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Belmont Academy

Forest School

Health and Safety Handbook

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| 1. Contents 2  2. Declaration 3  3. Forest school Ethos/Definition 4-5  4. Forest school location 6  5. Environmental Impact 7  6. 3 Year management plan 7-9  7. Countryside code 10  **Procedures**  8. First aid certificate 11  9. Forest school provision/rules 12 - 13  10. Staff responsibilities 14  11. Child responsibilities 14  12. Risk assessment health and safety 15  13. First Aid provision 16  14. Emergency first aid procedure 17  15. Daily operating procedures 18  **Policies**  16. Cancellation policy 19  17. Safeguarding policy 20-21  18 Equality policy 22  19. Behaviour policy 23  20. Confidentiality policy 24  21. Child protection policy 25  22. Anti-bullying policy 26  23. GDPR policy 27  24. Social media policy 28  25. Prevent strategy policy 29  26. Receiving visitors 30  27. Toileting policy 31  28. Clothing policy 32  29. PPE policy 33  30. COSHH policy 34  31. Manual Handling 35  32. Tool handling equipment policy 36 -39  33. Fire safety policy 40-41  34. Food and eating policy 42  35. Risk management and  assessment policy 43  36. Site procedures 44  37. Play policy 45 | **Communication**  38. Communication strategy 46  **Risk assessment/Risk Benefits**  **Site area**  39. Risk assess/benefit site specific 47-50  40. Daily site sweep 51-53  41. Weather 54-56  **Activities**  42. Camp fire 57-61  43. Kelly kettle 62-64  44. Cooking over camp fire 65-69  45. Fire striker 70-71  46. Climbing 72-74  47. Mud play 75-77  48. Hammocks, tarps and rope safety 78-80  49. Shelter building 81-82  50. Collecting using natural resources 83-84  **Tools handling**  51. Saw 85-88  52. Axe 89-92 53. Bill hook 93-96  54. Knives, potato peelers etc. 97-100  55. Mallet 101-103  56. Palm drill 104-107  57. Gardening tools 108-110  **Appendix**   1. Parental consent 111 2. Adult consent 112 3. Daily site risk assessment check list 113 4. Weekly site risk assessment 6 week session 114 5. Daily site sweep schedule 115 6. Equipment checklist 116 7. Covid 19 117 8. Risk Assessment for COVID 19 118-119 |



**Declaration:**

This hand book has been compiled by Jo Richardson (Forest School leader) taking into account The Forest School ethos and Belmont Academy’s policies and procedures. With this in mind detailed risk assessments including the risk benefits have been very carefully put together.

All adults attending the sessions must read and understand the handbook. Any queries please ask Jo Richardson (Forest School leader) to clarify.

You will need to sign this declaration that you understand and will adhere to the content thoroughly as Forest School sessions are a great opportunity for all to take the Natural environment as a wonderful learning tool.

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| Print Name: | Signature | :Date |
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Forest School is an inspirational educational ethos that focuses on developing children's personal, social and emotional development through regular outdoor woodland experiences.

The Forest School programme provides all learners with opportunities to achieve and through hands-on learning experiences in a natural or woodland environment, the opportunity to develop self-esteem and confidence. The aims of Forest School are set out by the Forest School Association and aim to ensure that all participants are:

* Viewed as equal, unique and valuable
* Able to experience appropriate risk and challenge
* Able to develop positive relationships with themselves and others and the natural world
* Able to develop competency to explore and discover
* Experience regular success
* Choosing and initiating their own learning and development.

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**Forest School Ethos/Definition**

***“Forest School is an inspirational process that offers ALL learners regular opportunities to achieve, develop confidence and self-esteem, through hands on learning experiences in a local woodland or natural environment with trees.”***

***Forest School is a specialised approach that sits within and compliments the wider context of outdoor and woodland learning.***

**Principles with criteria for good practice (bulleted – FS = Forest School)**

1. ***Forest School is a long term process with frequent and regular sessions in a local natural space, not a one-off visit. Planning, adaption, observations and reviewing are integral elements.***

* FS takes place regularly, ideally at least every other week, over an extended period of time, if practicable encompassing the seasons
* A FS programme has a structure which is based on the observations and joint work between learners and practitioners. This structure should clearly demonstrate progression of learning.
* The initial sessions of any programme establish physical and behavioural boundaries as well as making initial observations on which to base future programme development.

1. ***Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world***

* **Whilst woodland is the ideal environment for FS, many other sites, some with only a few trees, are able to support good FS practice.**
* The woodland is ideally suited to match the needs of the programme and learners, providing them with the space and environment in which to explore and discover.
* A FS programme constantly monitors its ecological impact and works within a sustainable site management plan agreed between the landowner/ manager and the Practitioner and the learners.
* FS aims to foster a relationship with nature through regular personal experiences in a local woodland/wooded site to help develop long term environmentally sustainable attitudes and practices in staff, learners and the wider community.
* FS uses the natural resources for inspiration, to enable ideas and encourage intrinsic motivation.

1. ***Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.***

* Where appropriate the FS leader will aim to link experiences at FS to home, work and/or school/education.
* FS programmes aim to develop, where appropriate, the physical, social, cognitive, linguistic, emotional, social and spiritual aspects of the learner.

1. ***Forest School offers learners the opportunity to take supported risks appropriate to the environment and themselves*.**

* FS opportunities are designed to build on an individual's innate motivation, positive attitudes and/or interests.
* FS uses tools and fires only where deemed appropriate to the learners, and is dependent on completion of a baseline risk assessment.
* Any FS experience follows a Risk/Benefit process managed jointly by the practitioner and learner that is tailored to the developmental stage of the learner.

1. ***Forest School is run by qualified Forest School Practitioners who continuously develop their professional practice.***

* FS is led by qualified Forest School Practitioners, who are required to hold a minimum of an equivalent Forest School Level 3 qualification.
* There is a high practitioner/adults to learner ratio.
* Practitioners and adults regularly helping at Forest School are subject to relevant checks into their suitability to have prolonged contact with children, young people and vulnerable people.
* Practitioners need to hold an up to date first aid qualification which includes paediatric and outdoor elements.
* FS is backed by relevant working documents which contain all the relevant policies and procedures required for running FS and establish the roles and responsibilities of staff and volunteers.
* The FS leader is a reflective practitioner sees themselves as a learner too.

1. ***Forest School uses a range of learner centred processes to create a community for development and learning.***

* A learner-centred pedagogical approach is employed that is responsive to the needs and interests of the learners.
* Play and choice are an integral part of the FS learning process and play is recognised as vital to learning and development at FS.
* FS provides a stimulus for all learning preferences and dispositions.
* Reflective practice is a feature of each session to ensure learners and practitioners can understand their achievements, develop emotional intelligence and plan for the future.
* Practitioner observation is an important element of FS pedagogy. Observations are used to 'scaffold' and tailor learning and development at FS.
* The Practitioner models the pedagogy which they promote during their programmes through careful planning, appropriate dialogue and relationship building.

The Forest School Association

www.forestschoolassociation.org

Email: enquiries@forestschoolassociation.org

**Forest School location**

The Dell is a small woodland area that is located within Belmont Academy’s secure grounds.





At Belmont Academy the focus of Forest School is to provide an enriched and extended learning experience to our pupils outside of the classroom. The school recognises the importance of ensuring pupils develop the key skills required to be successful learners and citizens. In line with our school aims and learning goals, Forest School enables our pupils to develop self –esteem and confidence; the skill of working and learning both collaboratively and independently whilst also ensuring pupils’ develop an element of risk taking and self-confidence, all of which can be transferred to the wider learning environment. Forest School provides pupils with practical learning experience in a fun and enjoyable environment that supports pupils’ in developing a positive attitude towards the natural environment and their learning.

**Environmental Impact**

At Belmont Academy we aim to teach children the importance of caring for the environment in a variety of ways from creating habitats to using non-native species for craft activities. There is a plan in place to minimise the impact of Forest School activities on the woodland and natural environment. We are committed to ensuring that the benefits of Forest School and woodland learning do not destroy the natural environment.

**Three Year Sustainable Management Plan – The Dell**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Factor | Possible issue | Solution | Preventative measure | Managed by | Timescale |
| Bulbs | Bulbs that emerge, particularly in spring may be trampled on. | Flowers are not damaged when growing or in bloom.  Teach children to respect Dell and keep to natural pathways. | Explore alternative sites.  Plant bulbs in other areas to encourage growth.  Design the Dell to ensure minimal impact on current wild flowers. | Forest School staff  Premises Staff  Beck Ground staff  Children | Year 1: Children are taught about bulb care, not picking flowers.  Year 2: Bulbs are replanted in different areas of the Dell to create new habitats.  Year 3: Plant in areas where not much growth or footfall takes place. |
| Wild flowers | Seeds trampled on before able to grow. | Planted in an area of the dell with no trees/plants clear area of nettles and brambles. Scatter seeds and wait. | Mark it out and place borders and pathway through to indicate where there will be growth. | FS staff  Children | Year 1 Clear area of rubbish.  Year 2 I In Winter when growth is minimal clear growth.  In Spring mark out area scatter wild flower seed to encourage pollinators.  Year 3 Clear any nettles brambles leave to see if area has reseeded. |
| Pathways | Pathway becomes overgrown.  Paths become littered with rubbish and animal faeces.  Paths are slippery and muddy in some areas.  Paths are not accessible for wheelchair users/low mobility users. | Paths are cleared.  Paths are cleaned.  Slip hazards are minimised.  Possible handrail, or rope and peg rail.  Paths are created to ensure access for all. | Children are encouraged to clear pathways.  Premises staff and grounds staff assist in clearing paths.  Bark/stone used in areas that become overly muddy.  Follow procedures in handbook if site is too icy/muddy. | Forest School staff  Premises Staff  Beck Ground staff  Children | Year 1: Establish clear pathways in the Dell that are accessible. Make accessible for wheelchair users.  Year 2: Develop pathways by adding stones/barks and manage upkeep.  Year 3: Maintain and repairing, as year 2 |
| Wildlife | Noise pollution and activity from children in dell.  Mini beasts habitats.  Bird nesting. | Activities to teach children about environments for birds/mini beasts/pond life and wild animals.  Make mini beast hotels and use designated areas.  Use bird boxes and find information on RSPB website. | Teach children about the impact they have on nature and how they can respect their environment.  Children help make bug hotels, source logs from outside area.  Be involved in bird watching and bird box installation. Children to find out information on birds observed and RSPB website. | Forest School staff  Children  Adults | Year 1 Teach children about the impact they have on wildlife.  Year 2 Make bug hotels designate areas for wildlife be aware of natural material usage.  Year 3 Replenish logs from other areas. |
| Deadwood | Risk trips falls.  Falling branches. | Use deadwood for habitats making bug hotels in designated area.  Use for fire wood stored in a designated area to dry out. | Children learn to respect areas that mini beasts/frogs/newts may inhabit. | Forest School staff  Children  Adults | Year 1 Look at areas to put deadwood and make bug hotels with children.  Year 2 Maintain refresh and repair if needed.  Year 3 As year 2. |
| Trees | Climbing.  Den building. | Tree climbing can put strain on branches and peel bark.  Look for damage to trees before allowing children to climb.  Ropes can cause damage to branches and bark. | Daily check of designated climbing trees.  Teach children which trees are for climbing, the safe way to climb on thicker branches and not on branches that have lost their bark less impact on the tree. An adult will be present when a child is climbing.  Once trees planted in school field and at the back of the car park | Forest School staff  Children  Adult | Year 1 Choose which trees will be used for climbing. Maintain continually. Look for another area in the school to use to reduce impact on Dell. Planting trees from woodland trust in areas of field and behind car park  Year 2 Change the tree that are used for climbing to give trees a chance for regrowth. Maintain trees previously planted until established  Year 3 Use the other area in school give the trees in dell time to regrow and rest. |
| Nettles | Growing over pathways. | Clear pathways,  Teach children to tell FSL about areas of nettles to clear pathways but also teach about the importance of nettles to wildlife habitats.  Teach children the importance of how to keep themselves safe around nettles | Daily site sweep check trample nettles to make clear pathways. | Forest School staff  Children  Premises staff | Year 1 Mark out clear pathways through nettles.  Year 2 Continue to maintain pathed areas and teach new children to nettle management.  Year 3 Continue to manage regrowth. |
| Pond | Children throwing objects in pond.  Reduced water levels /stagnant water. | Teach children the importance of looking after the pond life.  During times of reduced rainfall, refill pond to desired water levels for wildlife. Get some pond plants to oxygenate the water. | Part of health and safety briefing talk about how to respect pond life.  Part of daily risk assessment, children can help to replenish water to maintain levels. | Forest School leader  Children  Premises staff | Year 1 Watch and record pond life.  Maintain water levels and teach children about environments.  Year 2 Take into account information gathered and use this to maintain the health of the pond.  Year 3 As year 2 |
| Ground cover | Den building.  Collecting natural materials from ground. | Footfall will have an impact on wildlife areas.  Rotate areas that are used for collecting. Teach the importance of caring for environment. | Mark out designated areas for den use. | Forest School leader  Children  Adult | Year 1 Use designated areas for den building, teach appropriate knots to use on trees.  Year 2 Look at other areas in school that maybe used too.  Year 3 May need to move areas in Dell. |
| Camp fire | Vegetation in and above designated area. | Ensure that safety is of paramount importance and ignite fire for a purpose. | Keep only in designated area. | Forest School leader  Premises Staff | Year 1 Locate camp fire in the most appropriate area.  Year 2 Turn over resurface area.  Year 3 As year 2. |
| Look at other areas in school to mark out for future use | Daily use of Dell will have a footfall impact on growth in Dell. | Look to give the Dell a rest from use and allow for regrowth. |  | Forest School leader  Head Teacher  Premises Staff | Year 1 Identify Flora and Fauna in Dell. Look at habitats.  Year 2 Look at how this area can be adapted. Use allotment too during sessions  Year 3 use the field area for EYFS |

**The Countryside Code**

**Respect other people**

Consider the local community and other people enjoying the outdoors.

Leave gates and property as you find them and follow paths unless wider

access is available.

**Protect the natural environment**

Leave no trace of your visit and take your litter home.

Keep dogs under effective control.

**Enjoy the outdoors**

Plan ahead and be prepared.

Follow advice and local signs.

**Full details of the Countryside Code can be found online.**

**First Aid Certificate**

Mrs Richardson has completed her outdoor first aid qualification and continues to keep this up-to-date.

This can be viewed by contacting the school office.

**Provision**

At Belmont Academy we aim to provide our EYFS pupils with weekly access to Forest School and years 1-4 having an allocated timetable across the year as well as after school activities. EYFS will experience the changing seasons across the year.

**Forest School Rules**

In the first Forest School session, children become involved with the setting and understanding of the Forest school rules to ensure their safety. At the beginning of every session a quick recap of the rules is reinforced by the children and with laminate cues.

**Rules**

**The Dell**

* **Forest school is for all, we must look after the natural environment Flora and Fauna.**
* **We must look after ourselves.**
* **We must look after each other. Treat others how you want to be treated.**
* **We must listen to safety rules they are for everyone.**
* **We must look after ourselves some plants trees have thorns.**
* **Stinging nettles cause discomfort beware. Use safety advise**
* **If you need help you call out ‘I need you’.**
* **If the Forest School leader calls ‘Back to base’ you return to the fire circle seating as soon as possible.**
* **If the whistle is blown return to Dell gate for quick exit**
* **We will respect the environment around us.**
* **No running remain calm at all times**
* **‘No lick’ don’t lick your fingers.**
* **‘No pick’ don’t pick anything on a living tree or plant.**
* **Collect natural materials only from the ground or loose from a tree.**
* **EYFS children come down the hills on their bottom**
* **Habitats must be left how you found them.**
* **If we are quiet we observe more creatures.**
* **Kneel at the pond, don’t throw anything in the pond.**

**Camp Fire**

* **Base camp is the focus point of Forest School starting and ending sessions.**
* **Entering the fire circle is only allowed from outside the seating area.**
* **The fire circle will be named ‘Tablecloth’ to help identify the danger of entering the fire circle.**
* **Fires will not be lit until this rule is adhered to.**
* **Belongings must stay outside the fire circle.**
* **The Forest School leader will be the one to invite individuals into the fire circle.**
* **Use ‘The respect position’ at the fire pit.**

**Clothing**

* **It’s not inappropriate weather it is unsuitable clothes.**
* **Parents/carers/pupils can check the daily weather forecast in advance to help make decisions for appropriate clothing for the session**
* **We can come to school in appropriate clothing for session or dress and undress in school.**
* **Clothing for outdoors in warm weather long sleeves, long trousers, strong closed toed shoes, sunhat and sun cream**
* **Clothing for outdoors in the cold weather lots of thin layers,**

**warm socks, long warm trousers, long sleeved warm jacket coat, hat, scarf tucked in coat, gloves.**

* **Clothing for wet weather clothes long under clothes, waterproof all in one, welly boots.**
* **Spare clothes to be sent in with pupil on wet days.**
* **All clothes named in their own bag**
* **Hair tied back no jewellery to be worn**

**Climbing**

* **Make sure you check the branch before you stand on it.**
* **Climb on branches thicker than your arm.**
* **Only climb as high as the adult allows.**
* **Look up and down when climbing**
* **Two hands and two feet on tree when climbing**
* **If you feel unsure then stop.**
* **You got up there you must try to get yourself down.**
* **If you get tired come down or rest.**

**Tools**

* **Only 1 tool will be used at a time.**
* **Tools must always be carried in their protective cases when walking round with them.**
* **Work bench use only 4 pupils at a time maintain safe working distance return tools to designated areas**
* **Follow safety rules for all tools**
* **Tool use will only be instructed by The Forest School leader.**
* **Initial assessments knife use will be age and stage of student and carried out by Forest School leader with the use of a potato peeler and carrots, initial assessment assessing listening skills and manipulation.**
* **Further tool use will be 1-1 with Early years**
* **Forest School assistants will only give supervision to stop and put tools down safely waiting for Forest School leader direction.**
* **Tools must always be returned their designated area/box when not in use.**
* **Everyone must conform to the ‘Safe Working distance’ for older students or ‘Safety bubble’ for younger students whilst using tools. The Safe Working Distance is an arm’s length plus the length of the tool that is being used.**
* **If two people are working with tools next to each other the Safe Working Distance will double.**
* **If you get tired stop!!**

**Tarps and ropes**

* **Use tarpaulin and ropes in designated areas.**
* **An adult must be present.**
* **Check that branches are strong enough to take, hold up tarp.**
* **Use coloured rope make sure it is seen well.**
* **Don’t leave hanging rope tie it appropriately with knots.**
* **When put away fold tarp and rope to be safe.**

It is important that the adults involved try to help children understand the importance of these rules, and support children in understanding that Forest School will become too dangerous if these rules aren’t followed, which may mean that Forest School sessions have to end.

**Staff and helpers at Forest School**

*Forest School leader at Belmont Academy:*

Mrs Joanne Richardson (Forest school lead)

Forest School OCN Level 3 in Forest School leadership

First Aid and Outdoor First Aid

**Responsibilities of the Forest School leader:**

* To plan and lead all Forest School activities.
* To ensure that planned activities are within the capabilities of the children taking part, amending plans to provide an inclusive curriculum.
* To take responsibility for behaviour management during Forest School sessions (in line with the school’s Behaviour Management policy)
* To have an up to date Outdoor First Aid Qualification.
* To ensure that all participants follow the Clothing Policy.
* To ensure daily risk assessments are taking place as described in the Risk Assessment Policy.
* To assist with the toileting of children if they request help.
* To ensure personal medication for pupils including asthma inhalers and epi-pens are carried to each Forest School session.
* To ensure all Forest School policies are regularly reviewed and that review is informed by observations and developing knowledge of the Forest School setting.

**Forest School Assistants at Belmont Academy:**

Forest School is an exploration of experiential learning for the participants in an environment where they can be in control of their learning and experiences as far as possible. We strongly advise adult helpers to try not to direct children too much or demonstrate how to do things, but to get involved and extend their learning if they are happy for you to do so.

**Adult helpers are there to encourage positive behaviours, respect for the environment, each other and the tools they use.**

**Responsibilities of the Forest School Assistants:**

* To understand and adhere to the core principles of Forest School.
* To take an active role in Forest School activities and assist with behaviour management.
* To assist the Forest School leader in ensuring equipment meets safety standards and to report any concerns about the state of equipment immediately.
* To assist the Forest School leader in teaching children to maintain their own and others’ health and safety.
* To report accidents or hazards to the Forest School leader immediately.
* To take responsibility for making themselves aware of safety issues, such as the whereabouts of resources, first aid kit.
* To ensure that they wear suitable outdoor clothing and footwear.

**Responsibilities of the children:**

* To take personal responsibility for their own safety as well as the safety of others and nature
* To listen to and follow information and instructions given to them.
* To bring appropriate clothing into school to enable them to take part in the Forest School sessions.

