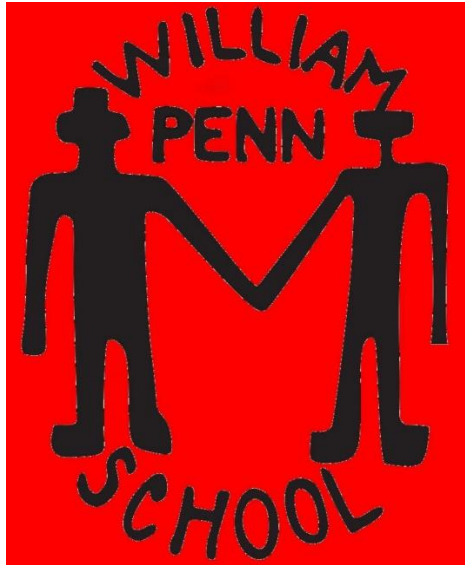




Forest School and Outside Learning Handbook.

(Staff and Volunteers)



Contents

Pg. 3- 5 Ethos and Definition of Forest School.

Pg. 5 Where to find us.

Pg. 6 Leaders Role and Supporting Adults.

Pg. 7 Forest School Code.

Pg. 8 – 17 Health and Safety.

Pg. 18 – 19 Environmental Impacts.

Pg. 20 – 21 Forest School Activities.

Pg. 22 – 35 Risk Assessments.

Ethos and definition of Forest School at William Penn.

Children and Young people have the right to play and experience the outdoors and the world around them. Allowing children to take risks and be curious gives them opportunities to build confidence and self-esteem. Helping those who struggle with indoor learning to learn and develop in a natural environment, encourage new ways of learning and hands on experiences. Helping all with areas of development,

Personal, Social, and emotional.

Communication and Language.

Mathematics- Problem solving, Reasoning and Numeracy.

Understanding the World.

Physical.

Expressive Arts and Design-creative.



Forest School (Principles)

Long term.

Forest School is a long-term process. Giving children regular sessions in a natural environment, not a one-off visit. Allowing children to experience the seasons. Planning, adaptation, observations, and reviewing are all crucial elements of the long-term progression of our learners.

Nature.

Forest School should happen in a woodland or a natural wooded area, to help support the learner and their relationship with the natural world. Providing them with space in which they can play, explore, and discover. To help build long-term relationships, attitudes and best practices in learners, staff, and the wider community.

Holistic.

Forest School promotes holistic development for all learners encouraging resilience, confidence, independence, and creativity. Forest School aims to develop every child's development where appropriate. Physical, Social, Cognitive, Linguistic, Emotional, Social, and spiritual aspects of each learner. A Forest School leader will aim to link Forest School experiences with home and School.

Risk.

Forest School provides an opportunity for learners to take appropriate and supported risks to themselves and the environment around them. To help create positive attitudes and build on interests and motivation. Forest School Leaders complete risk assessments for activities such as tool use and fire building only then will a learner with a leader use where appropriate, supporting a risk/ benefit experience. This is to help and support the learner at their stage of development.

Leadership.

Forest School is run by a qualified Forest School leader, who holds a minimum Level 3 qualification, who continuously develops their professional practice, and is reflective. All leaders have an up to date first aid qualification, Paediatric and outdoor elements. There is a high leader/adult ratio to learners, and these leaders and adults are subject to relevant checks for their suitability to work and support learners. All roles and responsibilities of adults are established, Forest School has all relevant documents in place, policies, and procedures all risk assessments and insurance.

Community.

Forest School uses a selection of learner centred steps to help create a community. A child centred learning approach is used by leaders that supports the interests and needs of the children. Play and choice are an important part of each learner's development and understanding. Providing stimuli for all learners. All leaders model their methods of learning through their planning, relationships, and language they use, leaders use observations to help. This helps with progress, learning and development and each child's individual needs. Allowing time for reflection in each session helps children and leaders recognize and understand achievements, promoting future planning and developing emotional intelligence.

Where to find us.

All our Forest School sessions will be held on School grounds, within our wooded and wildlife area. Development of the area will always be ongoing, being mindful and respectful of our learners and the environment.



