
temperature -cold + dry				
temperature -cold + wet				
colour				
consciousness - alert				
conscious - verbal stimulus				
conscious- respond to pain				
consciousness - unresponsive				

Comments / drawings of injury site / treatment given to date:

## Forest School Tool / Equipment Count

Date:

How many tools taken into woods	Tool / Equipment	How many tools returned
	Bow Saw	
	Bill Hook	
	Sheath Knife (in sheaf)	
	Loppers	
	Fire Strikers	
	Rope	
	Balls of String	
	Kelly Kettle	
	Popcorn pan, lid and extension handle	
	Tarpaulins	
	Scissors	
	Potato peelers	
	Boxes of matches	
	Kindling	
	Cotton wool	
	Marshmallows	

\*Check all tools taken into the woodland are accounted for and returned to the designated box or bag when you leave, to ensure the safety of others who use the woodland after you. This procedure avoids anything being left behind.