**Forest School Session**

Forest School is carried out with an adult to child ratio of at least 1:8, but additional adult support will be provided where appropriate for children who have disability or SEN needs. When using tools, a definitive adult to child ratio is determined, please see section on tool policies. A separate activity risk assessment will be carried out for each activity, when any hazards associated with that activity are at risk of causing harm, ratios for each activity will be determined by the type of activity, the competence of the children and the level of risk involved. All Staff are first aid trained. All staff and adults involved in Forest Schools, are required to sign and date a form to show that they have read this handbook, appropriate risk assessments and understand to comply with the safety guidelines.

**Forest School Risk Assessment Health and Safety**

**Statement**

At Belmont Academy, the health and safety of the children, staff and visitors is our primary concern. The following policies within this handbook are in addition to the main school policies and do not replace them. They are the minimum requirements for the safe running of Forest Schools.

**Procedure**

Forest Schools is held on the school premises, within the nature area named ‘The Dell’, and is attended by children from the school. It is covered by the Department of Education risk protection arrangement (RPA) Belmont Academy is part of the multiagency RPA.

Membership number; 146870 (EXP. 31/08/24)

The Forest School leader is responsible for the safe running of Forest Schools therefore, has a duty of care for the children. However all adults are required to take all reasonable steps to ensure children are safe. Before a session commences all staff involved in the sessions have access to activity plans and risk assessments associated with the activities. A full and comprehensive site risk assessment will be conducted prior to the visit. This will be done by the premises staff on the morning of session and Forest School leader will use this information to assess the safety of the session. Individual generic risk assessments will be used for the use of tools and some activities/actions.

Risks can be minimised, but they cannot be eliminated altogether, and health and safety concerns need to be balanced against the potential benefits of any activity. Children of 3 and above will be insured to use tools once fully assessed of capability before use. Children, young people and adults will suffer the occasional bumps, cuts and bruises which are a part of everyday life. The application of common sense will ensure that everyone is as safe as they can be, whilst enjoying all the physical and intellectual challenges of Forest School.

**Site Risk Assessment**

Before a site is used a risk assessment will be carried by premises staff. The site risk assessment will be approved by Miss L Childs (Headteacher) and updated as and when there are any permanent or seasonal changes to the site which are not recorded on daily site assessment below.

**Daily site risk assessment**

A daily site risk assessment will be carried out by site team before the site is used to ensure that there are no changes to the site which could cause harm this will include a visual check immediately prior to every session. This should be taken with extra caution following high winds and other bad weather. It should be carried out by the Forest School leader who will make the decision for the session to go ahead. Following the daily site risk assessment the FS leader will carry out anything that is needed to make the site safe (e.g. remove any hazards, mark off any unsafe areas). At the same time will consider specific circumstances which make it appropriate to cancel a Forest School Session.

**Activity risk assessment**

When planning activities for Forest Schools, any hazards associated with that activity, that are at risk of causing harm, should be considered. These should be recorded on an activity risk assessment with suitable control measures taken to control and minimise the risk. Due to the nature of Forest Schools the children may come up with a new activity during a session and therefore reasonable steps will be taken to ensure the activity is safe. An activity risk assessment form will be completed a.s.a.p. following that session. Ongoing risk assessments will take place at various times during a visit – this normally consists of judgements and decisions made as the need arises, which will then be recorded after the visit.

**First Aid**

A small First aid kit is accessible to the adults. In addition to this a full emergency bag is on site. Access to the emergency bag is permitted only to the Forest School leader and other teaching assistants not to volunteers, visitors or children.

|  |  |
| --- | --- |
| The Emergency Bag contains the following;  • First Aid Kit (see contents in column right)  • Burns Kit (cling film/scissors/latex gloves)  • Blanket and Roll mat.  • Fire blanket  • Small tarp.  • Tissues and paper towels in plastic bag.  • Hand wash gel.  • Baby wipes.  • Fresh water in container.  • Spare socks, waterproofs/trousers and hat.  (size appropriate for group)  • Emergency action plan and incident book. | Full First Aid kit will contain;  Instant ice packs.  Antiseptic wipes.  Eye irrigation solution sachets.  Jumbo plasters.  Medium plasters.  Small plasters.  Triangular bandages.  Large self-adhesive wound dressings.  Small self-adhesive wound dressings.  Crepe bandages.  Pairs of protective gloves.  Eye pads.  Roll micro pore tape.  CPR face shield.  Foil Blanket. |

The Forest School assistant will ensure this is adequately stocked and replenished.

In addition to this a summary of medical information relating to each child and/or specific care plans are carried by the Forest School assistant. Individual pupil inhalers and epi-pens and medical resources will accompany the children to the Dell and will be held by the Forest School assistant. Staff will be advised of any specific medical information they should be aware of. The leader will also ensure a fully charged walkie talkie and mobile phone is available in the area during each session.

**Emergency First Aid Procedures**

In the event of an emergency, the following will happen:

* Emergency whistle will be blown by the Forest School leader.
* Children will be asked to put down any tools or equipment by supervising adults.
* Forest School leader will assess the situation and remove any hazards.



Forest School Leader to assess the casualty to determine whether it can be treated with first aid.

First aid is administered by Forest School Leader or other appointed first aider using the first aid book.

Mrs Richardson calls additional first aider to bring emergency bag and to assist in calming situation. The walkie talkie is used to inform the office staff who will notify a member of SLT.

Remaining staff lead the other children away from the casualty and undertake a head count.

A decision is made by Forest School Leader to inform a member of SLT to either…

SLT instructs office to contact parents/carer of child and send them home or for further non-urgent medical treatment. First aid slip is sent home.

It is agreed that the child can continue the session monitored by the Forest School Leader.

Class teacher to be advised and informs parent. First aid slip is sent home.

Forest School Leader (or member of SLT informed) to complete accident/incident form (obtained from office) and pass to office staff for processing.

Forest School Leader assesses the situation and it unable to treat with first aid alone.

SLT member to stay with pupil along with Forest School Leader. Other supporting adults to lead remaining children back into school

Premises staff to open car park gates for ambulance.

If parent has not arrived, member of SLT to accompany child to hospital.

FSL to call 999 if casualty cannot be moved.SLT member to contact parents and inform them of the situation.

**Daily Operating Procedures**

**What to do before the session**

Before a session takes place the Forest School leader with support from premises staff will carry out a daily risk assessment of the area and will take any necessary action to ensure the site is safe before use.

The Forest School leader will list resources required for the session on the planning. The resources will be checked out by the Forest School leader using the check list and all tools will be checked before use by the Forest School leader following the tool policy procedure. All tools and resources are left in locked storage until required for use at the beginning of a session. Sometimes children are encouraged to help carry and transport resources safely to the session. The Forest School leader will provide activity risk assessments (see risk assessments) to all staff and volunteers at the session, to ensure that staff and volunteers are aware of any hazards associated with an activity and the measures in place to control the risk. Before the session plan of the session will be provided for staff and volunteers will be briefed on the intended structure of the session and their responsibilities.

**Transport at the beginning of the session**

When on the school site, children will be brought to the Dell after registration in class. Pupil to staff ratios need to be considered by the Forest Leader particularly for classes where there are pupils with SEND including physical disability or a visual impairment (class teachers can support with this). The class adults will advise the Forest School leader of any changes in expected numbers. The children come to school in appropriate clothing for session. The beginning of the session will follow a similar pattern each time (coming together time to recap rules and boundaries).

**What to do during the session**

It is the responsibility of ALL adults to make on-going risk assessments. Regular head counts are carried out and if there is ‘any’ doubt the children will be brought back together.

**Emergency Fire and Lock down procedures**

The school office will contact The Forest School leader by walkie talkie informing her of the need for Fire procedure of Lock down procedure. The Forest School leader will call with the command

***“Procedure****”* when all adults hear this they must make sure the children put down what they are using and quickly and calmly go straight to the Dell exit where we will vacate straight away and go to the designated safety areas. Fire drill we will go to the Key stage 2 playground lock down we must return to the class from the back entrance.

**What to do after the session**

At the end of the session children are called by the Forest School leader. Children will be encouraged by supporting adults to work together to return resources safely, to a central location, ready for returning to storage. Children will then group in the Forest School seating area, where a head count will take place. A reflection session or story will take place, sometimes followed by a song. The adults will then escort the children back to their classroom. The children will change back into uniform or change clothes if necessary

The remaining staff will stay onsite to gather resources and take back to the locked storage, where they will be checked back in using the check list by the Forest School leader, who will be advised immediately if any tools/resources are missing and go and check the area.

**Evaluation for next session;**

During and following a session, Forest School assistants will ensure they provide their verbal observations to the Forest School leader to enable them to plan, according to the children’s needs, for the next session.

**Cancellation Policy**

**Statement**

Forest School session will only take place when all safety aspects have been assessed. Taking this into consideration there may be times when sessions will need to be cancelled as safety is of paramount importance.

**Weather**

Following the Forest Schools ethos of ‘*there is no such thing as bad weather, only*

*Inappropriate clothing!’* children will need to be provided with appropriate clothing for the weather/time of year. Further information will be shared on this later in the handbook.

However, there are some occasions where it may not be safe or practical to go ahead with a planned session due to extreme weather including:

• High winds of 25mph or more determined to pose risk by the MET office online.

• Extreme temperature determined by a MET office amber weather warning.

• Extreme cold of below zero degrees. A decision will be made on the day as to whether a session will be cancelled. If it is deemed viable, the session will go ahead provided that the children are appropriately dressed and risk assessments have bene carried out. It is likely that in this instance, the activities will ensure children are active and the session will be shorter.

**Staff ratios:**

A session may need to be cancelled due to staff illness or other circumstances if this is going to compromise the adult to child ratios. If a staff member is unable to attend a session for any reason they should inform the Forest School leader as soon as possible.

Unfortunately, cancellation decisions may be on the morning of the session, but the Forest School leader will endeavour to give as much warning as possible to supporting staff and helpers.

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| **Signature:** | **Date:** |

**Safeguarding**

**Statement**

Reference should be made to Belmont Academy’s Child Protection and Safeguarding Policy. The policy should be applied to the Forest School situation. The full Safeguarding policy should be read alongside this and referred to for further information. The purpose of Belmont Academy’s safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. All staff, volunteers and visitors will be asked to read our Safeguarding Policy (please refer to full safeguarding policy available on our website or from the school office) which will give clear direct about the expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school. It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this procedure and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. When new staff, volunteers or regular visitors join our school they will be informed of the safeguarding arrangements in place and will be given a leaflet which clearly outlines the school’s expectations and Designated Safeguarding Lead and Deputy DSL’s. The leaflet includes the school’s procedures for reporting a safeguarding concern.

**Procedure**

**What to look for**

Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our school and the remit of the role of the Senior Designated Professional.

**Safeguarding at Forest Schools**

Through the long term process of Forest Schools, we aim to build trust and meaningful relationships between the adults and the children. Therefore, the nature of Forest Schools means that disclosures are more likely. Any volunteer or member of staff who finds themselves with children telling them something which concerns them should follow the process set out in the school’s safeguarding policy and should refer the matter directly to the DSL or in her absence, a deputy DSL and upload to CPOMs.

**Boundaries**

Boundaries are established with the children at the beginning of a session. The Dell area is enclosed from the rest of the school and is only accessible via a gate that will be closed/locked after entry. Children are involved in the risk management process of establishing boundaries and safe areas to go within the Dell.

**Headcounts**

At the beginning, during a session and at the end headcounts take place. The number of children and adults participating, can be found at the top of the daily risk assessment where the ratio of adults to children has been calculated for the session. It is the responsibility of all adults participating to ensure they are aware of the headcount for the session and to be involved in the monitoring of this.

**High ratios of adults and role of the adult**

The high ratios of adults to children at Forest Schools (minimum 1:8) ensure that children are well supervised and supported in their learning and development. Adults are expected to spread out in the Forest School area and be able to see children but not impose on children.

On the school site due to the size of the Dell area the overall size of the groups need to be limited to 15 children with 2-4 adults. This is not only to allow for physical safety but also to allow the forest school ethos to have maximum effect.

**Staff**

The staff code of conduct will be given to all staff during induction. This clearly outlines the school’s expectation in terms of their professional conduct with children. All staff will have access to and be expected to know our school’s Code of Conduct and policy for positive handling (please refer to the Child Protection and Safeguarding Policy for positive handling). There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to and this can be found in the school’s Child Protection and Safeguarding Policy.

At Forest Schools if visitors, volunteers or parent helpers are working with children they will do so in sight of the Forest School leader or other members of staff. At no point will a volunteer, parent helper or visitor be left alone with a child unless they have had DBS clearance and this is recorded in the office. Adults will be deployed within the Dell area but will ensure that they are visible at all times.

Safeguarding – social media (please refer to the following policies:

E-safety Policy

ICT policy

Staff Code of Conduct

Safeguarding Visitor Protocol please refer to:

Child Protection and Safeguarding Policy.

Safeguarding lost or missing child please refer to:

Child Protection and Safeguarding Policy.

Safeguarding GDPR compliance including confidentiality please refer to:

GDPR policy.

Confidentiality policy.

PREVENT Duty please refer to the school’s PREVENT statement.

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| **Signature:** | **Date:** |

**Equality**

**Statement**

Belmont Academy is has a fully inclusive ethos and strives to promote equality in all dimensions of school life; irrespective of ethnicity, attainment, age, disability, gender or background.

**Procedure**

In Forest Schools we aim to build an inclusive ethos by;

• Using reflection – talking about feelings, emotions. Teaching children to become emotionally literate and aware of feelings, becoming aware of who we are.

• Setting up opportunities for children to work together; developing social skills, sharing resources, trying new activities.

• Ensuring that activities and resources are accessible for all.

• Ensuring that the area is accessible for all users. The Forest School area (The Dell) has clear pathways through allowing wheelchair users or children with less mobility access to the area.

• Allowing the children to choose to take their learning in a way that is appropriate and individual to them. Giving them time and space to do this.

**Please refer to the full Equal opportunities policy on the school website**

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| **Signature:** | **Date:** |

**Behaviour**

**Statement**

Forest School is an opportunity for children to be at one with nature and this can allow for the calming effect of nature. There are also activities available that can cause great risk to their welfare if calm behaviour is not maintained. Forest school has clear rules and boundaries which are relayed in Safety briefings at the beginning of sessions to allow a calm atmosphere for all.

**The Schools Behaviour Policy to be read alongside this handbook.**

**Behaviour management in Forest School**

* Clear expectations of abiding by rules and boundaries will be delivered in safety briefings.
* Clear expectations of abiding by rules and boundaries will be delivered during teaching of activities.
* Staff will maintain vigilance of children at all times and deal with areas of behaviour sooner rather than later.
* If expected rules of behaviour are not maintained staff must reinforce the rules and expectations.
* If there is a threat of danger to self or others staff must stop this straight away and remove them from activity to talk about dangers of actions. Forest School leader will support if needed. Steps from Behaviour Policy will be observed.
* Unless there is a threat of danger to self and others use following steps to allow children to adapt their behaviour. (Step 1 “I have asked you” reinforce expected behaviour. Step 2 “Now I am telling you” firmer tone ask them what they should be doing. If they can tell you let them try to have a chance to change behaviour. Step 3 Now “Time out” at fire circle Forest School leader will ask child about rules and expectations or reinforce rules expectations of behaviour. Child will be given an opportunity to restore behaviour and show they can keep to the expectations of behaviour. When adults see this change staff will reinforce with praise the child’s efforts.
* Staff to remain calm and clear and always gain support from Forest School leader.
* If after all the steps child does not maintain levels of behaviour this will be reported under the steps in the behaviour policy.
* Staff must be good role models and all adhere to the above steps and no behaviour will stop any child from making the most of The Dell.

**Full Behaviour Management policy on the school website school information or on request**

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| **Signature:** | **Date:** |

**Confidentiality**

**Statement**

In practice there are few circumstances where absolute confidentiality is offered in our school. We strive to keep a balance between ensuring the safety, wellbeing and protection of our pupils and staff. It is, however, essential that our school community gives due regard to confidentiality regarding school matters. The nature of Forest School children may be more relaxed and have more opportunities to speak to staff this can give way to confidentiality issues.

**Procedure**

* When talking with pupils, it is important for you to be aware of maintaining your professional boundaries**.**
* You must be clear to pupils that you cannot offer unconditional confidentiality when a pupil first begins to talk about something where confidentiality may become an issue.
* Pupils should be warned that, if there is a safeguarding issue where the pupil (or others) is likely to be at risk of significant harm, you are under a duty to inform the Head Teacher (in her role as Safeguarding Officer), who may have to involve other agencies. It is important that each member of staff deals with this sensitively and explains to the pupil that they must inform the appropriate people who can help the child, but that they will only tell those who need to know in order to help.
* In all cases where you feel that you have to break confidentiality with the pupil, you must inform the pupil (unless there is a good reason not to inform them, e.g. risk of harm) and reassure them that their best interests will be maintained.
* In talking with pupils, you need to encourage them to talk to their parents/carers about the issue that may be troubling them and support in doing this should be offered where appropriate.

**Please refer to, Equal Opportunities Policy, SEN policy and Anti Bullying Policy alongside this information available on school website school information or on request**

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**Child Protection**

**Statement**

We at Belmont Academy are committed to practice which protects children from harm. Staff, accept and recognise our responsibilities to develop awareness of the issues which cause children harm. The safeguarding of children is everyone’s business and schools have a responsibility under Section 175 of the Education Act 2002 to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The nature of Forest school can give opportunities for disclosure all staff must follow procedures set out in the Safeguarding and child protection policy.

**Procedure**

* Understand that safeguarding and promoting the welfare of children is everyone’s responsibility. This means that at all times we must consider what is in the best interests of the child.
* All staff who have 1-1 contact will have extensive DBS checks.
* In the event that an accusation has been made against a member of staff must be reported to the Head of School to be investigated.
* Establish and maintain an environment where children feel secure, are confident to talk, and are listened to.
* Ensure children know they can approach adults employed in the school if they are worried.
* If a disclosure takes place take note only what has been said or observed.
* You must report the concerns immediately to the Designated Safeguarding Lead (Lucy Childs) or in her absence to a Deputy Safeguarding Lead (Tom Lynch, Kate Law or Tanya Knight) and record it on CPOMS.

**Please refer to Safeguarding and Child protection policy on the school website school information or on request**

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**Anti Bullying**

**Statement**

At Belmont Academy we are aware that pupils may be bullied in any school or setting and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

*Bullying definition*

*Bullying is an act of aggression, causing embarrassment, pain or discomfort to someone. It can be a physical act or emotional in nature, such as verbal abuse, making gestures, and exclusion. It is an abuse of power. It can be planned and organised, or it may unintentional. It may be perpetrated by individuals or by groups of pupils*.

**Procedure**

* A bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm’. Where this is the case, the school staff should report their concerns
* This policy is closely linked with our Behaviour Management Policy, our Safeguarding and Child Protection Policy, our Code of Conduct and the school’s aims, visions and values.

**Full policies: Child Protection and Safeguarding Policy Peer-on-peer abuse policy Behaviour Management policy E-safety policy are available on the school website school information or on request**

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**GDPR**

**Statement**

Belmont Academy is committed to protecting the privacy and security of your personal information. We take care to protect the privacy of our staff, pupils, parents and suppliers that communicate (online or offline) with us, in school, events, over the phone, through our mobile applications, websites and social media platforms.

**Procedure**

We only collect information that we know we will genuinely use and in accordance with the General Data Protection Regulation (GDPR). The type of information that we will collect on you, and you voluntarily provide to us.

**Full policy available on the school website school information or on request**

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| **Signature:** | **Date:** |

**Social Media**

**Statement**

Forest school has many possibilities to use photographic images, which includes children using cameras to capture nature, Staff using cameras to capture child observations which may be used to display. These photos will be used with sensitivity and safety.

**Procedure**

* We follow Government guidance for the use of photographs by using group photos in preference to individual photos.
* Using a pupil’s name or their photo but not both and by not keeping photos when a child is no longer in school.
* We will seek specific permission from parents for use under the following circumstances

For photographs to be used in school publications which may also be used on the

school website.

For photographs to be used for external publications (pupils named) including

newspaper articles.

* School staff must only use school equipment, not personal e.g. their mobile phones, for taking photographs.
* Photographs will only be stored at school under the protection of the school network.

**Full E Safety policy available on the school website school information or on request**

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| **Signature:** | **Date:** |

**Prevent Strategy**

**Statement**

The purpose of the Belmont Academy Prevent Strategy is to protect students from harm and to ensure that they are taught in a way that is consistent with the law and British values.