The Forest School Leaders Role.

As Forest School leaders we are entrusted with the safety and wellbeing of all children and adults attending our Forest School sessions. Risk assessing the woodland site daily, and activities before and during each session. A Forest leader encourages children to play, which reassures children to explore and be curious.

A leader will set adaptable small activities, ensuring learners have the space, freedom, and time to learn at their own pace. Giving children an outside space to explore has a positive and ongoing effect on mental and physical wellbeing, which as a leader helps us to boost confidence, self-esteem, and self-belief.

All behaviour, tasks and language are modelled by Forest School leaders and by all other adults. This helps to promote positive behaviour, team building, self-awareness, resilience and awareness of others and needs.

Each session is planned by the Forest leader around the needs of the group and individual's making sure every child is treated as an individual and respected. As Forest leaders we are responsible for administering first aid and maintaining the first aid and burns kits, maintaining all tools and counting them out and in for each session. Ensuring guidelines, policies and procedures are followed.

Supporting adults' roles

At the beginning of each Forest School session, check that all children/learners are wearing the appropriate clothing and footwear for time of year and weather conditions.

To help Forest leader with different tasks throughout each session. Such as tending the fire, head counting, tool use activities, setting up session and clearing site at end.

All adults model all behaviour, language, and tasks. Keeping all children safe and encouraging them to identify risks and hazards through their learning and play. Allowing them time to play and explore.

To support all children's learning and development without over influencing them and take a step back as an adult with their activities and play, giving them

freedom, time, and space. Always praise positive behaviour and promote School values.

All adults must alert the Forest School leader of any incidents, injuries, and behaviour.

Forest School code.



Health and Safety.

Behaviour.

At the start of each Forest School session, all expectations will be made clear, so that each child knows what is expected from them. As adults working with children and young people, we need them to feel safe and respected. Praising and promoting good behaviour leads to positive play and learning. All adults at each session will be made aware of any children within the group that may require extra support either socially or emotionally. If any child puts others or themselves in danger, we will ask that the behaviour stops, if it continues an adult will intervene. Reminding children about our values and Forest School code. Should behaviour continue a child may be asked to leave Forest School. Each child is required to follow Forest School code and behave accordingly.

Safeguarding.

Our Forest School sessions are run on our school site, so we follow the school's safeguarding policies and procedures. Each adult is D.B.S checked. Our safeguarding leads are Anna Constable (Acting Head), Sophie Peters (YR 3/4 Teacher) and Spencer Phillips (YR 1/2 Teacher).

Any photographs/ videos taken during a Forest School session is permitted as permissions are kept on school records. Any photos / videos will only be taken using school equipment and held at School. Any photographic/ video evidence taken outside a school day, for example after School club. Separate permissions are required.

Emergencies and First Aid.

Our Forest School leader has been first aid trained in: -

Outdoor First Aid,

Emergency First Aid at Work, - Health, and safety (first aid) Regulations – 1981

Forest School and Paediatric First Aid- (Ofsted and EYFS requirements meet).

Forest School leaders are responsible for First Aid provision and maintaining its stock. It is the Forest Leaders responsibility to keep first aid in a visible position and all adults made aware of its location. An emergency plan will also be in place and visible for all in a Forest School session. All children/ Adults with medical conditions are highlighted to all adults supporting a Forest School session, and location of all medications required is visible. Any first aid to be administered must be brought to Forest School leader attention first. All other

adults who are members of staff are all first aid trained and can be contacted through the school office to assist if necessary. We are a small School site so in the event of further assistance or an ambulance is required, an adult will contact the main office, a short distance from Forest Setting providing as much information as possible to assist with incident. The Forest School Leader will remain with the injured child/adult until assistance arrives depending on injury. All other children/ learners will be escorted back to the main school by all other adults helping with the session.

Any first aid administered, or accidents must be recorded on appropriate forms which are kept with Forest School First Aid Provision. All forms should be completed with as much information as possible and all signed, dated and times recorded.

All relevant people are contacted regarding the nature of first aid or accident and in accordance with RIDDOR regulations (1995): -

Main Office

Head Teacher

Parents/ Guardians

Governors

Ofsted



Fire Safety at Forest School.