**Procedure**

* Staff to be aware through training and policy what to look for.
* Enable learners to make a positive contribution.
* Safeguard young people.
* You must report the concerns immediately to the Designated Safeguarding Lead (Lucy Childs) or in her absence to a Deputy Safeguarding Lead (Tom Lynch, Kate Law or Tanya Knight) and recording it on CPOMS.

**Full Prevent Strategy policy available on the school website school information or on request**

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| **Signature:** | **Date:** |

**Receiving visitors**

**Statement**

Forest School is a child led environment all adults must observe that the impact they have in this environment can have a negative effect on children. An adult who visits is there only to observe the wonderful nature of Forest School. You are stepping into a child’s world of wonder, not an adult’s world of direction. Be mindful of allowing children to submerge themselves into ‘flow’.

**Procedure**

* An adult must stand back observe the wonder of child led play.
* Staff will show you to a good standing point to watch and observe.
* Support for children will only be given by school staff only if and when needed.
* Allow children to find their own play do not direct.

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**Toileting Policy**

**Statement**

As Forest School takes place outdoors and children will be suitably dressed for this environment.

We want to ensure that children’s experiences take into account all their needs a toileting procedure will help to ensure that toileting is taken into account as a specific need.

**Procedure**

Children will be encouraged to use the toilet before beginning a session, firstly to avoid too many trips during the session and to avoid having to take off all the waterproofs again!

Should a child need to go to the toilet during a session they will use the toilet facility in the Dell.

If in the rare occasion a child should have a toileting accident on site, then the adult and child will advise the Forest School leader who will advise adults and children that tool use will be stopped whilst an adult leaves the site due to the ratio of staff remaining. The adult and child can return to the session when they are ready and advise the FS leader so that a usual session resumes.

Toilet will be emptied on a regular basis by premises staff.

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| **Signature:** | **Date:** |

**Clothing policy**

**Statement**

As a school, we will endeavour to collect a bank of spare clothes and wellies and within EYFS and key stage 1 -2, we have a set of waterproofs that can be worn by the children. However, it is expected that parents will provide their child with the necessary clothes (taken from the kit list below) to enable them to take part this will be beneficial to the children’s experience. Parents are advised to check the weather forecast for that session this will enable them to bring in the appropriate clothing for the weather. Wet days will need a full change of clothes for after session to change into.

**Procedure**

Children will be dressed prior to Forest School session. It will be the responsibility of the class teacher that the parents have supplied clothing from the list provided and that children are appropriately dressed ready to go to the Dell. Children can come to school in Forest school clothes and change into outdoor clothing and wellies before session.

**Winter**

Vest or T-shirt

Long sleeved top

Hooded top / fleece or thick jumper

Waterproof all in one suit/jacket/ trousers (oversized to enable coat to be worn underneath in very cold weather}

Thick socks (thermal or two pairs of thin ones)

long Trousers

Wellington boots/suitable enclosed shoes

Hat, gloves and scarf

**Summer**

Long sleeved T-shirt or top

Light trousers (Arms and legs must be covered in the woodland)

Socks

Trainers, sturdy shoes or Wellington boots. (Sandals, crocs and flip-flops are not suitable.)

Sunhat

suncream

Parents are responsible for providing and applying their child’s sunscreen before the start of the school day in line with the usual school practice. If insect repellent is required the same procedures will need to be followed. Long hair must be tied back, no jewellery to be worn apart from small studs and a watch (as per school policy

**Change of clothes(wet days)**

underwear

socks

uniform or

top

bottoms

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| **Signature:** | **Date:** |

**Personal Protective Equipment**

**Policy Statement**

Each person attending and using our Forest School facilities will be provided and taught how and when to use the correct personal protective equipment (PPE) for the task. If a participant is unwilling to wear PPE they will be encouraged to do activities which don’t require PPE.

**Procedure**

* Participants will be taught the use of, and provided with correct PPE. These are all outlined in the tools procedures and the individual activities Risk Benefit Assessment.
* Staff must always model the correct use of PPE when engaging in activities.
* PPE will be checked before and after every session to ensure it is in correct working order, not broken, in date and not worn out.
* No jewellery should be worn apart from small studs and a watch (as per school policy)

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| **Signature:** | **Date:** |

**COSHH**

**Statement**

The nature of Forest school may come into contact with biological agents, micro-organisms (bacteria and fungi) and external lager parasites (ticks and mosquitos) which may carry parasites that live in these hosts that may cause hazard to health.

**Procedure**

Thorough site specific assessments the areas will be cleared or students will be warned of particular micro-organisms. The importance of the rule ‘No licking’ ensure children know the importance of looking after themselves from dangers digested. If first aid is administered for bites take into consideration the host hazard and take measures to ensure this information is given to class teacher and passed onto parent/carer. All safety checks will be made to ensure that fuel for camp fire is safe to burn.

**Full COSHH policy can be viewed online HSE website**

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| **Signature:** | **Date:** |

**Manual Handling**

**Statement**

With guidance to staff on the safest way to lift or decide not to lift will reduce the risk of injury in the workplace. A number of practical things can be done to reduce the risks of injury from manual handling.

**Procedure**

Employees must ensure that:

1. They do not lift anything that they feel exceeds there capability.
2. Seek help from others to support manual handling.
3. Use equipment such as trollies to transport heavy or awkward items.
4. Make sure there is adequate space around you with nothing in the way.
5. Adopt safety measures to lift safely.

**Full Manual handling policy with guidance can be found online at HSE website**

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| **Signature:** | **Date:** |

**Tool Handling and Equipment policy**

**Statement**

Belmont Academy promotes the use of tools den building equipment by our participants during our Forest School sessions. Every participant will be taught how to use the tools and equipment according to the specific procedure. Correct tool and equipment use will always be modelled and reinforced by Forest School leader. Staff will supervise the safe use of tools and equipment once Forest School leader feels the participants are competent to do so. Extensive risk assessments and safety procedures have been put in place to reduce risk. Thorough risk assessments will take place before during and after activities.

**Procedures**

**Ropes and cords**

Students will be shown how to use ropes and cords for different purposes to build dens, use for hammocks and pulling logs. Teaching appropriate knots for specific uses. Safety is paramount and supervision by staff stepping in if necessary to support. Staff will ensure that knots will take the appropriate weight and at a height not to cause injury to others. Knots and cords will be bright colours to be seen by others. Once used they will be stored away in appropriate storage container.

**Rope and cord rules**

* Only used for a purpose.
* Never used on people.
* Only tied to trees that will take the weight of hammock.
* Tied at a safe level above head height.
* Not left on floor can cause slip/trip.
* Wind rope up and store away safely when not in use.

**Tool usage**

Participants will only be involved in using sharp tools once the Forest School leader deems that they are confident and competent to do so. Before knife usage an assessment will be made with the use of potato peelers and carrots to teach the basic safety rules. During this activity the Forest School leader can assess manipulation and listening skills leading onto use of sharp tools. No child whatever age will move onto knives until the Forest School leader can ensure this basic use of tool safety is adhered to. Tools use will be assessed on ability not age. Woodwork area for 4 participants will be used one deemed safe and rules adhered to,

**Supervision**

When tools such as knives and small saws are used the 4-5 year olds participants will always be appropriately supervised on a 1-1 ratio. 5-7 year olds 1-2 ratio. Tools will only be used in tool/camp fire area.

With older groups, never more than 1-4 ratio tools will be used after individual risk assessments of each child have been carried out to determine the degree of supervision necessary. At this stage staff members will continually observe safe tool usage. Children will always be in sight of an adult. Proper instructions will have been given and safety issues discussed prior to the use of any tools. Where appropriate, participants will use safety and protective gear such as gloves etc.

Staff will be taught how to use the tools in the same way as children to enable them to understand the enjoyment that can be achieved as well as risk. Staff can then with the practical and knowledge of risks and risk benefits will be able to supervise and stop tool usage where necessary. Staff can only supervise not teach tool usage.

Specific tool policies are in place for each tool that may be used within Forest Schools this information has been used to make extensive risk assessments and risk benefit documents. This information must be read and reread if necessary ensure safe tool use.

**Tool rules:**

Children are taught these and they are reinforced at the beginning of each session.

• Ask an adult before you take a tool from the tool area.

• You must have a purpose for your tool.

You must make sure you choose a safe working area within the tool area with nobody near you.

(2 arms and a tool length this is the safety bubble)

woodwork bench 4 spaces at a time with safe working distance from each other

**Transportation**

* Small tools will be transported to the site every day in a locked storage box. Larger tools are stored in a locked storage container. They will then be moved to The Dell daily either by hand or in a trolley/wheel barrow.
* The tool box will either be carried or wheeled to The Dell depending on its weight.
* All students and accompanying adults will be taught how to transport tools in the correct way.

**Maintenance**

* Visual checks will be carried out by Forest School leader every time a tool is checked out prior to use.
* Visual checks should also be carried out again at the start and end of any sessions.
* Tools must be cleaned and sharpened after every session when necessary.
* A tool log will be used to log tools in and out for safety purposes.

**Use**

* Only 1 tool will be used at a time.
* Safety briefings will be given to participants either as a group or individually on proper tool use.
* Tools must always be carried in their protective cases when walking round with them.
* Tools must always be returned their designated area/box when not in use.
* Bladed tools are always kept in a designated tool box which is locked when not in use.
* Everyone must conform to the ‘Safe Working distance’ for older students or ‘Safety bubble’ for younger students whilst using tools. The Safe Working Distance is an arm’s length plus the length of the tool that is being used.
* If two people are working with tools next to each other the Safe Working Distance will double.
* People must not enter the safe working distance of another participant whilst they are using a tool.
* Forest School leaders are the only people that will instruct in tool use.
* Forest School Assistants can only assist in tool use.
* Other adults on site can help supervise tool use and must stop any unsafe behaviour, notifying the Forest School leader immediately so a refresher of correct use can be demonstrated.
* Covered shoes must be worn by all people on site.

**Procedures specific to each tool**

**Axe**

* Use the Axe for a specific purpose and only split green wood with it.
* Only used for carving and splitting down the grain.
* Don’t wear gloves when using an Axe.
* Always chop downwards on to either a wooden chopping block or a flat wooden surface.
* Never put the axe blade into the ground.
* Always wear covered shoes for safety purposes.
* Only use axes with your body positioned sideways so the blade will swing past your body if you miss the wood or it slips. Forest School leader should model this position when using axes.
* Always keep your hand/fingers of the opposite hand you use to hold the axe completely out of the way of the axe.
* Always keep the cover on the axe when it is not being used or it is being transported from place to another. Always return the axe immediately after use.
* Stop when tired and have a rest

**Bill hook**

* Only use for a purpose.
* Use to split wood down the grain.
* Only use on tool bench.
* Stand legs apart to balance body.
* Use in pairs with a mallet to hit the back of billhook.
* Hold billhook with both hands one on handle other on blunt side on the other end.
* Participant holding billhook will give verbal instruction to partner with mallet (light, medium, or heavy hit) strike billhook in the middle with mallet.

**Bow Saws/Pruning Saws**

* These saws are used for cutting round wood or for felling small trees.
* Select the right saw for the right job.
* Only used for sawing across grain.
* Younger participants must ask FSL help to remove saw blade safety guards. Older more experienced participants should be able to do this independently.
* A glove can be used on the hand that is not sawing.
* When starting to saw with a Bow Saw always put the hand that isn’t holding the saw through the gap between the blade and the handle then firmly support the wood being cut.
* Once the blade is 1cm into the wood the supporting hand can come out from the gap between the blade and handle and be used to hold the wood still from a safe distance from the blade.
* Pruning Saws are good for use in confined spaces. Only cut on the pull and keep gloved hand a safe distance from the blade when starting to cut.
* If cutting near to the ground then always adopt the ‘Respect Position’.
* If necessary, work in groups to hold wood firm whilst cutting.
* Ensure the proximity around you is clear of people before you start cutting.
* Use the full length of the saw and keep it straight whilst cutting.
* Never move around with an unguarded saw.
* Only cut wood.
* Stop if tired and have a rest

**Knives**

* Knives are always introduced for a specific purpose.
* Used only for carving and whittling down the grain.
* Belmont Academy use Mora Sheath Knives with bright orange handles so they are easily visible.
* Knives are only introduced when the Forest School leader thinks the group has demonstrated that they are ready. Using potato peelers with carrots to assess manipulation and listening skills
* When passing knives it should be either sheathed or by passing the handle first with the blade facing upwards.
* Always put your knife in its sheath when it is being moved round the site or not being used.
* Knives must be returned to the locked box when they are finished with.
* Place elbows on knees and lean forward when whittling or sit down and whittle to the side of the body to avoid any possible contact with the femoral artery.
* Never cut anything that someone else is holding.
* Only cut away from your body.
* Do not cut if there is someone within the safe working distance, safety bubble (arm’s length plus the length of the tool).
* Do not point the knife at someone.
* Never stick the knife into the ground.
* Don’t cut any other material other than wood unless Forest School leader says you can.
* Stop if tired and have a rest

**Loppers/secateurs**

* Only use loppers to small branches.
* Never cut branches thicker than your own thumb.
* Carry loppers in closed position and keep them pointed towards the ground.
* Do not stab the loppers into anything.
* Never stick the loppers into the ground.

**Spades**

* Carry spades by the side of your body with the blade pointing down with a slight tilt forwards.
* Always keep one foot on the ground and one foot on the spade when digging. Never put both feet on the spade and balance.
* Wear covered shoes when using a spade.
* When not in use, lay spade on the ground with the blade pointing downwards and returned to the spade rack

**Mallet**

* Mallets are used to hit the back of a billhook or axe for splitting wood.
* Mallets can also be used for hitting wooden steaks into the ground or greenwood projects.
* Keep fingers on the handle and keep the other hand a safe distance away from the object you are hitting to avoid injury.

**Palm drill**

* Used for a purpose.
* Drill holes into wood only.
* Carry with handle holding down into body.
* Use on wood bench to drill into wood.
* Hold in palm of hand.
* Place body to the side of bench.
* Return to tool bench when not in use.

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| **Signature:** | **Date:** |

**Fire Safety**

**Policy Statement**

The whole experience of building, lighting, maintaining and using a camp fire is a very important part of the Forest School experience. Having fires with our groups of participants is a beneficial experience but the inevitable risks must not be taken into consideration. By following our sensible procedures all of our participants can have a safe, enjoyable experience. Fires will only be lit by the Forest School leader following this safety policy when the children are ready and are clear on the expectations regarding behaviour and safety.

**Procedure**

**Construction:**

* Wind direction and strength.
* No combustible materials nearby/ overhanging branches.
* Soil type – ensure not too peaty.
* Clear the area of any materials (leaf litter, tinder, deadwood etc.) that could cause the fire to spread.
* Construct a 1m2 fire site edged with green logs.
* Place seating benches (made from logs and planks), a minimum of 2m away from the fire site in the middle.
* Dig out 6 inches of soil and fill the bottom of the pit with sharp sand up to 4 inches deep. In-bed the freestanding fire-pit in to the sand.
* Choose the appropriate fire lay for the activity.

**Safety**

* No hair to be loose – must be tied back and up.
* No jewellery should be worn apart from small studs and a watch (as per school policy)
* Gloves should not be worn when placing materials/lighting the fire.
* Scarves or loose clothing should be tucked in.
* Kneeling in the respect position.
* Seating in the line of smoke will be avoided. Children will be taught to turn their heads if smoke is coming in their direction.

**Lighting Fires**

* Fires will be lit by the Forest School leader only and will only be lit by students once the Leader is confident that the group is ready.
* Fires will be lit using fire strikers which will be safely stored away. Fire will be ignited with safe lighter paper. No flammable liquids will be used.
* The fire will never be left unattended.
* The fire will be lit in the designated fire area only which is set up for this purpose. The area must be fit for purpose, i.e. cleared of any dried leaves, wood or porous rock which might ignite the fire further and explode.
* A fire pit/bowl will be used to prevent the spread of fire.
* A Kelly kettle will be used within the fire-pit area and be used instead of a fire
* Fire safety equipment will be nearby whenever a fire/Kelly kettle are used

**The correct safety resources and first aid kits will be accessible.**

* Ensure the whole group listens to the safety talk, including all adults and accompanying staff that have not heard the talk before.
* Establish safe movement protocols for entrance and exit of the fire site area. Participants must never walk across the fire or round the inner fire area. If they wish to move round the fire site they must do so via the outside of the seating and then re-enter the inner zone at one of the entrance/exit points.
* Only the Forest School leader should enter fire circle. Anyone entering uninvited by the Forest School leader will be reminded with the ‘tablecloth’ warning.
* Those invited by the Forest School leader to enter fire circle must adopt the respect position.
* Demonstrate the correct kneeling position (the Respect Position).
* Point of fire buckets and First Aid kit.
* Firmly reinforce established protocols throughout.
* Involve the group in the ongoing safety of each other.
* Ensure everybody in the group understands the rules by questioning them. Using laminate flash cards to ensure auditory and visual rules are clear.

**Extinguishing Fires**

* Fires must always be extinguished correctly to prevent injuries from a super-hot cloud of steam or hot ash.
* Water must be poured over the fire slowly from a bucket, kettle or watering can keeping your face and body away from the fire and steam. You must stand up wind to the fire when you do this.
* Start pouring water from the outside and slowly spiral in to the centre of the fire until it is completely extinguished. This process can take up to 2 full buckets of water.
* Unburned fuel can be removed and completely extinguished then stored safely for reuse on another day.
* Stir the water and ashes to ensure the fire is 100% extinguished.

**Fire Site Rules**

* The bench seating (logs and planks) are for seating purposes only. Under no circumstances should anybody walk, jump, balance etc. on them.
* When entering or leaving the inner fire area participants must not walk, hop or jump over the seat benches. Participants must enter and leave by the entrance/exit points.
* Only confident participants can refuel the fire with the permission of the Forest School leader.
* Whilst in the inner fire area the respect position must always be adopted.

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| **Signature:** | **Date:** |

**Food and eating Policy**

**Statement**

Children at Forest Schools are taught a strict NO eating rule, unless it is a specific activity led by an adult to prepare and cook food. Initially, when children are ready they will participate in simple cooking on the fire activities which include; toasting marshmallows/waffles and cooking damper bread. As skills develop, this will include cooking further meat and vegetable dishes such as vegetable kebabs, baked apples and hot dogs. Wild food is not carried out as an activity to avoid confusion amongst children between what is safe and unsafe to eat. There is always a staff member present with food hygiene training, when food is being handled and prepared.

**Procedure**

**Food Preparation, transport and storage;**

• Hands will be washed thoroughly and any cuts/grazes covered in the correct manner (gloves) before handling and preparing food.

• Any food needing preparation will be prepared in the school kitchen (opposite the staff room) e.g. bread dough.

• Food will be stored in clean containers and transported in a cool bag to and from the site, with any clean utensils and cooking pans required. The box will remain closed in between use with food covered in bags or boxes; to avoid attracting flies and other insects.

• Raw meats will be stored separately to any other foods.

• All ‘use by’ dates will be checked on foods before eating.

• Water for cooking will be provided in cleaned sealed storage.

**Handling, cooking and eating Food;**

• A fresh, clean, bucket of warm soapy water will be available for children to wash their hands before handling food or utensils.

• Children are taught how to cook food safely following the activity risk assessment and fire policy. All food will be checked by an adult to ensure it is fully cooked before eating.

• Children will be asked to sit still around the fire circle or to move to a designated eating area from the fire to keep numbers to a minimum near the fire circle.

**Clearing away and cleaning up**;

• ALL food not eaten or cooked will be placed in black bin bags and disposed of in the school bin at the end of the session by one of the adults. The area is checked to ensure there no food traces to avoid vermin being attracted to the area.

• ALL utensils and pans will be placed in the cool box and carried away after the session and cleaned in hot soapy water by one of the adults and stored away correctly.

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| **Signature:** | **Date:** |

**Risk Management and Assessment**

**Policy Statement**

Taking risk and experiencing risk is a necessity in order for children and young people to develop and grow. Dirt, minor cuts, bruises and scrapes are all a normal part of a healthy childhood.

**Procedure**

Belmont Academy understands that risks are an inherent part of life and certainly present when attending Forest School sessions. Many risks are good and actually help children and young people develop, providing fun and adventure. Bad risks can be unforeseen by children and young people and it is those risks which we seek to manage or highlight to participants.

Our Forest School Level 3 Leader uses a risk benefit analysis tool for risk management. However, we recognise that in practice the standard risk benefit model does not go far enough when children in our care are playing in the Dell. Belmont Academy has adopted the use of a dynamic risk benefit assessment for time spent at our Forest School.

* Staff are duty-bound under the Health and Safety at Work Act to work safely, take responsibility for their own safety and the implications of their actions, and report or remove hazards as they occur.
* Prepare staff tasks and activities that are age appropriate for the group experiencing the session.
* Ensure activities are suited to participant’s abilities.
* Model the safety rules throughout the session and remind participants of them as necessary.
* Forest School activities have an individual Risk Benefit Assessment and a generic risk assessment.
* Risk Benefit Assessments (RBA) and policies and procedures will be reviewed every year. If there is any incidents the RBA’s, policies and procedures will be reviewed immediately.
* While at work at our Forest School a Dynamic Risk-Benefit Assessment will be used.
* A reflective log book will be used to record any incidents or near misses which can then be discussed with SLT to help minimise risks.
* Children are taught to use our tools and fire in a specific way (e.g. respect position) and once they have become familiar with the rules they are able to use them independently.
* Our Forest School leaders site specific Handbook containing all RBA’s, policies, procedures and emergency information is always onsite.
* Accident forms are filled out and signed in the event of an incident. These are stored and sent to local authority, School, parents etc if requested.

**Site Procedures**

**Before each session:**

A thorough safety sweep of the whole site must be carried out by the premises staff am and this information logged and left in house for Forest School leader before the sessions start to ensure that there isn’t any potential hazards that could cause injury or illness. Any hazards will be noted on the daily risk assessment which also acts as the daily register.

* Boundaries will be checked and fixed if any damage has occurred,
* Checks must be carried out on trees, bushes and any other foliage to ensure it is all safe.
* Checks for branches, dead wood, thorns, protruding sticks at eye level. If found these must be made safe.
* Check for hazardous berries and fruits.
* Check weather forecast to ensure it is or will not be a hazard.

**After each session:**

* Clear everything away.
* Ensure that the fire is completely extinguished.
* Use a checklist to ensure that all tools are returned and then safely store them away.
* Check any other resources.

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| **Signature:** | **Date:** |

**Child Led Learning and Play**

**Policy Statement**

Children are biologically driven to play. Their brains grow as they play freely, especially in natural environments. At Belmont Academy we aim for our participants to play freely to help with their development.

**Procedure**

Belmont Academy will use ‘Risk Benefit Analysis’ and the ‘Playwork Model of Dynamic Risk Benefit Assessment’ for all our Forest School sessions. In order for our participants to be able to have the opportunity to select free play, take risks to build resilience as freely as possible. All staff through reading, CPD and reflective practice have a basic understanding of:

* The Playwork Principles.
* The Play Cycle.
* Appropriate ways on intervening in children’s play.
* ‘Risk’ in play to build resilience and children to assess own risk.
* These are communicated to other adults before and during sessions when appropriate.

Child led play has been shown as a tool that helps children develop. Play gives them good progress through the development stages up in to adulthood where this process is complete. The whole process of play in childhood is a necessity to help prepare children to be adults.

**Play in Child Development**

**Self**-**Directed Play** encourages curiosity, allows for plenty of experimentation, and aids children in developing a keen sense of observation. Children learn to figure things out for themselves, take healthy risks, cope with failure and persevere in **play**, practicing necessary foundations of real-life skills.

**Playwork Principles**

* All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
* Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
* The prime essence of playwork is to support and facilitate and this should inform the development of play policy, strategy, training and education.
* For playworkers, the play process takes precedence and play workers act as advocates for play when engaging with adult led agendas.
* The role of the playworker is to support all children and young people in the creation of a space in which they can play.
* The playworkers response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
* Playworkers recognise their own impact on the play space and also the impact of children and young people’s play on the playworker.
* Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

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| **Signature:** | **Date:** |



**Communication**

To enable the successful implementation and operation of Forest School, key stakeholders including the Headteacher, Governors and parents will be informed of the aims, objectives and outcomes across the school year through a variety of sources including newsletter, parent consultations and the school website. A communication strategy will be used to deliver within time frames, use feedback and develop future sessions.

Communication Strategy for Stakeholders

* Information on our school website about the ethos of Forest School and key aims listed. Photos are shared on website to showcase the space and how it is used in action.
* Letter out to parents in Early years inviting them to attend an induction parental meeting where they can find out more/ ask questions.
* A Reception induction meeting held at school (in the Summer term before their child starts at school) using a power-point outlining the Forest School Ethos and principles.
* Explain how this can be achieved in the Dell.
* Parental support is vital in ensuring children are happy their needs are met with suitable clothing for all weathers outdoors environment. Parents are happy that the level of risk has been given priority with risk assess/risk benefit.
* Opportunities for questions



* Considering parental questions and concerns before setting out how and when the sessions will commence.
* Parental consent forms to go out and be signed before child participation can commence.
* Class teacher to ensure consent forms are returned.
* Children encouraged to have correct clothing before sessions begin.



* Sessions begin rules and boundaries adhered too.
* Observations of children by Forest School Leader and staff.
* Observations, questionnaires will be used to assist in the progression for following sessions with next group.
* Open afternoon allows for parents to visit our Dell/Forest School
* Reception parents are invited to join at least one of their child’s forest school session
* Parents/grandparents and PTA volunteers are requested at busy times of year to help support with the maintenance of our outdoor learning space
* Regular information/updates shared via parent mail.

**Risk Assessment for the following experience: Site Specific**

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| **To be read in conjunction with other related risk assessments & policies/procedures.**  **NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme** | | | | | | | | |
| **Name of person compiling this risk benefit assessment: Jo Richardson** | | | | | | | | |
| The weather, activities and the environment all have risks which could impact on the well-being of the participants. Therefore Belmont Academy follows the principle that there is no such thing as bad weather, just unsuitable clothing and we aim to in-still that in our parents through our comprehensive policies. However, we take safety seriously and will cancel Forest School if necessary. Experimental learning Multisensory experience, Being in touch with nature, Learning to manage different temperatures, Learning to associate weather with risk, Being in touch with own body and experiences. | | | | | | | | |
| **Probability Score:**   1. <5% chance that it will occur – very unlikely 2. 25% chance that it will occur 3. 50% chance that it will occur 4. 75% chance that it will occur 5. >95% chance that it will occur – very likely | | **Severity Score**   1. Not serious – no first aid required 2. Minor Injury – requiring basic first aid 3. Injury – requiring non immediate professional medical attention 4. Serious injury/multiple injuries – requiring immediate medical attention 5. Major accident – multiple injuries or fatality | | | | **Calculate the risk levels:**  The rating is calculated from the probability multiplied by the severity which will give a rating between **1 & 25.**  We will not be carrying out any activities deemed to have **a revised rating of over 12** as they are deemed too dangerous even with control measures in place. | | |
| **Hazard** | **Harm** | | **Risk Rating prior to control measures**  **(Probability x Severity = )** | | **Control measures to reduce the risk and actioned by whom?** | | | **Revised Risk Rating (Probability x Severity = )** |
| Branches falling from trees | Cuts and scrapes  Broken bones  Head trauma/neck injury | | 5 x 5 = 25 | | * Daily weather forecasts and weather warnings will be checked and precautions followed. * Forest School will be cancelled on days with a Weather warnings assessed using Beaufort Score of 9 in line with weather warnings. * During site sweep on days that are windy (Beaufort score of >9 < 6) ensure no loose branches are present. * Remove loose branches where possible. * Branches out of reach will be taped off, until safely removed, students will be warned about the dangers. | | | 2x5=10 |
| Extreme cold | Frostbite  hypothermia | | 5x5=25 | | * Weather channels and weather warnings will be followed. * Ensure students wear appropriate cold weather clothing, (thermals, hats, scarves, waterproofs, gloves and layers.) * Ensure that letters are sent to parents to remind them about suitable clothing and check replies. A supply of spare warm clothing is available for extra layers. Making sure students are warm and comfortable during session. * Take into account wind chill factor. * Cancelling Forest School when weather is set to be below -5 degrees (depending on age of students) * Offering hot drinks regularly to ensure hydration by using Kelly kettle or prepared hot water in a flask. * Ensuring that there are enough spare clothes on site should a student require additional layers? * Ensure that the medical bag contains space blankets. | | | 2x5=10 |
| Extreme heat | Sunburn Heatstroke Dehydration | | 5x5=25 | | * Weather channels and weather warnings will be followed. * Ensure students are wearing suitable loose clothing: long sleeved tops, trousers and a hat. * Sun cream to be applied 1-2 hourly. * Ensure the students take regular breaks to hydrate. * Ensuring that students do not spend extended periods in full sunshine and avoid direct sun between 11.00-3.00. * Encourage students to find shady areas for hydration breaks. * A shelter will be put up to provide shade if there is no natural shade available. | | | 2x5=10 |
| Uneven ground, slippery slopes, wet ground and slippery paths | Slip  Trips  Falls | | 4x5=20 | | * Ensure all students wear appropriate footwear is worn. * Make students aware of any known hazards around the site such as exposed tree roots. * Encourage students to be aware of their surroundings. | | | 1x5=5 |
| Contact with animal faeces. | Illness | | 3x5=15 | | * The Forest School leader will check the site specific for daily check prior to any visit and reinforce rules about ‘no lick’ rule. | | | 1x5=5 |
| Nettles, brambles  fungi | Stings  Cuts  Poison  Skin irritant | | 2x5=10 | | * Students to be warned of nettles, brambles and fungi prior to the start of an activity. Remind of ‘No lick’ rule. * Nettles and brambles that are growing over a path will be removed. Fungi identified for danger and removed or all warned of area. | | | 1x5=5 |
| Accident/Illness | May become ill have an accident | | 2x3=6 | | * Within the Health and Safety briefing the students will be informed of action they should take if they feel ill or have an accident. * A fully stocked first aid kit on site at all times. * A certified first aider on site at all times. * There will be an up to date log book to record any incidents/illnesses on site at all times. * Students emergency contact will be with the School office by using a fully charged walkie talkie/mobile * A charged walkie talkie/mobile will be kept available on site. * Ensure insect bites are recorded and information given to teacher passed onto parent/carer. | | | 1x3=3 |
| Fires and their usage | Burns  Scalds  Death | | 5x5=25 | | * Brief all students with fire safety talk during introduction. * Fire safety will be adhered to at all times. * Frequently reinforce fire safety verbally. * Manage fire with fire retardant gloves. * Always have a bucket of water on standby next to the fire. * Fire extinguisher on standby in specific place. | | | 2x5=10 |
| Use of hand tools | Cuts  Injuries  Death | | 5x5=25 | | * Brief all students on correct tool use. * Demonstrate proper tool use techniques. * Forest School staff to supervise all tool use at all times. | | | 2x5=10 |
| Fences and gates | Trips  Cuts | | 4x5=20 | | * Students must access site only through the authorised access points. * They must not climb perimeter fence/walls. | | | 1x5=5 |
| Pond/ Wells disease | Illness  Drowning | | 4x5=20 | | * Limit contact with pond water. * Hand wash to be provided. * No eating near the pond. * Don’t reach over the pond. * Only kneel at the pond edge. * No running near the pond. * ‘no lick’ rule | | | 1x5=5 |
| Discovery of sharp objects  Hazardous waste | Cuts/scrapes  Poisoning /contamination  illness | | 4x5=20 | | * Premises staff to carry out site search before and after sessions. * Litter pick every session. * Always use gloves to protect against injury. * Brief all adults what to do if sharp/hazardous items found. | | | 1x5=5 |
| Please note Belmont Academy will always follow adverse weather warnings and cancel with as much notice as possible. Belmont Academy operate under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world. | | | | | | | | |
| Signed: | | | | Position: | | | Date: | |

This assessment is reviewed annually unless accident/incident occurs requiring immediate review.

**Risk assessment for the following experience: Daily Site Sweep**

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| **To be read in conjunction with other related risk assessments & policies/procedures.**  **NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme** | | | | | | | | | |
| **Name of person compiling this risk benefit assessment: Jo Richardson** | | | | | | | | | |
| The Forest School leader will check the site is checked by premises staff every single day before any sessions take place to ensure our strict safety standards are being met. This is very important because we want the children to be able to participate fully in all activities in a risk taking environment which is safe.  . | | | | | | | | | |
| Benefits: In touch with nature, multisensory, experimental learning, being in touch with own body and experiences, learn to associate weather with risk, learn to manage different temperatures. | | | | | | | | | |
| **Probability Score:**   1. <5% chance that it will occur – very unlikely 2. 25% chance that it will occur 3. 50% chance that it will occur 4. 75% chance that it will occur 5. >95% chance that it will occur – very likely | | **Severity Score**   1. Not serious – no first aid required 2. Minor Injury – requiring basic first aid 3. Injury – requiring non immediate professional medical attention 4. Serious injury/multiple injuries – requiring immediate medical attention 5. Major accident – multiple injuries or fatality | | | | **Calculate the risk levels:**  The rating is calculated from the probability multiplied by the severity which will give a rating between **1 & 25.**  Our company will not be carrying out any activities deemed to have **a revised rating of over 12** as they are deemed too dangerous even with control measures in place. | | | |
| **Hazard** | **Harm** | | **Risk Rating prior to control measures**  **(Probability x Severity = )** | **Control measures to reduce the risk and actioned by whom?** | | | | **Revised Risk Rating (Probability x Severity = )** | |
| Branches falling from trees | Head trauma/neck injury  Broken bones Cuts and scrapes | | 5 x 5 = 25 | * Observe weather forecasts prior to session and weather warnings will be followed. * Forest School will be cancelled on days with a Beaufort Score of 9 in line with weather warnings. * Forest School Handbook Site sweep on days with that are windy with Beaufort score of >9 < 6 to ensure no loose branches are present. * Removal of loose branches where possible. If the branches are not reachable, then the area of risk will be taped off and a warning given to students. | | | | 2x5=10 | |
| Uneven ground, slippery slopes, wet ground and slippery paths | Slip  Trips  Falls | | 4x5=20 | * Ensure all students wear appropriate wear, (not open toed shoes.) * Make students aware of any known hazards around the site such as exposed tree roots. * Encourage students to be aware of their surroundings. | | | | 1x5=5 | |
| Extreme cold | Frostbite  hypothermia | | 5x5=25 | * Weather channels and weather warnings will be followed. * Ensuring participants wear suitable cold weather clothing, thermals, hats, scarves, waterproofs, gloves and layers. * Ensure that emails/texts/letters are sent to parents to remind them about suitable clothing and check that all reply. * The Forest School leader may refuse to allow children’s attendance if not dressed appropriately. * Take into account wind chill factor. * Cancelling Forest School when weather is set to be below -5 degrees (depending on age of students) * Offering hot drinks regularly to ensure hydration by using Kelly kettle or prepared hot water in a flask * Ensuring that there are enough spare clothes on site should a student require additional layers. * Ensure that the medical bag contains space blankets. | | | | 2x5=10 | |
| Extreme heat | Sunburn Heatstroke Dehydration | | 5x5=25 | * Weather channels and weather warnings will be followed. * Ensure students are wearing suitable loose clothing: long sleeved tops, trousers and a hat. * The Forest School leader may refuse to allow children who are not dressed appropriately to attend. * Sun cream to be applied 1-2 hourly. * Ensure the students take regular breaks to hydrate. * Ensuring that students do not spend extended periods in full sunshine and avoid direct sun between 11.00-3.00. * Encourage students to find a shady area for rest and a drink. * A shelter will be put up to provide shade if there is no natural shade available. | | | | 2x5=10 | |
| Contact with animal faeces. | Illness | | 3x5=15 | * The site team will check the site prior to any visit and remove and dispose of any waste. | | | | 1x5=5 | |
| Fences and gates | Trips  Cuts | | 4x5=20 | * Students must only use authorized access points to the site. * They must not climb fences/gates. | | | | 1x5=5 | |
| Nettles, brambles and fungi | Stings  Cuts  poison | | 2x5=10 | * Students to be warned of nettles, brambles and fungi prior to the start of an activity, promote ‘No lick’ rule. Teach the need for self-protection * Nettles and brambles that are growing over a path will be removed. | | | | 1x5=5 | |
| A daily sweep will be made recording on the sheet any findings and action taken then we are happy that participants, observers, visitors and staff will have a safe and happy experience. We accept that even after a daily sweep sometimes accidents can happen, in which case we would follow the Accident and Emergency Policy.  Please note – Belmont Academy operates under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world | | | | | | | | | |
| Signed: | | | | | Position: | | Date: | |

This assessment is reviewed annually unless accident/incident occurs requiring immediate review.

The premises staff will inform Forest School leader (Jo Richardson) the sweep schedule to survey the site before every session to ensure safety standards are met. If a safety issue is found then it must be noted in the box as well as the action taken to remedy the issue.

See Appendix IV

**Risk Assessment for the following experience: Weather**

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| **To be read in conjunction with other related risk assessments & policies/procedures.**  **NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme** | | | | | | | | |
| **Name of person compiling this risk benefit assessment: Jo Richardson** | | | | | | | | |
| **Please state the benefits to the children of offering this experience?**    **Being in touch with nature, Coping with different weather conditions and temperatures, Multisensory experiences** | | | | | | | | |
| **Description: Strong winds, heavy rain, extreme heat or cold. Can have an impact on the wellbeing of students** | | | | | | | | |
| **Probability Score:**   1. <5% chance that it will occur – very unlikely 2. 25% chance that it will occur 3. 50% chance that it will occur 4. 75% chance that it will occur 5. >95% chance that it will occur – very likely | | **Severity Score**   1. Not serious – no first aid required 2. Minor Injury – requiring basic first aid 3. Injury – requiring non immediate professional medical attention 4. Serious injury/multiple injuries – requiring immediate medical attention 5. Major accident – multiple injuries or fatality | | | | | **Calculate the risk levels:**  The rating is calculated from the probability multiplied by the severity which will give a rating between **1 & 25.**  Our company will not be carrying out any activities deemed to have **a revised rating of over 12** as they are deemed too dangerous even with control measures in place. | |
| **Hazard** | **Harm** | | **Risk Rating prior to control measures**  **(Probability x Severity = )** | | **Control measures to reduce the risk and actioned by whom?** | | | **Revised Risk Rating (Probability x Severity = )** |
| High wind (falling branches) | Head injury  Cuts/bruises  Broken bones | | 5x5=25 | | * Weather channels, radio and weather warnings   observed.   * Cancellation of Forest School on days with a Beaufort score of 9 in line with weather warnings * Site sweep on days with that are windy with   Beaufort score of >9 < 6 to ensure no loose  branches are present.   * Removal of loose branches if possible. * If branches are not reachable, then area of   risk taped off and safety briefing given to  students to stay away. | | | 2x5=10 |
| High wind causing debris to fly about.  (smaller branches, sticks, leaves, dust) | Cuts / Bruises  Serious injury  Eye injury | | 4x4=16 | | * Observe weather channels, radio and weather warnings * If possible remove loose branches * Site sweep on days with that are windy with   Beaufort score of >9 < 6 to ensure no loose  branches are present.   * If branches are not reachable, then area of   risk taped off and a safety briefing given to  students to stay away from taped off areas.   * Cancellation of Forest School on days with a Beaufort score of 9 in line with weather warnings. * Medical bag to contain eye wash. | | | 2x3=6 |
| High temperatures | Sun burn  Heatstroke  Dehydration | | 5x4=20 | | * Prior to sessions observe weather channels, radio and weather warnings. * Ensuring students wear suitable clothing in hot   weather – long sleeved cotton tops, long light  trousers and a hat.   * Inappropriate dress may cause FSL to refuse participation. * Sun cream to be applied prior to session. * All students will take regular breaks to have a drink. * Ensure that students do not spend long periods   in the full sunshine or at all between 11.00 and 3.00.   * Students will be encouraged to have a rest and drink in a shady area. * Forest School staff will put up more shelters to provide shade. | | | 2x3=6 |
| Very low temperatures | Frost bite  Dehydration  Hypothermia | | 5x4=20 | | * Prior to sessions observe weather channels, radio and weather warnings. * Ensuring students are wearing suitable cold   weather clothing, thermals, hats, scarves,  waterproofs, gloves and thin layers.   * Ensuring that letters are sent to parents to remind them what suitable clothing is required and ensure a reply is received. * Ensuring that there are enough extra clothes on   site should a students not dress appropriately.   * Forest School leader will have to refuse children to participate if not dressed appropriately. * Wind chill factor must be taken into account. * Cancelling Forest School if weather is set to be   below -15 degrees (depending on age of students)   * Offer hot drinks regularly to ensure hydration. Use of Kelly kettle and flasks. | | |  |
| Belmont Academy will always follow the adverse weather warnings and endeavour to cancel Forest School sessions with adequate notice. Belmont Academy will never take unnecessary risk when it comes to adverse weather.  Please note – Belmont Academy operates under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world. Belmont Academy follow the code of conduct that there is no such thing as bad weather, just unsuitable clothing. | | | | | | | | |
| Signed: | | | | Position: | | Date: | | |

This assessment is reviewed annually unless accident/incident occurs requiring immediate review.