At Forest School we will often light fires, by modelling safe fire lighting, we will show children how to keep themselves and others safe around a campfire. Giving children and other adults the knowledge and understanding, will give them the skills they need to build a fire, maintain it safely within the woodland environment and fire safety.



Introduce children to the fire circle and the importance of its boundary.

- We only walk around a fire circle; we must not run.
- Enter and exit the fire circle from the outside, we do not walk across or climb over logs to reach other side.
- Only enter the fire circle when given permission by Forest School Leader or adult who is responsible for the fire.
- We will learn about red, green, and orange dragons to keep ourselves and others safe. Children and all adults.

The importance of where we have our fire.

- Make sure we have permission to light a fire, and keep our neighbours informed.
- We need a sheltered area, out of direct wind if possible.
- Above the fire circle needs to be clear of overhanging branches.
- We need to be able to erect a tarpaulin shelter above the fire so need at least 2 meters clear above.
- The ground beneath the fire needs to be flat and clear of vegetation, to prevent tripping and fire spread.

- Our fire circle seating should be at least 1.5 meters away from the fire.

Fire safety kit we need to light a fire. Always kept visible.

- A responsible adult A fire bucket filled with water.



- Burns Kit

Clean Water



- Fire blanket

Fire gloves.



How we keep ourselves safe when tending the fire.

- Long hair needs to be tied up.
- Loose clothing and jewellery secured.
- Long trousers no bare legs.
- No open toed shoes.
- Only tend the fire when given permission.
- When handling hot objects fire gloves should be worn.

How we light, tend and materials used to light a fire.

- We only use appropriate materials to build and light the fire.
- Use fire steels to light dragon tissue or cotton wool in a safe vessel. Scallop shell or bark with a small stick to remove ember from vessel to fire.
- Different size materials. Dry and dead
- Wet and green wood make a fire Smokey, which is unpleasant.
- We Kneel on one knee when tending the fire, this gives us better support and easier to stand up from quickly.
- Never throw things into fire, add firewood carefully laying it onto fire.
- Always make sure our fire is properly put out at the end of each session. Is cold and we leave no trace.



How weather conditions effect Forest School.

- As Forest School leaders we aim to run Forest sessions in all weathers.
- Weather conditions are part of our pre session checks.
- All the children and adults must come wearing suitable clothing for the time of year and conditions.
- Tarpaulin will be used as shelters for rain cover or shade from the sun.
- Checking the Forest canopy with wind speeds. Loose overhanging parts.
- We use Beaufort wind scale as a guide,
- Any weather conditions making a session unsafe within the Forest area, Beaufort wind scale of 7 or more, heavy rain, hot temperatures or thunder and lightning we will try to use different location and a last resort cancel session.

WIND SCALE		WIND SPEED MILES PER HOUR
		0
1	SMOKE RISES UP	
		1-3
2	SMOKE DRIFTS	
		4-7
3	LEAVES RUSTLE FLAGS STIR	
		8-12
4	LEAVES AND TWIGS MOVE	
		13-18
5	BRANCHES MOVE FLAGS FLAP	
		19-24
6	SMALL TREES SWAY FLAGS RIPPLE	
		25-31
7	LARGE BRANCHES MOVE, FLAGS BEAT	
		32-38
8	WHOLE TREES MOVE FLAGS EXTEND	
		39-46
9	TWIGS BREAK WALKING IS DIFFICULT	
		47-54
10	SIGNS, ANTENNAS BLOWN DOWN	
		55-73
11	TREES UPROOTED CONSIDERABLE DAMAGE TO BUILDINGS	
		74 OR ABOVE
	COUNTRYSIDE DEVASTATED	

Clothing.

Winter and chilly weather.



Summer and warm weather.



We wear long trousers all year round to protect us from scratches, stings, ticks, and sunburn. Long sleeve tops are advisable all year round for the same reasons.

Waterproof trousers will be needed all year round depending on weather conditions.

Sturdy boots/ wellies should be worn even in hot weather. Sun cream applied.

Use layers in the colder months to keep us warm.

Wearing the right clothing protects and keeps us safe.

Food Preparation and Hygiene.

Forest School Leader holds a level 2 food Hygiene certificate. And is responsible for promoting good practice. Clean water and soap must be provided. As adults we model personal hygiene, cleaning our hands before we eat or drink and before we handle any food that needs to be prepared for consumption.

Any food is stored correctly in containers and at the correct temperatures, we may use an ice box if practical to do so. When cooking on a campfire a food probe is used to check temperatures of foods being cooked, and record temperature.

All adults are made aware of any dietary requirements and allergies, keeping children and adults safe.

All cups, pots, pans, and containers used will be cleaned appropriately ready for the next session.

Personal Hygiene and Toileting.

Hand washing stations will be provided with fresh clean water every session and hand soap. This will be in keeping with Forest School learning.

Children will be asked to use the toilet before we start each session, and time will



be allowed to do so. We have an outside toilet just to one side of our Forest area which will be used during our Forest School sessions.

Tree Safety.

Our woodland area is checked daily by Forest School leader, who will be responsible for reporting any tree damage. Organize regular checks with a qualified tree surgeon, keeping the woodland area a safe environment, and maintaining it correctly.

Tools and Equipment.

All the tools we use are risk assessed by Forest School leaders and maintained. All adults supporting Forest School will read them. All safety equipment for using tools, for example correct size gloves for children and adults, are provided by the Forest School leader.

All tool use is modelled by the Forest School leader, and tool use will always be supervised. By modelling safe tool use we are helping children to understand the risks and potential dangers in a safe environment.

Introducing tools once children are familiar with the woodland setting, and gradually. Helps with their confidence. Allowing them to use a potato peeler before they use a knife promotes learning and understanding of tools. Which then leads to achievement, making it an enjoyable experience.

Children will work in small groups when using tools and will be taught safe working distances (Blood Bubble) and how to sit or stand when working with tools.

All tools are checked in and out by Forest School leader and are stored safely when not in use. Part of pre session checklist is that all tools being used are safe and in good working order.

Procedure for a Forest School session.

Before.

- Complete daily risk assessment, (check list).
- Weather Conditions.
- Child/Adult ratios.
- Resources for session.
- Ensure all tools/ equipment are safe to use.
- Check first aid and burns kits.

- Children and adults are appropriately dressed.
- Supporting adults have read handbook, risk assessments and session plan.

During

- Session introduction.
- Remind children about Forest School code.
- Talk about woodland area and areas that are out of bounds.
- Re cap on previous sessions.
- Outline current session.
- Check tools out (if using).
- Make on-going assessments of session, (weather, activities).
- Observe children and their play.

After.

- Check tools back in
- Finish with reflection time around fire circle.
- Leave site as we found it.
- See children back to class/ playground.
- Help children change clean up.
- Debrief with other adults.

Post.

- Reflect on session.
- Record observations and incidents.
- Check woodland area has been left respectfully for the wildlife.

Policies and Procedures.

All our Forest School sessions will take place at William Penn Primary School, in our woodland area. All the Schools' policies and procedures are found on the school web site. And we run the Forest School sessions in accordance with them.

[William Penn Primary School - Policies \(eSchools.co.uk\)](http://eSchools.co.uk)

Environmental Impact.

On a child's Forest School journey, we want them to grow respect for their woodland area, and the natural world around them. And encourage everyone to think about the choices we make about our woodland setting.

We want our Forest School sessions to be as minimal impact on the environment, by encouraging re-use of materials, what materials we use, look at the wildlife that lives in our woodland area and their needs. By demonstrating the choices, we make helps promote a better understanding of how the natural world works.