**Risk Assessment for the following experience: Camp Fire**

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| **To be read in conjunction with other related risk assessments & policies/procedures.**  **NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme** | | | | | | | | |
| **Name of person compiling this risk benefit assessment: Jo Richardson** | | | | | | | | |
| **Please state the benefits to the children of offering this experience?**    **Fun, learn how to safely use it, social, life skill, sensory experience, warmth, help well-being, cook food/boil water, team work, knowledge, take fear away, science, meditative, mindfulness, gain respect for fire** | | | | | | | | |
| **Probability Score:**   1. <5% chance that it will occur – very unlikely 2. 25% chance that it will occur 3. 50% chance that it will occur 4. 75% chance that it will occur 5. >95% chance that it will occur – very likely | | **Severity Score**   1. Not serious – no first aid required 2. Minor Injury – requiring basic first aid 3. Injury – requiring non immediate professional medical attention 4. Serious injury/multiple injuries – requiring immediate medical attention 5. Major accident – multiple injuries or fatality | | | | | **Calculate the risk levels:**  The rating is calculated from the probability multiplied by the severity which will give a rating between **1 & 25.**  Our company will not be carrying out any activities deemed to have **a revised rating of over 12** as they are deemed too dangerous even with control measures in place. | |
| **Hazard** | **Harm** | | **Risk Rating prior to control measures**  **(Probability x Severity = )** | | **Control measures to reduce the risk and actioned by whom?** | | | **Revised Risk Rating (Probability x Severity = )** |
| Behaviour | Burns  Serious injury Smoke inhalation Death | | 5x5=25 | | * All students must follow the Behaviour Policy. * Unsafe behaviour will not be accepted around   the Camp Fire. If after individuals have been  reminded they continue to show inappropriate behaviour  they will be removed from the camp fire area.   * Staff to model safe and appropriate camp fire   behaviour.   * Students are reminded to walk around the outside of the seats rather than cross the fire pit area. Reminded with the ‘Tablecloth’ phrase. * When Forest School leader has assessed the behaviour of students and taking into consideration age and stage then and only then will students be shown how to light fires maximum of 4 under constant supervision from Forest School leader. | | | 1x5=5 |
| Unsuitable Clothing/long hair | Burns  Serious injury  Death | | 4x5=20 | | * Long hair needs to be tied up when tending fire. * Synthetic gloves are not worn when tending the fire. * Any clothes that are hanging loose such as scarves and belts must be tucked in before entering the Fire pit area. | | | 1x5=5 |
| Accident/illness | May become ill/have an accident | | 2x3=6 | | * Within the Health and Safety briefing the students will be informed of action they should take if they feel ill or have an accident. * Maintain a fully stocked first aid kit on site at all times. * There will be a certified first aider on site at all times. * There will be an up to date log book to record any incidents/illnesses on site at all times. * Emergency contact details will be kept at the school office contact will be made with a walkie talkie. * A charged walkie talkie will be with FSL at all times. | | | 1x3=3 |
| Unsuitable burning material | Combustion/  Explosion/  respiratory | | 5x5=25 | | * In the safety briefing students will be told what is suitable or not suitable burning material * Students are reminded not to put anything on the fire without supervision. * Wood with contaminants (paint, glue etc.) on it must not be used on the camp fire. * Flammable liquids (petrol, white spirit etc.) must not be used to ignite the camp fire to avoid explosions. * No toxic woods put on fire. We will only use wood that we have sourced. | | | 1x5=5 |
| Flames | Burns | | 5x4=16 | | * The fire will be built suitable for the intended purpose and not made too large. * The fire must be kept under control at all times. * Students will follow full safety procedures respect positioning on tending the fire. | | | 1x4=4 |
| Igniting the fire | Burns  Injuries | | 3x5=15 | | * Fires to be lit by Forest School leader using the agreed fire lighting method. * No flammable liquids/accelerants used to light the fire. * Fire lighting should always be done in the Respect Position. * Fire striker returned to tool box. | | | 1x5=5 |
| Extinguishing the fire | Smoke inhalation  Burns  Serious injury | | 5x5=25 | | * Fire should be put out in line with the Camp Fire Policy. Water should be poured on it at arm’s length standing with back to wind. Water should be poured on from the outside inwards in small swirls until the fire is slowly extinguished. * After the fire extinguished all remaining fire fuel and debris should be picked up and put in a metal bucket full of water. * The Forest School leader will decide who has the experience and confidence to do this job. | | | 1x5=5 |
| Setting surrounding ground and vegetation alight | Burns, scorching of land, potential forest fire | | 4x5=20 | | * Planned location of fire pit area on flat ground. * No overhanging branches. * Fire pit area cleared with no vegetation close by. * Steel fire pit to be used in designated area. * Fire properly extinguished with water before leaving with all ash debris/embers thoroughly wet/cold before disposing. * Fire size is suitable to the current activity. | | | 1x5=5 |
| Shelter | Burns, potential forest fire | | 3x5=15 | | * Shelter will be regularly checked to ensure it is safely secured so it will not fall on the fire. * fire will only be in fire pit to keep it small | | | 1x5=5 |
| Wood selection | Potential carcinogenic/  respiratory issues | | 5x5=25 | | * Where possible, use dry wood as it produces less smoke and doesn’t spit as much. * Never use a toxic wood on the fire (Yew Tree and Rhododendron). * Only use standing dead wood for tinder as you can identify what tree it has come from. | | | 1x5=5 |
| Smoke | Respiratory Problems  Trips  Burns | | 3x5=15 | | * The Forest School leader will brief students that they can move away from the smoke if they wish. * Always position yourself upwind from the smoke. * Where possible, use dry wood as it produces less smoke. * Students will be advised not to walk through smoke. | | | 1x5=5 |
| Bags and belongings inside fire circle  Accessibility | Sprains  burns | | 4x5=20 | | Students will be reminded to keep fire pit area clear and all bags, coats etc. must be kept outside the seating area. | | | 1x5=5 |
| Weather | Burns  Forest Fire | | 5x5=25 | | * The Forest School leader is responsible for checking the weather forecast prior to session. * If the winds are at a dangerous level – the fire will not be lit. * If the wind speed becomes dangerous when the fire is lit, then the fire will be extinguished. | | | 1x5=5 |
| Fire left unattended | Burns  Smoke inhalation  Serious injury | | 5x5=25 | | * The camp fire must be attended by the Forest School leader at all times * The camp fire will only be lit by the Forest School leader or supervised by FSL. * Only light a fire size suited for the session. | | | 1x5=5 |
| Fire Pit location | Forest Fire  Burns | | 5x5=25 | | * Fire pit will be situated in the dugout fire square   Fires not to be lit in Pine Woods/Peat soil types. | | | 1x5=5 |
| Tools | Slips/trips  Fire hazard | | 5x3=15 | | * Lighting tools will be put away once used. * Fire pokers will be placed in a safe place. * Lighting/distinguishing equipment will be maintained and checked before use to ensure fire lighting/extinguishing is safely maintained. | | | 1x3=3 |
| Fire Pit surround | Forest Fire  Burns | | 5x5=25 | | * The fire pit construction has been designed to insulate the heat and to stop underground roots catching on fire which can spread fires. * The large logs round the camp fire act as a boundary to stop the fire spreading outwards and to stop people getting too close. * A minimum 2 metre perimeter round the fire pit will be completely clear of all leaves, litter, debris and other flammable material to stop fire spreading. | | | 1x5=5 |
| Belmont Academy have fully assessed the risks against the benefits of having a camp fire to cook food in our sessions. We concluded that the benefits far outweigh the risks provided that all of the measures above are followed to ensure our very high safety standards. Camp Fires are a very important part of our Forest School sessions and we will endeavour to teach our participants the importance of using them safely so they can learn from the whole experience  Please note – Belmont Academy operate under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world. | | | | | | | | |
| Signed: | | | | Position: | | Date: | | |

This assessment is reviewed annually unless accident/incident occurs requiring immediate review.

**Risk Assessment for the following experience: Kelly Kettle**

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| **To be read in conjunction with other related risk assessments & policies/procedures.**  **NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme** | | | | | | | | |
| **Name of person compiling this risk benefit assessment: Jo Richardson** | | | | | | | | |
| **Please state the benefits to the children of offering this experience?**    **Group activity, Team work, Collecting wood, Holistic learning, Use for warm drink, Fun, New Learning, Building resilience and confidence** | | | | | | | | |
| **Probability Score:**   1. <5% chance that it will occur – very unlikely 2. 25% chance that it will occur 3. 50% chance that it will occur 4. 75% chance that it will occur 5. >95% chance that it will occur – very likely | | **Severity Score**   1. Not serious – no first aid required 2. Minor Injury – requiring basic first aid 3. Injury – requiring non immediate professional medical attention 4. Serious injury/multiple injuries – requiring immediate medical attention 5. Major accident – multiple injuries or fatality | | | | **Calculate the risk levels:**  The rating is calculated from the probability multiplied by the severity which will give a rating between **1 & 25.**  Our company will not be carrying out any activities deemed to have **a revised rating of over 12** as they are deemed too dangerous even with control measures in place. | | |
| **Hazard** | **Harm** | | **Risk Rating prior to control measures**  **(Probability x Severity = )** | **Control measures to reduce the risk and actioned by whom?** | | | | **Revised Risk Rating (Probability x Severity = )** |
| Finding wood | Trips  Falls  Cuts  Smoke inhalation | | 4x4=16 | * Safety briefing to move safely around the site being aware of any uneven ground keeping to boundaries. * Collect non-toxic wood. (Yew, holly and rhododendron are toxic) It must not be collected from the ground. * Only use dead wood from a known source, do not collect green wood as it will be very smoky when burning. * Rotate where wood is collected so not to deplete same areas. | | | | 2x2=4 |
| Fire Lighting | Toxic wood  Smoke inhalation  Burns | | 5x5=20 | * Only the Forest School leader will light the Kelly kettle within the camp fire area until the children are able to. (age and stage appropriate) * Have a bucket of water, fire tongs and a towel prepared prior to lighting. * Position yourself with your back to the wind. * Lay small pieces of tinder in the base of the Kelly kettle. * Using the fire striker light the tinder card kneeling in the respect position. Once lit place into base of the Kelly kettle gradually adding wood. Teaching the breakfast, lunch and dinner use of twigs. * Continue to add wood from the side not from above the fuel hole to avoid burns. | | | | 1x5=5 |
| Positioning | Burns  Scalds  Smoke inhalation  Risk of fire | | 5x5=25 | * Clear the area within 2m around the Kelly kettle to avoid fire spreading. * Kelly kettle should be sat on a safe flat base. * Stand with your back to the wind and ensure all other participants are at least 2m away from the Kelly kettle. * Always turn the spout away from you so that boiling water will not spit on you. * The oxygen hole on the base should face in the opposite direction of the spout. * Never put the bung in the spout while boiling water due to risk of exploding water. | | | | 1x5=5 |
| Fire extinguishing | Burns  Scalds  Smoke inhalation  Risk of fire spreading | | 5x5=25 | * In order to extinguish the fire in the base, hold the kelly kettle handle at 90 degrees and using the chain for stability tip some water into the base. * Place the kettle on safe flat surface. Then use the tongs to place the base into the metal bucket of water to fully extinguish the fire. * Return the fire striker to its box. | | | | 1x5=5 |
| Transportation of Kelly kettle full of boiling water | Burns  Scalds | | 5x5=25 | * Ensure the spout is facing away from your body to avoid spillage of boiling water onto you. * Other participants need to be aware you are moving and keep a safe distance away. * Once empty return the kettle to a safe flat base to cool. | | | | 1x5=5 |
| Improper use of Kelly Kettle/behaviour | Burns  Scalds  Risk of fire  Smoke inhalation | | 5x5=25 | * Only the Forest School leader will use the Kelly kettle until participants are ready (age and stage appropriate). * The Forest School leader will give safety briefing prior to lighting and will monitor throughout use and never leave the participants/Kelly kettles unattended. * Keep the area where the participant is using the kettle clear of other participants, they are not to enter then 2metre exclusion zone. * Participants should not build the flames up too high. | | | | 1x5=5 |
| Please note – Belmont Academy operate under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world. | | | | | | | | |
| Signed: | | | | | Position: | | Date: | |

**Risk Assessment for the following experience: Cooking over the Camp Fire**

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| **To be read in conjunction with other related risk assessments & policies/procedures.**  **NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme** | | | | | | | | |
| **Name of person compiling this risk benefit assessment: Jo Richardson** | | | | | | | | |
| **Please state the benefits to the children of offering this experience?**    Fun activity, Sensory experience, Develops communication skills, Teaches risk management to the children, Keeps you warm, Builds confidence, Understand fire safety, Raises well-being, Removes fear, Social benefits, Learn to cook, Relaxing experience,  Life skills, Teamwork | | | | | | | | |
| **Probability Score:**   1. <5% chance that it will occur – very unlikely 2. 25% chance that it will occur 3. 50% chance that it will occur 4. 75% chance that it will occur 5. >95% chance that it will occur – very likely | | **Severity Score**   1. Not serious – no first aid required 2. Minor Injury – requiring basic first aid 3. Injury – requiring non immediate professional medical attention 4. Serious injury/multiple injuries – requiring immediate medical attention 5. Major accident – multiple injuries or fatality | | | | **Calculate the risk levels:**  The rating is calculated from the probability multiplied by the severity which will give a rating between **1 & 25.**  Our company will not be carrying out any activities deemed to have **a revised rating of over 12** as they are deemed too dangerous even with control measures in place. | | |
| **Hazard** | **Harm** | | **Risk Rating prior to control measures**  **(Probability x Severity = )** | **Control measures to reduce the risk and actioned by whom?** | | | **Revised Risk Rating (Probability x Severity = )** | |
| Food | Burns  Food poisoning | | 5x4-20 | * No meat to be cooked over the fire. * Simple recipes will be followed. * If food needs to be kept chilled, a cool box with   Ice blocks will be used.   * Any food used must be safe to eat and within   It’s use by date.   * The Forest School leader needs to know about any food allergies/intolerances before the session and if students have food allergies then those   Foods must not be used.   * Student’s especially younger children will be warned that some foods such as marshmallows may burn due to the temperature of the sugar. * Belmont Academy is a nut free environment and all food will be checked for traces before session starts. | | | 1x4=4 | |
| Behaviour | Burns  Serious injury Smoke inhalation Death | | 5x5=25 | * All students must follow the Behaviour Policy. * Unsafe behaviour will not be accepted around   the Camp Fire. If individuals after reminding  continue to show inappropriate behaviour they will be  removed from the camp fire area.   * Staff to model safe and appropriate camp fire   behaviour.   * Students are reminded to walk around the outside of the seats rather than cross the fire pit area. Reminded with the ‘Tablecloth’ phrase. | | | 1x5=5 | |
| Unsuitable Clothing/long hair | Burns  Serious injury  Death | | 4x5=20 | * Long hair needs to be tied up when tending fire. * Synthetic gloves are not worn when tending the fire * Any clothes that are hanging loose such as scarves and belts must be tucked in before entering the Fire pit area. | | | 1x5=5 | |
| Accident/illness | May become ill/have an accident | | 2x3=6 | * Within the Health and Safety briefing the students will be informed of action they should take if they feel ill or have an accident. * Maintain a fully stocked first aid kit on site at all times. * There will be a certified first aider on site at all times. * There will be an up to date log book to record any incidents/illnesses on site at all times. * Emergency contact details will be kept at the school office contact will be made with a walkie talkie. * A charged walkie talkie will be with FSL at all times. | | | 1x3=3 | |
| Unsuitable burning material | Combustion/  Explosion/  respiratory | | 5x5=25 | * In the safety briefing students will be told what suitable or not suitable burning material is. * Students are reminded not to put anything on the fire without supervision. * Wood with contaminants (paint, glue etc.) on it must not be used on the camp fire. * Flammable liquids (petrol, white spirit etc.) must not be used to ignite the camp fire to avoid explosions. * No toxic woods put on fire. We will only use wood that we have sourced. | | | 1x5=5 | |
| Flames | Burns | | 5x4=16 | * The fire will be built suitable for the intended purpose and not made too large. * The fire must be kept under control at all times. * Students will follow full safety procedures respect positioning or tending the fire. | | | 1x4=4 | |
| Igniting the fire | Burns  Injuries | | 3x5=15 | * Fires to be lit by Forest School leader using the agreed fire lighting method. * No flammable liquids/accelerants used to light the fire. * Fire lighting should always be done in the Respect Position. | | | 1x5=5 | |
| Extinguishing the fire | Smoke inhalation  Burns  Serious injury | | 5x5=25 | * Fire should be put out in line with the Camp Fire Policy. Water should be poured on it at arm’s length standing with back to wind. Water should be poured on from the outside inwards in small swirls until the fire is slowly extinguished. * After the fire extinguished all remaining fire fuel and debris should be picked up and put in a metal bucket full of water. * The Forest School leader will decide who has the experience and confidence to do this job. | | | 1x5=5 | |
| Setting surrounding ground and vegetation alight | Burns, scorching of land, potential forest fire | | 4x5=20 | * Planned location of fire pit area on flat ground. * No overhanging branches. * Fire pit area cleared with no vegetation close by. * Fire bricks used as fire base. * Fire properly extinguished with water before leaving with all ash debris/embers thoroughly wet/cold before disposing. * Fire size is suitable to the current activity. | | | 1x5=5 | |
| Canopy (tarp/parachute catching light) | Burns, potential forest fire | | 3x5=15 | * Parachute will be safely secured so it will not fall on the fire. * Parachute will be high enough and the fire small enough so embers do not reach the parachute. | | | 1x5=5 | |
| Wood selection | Potential carcinogenic/  respiratory issues | | 5x5=25 | * Where possible, use dry wood as it produces less smoke and doesn’t spit as much. * Never use a toxic wood on the fire (Yew Tree and Rhododendron). * Only use standing dead wood for tinder as you can identify what tree it has come from. | | | 1x5=5 | |
| Smoke | Respiratory Problems  Trips  Burns | | 3x5=15 | * The Forest School leader will brief students that they can move away from the smoke if they wish. * Always position yourself upwind from the smoke. * Where possible, use dry wood as it produces less smoke. * Students will be advised not to walk through smoke. | | | 1x5=5 | |
| Bags and belongings inside fire circle | Sprains  burns | | 4x5=20 | Students will be reminded to keep fire pit area clear and all bags, coats etc. must be kept outside the seating area. | | | 1x5=5 | |
| Weather | Burns  Forest Fire | | 5x5=25 | * The Forest School leader is responsible for checking the weather forecast prior to session. * If the winds are at a dangerous level – the fire will not be lit * If the wind speed becomes dangerous when the fire is lit, then the fire will be extinguished. | | | 1x5=5 | |
| Fire left unattended | Burns  Smoke inhalation  Serious injury  Death | | 5x5=25 | * The camp fire must be attended by the Forest School leader at all times. * The camp fire will only be lit by the Forest School leader or supervised by FSL. | | | 1x5=5 | |
| Fire Pit location | Forest Fire  Burns | | 5x5=25 | * Fire pit will be situated in the dugout fire square * Fires not to be lit in Pine Woods/Peat soil types. | | | 1x5=5 | |
| Fire Pit surround | Forest Fire  Burns | | 5x5=25 | * The fire pit construction has been designed to insulate the heat and to stop underground roots catching on fire which can spread fires. * The large logs round the camp fire act as a boundary to stop the fire spreading outwards and to stop people getting too close. * A minimum 2 metre perimeter round the fire pit will be completely clear of all leaves, litter, debris and other flammable material to stop fire spreading. | | | 1x5=5 | |
| Belmont Academy have fully assessed the risks against the benefits of having a camp fire to cook food in our sessions. We concluded that the benefits far outweigh the risks provided that all of the measures above are followed to ensure our very high safety standards. Camp Fires are a very important part of our Forest School sessions and we will endeavour to teach our participants the importance of using them safely so they can learn from the whole experience.  Please note – Belmont Academy operate under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world. | | | | | | | | |
| Signed: | | | | | Position: | | | Date: |

This assessment is reviewed annually unless accident/incident occurs requiring immediate review.