Activity	Impact	Mitigation
Collecting Wood	Any dead wood is important to the ecology of any woodland area. It provides habitats for a range of animals, plants, insects, birds, and fungi.	Collect only what dead/dry wood is needed to build a fire. Keep certain areas for dead wood to maintain and provide habitats.
Fires	Fire circles can change the chemical properties of the soil beneath. And lead to surrounding vegetation being burnt.	Choose an area within the woodland that will have the least ecological impact. Only light a fire if it is meeting the need for the sessions learning. This will allow the ground beneath to rest and recover. Ensure that every fire is completely extinguished and leave the area as you found it. Clearing away ash and debris from fire circle. Try to rotate areas where you have a fire or use a fire bowl.
Cooking	Food can attract different animals to the site or increase numbers, which can change the	Create composting and recycling areas, and any litter that cannot be, remove. Incorporate as

	biodiversity of the woodland. Litter can harm the existing occupants and does not break down.	part of the learning and showing respect. Leave the woodland as we find it.
Woodland play / Footfall	Young trees and woodland plants can be trampled. Overuse of areas can lead to soil compaction and erosion. Digging and mud Kitchens can harm tree roots and soil structure.	Activities should be assessed to minimize damage, create different paths, use wood chip to prevent soil erosion. Encourage children to protect young trees and plants, by using branches, twigs to mark where they are. Provide dig only areas away from tree roots. Talk to learners about the varied species that live and grow in the soil and how we protect them. Rotate areas of play, if possible, to allow recovery time.
Tree Climbing / shelter building and use of ropes.	Tree branches break damaging trees. Ropes rub on trees wearing and stripping off bark. Using dry/ dead wood for dens removes habitats.	Create different dead wood piles with children, for wildlife and den building. Encourage children to think about how to look after the trees within the woodland. Make tree protectors with natural or recycled products and remove ropes each session.



Forest School Activities and Play.

- Child centred play
- Campfire building and lighting.
- Cooking on a campfire.
- Team building play.
- Shelter or den building.
- Working with Forest School tools.
- Nature and wildlife discovery, identification, and observation.
- Climb Trees.
- Use of ropes and tying different knots.
- Story telling around a campfire.
- Woodland art.
- Looking after our woodland.
- Music and singing.
- How to keep ourselves safe.
- Problem solving play.

All Activities will be adult led and or under close supervision.

During Forest School sessions a range of tools will be used for our activities, teaching new skills and safety. Every child will learn the name and various parts of each tool, how it is used and for what purpose. Forest School leaders will

model how to **carry**, **pass**, and **use** each tool. **Position** and **safety** will be demonstrated along with **storage** and **upkeep**.

All tools are risk assessed and updated.







Site Risk Assessment: May 2024

Hazard	Likelihood of occurrence	Hazard severity	Risk factor	Action to be taken to reduce risk	New likelihood of occurrence	New hazard severity	New risk factor
Disease from animal excrement, water and leaf litter	2	3	6	Teach children about hand washing and keeping hands away from their mouths. Hand washing equipment provided, especially before eating. Forest School scoop and shower. Children are encouraged to alert adult of animal poo, so adult can clear from site.	1	3	3
Falling branches in high winds causing injury.	2	4	8	Forest School to be cancelled if Beaufort wind scale higher than 7. FS leader to observe tree canopy and root bases for movement	1	4	4
Broken and low branches causing eye and head injury	2	3	6	FS leader to teach children of hazards to head from branches. Encourage to hold and pass broken branches safely	1	3	3
Uneven ground, holes and	2	3	6	Awareness of moving around woodland area	1	2	2

exposed roots. Trips and slips causing injury				with care. Appropriate footwear to be worn.			
Injury from nettles and brambles. Scratches and stings.	4	1	4	Clear nettles and brambles from camp area. Teach children what plants sting and scratch.	2	1	2
Poisoning from fungi.	1	4	4	Children to look with eyes not with hands with supervision, hand wash if touched.	1	2	2
Poisonous plants, foxgloves, holly berries, bracken and arum lilies and yew.	1	3	3	Awareness about plants or berries that can harm. Not to be touched, picked or eaten. Only if an adult says safe to do so.	1	2	2
Exposure to extreme weathers. Sunburn and heatstroke, heavy rain, extreme cold or heat.	2	2	4	Legs and arms to be always covered. Waterproofs and spare clothes to be brought. Hats and suncream. Layers in winter to stay warm. Water is always available.	1	2	2
Ticks and lymes disease	1	4	4	Advice given to parents and children to check for ticks at home. Provide info to parents and students regarding symptoms and seeking medical	1	3	3

				advice throughout summer season.			
Litter in Forest area.	2	3	6	Site to be checked before each session and cleared. Awareness of risks of litter. Gloves and litter pickers provided.	1	1	1
Carrying sticks unsafely causing injury	2	2	4	Children shown how to carry sticks safely (vertically by side and if bigger than you more people than just you)	1	2	2
Children moving away from woodland area.	2	1	2	Children made aware of woodland boundary to stay in. Adult child ratios and regular head counts.	1	1	1

Risk assessment June 2025.