**Risk Assessment for the following experience: Fire striker**

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| **To be read in conjunction with other related risk assessments & policies/procedures.**  **NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme** | | | | | | | | |
| **Name of person compiling this risk benefit assessment: Jo Richardson** | | | | | | | | |
| **Please state the benefits to the children of offering this experience?**    **Fire safety, Respect for fires, Traditional method for fire lighting, Sense of achievement, Confidence, Emotional resilience, Provides warmth and heat, Provides heat for cooking** | | | | | | | | |
| **Probability Score:**   1. <5% chance that it will occur – very unlikely 2. 25% chance that it will occur 3. 50% chance that it will occur 4. 75% chance that it will occur 5. >95% chance that it will occur – very likely | | **Severity Score**   1. Not serious – no first aid required 2. Minor Injury – requiring basic first aid 3. Injury – requiring non immediate professional medical attention 4. Serious injury/multiple injuries – requiring immediate medical attention 5. Major accident – multiple injuries or fatality | | | | **Calculate the risk levels:**  The rating is calculated from the probability multiplied by the severity which will give a rating between **1 & 25.**  Our company will not be carrying out any activities deemed to have **a revised rating of over 12** as they are deemed too dangerous even with control measures in place. | | |
| **Hazard** | **Harm** | | **Risk Rating prior to control measures**  **(Probability x Severity = )** | | **Control measures to reduce the risk and actioned by whom?** | | | **Revised Risk Rating (Probability x Severity = )** |
| Dangerous behaviour | Burns  Injuries | | 3x4=12 | | * Children will be taught to use the fire striker safely in the briefing and the Forest School leader will model how to strike it safely. * It will only be used in the location of the fire circle. * Only one child will use a striker at a time. * The Forest School leader will supervise at all times. * The fire striker will be transported in the palm of the hand and not swung around. They must never be thrown. | | | 1x2=2 |
| Storage of tool | Injuries  Burn | | 3x4=12 | | * Before the start of a session the tools will counted in and out. * All tools will be checked for faults and any damaged tools will be removed from use. * The tool box will be kept locked and the Forest School leader will have the key. * Once the fire striker has been used it will be returned to the tool box. | | | 1x2=2 |
| Weather (hot and very dry) | Fire spreading  Injuries/Burns | | 3x4=12 | | * The fire striker will only be used in the cleared fire circle area. | | | 1x2=2 |
| PPE | Maybe unsuitably clothed for activity causing injury | | 4x5=20 | | * To ensure that long hair is tied back when lighting fire. * To ensure that synthetic gloves are not worn when tending the fire * Any clothes that are hanging loose such as scarves must be tucked in before entering the Camp Fire Zone. * Flammable clothes (such as shell suits and children’s dressing up costumes) are not allowed within the Camp Fire Zone. | | | 1x2=2 |
| Location | Fire spreading  Burns  Injuries  Death | | 5x5=25 | | * The fire striker will only be used in the cleared fire circle area. * Fire safety briefing will be given prior to use of fire striker. | | | 1x2=2 |
| Age/ability of child | Cuts  Injuries  Burns | | 4x3=12 | | * The Forest School leader will decide if the child is ready to use a fire striker taking into account their maturity, dexterity and experience. * The Forest School leader will demonstrate how to use a fire striker safely. | | | 2x2=4 |
| Any further information which needs to be noted: have fully assessed the risks against the benefits of using Fire Strikers in our sessions. We concluded that the benefits far outweigh the risks provided that all of the measures above are followed to ensure our very high safety standards. Fire Strikers are a very important part of our Forest School sessions and we will endeavour to teach our participants the importance of using them safely.  Please note: Belmont Academy operate under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world. | | | | | | | | |
| Signed: | | | | Position: | | | Date: | |

This assessment is reviewed annually unless accident/incident occurs requiring immediate review.

**Risk Assessment for the following experience: Climbing**

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| **To be read in conjunction with other related risk assessments & policies/procedures.**  **NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme** | | | | | | | | |
| **Name of person compiling this risk benefit assessment: Jo Richardson** | | | | | | | | |
| **Please state the benefits to the children of offering this experience?**    **Managed risk taking, Muscular development, Fun, Independence, Communication, Teamwork, Connecting with nature** | | | | | | | | |
| **Probability Score:**   1. <5% chance that it will occur – very unlikely 2. 25% chance that it will occur 3. 50% chance that it will occur 4. 75% chance that it will occur 5. >95% chance that it will occur – very likely | | **Severity Score**   1. Not serious – no first aid required 2. Minor Injury – requiring basic first aid 3. Injury – requiring non immediate professional medical attention 4. Serious injury/multiple injuries – requiring immediate medical attention 5. Major accident – multiple injuries or fatality | | | | **Calculate the risk levels:**  The rating is calculated from the probability multiplied by the severity which will give a rating between **1 & 25.**  Our company will not be carrying out any activities deemed to have **a revised rating of over 12** as they are deemed too dangerous even with control measures in place. | | |
| **Hazard** | **Harm** | | **Risk Rating prior to control measures**  **(Probability x Severity = )** | **Control measures to reduce the risk and actioned by whom?** | | | | **Revised Risk Rating (Probability x Severity = )** |
| Falling | Cuts  Bruises  Injuries  Broken bones | | 5x5=25 | * Daily site sweep to ensure any loose branches are removed. * Suitable shoes and clothing are to be worn. * All loose clothing to be tucked in and scarves etc. must be removed. * Participants will be taught test a branch before climbing onto it and they will be advised not to climb higher than directed by a member of staff. * Children encouraged to assess their own competences adults will not help children to climb as they must climb up and down themselves. Unless deemed unsafe. * rule to use 2 feet 2 hands on branch at all times * to look up and down when climbing to ensure confidence to climb | | | | 1x5=5 |
| Slips and trips from debris and equipment under tree | Cuts  Bruises  Injuries  Broken bones | | 4x4=16 | * Site survey to remove debris. * Staff to remove any equipment to another area of the wood away from climbers. | | | | 1x3=3 |
| PPE | Cuts  Bruises  Injuries  Broken bones | | 4x4=16 | * Suitable shoes and clothing are to be worn. * All loose clothing to be tucked in and scarves etc. must be removed. * Long hair should be tied back and jewellery removed. * Long sleeves and trousers should always be worn. | | | | 1x3=3 |
| Accident/Illness | May become ill or have an accident | | 3x3=9 | * Within the Health and Safety briefing the students will be informed of action they should take if they feel ill or have an accident. * Maintain a fully stocked first aid kit on site at all times. * There will be a certified first aider on site at all times. * There will be an up to date log book to record any incidents/illnesses on site at all times. * Emergency contact details will be kept at the school office contact will be made with the walkie talkie. * A charged walkie talkie will be kept available on site. | | | | 1x3=3 |
| Behaviour | Cuts  Bruises  Injuries  Broken bones | | 4x4=16 | * Safety briefing covering: informing participants which trees they can climb that session, reminding them how high they can climb and testing the branches before putting their weight on it. * If a child disregards the safety briefing and after a warning continues to display dangerous behaviour they will be removed from this activity. | | | | 1x3=3 |
| Weather (wet and windy) | Impact injuries  Broken bones  Bruising  Cuts | | 5x4=20 | * The Forest School leader will take account of weather warnings and if the wind speed is above Force 6 (25-31mph) on the Beaufort scale there will be no climbing. * If the wind speed increases during the session the Forest School leader will stop the climbing activities. * If the trees are too wet and slippery participants will be advised not to climb. | | | | 1x1=1 |
| Please note – Belmont Academy operate under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world. | | | | | | | | |
| Signed: | | | | | Position: | | Date: | |

This assessment is reviewed annually unless accident/incident occurs requiring immediate review.

**Risk Assessment for the following experience: Mud play**

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| **To be read in conjunction with other related risk assessments & policies/procedures.**  **NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme** | | | | | | | | |
| **Name of person compiling this risk benefit assessment: Jo Richardson** | | | | | | | | |
| **Please state the benefits to the children of offering this experience?**    **Imagination, Multi-sensory, Muscle development (gross/fine motor skills), Team building, Health benefits, Communication, New experiences** | | | | | | | | |
| **Probability Score:**   1. <5% chance that it will occur – very unlikely 2. 25% chance that it will occur 3. 50% chance that it will occur 4. 75% chance that it will occur 5. >95% chance that it will occur – very likely | | **Severity Score**   1. Not serious – no first aid required 2. Minor Injury – requiring basic first aid 3. Injury – requiring non immediate professional medical attention 4. Serious injury/multiple injuries – requiring immediate medical attention 5. Major accident – multiple injuries or fatality | | | | | **Calculate the risk levels:**  The rating is calculated from the probability multiplied by the severity which will give a rating between **1 & 25.**  Our company will not be carrying out any activities deemed to have **a revised rating of over 12** as they are deemed too dangerous even with control measures in place. | |
| **Hazard** | **Harm** | | **Risk Rating prior to control measures**  **(Probability x Severity = )** | | **Control measures to reduce the risk and actioned by whom?** | | | **Revised Risk Rating (Probability x Severity = )** |
| Unsafe behaviour | Injuries  Cuts | | 5x3=15 | | * Briefing and modelling of correct use of tools when playing in the mud. * Staff to monitor the children while playing. * If the unsafe behaviour continues the child will be removed from that area. | | | 1x2=2 |
| Slips and falls | Injuries  Cuts  Broken bones | | 5x3=15 | | * Daily site sweep will identify any dips in the ground, exposed tree roots etc. which the Forest School leader will make known to the students. * The Forest School leader will remind students to move safely round the site and to be aware of their surroundings. | | | 1x2=2 |
| Tools/equipment for example  Trowels, spades (long and short handled) | Injuries  Cuts  Abrasions | | 5x4=20 | | * The Forest School leader will check the tools are safe to use. * The tools will be safely stored in a designated labelled box and children will be reminded to return the tool to the box once they have finished. * Staff will monitor the use of tools throughout play and give verbal reminders of how to use them safely as necessary. | | | 2x3=6 |
| Water | Slipping where ground is wet  Cuts  Injuries  Broken bones | | 5x3=15 | | * Bark chippings will be laid where the ground is very wet and slippery. * Verbal reminder to move carefully around where it is wet. | | | 2x2=4 |
| Stones/rocks in the mud | Cuts  Injuries | | 5x4=20 | | * Monitor behaviour as the children play with the stones reminding them prior to play not to throw towards other people. | | | 2x3=6 |
| Transporting of tools. | An accident may occur due to proximity to tool. | | 2x2=4 | | * All tools are to be stored securely when not being used. * When being transported tools will be held down and below the waist. * Students will be reminded to how to carry tools safely. * If the weight of the box is unmanageable for one person to hold then two people must carry it or it must be transported on a trolley. | | | 1x2=2 |
| PPE | An accident may occur due to proximity to tool. | | 2x2=4 | | * Long hair should always be tied up. * Scarves and belts should be removed or tucked securely in coat. * Children should wear all in one waterproof suit. And welly boots * Jewellery such as necklaces, bracelets or dangling ear rings should not be worn/should be removed. | | | 1x2=2 |
| Accident/illness | May become ill or have an accident | | 2x3=6 | | * Within the Health and Safety briefing the students will be informed of action they should take if they feel ill or have an accident. * Maintain a fully stocked first aid kit on site at all times. * There will be a certified first aider on site at all times. * There will be an up to date log book to record any incidents/illnesses on site at all times. * Emergency contact details will be kept at the school office contact will contact using a walkie talkie. * A charged walkie talkie will be kept available on site. | | | 1x3=3 |
| Any further information which needs to be noted:  We fully understand the dangers in using mud play in our sessions but we feel that the benefits out-weigh negatives so we have put procedures and policies in place to lower all associated risks to a minimal level.  Please note – Belmont Academy operate under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world. | | | | | | | | |
| Signed: | | | | Position: | | Date: | | |

This assessment is reviewed annually unless accident/incident occurs requiring immediate review.

**Risk Assessment for the following experience: Tarps, hammocks and rope swings (incl. rope safety)**

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| **To be read in conjunction with other related risk assessments & policies/procedures.**  **NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme** | | | | | | | | |
| **Name of person compiling this risk benefit assessment: Jo Richardson** | | | | | | | | |
| **Please state the benefits to the children of offering this experience?**    **Teamwork, Communication skills, Learning new skills, Development of muscles, Multisensory, Improved well-being and self confidence** | | | | | | | | |
| **Probability Score:**   1. <5% chance that it will occur – very unlikely 2. 25% chance that it will occur 3. 50% chance that it will occur 4. 75% chance that it will occur 5. >95% chance that it will occur – very likely | | **Severity Score**   1. Not serious – no first aid required 2. Minor Injury – requiring basic first aid 3. Injury – requiring non immediate professional medical attention 4. Serious injury/multiple injuries – requiring immediate medical attention 5. Major accident – multiple injuries or fatality | | | | **Calculate the risk levels:**  The rating is calculated from the probability multiplied by the severity which will give a rating between **1 & 25.**  Our company will not be carrying out any activities deemed to have  **a revised rating of over 12** as they are deemed too dangerous  even with control measures in place. | | |
| **Hazard** | **Harm** | | **Risk Rating prior to control measures**  **(Probability x Severity = )** | **Control measures to reduce the risk and actioned by whom?** | | | | **Revised Risk Rating (Probability x Severity = )** |
| Behaviour | Cuts/bruises  Rope burns  Broken bones | | 5x4=20 | * Expectations of safety and behaviour will be talked about at the beginning of each session. If unsafe behaviour continues the student will be removed from the activity. * Students will be informed of safe rope use, they should only be used for tarps and dens. * Students will be shown ow to use hammocks appropriately. How to get in and out safely. | | | | 1x5=5 |
| Rope visibility | Head  trauma/neck  injury  Broken bones Cuts and scrapes | | 5x5=25 | * Brightly coloured ropes will be used to make it easier to seen. Visually impaired students will have 1-1 support. * All ropes used to build shelters will be shown to   students during introduction sessions.   * Where possible ropes will always be anchored above waist height so they can be easily seen. * Students will be advised to keep a look out for ropes when they are being used for activities. | | | | 1x5=5 |
| Condition of ropes | Cuts  Injuries  Broken bones | | 5x5=25 | * It is the responsibility of the Forest School leader to ensure the ropes are in good condition before using them and any that show signs of wear and tear must be removed from use and disposed of. * Ropes will be bought from a reputable supplier. * High strength ropes will always be used. | | | | 1x4=4 |
| Knots | Cuts  Scrapes  Bruises  Broken bones | | 5x4=20 | * Students will be taught different knots for different purposes. * They will be informed that knots can be practiced within the setting but not on each other. | | | | 1x3=3 |
| Unsuitable or loose branches | Cuts  Scrapes  Bruises  Injuries  Broken bones | | 5x4=20 | * Dangerous or loose branches will be identified during the daily site sweep. They will be removed where possible. * Ropes or hammocks should not be tied to branches unless the Forest School leader or Adult helpers have advised that it is safe to do so just in case they break. | | | | 2x3=6 |
| Hammocks/Tarps | Cuts  Scrapes  Bruises  Injuries  Broken bones | | Cuts  Scrapes  Bruises  Injuries  Broken bones | * Ropes securing hammocks and tarps must be tied to trees with appropriate knots. * The Forest School leader or Adult helpers will check that the hammock is safe to use before students climb in. * The ground below hammocks and tarps needs to be cleared from stones or branches. * The space above the hammock and tarps needs to checked and cleared of any loose branches. | | | | 1x2=2 |
| Putting up ropes and tarps in our sessions is not only great fun but also important. They hold up shelters that keep us dry in the rain and cool in the sun. Hammocks are important for the children when they need a rest or want to relax. Helping to erect hammocks and shelters will provide our children with a huge sense of pride and confidence in their own abilities. The risks have been assessed and Belmont Academy conclude that the benefits of this activity greatly outweigh them but we will always put safety first.  Please note – Belmont Academy operate under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world. | | | | | | | | |
| Signed: | | | | | Position: | | Date: | |

This assessment is reviewed annually unless accident/incident occurs requiring immediate review.

**Risk Assessment for the following experience: Shelter Building**

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| **To be read in conjunction with other related risk assessments & policies/procedures.**  **NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme** | | | | | | | | |
| **Name of person compiling this risk benefit assessment: Jo Richardson** | | | | | | | | |
| **Please state the benefits to the children of offering this experience?**    **Teamwork, Communication skills, Muscular development, Imagination, Manual skills, Self-confidence and well-being, Wider understanding of the world.** | | | | | | | | |
| **Probability Score:**   1. <5% chance that it will occur – very unlikely 2. 25% chance that it will occur 3. 50% chance that it will occur 4. 75% chance that it will occur 5. >95% chance that it will occur – very likely | | **Severity Score**   1. Not serious – no first aid required 2. Minor Injury – requiring basic first aid 3. Injury – requiring non immediate professional medical attention 4. Serious injury/multiple injuries – requiring immediate medical attention 5. Major accident – multiple injuries or fatality | | | | **Calculate the risk levels:**  The rating is calculated from the probability multiplied by the severity which will give a rating between **1 & 25.**  Our company will not be carrying out any activities deemed to have **a revised rating of over 12** as they are deemed too dangerous even with control measures in place. | | |
| **Hazard** | **Harm** | | **Risk Rating prior to control measures**  **(Probability x Severity = )** | **Control measures to reduce the risk and actioned by whom?** | | | | **Revised Risk Rating (Probability x Severity = )** |
| Shelter falling down/branches falling | Cuts/scrapes  Head injuries  Concussion  Broken bones | | 4x4=16 | * Group advised how and where to build before commencing. * Staff to monitor shelter construction and guidance given if required. * Students should have shelter checked by staff before entering. * Materials used must be appropriate for type of shelter being built. * Diameter of branches used above head height not to exceed that of supporting branches. | | | | 1x3=3 |
| Collecting the branches | Trips and falls  Cuts/scrapes  Injuries  Broken bones | | 4x4=16 | * Students to be advised of any uneven ground. * Students should be wearing appropriate sturdy footwear. * taught to drag the branch behind them under arm | | | | 1x3=3 |
| Sharp/thorny branches | Cuts/scrapes  Eye injuries | | 5x4=20 | * Students will be advised not to collect thorny branches. * Staff will check shelter for any branches that may be sticking out before participants enter. * Any sticks that protrude at eye level will be removed. | | | | 1x3=3 |
| Behaviour | Cuts/scrapes  Injuries  Broken bones | | 5x4=20 | * A safety briefing will be given before activities commence. Students will be reminded that sticks are not for fighting with. * If unsafe behaviour continues the students will be removed from the activity. | | | | 1x3=3 |
| Nettles/brambles | Stings  cuts | | 5x3=15 | * Students will advised where to collect branches and den making materials from and nettles/brambles pointed out as areas to avoid. | | | | 1x2=2 |
| Lifting branches that are too heavy | Cuts  Injuries  Back injuries  Shoulder injuries | | 5x4=20 | * During safety briefing students will be reminded not to try to pick up branches that are too large for them to manage safely. Show an example of a branch that is the maximum size for them to collect. * Staff to monitor as students collect branches. | | | | 1x3=3 |
| Den/shelter building is a highly engaging, confidence building activity that is fun for all participants. We have assessed the benefits compared to the risks and have concluded that benefits do outweigh the risks.  Please note – Belmont Academy operate under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world. | | | | | | | | |
| Signed: | | | | | Position: | | Date: | |

This assessment is reviewed annually unless accident/incident occurs requiring immediate review

**Risk Assessment for the following experience: Collecting using natural resources**

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| **To be read in conjunction with other related risk assessments & policies/procedures.**  **NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme** | | | | | | | |
| **Name of person compiling this risk benefit assessment: Jo Richardson** | | | | | | | |
| **Please state the benefits to the children of offering this experience?**    **Connecting with nature, Creativity, Exercise, Imagination, Teamwork, Communication, Fun, Knowledge about the natural world** | | | | | | | |
| **Probability Score:**   1. <5% chance that it will occur – very unlikely 2. 25% chance that it will occur 3. 50% chance that it will occur 4. 75% chance that it will occur 5. >95% chance that it will occur – very likely | | **Severity Score**   1. Not serious – no first aid required 2. Minor Injury – requiring basic first aid 3. Injury – requiring non immediate professional medical attention 4. Serious injury/multiple injuries – requiring immediate medical attention 5. Major accident – multiple injuries or fatality | | | **Calculate the risk levels:**  The rating is calculated from the probability multiplied by the severity which will give a rating between **1 & 25.**  Our company will not be carrying out any activities deemed to have **a revised rating of over 12** as they are deemed too dangerous even with control measures in place. | | |
| **Hazard** | **Harm** | **Risk Rating prior to control measures**  **(Probability x Severity = )** | | **Control measures to reduce the risk and actioned by whom?** | | | **Revised Risk Rating (Probability x Severity = )** |
| Slips and trips | Injuries  Cuts  Broken bones | 5x3=15 | | * Daily site sweep will identify any dips in the ground, exposed tree roots etc which the Forest School leader will make known to the students. * The Forest School leader will remind students to move safely round the site and to be aware of their surroundings. | | | 1x2=2 |
| PPE | Cuts  Trips  Abrasions  Broken bones | 5x3=15 | | * Long hair should always be tied back. * Scarves should be removed or tucked securely in coat. * Children should wear long sleeve tops and trousers for every session. * Jewellery such as necklaces, bracelets or dangling ear rings should not be worn/should be removed. * Appropriate footwear should always be worn. students will be notified about this prior to the session. | | | 1x2=2 |
| Hazardous flora | Risk of poisoning  Stings  Cuts | 5x3=15 | | * Daily site survey to keep an eye on over growing plants which will then be removed/cut back as necessary. * Briefing about nettles stings to us but essential to nature, we must avoid it encourage to use feet to trample out of way but only to clear pathway. * Nothing must be put into mouth especially dirty fingers ‘no lick’ rule. * Collect items with care taking into consideration plants that sting or have thorns. * Safety briefing about avoiding hazardous plants. * Appropriate clothing should be worn. * Sturdy footwear is essential. | | | 2x2=4 |
| Behaviour | Cuts  Abrasions  Broken bones  Trips and falls | 5x3=15 | | * Safety briefing about behaviour expectations and if these are not kept to the child will be removed from that activity. * Staff will monitor behaviour throughout activity. | | | 2x2=4 |
| Accident/illness | May become ill or have an accident | 4x3=12 | | * Within the Health and Safety briefing the attendees will be informed of action they should take if they feel ill or have an accident. * Maintain a fully stocked first aid kit on site at all times. * There will be a certified first aider on site at all times. * There will be a up to date log book to record any incidents/illnesses on site at all times. * Emergency contact details will be kept at the school office and contact made using the walkie talkie * A charged Walkie Talkie will be kept available on site. | | | 1x3=3 |
| Any further information which needs to be noted: All risks have been carefully considered and we have reached the conclusion that the benefits of this activity outweigh the risks.  Please note – Belmont Academy operate under a dynamic risk assessing process which is the continuous process of identifying hazards, giving students the necessary information to assess risk to themselves whilst protecting the surrounding natural environment. Assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world | | | | | | | |
| Signed: | | | Position: | | | Date: | |

This assessment is reviewed annually unless accident/incident occurs requiring immediate review.