Assessed by Wendy Lipscombe.

Risk assessment review June 2026.

Risk assessment: Campfire/ Cooking May 2024

Hazard	Likelihood of occurrence	Hazard severity	Risk factor	Action to be taken to reduce risk	New likelihood of occurrence	New hazard severity	New risk factor
Smoke inhalation from fire.	4	2	8	Children understand they can move away from Smokey areas.	2	2	4
Camp fire burning	2	4	8	Adult in attendance of fire always. Children understand fire circle boundary. Burns kit, fire bucket and gloves on site always.	2	4	8
Damage to vegetation and woodland. Injury cause by Forest fire.	2	5	10	Suitable area and size for fire area. Adult present at fire always. At the end of each session the fire must be correctly extinguished with water and traces removed.	1	5	5
Burns from hot water/kettle	4	3	12	Always use gloves when handling kettle/hot water. Keep kettle on grill or suspended on tripod. Make all aware when kettle is being	2	3	6

				moved and where it is.			
Burns from cooking on fire. Hot oil and pans	4	3	12	Cook on low flames and embers. Gloves to be worn. Supervised by adult when cooking and surplus oil mixed with ash properly disposed of at end of session. Pans to be left to cool in safe area and group made aware of pans. Bucket of water for immediate burn treatment.	2	3	6

Risk assessment June 2025.

Assessed by Wendy Lipscombe.

Risk assessment review June 2026.

Risk assessment: Tarp over fire May 2024.

Hazard	Likelihood of occurrence	Hazard severity	Risk factor	Action to be taken to reduce risk	New likelihood of occurrence	New hazard severity	New risk factor
Adult/child falling when putting up centre line.	5	2	5	If standing on a log to put up line, ensure it is flat and stable. Do not use it if log is wet and slippery. Use long sticks to push rope higher into tree if no branches are available for throwing rope over.	2	2	4
Injury from mallet when hammering pegs.	4	2	8	Gently knock pegs into ground once in right position and move other hand without mallet to hammer pegs into the ground.	1	2	2
Tripping over pegs.	4	2	8	Make pegs visible either with coloured rope or tape. Remove pegs when putting tarp away.	1	2	2
Falling over/ walking into guy lines	4	2	8	Use visible coloured lines or cover with tape.	2	2	4
Tarp lifting in high	4	3	12	If high winds likely to lift or	1	1	1

wind risk of fire/ stick support dropping				drop tarp to unsafe level, extinguish fire and take tarp down			
Knocking over sticks used to keep tarp up	3	2	6	Ensure all poles and lines are visible. Point out to children and adults where poles and lines are and why we use them.	1	2	2
Tarp catching fire	5	3	15	If tarp is to be used over fire, ensure tarp is over 2 meters above fire.	1	3	3

Risk assessment June 2025.

Assessed by Wendy Lipscombe.

Risk assessment review June 2026.

Risk assessment: Shelter building May 2024

Hazard	Likelihood of occurrence	Hazard severity	Risk factor	Action to be taken to reduce risk	New likelihood of occurrence	New hazard severity	New risk factor
Injury from long sticks	4	3	12	Teach children how to carry sticks safely (vertical by side). If bigger than you more than just you. Make children aware of ends of sticks	2	3	6
Collapse of shelter	5	3	15	Show children how to tie sticks and check den is stable. Adult supervision when constructing den (KS1)	2	3	6
Contamination of animal poo	4	2	8	Always check area for contaminants before use.	1	2	2

Risk assessment June 2025.

Assessed by Wendy Lipscombe.

Risk assessment review June 2026.