**Risk Assessment for the following experience: Saws**

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| **To be read in conjunction with other related risk assessments & policies/procedures.**  **NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme** | | | | | | | | |
| **Name of person compiling this risk benefit assessment: Jo Richardson** | | | | | | | | |
| **Please state the benefits to the children of offering this experience?**    **New Skills, New Knowledge, Team work, Wood cutting skills, Developing muscle strength, Develops confidence using tool** | | | | | | | | |
| **Probability Score:**   1. <5% chance that it will occur – very unlikely 2. 25% chance that it will occur 3. 50% chance that it will occur 4. 75% chance that it will occur 5. >95% chance that it will occur – very likely | | **Severity Score**   1. Not serious – no first aid required 2. Minor Injury – requiring basic first aid 3. Injury – requiring non immediate professional medical attention 4. Serious injury/multiple injuries – requiring immediate medical attention 5. Major accident – multiple injuries or fatality | | | | **Calculate the risk levels:**  The rating is calculated from the probability multiplied by the severity which will give a rating between **1 & 25.**  We will not be carrying out any activities deemed to have **a revised rating of over 12** as they are deemed too dangerous even with control measures in place. | | |
| **Hazard** | **Harm** | | **Risk Rating prior to control measures**  **(Probability x Severity = )** | **Control measures to reduce the risk and actioned by whom?** | | | | **Revised Risk Rating (Probability x Severity = )** |
| Unsafe or incorrect use of tools | Injury to self or others | | 5x5=25 | * A health and safety talk will be given prior to use of tools with visual checks ongoing throughout and reminders given when necessary. * Prior to any use of sharp tools, FSL will assess tool usage and student competence with the student using the saws together with FSL * Students will be shown safe positions to sit/stand and hold their body. * Students will be shown how to hold and use the   Saw safely and the object being cut.   * Students will be shown how to stand safely while using the saw. * Students will only use a saw under the supervision of the Forest School leader if they are deemed to be ready. * Under no circumstances will students be allowed to use tools in an aggressive manner. This will be discussed in the introductory session so everybody is aware of this rule. * Ensure hands are dry when using a saw. | | | | 2x5=10 |
| Slipping or falling | A fall may occur due to slippery, wet or uneven ground. | | 4x3=12 | * Prior to each session the site will be checked and hazards will be removed or noted. * During the health and safety briefing the students will be made aware of any hazards and asked to report any they may see during the activity so they may be dealt with. * Students will be advised to wear appropriate footwear * The Forest School leader will suggest that students work in pairs to limit accidents. | | | | 1x3=3 |
| PPE | Maybe unsuitably clothed for activity causing injury. | | 4x3=12 | * Long hair should always be tied back. * Scarves will be removed or tucked securely in. * Jewellery such as necklaces, bracelets or dangling ear rings should not be worn/should be removed. * Appropriate footwear should always be worn. students will be notified about this prior to the session. | | | | 1x2=2 |
| Accident/illness | May become ill or have an accident | | 3x3=9 | * Within the Health and Safety briefing the students will be informed of action they should take if they feel ill or have an accident. * Maintain a fully stocked first aid kit on site at all times. * There will be a certified first aider on site at all times. * There will be a up to date log book to record any incidents/illnesses on site at all times. * Emergency contact details will be kept in the school office and contact will be made using a walkie talkie * A charged walkie talkie will be kept available on site. | | | | 1x3=3 |
| Storing tools and equipment | An accident may occur due to proximity to tool. | | 4x4=16 | * All tools are to be stored securely when not being used. * When being transported tools will be in a secure container and stacked safely. * If available tools will have a guard attached to them. * Tools will be counted in and out. * Students will be reminded to how to carry tools safely, the Forest School leader will model how to carry tool appropriately. * If the weight of the box is unmanageable for one person to hold then two people must carry it or it must be transported on a trolley. | | | | 1x3=3 |
| Poor maintenance/lack of maintenance. | Injuries may occur due to broken or unsafe tools. | | 4x4=16 | * All tools will be checked prior to being used. * If a tool is broken while being used the Forest School leader should be informed so the tool can be removed from circulation. Students will be reminded of this prior to usage. * Damaged tools will stored separately. and marked by tape so it is clear they are not to be used. * Tools will be kept cleaned and dried after used. * The Forest School leader is responsible for the maintenance of the tools. | | | | 1x3=3 |
| Belmont Academy have fully assessed the risks against the benefits of using Hand Saws in our sessions. We concluded that the benefits far outweigh the risks provided that all of the measures above are followed to ensure our very high safety standards. Hand Saws are an excellent tool to use in all our woodcraft activities and in woodland management which we will be encouraging our students to get involved with if they like this aspect of Forest Schools.  Please note Belmont Academy operate under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world | | | | | | | | |
| Signed: | | | | | Position: | | Date: | | |

This assessment is reviewed annually unless an accident/incident occurs requiring immediate review.

**Risk Assessment for the following experience: Axe**

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| **To be read in conjunction with other related risk assessments & policies/procedures.**  **NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme** | | | | | | | | |
| **Name of person compiling this risk benefit assessment: Jo Richardson** | | | | | | | | |
| **Please state the benefits to the children of offering this experience?**    **New Skills, New Knowledge, Team work, Wood cutting skills, Developing muscle strength (Gross and fine motor skills)**  **Allows the child to develop their creativity, Multisensory** | | | | | | | | |
| **Probability Score:**   1. <5% chance that it will occur – very unlikely 2. 25% chance that it will occur 3. 50% chance that it will occur 4. 75% chance that it will occur 5. >95% chance that it will occur – very likely | | **Severity Score**   1. Not serious – no first aid required 2. Minor Injury – requiring basic first aid 3. Injury – requiring non immediate professional medical attention 4. Serious injury/multiple injuries – requiring immediate medical attention 5. Major accident – multiple injuries or fatality | | | | **Calculate the risk levels:**  The rating is calculated from the probability multiplied by the severity which will give a rating between **1 & 25.**  We will not be carrying out any activities deemed to have **a revised rating of over 12** as they are deemed too dangerous even with control measures in place. | | |
| **Hazard** | **Harm** | | **Risk Rating prior to control measures**  **(Probability x Severity = )** | **Control measures to reduce the risk and actioned by whom?** | | | **Revised Risk Rating (Probability x Severity = )** | |
| Unsafe or incorrect use of tools | Injury to self or others | | 5x5=25 | * A health and safety talk will be given prior to use of tools with visual checks ongoing throughout and reminders given when necessary. * Prior to any use of sharp tools, FSL will assess tool usage and student competence with the student using a potato peeler. * Students will be shown safe positions to sit/stand and hold their body. * Students will be shown how to hold and use the axe safely and the object being cut. * Students will be shown how to stand safely while using the axe. * No gloves to be worn whilst using the axe. * Students will only use an axe under the supervision of the Forest School leader if they are deemed to be ready. * FSL has the right to refuse a student using the tool if deemed unsafe. * Axe must be kept in protective sheath when not being used or transported. * Under no circumstances will students be allowed to use tools in an aggressive manner. This will be discussed in the introduction session so everybody is aware of this rule. * Carrying axe should be in sheath held down by side and carried ensuring the axe is in a fixed position not swung. * If the weather is to cold an axe is not safe to use. | | | 2x5=10 | |
| Weather (Cold) | Cut scrapes  Serious injury | | 4x5=20 | * In extreme cold, tools will not be used as cold hands will be a danger to student with un-gloved hand. * In the rain tools will be used in safe sheltered area. | | | 1x2=2 | |
| Slipping or falling | A fall may occur due to slippery, wet or uneven ground leading to injuries. | | 4x3=12 | * Prior to each session the site will checked and hazards will be removed or noted. * During the health and safety briefing the students will be made aware of any hazards and asked to report any they may see during the activity so they may be dealt with. * When carving or splitting wood an either an appropriate sized tool bench or a carving block placed on flat ground should be used. * Students will be advised to wear appropriate footwear (no open toed sandals or flip flops) | | | 1x3=3 | |
| PPE | Maybe unsuitably clothed for activity causing injury. | | 4x3=12 | * Long hair should always be tied back. * Scarves should be removed or tucked securely in coat. * Jewellery such as necklaces, bracelets or dangling ear rings should not be worn/should be removed. * Appropriate footwear should always be worn. Students will be notified about this prior to the session. | | | 1x2=2 | |
| Accident/illness | May become ill or have an accident | | 3x3=9 | * Within the Health and Safety briefing the students will be informed of action they should take if they feel ill or have an accident. * Maintain a fully stocked first aid kit on site at all times. * There will be a certified first aider on site at all times. * There will be an up to date log book to record any incidents/illnesses on site at all times. * Emergency contact details will be kept at the school office and contact will be made using a walkie talkie. * A fully charged walkie talkie will be with FSL. | | | 1x3=3 | |
| Storing tools and equipment | An accident may occur due to proximity to tool. | | 4x4=16 | * All tools are to be stored securely when not being used. * When being transported tools will be in a secure container and stacked safely. * The Forest School leader will have a key for the box. * If available tools will have a guard attached to them. * Tools will be counted in and out. * Students will be reminded to how to carry tools safely. * If the weight of the box is unmanageable for one person to hold then two people must carry it or it must be transported on a trolley. | | | 1x3=3 | |
| Poor maintenance/lack of maintenance. | Injuries may occur due to broken or unsafe tools. | | 4x4=16 | * All tools will be checked prior to being used. * If a tool is broken while being used the Forest School leader should be informed so the tool can be removed from circulation. Students will be reminded of this prior to usage. * Damaged tools will stored separately and marked with tape so it is clear they are not to be used. * Tools will be kept clean and dry after use. * The Forest School leader is responsible for the maintenance of the tools. | | | 1x3=3 | |
| Belmont Academy fully understands the dangers in using axes in our sessions but we feel that the benefits out-weigh negatives so we have put procedures and policies in place to lower all associated risks to a minimal level.  Please note We operate under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world. | | | | | | | | |
| Signed: | | | | | Position: | | | Date: |

This assessment is reviewed annually unless accident/incident occurs requiring immediate review.

**Risk Assessment for the following experience: Billhook**

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| **To be read in conjunction with other related risk assessments & policies/procedures.**  **NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme** | | | | | | | | |
| **Name of person compiling this risk benefit assessment: Jo Richardson** | | | | | | | | |
| **Please state the benefits to the children of offering this experience? Bill hooks are used with a mallet to split wood**    **New Skills, New Knowledge, Team work, Wood cutting skills, Developing muscle strength, Develops confidence using tool,**  **Multisensory experience** | | | | | | | | |
| **Probability Score:**   1. <5% chance that it will occur – very unlikely 2. 25% chance that it will occur 3. 50% chance that it will occur 4. 75% chance that it will occur 5. >95% chance that it will occur – very likely | | **Severity Score**   1. Not serious – no first aid required 2. Minor Injury – requiring basic first aid 3. Injury – requiring non immediate professional medical attention 4. Serious injury/multiple injuries – requiring immediate medical attention 5. Major accident – multiple injuries or fatality | | | | **Calculate the risk levels:**  The rating is calculated from the probability multiplied by the severity which will give a rating between **1 & 25.**  We will not be carrying out any activities deemed to have **a revised rating of over 12** as they are deemed too dangerous even with control measures in place. | | |
| **Hazard** | **Harm** | | **Risk Rating prior to control measures**  **(Probability x Severity = )** | **Control measures to reduce the risk and actioned by whom?** | | | | **Revised Risk Rating (Probability x Severity = )** |
| Unsafe or incorrect use of tools | Injury to self or others | | 5x5=25 | * A health and safety talk will be given prior to use of tools with visual checks ongoing throughout and reminders given when necessary. * Prior to any use of sharp tools, FSL will assess tool usage and student competence with the student and FSL using it together * Students will be shown safe positions to sit/stand and hold their body. * Students will be shown how to hold and use the billhook safely and the object being cut. * Students will be shown how to stand safely while using the billhook. * The Forest School leader will supervise the students at all times whilst using a billhook and will intervene if the correct technique is not being adopted by the participant. The FSL must then model correct way to use a billhook safely. * Students can only use a billhook if the Forest School leader thinks they are confident enough. * Ensure hands are dry when using a billhook. * Always split the wood with your body standing side on towards the wood and the billhook splitting away from your body. * Students will only use a billhook under the supervision of the Forest School leader if they are deemed to be ready. * Under no circumstances will children be allowed to use tools in an aggressive manner. This will be discussed in the introduction session so everybody is aware of this rule. | | | | 2x5=10 |
| Storage of tool during session | Cuts scrapes  Serious injury | | 4x4=16 | * During initial safety briefing how to store and carry tool will be instructed by FSL. * Bill hooks will be stored on tool table when not in use with the sheath intact. * The bill hook will be transported with the sheath intact and held at students side in a fixed downward position not swung. * Once used it will be returned to the table carried in the correct position with sheath intact. | | | |  |
| Slipping or falling | A fall may occur due to slippery, wet or uneven ground. | | 4x3=12 | * Prior to each session the site will checked and hazards will be removed or noted. * During the health and safety briefing the students will be made aware of any hazards and asked to report any they may see during the activity so they may be dealt with. * Students will be advised to wear appropriate footwear (no open toed sandals or flip flops) * If the ground where the students are working becomes slippery/muddy then bark chippings should be laid to prevent people from slipping. * The Forest School leader will suggest that students work in pairs to limit accidents. | | | | 1x3=3 |
| PPE | Maybe unsuitably clothed for activity causing injury. | | 3x3=9 | * Long hair should always be tied back. * Scarves should be removed or tucked securely in coat. * Jewellery such as necklaces, bracelets or dangling ear rings should not be worn/should be removed. * Appropriate footwear should always be worn. Students will be notified about this prior to the session. * Gloves should not be worn whilst using a billhook to ensure the tool or hand doesn’t slip. | | | | 1x2=2 |
| Accident/illness | May become ill or have an accident | | 3x3=9 | * Within the Health and Safety briefing the students will be informed of action they should take if they feel ill or have an accident. * The Forest School leader will maintain a fully stocked first aid kit on site at all times. * There will be a certified first aider on site at all times. * There will be an up to date log book to record any incidents/illnesses on site at all times. * Emergency contact details will be kept at the school office and a link will be maintained with the use of walkie talkie. * A charged walkie talkie will be kept by FSL. | | | | 1x3=3 |
| Storing tools and equipment | An accident may occur due to proximity to tool. | | 4x4=16 | * All tools are to be stored securely when not being used. * The Forest School leader will have a key for the box. * When being transported tools will be in a secure container and stacked safely. * If available tools will have a guard attached to them. * Tools will be counted in and out. * Students will be reminded to how to carry tools safely, the Forest School leader will model how to carry the tool appropriately and safely. * If the weight of the box is unmanageable for one person to hold then two people must carry it or it must be transported on a trolley. | | | | 1x3=3 |
| Poor maintenance/lack of maintenance. | Injuries may occur due to broken or unsafe tools. | | 4x4=16 | * All tools will be checked prior to being used. * If a tool is broken while being used the Forest School leader should be informed so the tool can be removed from circulation. Students will be reminded of this prior to usage. * Damaged tools will stored separately and marked with tape so it is clear they are not to be used. * Tools will be kept clean and dry after use. * The Forest School leader is responsible for maintaining tools in a good condition. | | | | 1x3=3 |
| Belmont Academy have fully assessed the risks against the benefits of using billhooks in our sessions. We concluded that the benefits far outweigh the risks provided that all of the measures above are followed to ensure our very high safety standards. Billhooks are an excellent tool to use in all our woodcraft activities and in woodland management which we will be encouraging our students to get involved with if they like this aspect of Forest Schools.  Please note Belmont Academy operate under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world. | | | | | | | | |
| Signed: | | | | | Position: | | Date: | |

This assessment is reviewed annually unless an accident/incident occurs requiring immediate review.

**Risk Assessment for the following experience: Knives potato peelers**

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| **To be read in conjunction with other related risk assessments & policies/procedures.**  **NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme** | | | | | | |
| **Name of person compiling this risk benefit assessment: Jo Richardson** | | | | | | |
| **Please state the benefits to the children of offering this experience?**    **New Skills, New Knowledge, Team work, Wood cutting and carving skills, Developing muscle strength (fine motor skills)**  **Creativity, Construction** | | | | | | |
| **Probability Score:**   1. <5% chance that it will occur – very unlikely 2. 25% chance that it will occur 3. 50% chance that it will occur 4. 75% chance that it will occur 5. >95% chance that it will occur – very likely | | **Severity Score**   1. Not serious – no first aid required 2. Minor Injury – requiring basic first aid 3. Injury – requiring non immediate professional medical attention 4. Serious injury/multiple injuries – requiring immediate medical attention 5. Major accident – multiple injuries or fatality | | | **Calculate the risk levels:**  The rating is calculated from the probability multiplied by the severity which will give a rating between **1 & 25.**  We will not be carrying out any activities deemed to have **a revised rating of over 12** as they are deemed too dangerous even with control measures in place. | |
| **Hazard** | **Harm** | | **Risk Rating prior to control measures**  **(Probability x Severity = )** | **Control measures to reduce the risk and actioned by whom?** | | **Revised Risk Rating (Probability x Severity = )** |
| Unsafe or incorrect use of tools | Injury to self or others | | 5x5=25 | * A health and safety talk will be given prior to use of tools with visual checks ongoing throughout and reminders given when necessary. * Prior to any use of sharp tools, FSL will assess tool usage and student competence with the student using a potato peeler. * Students will be shown safe positions to sit/stand and hold their body. * Students will be shown how to hold and use the knife safely and the object being cut. * Students will be shown how to stand safely while using the knife. * Students will only use a knife under the supervision of the Forest School leader if they are deemed to be ready. * Under no circumstances will students be allowed to use tools in an aggressive manner. This will be discussed in the introductory session so everybody is aware of this rule. * FSL has the right to refuse use of knife by student if deemed unsafe. * Potato peelers will not be used on wood. | | 2x5=10 |
| Storage of tools during session | Cuts scrapes  Serious injury | | 4x4=16 | * During initial safety briefing how to store and carry tool will be instructed by FSL. * Knives will be stored on tool table when not in use with the sheath intact. * The knife will be transported with the sheath intact and held at students side in a fixed downward position not swung. * Once used it will be returned to the table carried in the correct position with sheath intact. | |  |
| Slipping or falling | A fall may occur due to slippery, wet or uneven ground. | | 4x3=12 | * Prior to each session the site will checked and hazards will be removed or noted. * During the health and safety briefing the students will be made aware of any hazards and asked to report any they may see during the activity so they may be dealt with. * Students will be advised to wear appropriate footwear (no open toed sandals or flip flops) * Gloves must not be worn while using the knife. | | 1x3=3 |
| PPE | Maybe unsuitably clothed for activity causing injury. | | 4x3=12 | * Long hair should always be tied back. * Scarves should be removed or tucked securely in coat. * Jewellery such as necklaces, bracelets or dangling ear rings should not be worn/should be removed. * Appropriate footwear should always be worn. Students will be notified about this prior to the session. | | 1x2=2 |
| Accident/illness | May become ill or have an accident | | 3x4=12 | * Within the Health and Safety briefing the students will be informed of action they should take if they feel ill or have an accident. * Maintain a fully stocked first aid kit on site at all times. * There will be a certified first aider on site at all times. * There will be an up to date log book to record any incidents/illnesses on site at all times. * Emergency contact details will be kept at the school office and contact will be made using the walkie talkie. * A charged walkie talkie will be with FSL. | | 1x3=3 |
| Storing tools and equipment | An accident may occur due to proximity to tool. | | 4x4=16 | * All tools are to be stored securely when not being used. * The Forest School leader will have a key for the box. * When being transported tools will be in a secure container and stacked safely. * Knives will have a guard attached to them. * Tools will be counted in and out. * Students will be reminded to how to carry tools safely. * If the weight of the box is unmanageable for one person to hold then two people must carry it or it must be transported on a trolley. | | 1x3=3 |
| Poor maintenance/lack of maintenance. | Injuries may occur due to broken or unsafe tools. | | 4x4=16 | * All tools will be checked prior to being used. * If a tool is broken while being used the Forest School leader should be informed so the tool can be removed from circulation. Students will be reminded of this prior to usage. * Damaged tools will stored separately and marked with tape so it is clear they are not to be used. * Tools will be kept clean and dry after use. * The Forest School leader is responsible for the maintenance of tools. | | 1x3=3 |
| Belmont Academy have fully assessed the risks against the benefits of using knives in our sessions. We concluded that the benefits far outweigh the risks provided that all of the measures above are followed to ensure our very high safety standards.  Please note Belmont Academy operate under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world. | | | | | | |
| Signed: | Position: | Date: |

This assessment is reviewed annually unless accident/incident occurs requiring immediate review.