Risk assessment: Tools May 2024

Hazard	Likelihood of occurrence	Hazard severity	Risk factor	Action to be taken to reduce risk	New likelihood of occurrence	New hazard severity	New risk factor
Axe							
Cutting injury while transporting to and from site.	3	3	9	Keep the blade wrapped and within bag or box when not in use.	1	3	3
Injury during storage	2	2	4	Blade to be kept wrapped safely and be easily accessed by adults.	1	2	2
Cuts or amputation during use of tool	2	3	6	Model safe use of axe. Under adult supervision. Always use a safe working position. No gloves to be worn. Axe to be kept in good working order.	1	3	3
Injury caused by axe being broken or damaged.	2	3	6	Axe to be checked prior to session for any damage and damaged tool replaced to repaired.	1	3	3
Bowsaw							
Injury from saw while being stored	3	2	6	Blade to have cover on and blade checked for wear or damage before putting away.	1	2	2

				Stored with easy access for adults.			
Injury whilst carrying to and from site	2	2	4	Blade guard on always when carrying. Carried at arm's length with arm hanging down. When in working area tools to be place in clear visible area away from pathways.	1	2	2
Injury whilst using saw.	3	3	9	Adults model safe and correct use of saw. adult present when in use. Gloves to be worn. Always replace blade guard after use and put saw in safe place.	1	3	3
Injury from damaged saw	3	2	6	Saw to be checked before use and after. Damaged blade to be replaced.	1	2	2
Brace drill							
Injury during storage	3	2	6	Drill bits to be stored separately in a box. Store drill on shelf easily accessed by staff.	2	2	4
Cutting or stabbing	2	3	6	Drill bits are carried separately in	1	2	2

injury from transportation				safe container. Brace carried in bag or box.			
Cutting injury during use.	2	2	4	Make sure drill bit is fitted properly and checked by an adult. Always work on flat, stable log. Keep long hair tied back and close clothing. Assistant holding wood being drilled to wear gloves and drill bit to be removed when finished.	1	2	2
Injury from damaged or broken drill	2	2	4	All drill and bits to be checked before and after use. Damaged drill to be repaired or replaced	1	2	2
Whittling knife							
Cutting or stabbing injury while knife being stored	3	4	12	Knife to be in sheath and cord to be wrapped around sheath. Knife to be stored in box and easy access by adult.	1	4	4
Cutting or stabbing injury transporting to and from site.	3	4	12	Knife in sheath and core wrapped around sheath. Knives to be carried in their box.	2	4	8

Cutting or stabbing injury whilst in use.	3	4	12	Adults model safe use of knife. Adult present when using the knife and should only to be removed from sheath when sat down and safety bubble observed. Always use a safe working position. All knives to be returned to leader at the end of the lesson	2	4	8
Injury due to knife being damaged	3	3	9	All knives to be checked for damage at beginning and of each session. Any damaged knife that is damaged should be repaired or replaced.	1	3	3
Fire steel							
Spark injury during transport to and from site	2	1	2	Fire steel to be kept in box until use.	1	1	1
Injury from burn or spark during use	2	2	4	Place tinder in a non-flammable vessel. Always strike away from body to prevent burns. Adult supervision.	1	2	2

				Only use tinder supplied by FS leader. Use a stick to secure tinder. Tinder added to fire with adult supervision			
Injury from damaged tool	2	1	2	Check tool for damaged and replace or repair.	1	1	1
Hair or clothing burned during use	2	3	6	Long hair tied up and loose clothing secured.	1	3	3
Laplander saw							
Cutting injury from saw whilst being stored	3	2	6	Blade to always be folded into handle. Saw to be stored with easy access for adults	1	2	2
Cutting injury whilst transporting	2	2	4	Blade folded into handle and carried in box or bag.	1	1	1
Injury during use of saw	3	3	9	Adults model safe use of saw. Adult supervision. Blade to be folded back into handle when finished and stored safely in box.	1	3	3
Injury caused by damaged saw	3	2	6	Saw to be checked before and after use. Damaged saw to be repaired or replaced.	1	3	3
Loppers							

Injury during storage	3	2	6	Loppers to be stored on shelf and easy reach of adults	2	2	4
Cutting or injury during transportation to or from site	3	2	6	Carry with blade pointing down by lower arm so the loppers arms do not open. When not in use lay flat on ground in safe visible area	1	2	2
Cutting injury during use of loppers	2	3	6	Adults model safe use of tool. Ensure others do not put hands near cutting edges whilst holding branches for cutting. Adult supervision	1	3	3
Injury from damaged or broken tool.	2	2	4	Tools to be checked before and after use. Damaged loppers to be repaired or replaced.	1	2	2
Wooden mallet							
Injury during transportation to and from site	2	1	2	Mallet to be carried in box or bag	1	1	1
Injury during use for splitting wood with axe or knife	2	2	4	Adults model safe use of tool. If working with a partner effective communication is required. Only hit when both are ready.	1	2	2

Injury during other use	2	2	4	Explain to children mallet is only to be use for knocking in tent pegs, stakes or partner work as above.	1	2	2
Injury by broken or damaged mallet	1	1	1	Mallet to be checked before and after use. Repaired or replaced if damaged	1	1	1
Palm drill							
Injury during storage	2	2	4	Drills to be stored in box or bag with easy access for adult	1	2	3
Cutting of stabbing injury during transportation to and from and around site.	2	2	4	Dills always carried in own box	1	2	2
Cutting injury during use	2	2	4	Adults model safe use of drill. Always keep hair and lose clothing tied back. Work on a flat stable log. Assistant holding may wear clothes	1	2	2
Injury from broken or damaged drill	2	2	4	All drills to be checked before and after use and broken or damaged tool to be replace or repaired	1	2	2

Potato peeler							
Cutting or stabbing injury in storage	2	1	2	Peelers to be stored in own box with easy access for adults	1	1	1
cutting of stabbing injury whilst transporting	2	2	4	Peelers to be carried in their own box	1	2	2
Cutting or stabbing whilst peeler being used	3	2	6	Peelers use modelled by adult. To be used sitting down and observing blood bubble and safe working position.	2	2	4
Injury due to damaged peeler	2	2	4	Peelers should be checked before and after use and repaired or replaced	1	2	2

Risk assessment June 2025.

Assessed by Wendy Lipscombe.

Risk assessment review June 2026.

Risk Assessment: Loose parts and Play Equipment September 2024

Hazard	Likelihood of occurrence	Hazard severity	Risk factor	Action to be taken to reduce risk	New likelihood of occurrence	New hazard severity	New risk factor
Wood and logs							
Splinters and cuts.	4	1	4	Remind learners how to correctly carry and transport dead wood and small logs.	2	1	2
Logs snapping under weight of learner.	4	2	8	Use correct wood lose parts for activities eg building bridges.	3	2	6
Slipping off logs.	4	2	8	Appropriate footwear to be worn. Remind learners how to keep themselves and others safe while climbing on logs.	3	2	6
Tyres							
Slipping and falling off when climbing and playing on tyres	4	2	8	Appropriate footwear to be worn. Remind learners how to keep themselves and others safe while climbing on tyres.	3	2	6
Standing water in tyres.	2	2	4	Learners not to put dirty water in their	1	1	1

				mouths Remind about handwashing and good hygiene.			
Swing Tyre Head between ropes, strangulation. Falling off or pushed off Bumping into tree causing injury. to self or others.	4	2	8	When playing on swing tyre keep head out of between ropes. Don't twist swing round so rope tightens. Only 1 person at a time on swing. When pushing swing be mindful of others and yourself.	3	2	6
Slide Fall off when climbing up. Pushing and not one at time. Climbing up the side. Coming down head first.	4	2	8	Climb up using step. One at a time, feet first. No pushing Or more than one person. No climbing up slide or sides.	3	2	6
Spiders web swing. Falling off and hitting tree. Branch breaking if to many on swing at once. Rope burn. Spinning swing up to high and	4	2	8	No pushing or pulling others off swing. No more than 2 at a time. Hold on to sides. Swing away from tree. Don't rub hands up and down rope.	3	2	6

releasing cause sickness/ dizziness.				No more than 4 turns.			
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Risk assessment June 2025.

Assessed by Wendy Lipscombe.

Risk assessment review June 2026.

Risk assessments to be reviewed with new equipment and activities.