**Risk Assessment for the following experience: Mallet**

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| **To be read in conjunction with other related risk assessments & policies/procedures.**  **NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme** | | | | | | | | |
| **Name of person compiling this risk benefit assessment: Jo Richardson** | | | | | | | | |
| **Please state the benefits to the children of offering this experience?**    **New Skills, New Knowledge, Woodwork skills, Developing muscle strength, Creativity** | | | | | | | | |
| **Probability Score:**   1. <5% chance that it will occur – very unlikely 2. 25% chance that it will occur 3. 50% chance that it will occur 4. 75% chance that it will occur 5. >95% chance that it will occur – very likely | | **Severity Score**   1. Not serious – no first aid required 2. Minor Injury – requiring basic first aid 3. Injury – requiring non immediate professional medical attention 4. Serious injury/multiple injuries – requiring immediate medical attention 5. Major accident – multiple injuries or fatality | | | | **Calculate the risk levels:**  The rating is calculated from the probability multiplied by the severity which will give a rating between **1 & 25.**  We will not be carrying out any activities deemed to have **a revised rating of over 12** as they are deemed too dangerous even with control measures in place. | | |
| **Hazard** | **Harm** | | **Risk Rating prior to control measures**  **(Probability x Severity = )** | **Control measures to reduce the risk and actioned by whom?** | | | | **Revised Risk Rating (Probability x Severity = )** |
| Unsafe or incorrect use of tools | Injury to self or others | | 4x5=20 | * A health and safety talk will be given prior to use of tools with visual checks ongoing throughout and reminders given when necessary. * Prior to any use of sharp tools, FSL will assess tool usage and student competence with the student using a potato peeler. * Students will be shown safe positions to sit/stand and hold their body. * Students will be shown how to hold and use the mallet/hammer safely and the object being hit. * Students will be shown how to stand safely while using the mallet/hammer. * Students will only use a mallet/hammer under the supervision of the Forest School leader if they are deemed to be ready. * Under no circumstances will students be allowed to use tools in an aggressive manner. This will be discussed in the introductory session so everybody is aware of this rule. | | | | 2x5=10 |
| Slipping or falling | A fall may occur due to slippery, wet or uneven ground. | | 4x3=12 | * Prior to each session the site will checked and hazards will be removed or noted. * During the health and safety briefing the students will be made aware of any hazards and asked to report any they may see during the activity so they may be dealt with. * Students will be advised to wear appropriate footwear (no open toed sandals or flip flops) * The Forest School leader may suggest that students work in pairs to limit accidents. * When hitting wood an appropriate tool bench or block placed on flat ground should be used. | | | | 1x3=3 |
| PPE | Maybe unsuitably clothed for activity causing injury. | | 4x3=12 | * Long hair should always be tied back. * Scarves should be removed or tucked securely in coat. * Jewellery such as necklaces, bracelets or dangling ear rings should not be worn/should be removed. * Appropriate footwear should always be worn. students will be notified about this prior to the session. | | | | 1x2=2 |
| Accident/illness | May become ill or have an accident | | 3x3=9 | * Within the Health and Safety briefing the students will be informed of action they should take if they feel ill or have an accident. * Maintain a fully stocked first aid kit on site at all times. * There will be a certified first aider on site at all times. * There will be an up to date log book to record any incidents/illnesses on site at all times. * Emergency contact details will be kept in the school office and contact will be made using a walkie talkie. * A charged walkie talkie will be kept available on site. | | | | 1x3=3 |
| Storing tools and equipment | An accident may occur due to proximity to tool. | | 4x4=16 | * All tools are to be stored securely when not being used. * The Forest School leader will have a key for the box. * When being transported tools will be in a secure container and stacked safely. * If available tools will have a guard attached to them. * Tools will be counted in and out. * Students will be reminded to how to carry tools safely. * If the weight of the box is unmanageable for one person to hold then two people must carry it or it must be transported on a trolley. | | | | 1x3=3 |
| Poor maintenance/lack of maintenance. | Injuries may occur due to broken or unsafe tools. | | 4x4=16 | * All tools will be checked prior to being used. * If a tool is broken while being used the Forest School leader should be informed so the tool can be removed from circulation. Students will be reminded of this prior to usage. * Damaged tools will stored separately. * Tools will be kept cleaned and dried after used. * The Forest School leader is responsible ensuring tools are kept in good condition. | | | | 1x3=3 |
| Please note Belmont Academy operate under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world. | | | | | | | | |
| Signed: | | | | | Position: | | Date: | |

This assessment is reviewed annually unless accident/incident occurs requiring immediate review.

**Risk Assessment for the following experience: Palm Drill**

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| **To be read in conjunction with other related risk assessments & policies/procedures.**  **NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme** | | | | | | |
| **Name of person compiling this risk benefit assessment: Jo Richardson** | | | | | | |
| **Please state the benefits to the children of offering this experience?**    **New Skills, New Knowledge, Woodwork skills, Developing muscle strength, Creativity** | | | | | | |
| **Probability Score:**   1. <5% chance that it will occur – very unlikely 2. 25% chance that it will occur 3. 50% chance that it will occur 4. 75% chance that it will occur 5. >95% chance that it will occur – very likely | | **Severity Score**   1. Not serious – no first aid required 2. Minor Injury – requiring basic first aid 3. Injury – requiring non immediate professional medical attention 4. Serious injury/multiple injuries – requiring immediate medical attention 5. Major accident – multiple injuries or fatality | | | **Calculate the risk levels:**  The rating is calculated from the probability multiplied by the severity which will give a rating between **1 & 25.**  We will not be carrying out any activities deemed to have **a revised rating of over 12** as they are deemed too dangerous even with control measures in place. | |
| **Hazard** | **Harm** | | **Risk Rating prior to control measures**  **(Probability x Severity = )** | **Control measures to reduce the risk and actioned by whom?** | | **Revised Risk Rating (Probability x Severity = )** |
| Unsafe or incorrect use of tools | Injury to self or others | | 5x5=25 | * A health and safety talk will be given prior to use of tools with visual checks ongoing throughout and reminders given when necessary. * Students will be shown safe positions to sit/stand and hold their body. * Students will be shown how to hold and use the palm drill safely and the object being drilled. * Students will be shown how to stand/sit safely while using the palm drill.   Students will only use a palm drill under the supervision of the Forest School leader if they are deemed to be ready.   * Under no circumstances will students be allowed to use tools in an aggressive manner. This will be discussed in the introductory session so everybody is aware of this rule. | | 2x5=10 |
| Slipping or falling | A fall may occur due to slippery, wet or uneven ground. | | 4x3=12 | * Prior to each session the site will checked and hazards will be removed or noted. * During the health and safety briefing the students will be made aware of any hazards and asked to report any they may see during the activity so they may be dealt with. * Students will be advised to wear appropriate footwear (no open toed sandals or flip flops) | | 1x3=3 |
| PPE | Maybe unsuitably clothed for activity causing injury. | | 4x3=12 | * Long hair should always be tied back. * Scarves should be removed or tucked securely in coat. * Jewellery such as necklaces, bracelets or dangling ear rings should not be worn/should be removed. * Appropriate footwear should always be worn. Students will be notified about this prior to the session. | | 1x2=2 |
| Accident/illness | May become ill or have an accident | | 3x3=9 | * Within the Health and Safety briefing the students will be informed of action they should take if they feel ill or have an accident. * Maintain a fully stocked first aid kit on site at all times. * There will be a certified first aider on site at all times. * There will be an up to date log book to record any incidents/illnesses on site at all times. * Emergency contact details will be kept in the school office and contact will be made using the walkie talkie. * A charged walkie talkie will be kept available on site. | | 1x3=3 |
| Storing tools and equipment | An accident may occur due to proximity to tool. | | 4x4=16 | * All tools are to be stored securely when not being used. * The Forest School leader will have a key for the box. * When being transported tools will be in a secure container and stacked safely. * If available tools will have a guard attached to them. * Tools will be counted in and out. * Students will be reminded to how to carry tools safely. * If the weight of the box is unmanageable for one person to hold then two people must carry it or it must be transported on a trolley. | | 1x3=3 |
| Poor maintenance/lack of maintenance. | Injuries may occur due to broken or unsafe tools. | | 4x4=16 | * All tools will be checked prior to being used. * If a tool is broken while being used the Forest School leader should be informed so the tool can be removed from circulation. Students will be reminded of this prior to usage. * Damaged tools will stored separately. * Tools will be kept clean and dry after use. * The Forest School leader is responsible the good maintenance of the tools. | | 1x3=3 |
| Please note Belmont Academy operate under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world. | | | | | | |
| Signed: | Position: | Date: |

This assessment is reviewed annually unless accident/incident occurs requiring immediate review.

**Risk Assessment for the following experience: Gardening Tools**

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| **To be read in conjunction with other related risk assessments & policies/procedures.**  **NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme** | | | | | | | | |
| **Name of person compiling this risk benefit assessment: Jo Richardson** | | | | | | | | |
| **Please state the benefits to the children of offering this experience?**    **New Skills, New Knowledge, Team work, Cutting skills, Developing muscle strength, Develops confidence using tool,**  **Cultivation skills** | | | | | | | | |
| **Probability Score:**   1. <5% chance that it will occur – very unlikely 2. 25% chance that it will occur 3. 50% chance that it will occur 4. 75% chance that it will occur 5. >95% chance that it will occur – very likely | | **Severity Score**   1. Not serious – no first aid required 2. Minor Injury – requiring basic first aid 3. Injury – requiring non immediate professional medical attention 4. Serious injury/multiple injuries – requiring immediate medical attention 5. Major accident – multiple injuries or fatality | | | | **Calculate the risk levels:**  The rating is calculated from the probability multiplied by the severity which will give a rating between **1 & 25.**  We will not be carrying out any activities deemed to have **a revised rating of over 12** as they are deemed too dangerous even with control measures in place. | | |
| **Hazard** | **Harm** | | **Risk Rating prior to control measures**  **(Probability x Severity = )** | **Control measures to reduce the risk and actioned by whom?** | | | | **Revised Risk Rating (Probability x Severity = )** |
| Unsafe or incorrect use of tools | Injury to self or others | | 5x5=25 | * A health and safety talk will be given prior to use of tools with visual checks ongoing throughout and reminders given when necessary. * Students will be shown safe positions to sit/stand and hold their body. * Students will be shown how to hold/use the tool safely and the object being cut. * Students will be shown how to stand safely while using the tool. * Students will only use a gardening tool under the supervision of the Forest School leader if they are deemed to be ready. * Under no circumstances will students be allowed to use tools in an aggressive manner. This will be discussed in the introduction session so everybody is aware of this rule. | | | | 2x5=10 |
| Slipping or falling | A fall may occur due to slippery, wet or uneven ground. | | 4x3=12 | * Prior to each session the site will checked and hazards will be removed or noted. * During the health and safety briefing the students will be made aware of any hazards and asked to report any they may see during the activity so they may be dealt with. * Students will be advised to wear appropriate footwear (no open toed sandals or flip flops) * The Forest School leader will suggest that students work in pairs to limit accidents. | | | | 1x3=3 |
| PPE | Maybe unsuitably clothed for activity causing injury. | | 4x3=12 | * Long hair should always be tied back. * Scarves should be removed or tucked securely in coat. * Jewellery such as necklaces, bracelets or dangling ear rings should not be worn/should be removed. * Appropriate footwear should always be worn. Students will be notified about this prior to the session. | | | | 1x2=2 |
| Accident/illness | May become ill or have an accident | | 3x3=9 | * Within the Health and Safety briefing the students will be informed of action they should take if they feel ill or have an accident. * Maintain a fully stocked first aid kit on site at all times. * There will be a certified first aider on site at all times. * There will be an up to date log book to record any incidents/illnesses on site at all times. * Emergency contact details will be kept in the school office and contact will be made with the use of a walkie talkie. * A charged walkie talkie will be kept available on site. | | | | 1x3=3 |
| Storing tools and equipment | An accident may occur due to proximity to tool. | | 4x4=16 | * All tools are to be stored securely when not being used. * When being transported tools will be in a secure container and stacked safely. * The Forest School leader will have a key for the box. * If available tools will have a guard attached to them. * Tools will be counted in and out. * Students will be reminded to how to carry tools safely, Forest School leader will model how to carry tool appropriately. * If the weight of the box is unmanageable for one person to hold then two people must carry it or it must be transported on a trolley. | | | | 1x3=3 |
| Poor maintenance/lack of maintenance. | Injuries may occur due to broken or unsafe tools. | | 4x4=16 | * All tools will be checked prior to being used. * If a tool is broken while being used the Forest School leader should be informed so the tool can be removed from circulation. Students will be reminded of this prior to usage. * Damaged tools will stored separately and marked by tape so it is clear they are not to be used. * Tools will be kept clean and dry after use. * The Forest School leader is responsible the maintenance of tools. | | | | 1x3=3 |
| Please note Belmont Academy operate under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world | | | | | | | | |
| Signed: | | | | | Position: | | Date: | |

This assessment is reviewed annually unless an accident/incident occurs requiring immediate review

**Appendix I**

**Belmont Academy - Forest School**

**Parental Consent Form**

**Name of Child....................................................................**

**Class/Year group: ……………………………………………**

**Medical Information**

Medical information will be obtained from the medical information you provided at the start of the school year. However, if there is further information that you would like to make us aware of that might affect your child’s involvement in Forest Schools (e.g. phobias, complaints) or any other allergies (e.g. material, food, medicine, pollen, dust, etc.) Please write below.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Consent**

As a parent/guardian of the child named above, I agree to my child participating in the Forest School activities taking place.

I understand that activities may include craftwork, pond dipping, tool use, flint fire lighting skills, den building, campfire cooking and other related activities.

I give my consent for the equipment and tools necessary for the activity to be used by the young person mentioned above. I understand that a strict code of practice for working with children will be followed and all activities will be risk assessed and I will be informed of any extra details of activities that are out of the ordinary pattern.

I understand that the Forest School ethos is that it goes ahead in any weather provided that it is safe to do so (this will be risk assessed) and I will ensure that my child is provided with the necessary clothing to take part.

I give my consent for photographs and videos to be taken of my child.

Signed: …………………………………………Date:………………………………………

Name (in print): ……………………………………………………………………………..

**Appendix II**

**Belmont Academy - Forest School**

**Adult Consent Form**

**Name of Adult................................................................................................**

**Medical Information**

Please provide any Medical information that might affect your involvement in the Forest School sessions. Please write below.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Consent**

Please read the Forest School Handbook any elements that you are not sure of ask J Richardson (Forest School leader) to clarify.

The experiences that are available during the session are dependent on all adults fulfilling procedures and risk assessments laid out in the Hand book

I understand that the Forest School ethos is that it goes ahead in any weather provided that it is safe to do so (this will be risk assessed) and I will ensure that I am wearing the necessary clothing to take part.

Signed:………………………………………… Date:………………………………

Name (in print):……………………………………………………………………….

**Appendix III**

**Daily Site Risk Assessment Check List**

|  |  |  |
| --- | --- | --- |
| **Date : Time :** | **Check carried out by:** | |
| **Weather** |  | |
| **Hazard checklist** | **Checked ✔ or X** | **Action taken** |
| **Canopy/shrub layer**  Deadwood in trees fallen/loose branches. |  |  |
| **Field layer**  Eye level branches, poisonous plants, thorns, fungi etc. |  |  |
| **Ground layer**  Hidden logs in grass, broken glass/rubbish, holes/ditches brambles and excessive stinging nettles dealt with |  |  |
| **Boundary**  Boundary fence not broken or damaged |  |  |
| **Slippery areas** – excessive mud, icy patches |  |  |
| **Vandalism**/ evidence of intruders |  |  |
| **Fire Zone/shelters**  Fire pit area cleared of any debris/and area is safe for children to enter. Canopies and ropes to be checked. Canopies to be checked for tears rips and branches to be removed if necessary. |  |  |
| **Pond area**  Leaf debris cleared and water topped up if needed |  |  |
| **Equipment ready to use**  Half fill 2 buckets fire safety  Fire pit empty of debris |  |  |
| **Other identified hazards** |  |  |

**Appendix IV**

**Weekly Site Risk Assessment Check List:**

**6 week sessions**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Mon | Tues | Wed | Thurs | Fri |
| WB |  |  |  |  |  |
| WB |  |  |  |  |  |
| WB |  |  |  |  |  |
| WB |  |  |  |  |  |
| WB |  |  |  |  |  |
| WB |  |  |  |  |  |

**Appendix VI**

**Site Sweep Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| *Falling branches* |  |  |  |  |  |
| *Uneven ground, slippery slopes, wet ground and slippery paths* |  |  |  |  |  |
| *Extreme cold* |  |  |  |  |  |
| *Extreme heat* |  |  |  |  |  |
| *Contact with animal faeces* |  |  |  |  |  |
| *Fences and gates* |  |  |  |  |  |
| *Nettles and*  *brambles* |  |  |  |  |  |
| *Any unforeseen issues to be note* |  |  |  |  |  |

**Appendix VI**

**Equipment checklist: all equipment will be marked with permanent numbers**

|  |  |  |  |
| --- | --- | --- | --- |
| **Item of equipment** | **Total in stock** | **Taken for session✔ or X** | **Returned after session ✔ or X** |
| **Mallet (wooden/rubber)** |  |  |  |
| **Hand trowels** |  |  |  |
| **Hand forks** |  |  |  |
| **Spades** |  |  |  |
| **String** |  |  |  |
| **Scissors** |  |  |  |
| **Bow saw** |  |  |  |
| **Laplander saw** |  |  |  |
| **Knives** |  |  |  |
| **Potato peelers** |  |  |  |
| **Billhook** |  |  |  |
| **Tarps** |  |  |  |
| **Ropes** |  |  |  |
| **Fire strikers** |  |  |  |
| **Kelly kettle** |  |  |  |
|  |  |  |  |

* A first aid kit must always be taken
* Any pupil medication must be taken (epi-pen, asthma pump)
* Tools that are not fit for purpose must be marked by the Forest School leader and removed from the toolkit.

Appendix VII

**Covid 19**

**Statement**

As Forest School is an opportunity to be in the outside environment and promotes well- being it is a positive experience and with the government acknowledging that ‘*the risk of transmission outdoors is significantly lower*‘ and they suggest that people ‘*move activity outdoors if you can*‘. Forest School sessions can be risk assessed and procedures implemented to reduce risk.

**Procedure**

Forest school sessions will only take place with a maximum of 15 pupils. Precautions will be taken and a clear Risk Benefit assessment made to be adhered to within the session.

* Children’s own Forest school clothes
* Access to the Dell from outside the building through the field
* Use of toilet in the dell (cleaned after each session)
* Pupils take their own drink bottles
* Use of hand sanitizer in Dell, hand washing when returning
* Any pupil experiencing symptoms, Forest School leader to inform office to advise where to isolate

|  |  |
| --- | --- |
| **Signature:** | **Date:** |

Appendix VIII

**Risk Assessment for the following experience: Covid 19**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **To be read in conjunction with other related risk assessments & policies/procedures.**  **NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme** | | | | | | | | |
| **Name of person compiling this risk benefit assessment: Jo Richardson** | | | | | | | | |
| **Please state the benefits to the children of offering this experience?**    **Being in touch with nature, outside experience, multisensory experiences** | | | | | | | | |
| **Description: Can have an impact on the wellbeing of students** | | | | | | | | |
| **Probability Score:**   1. <5% chance that it will occur – very unlikely 2. 25% chance that it will occur 3. 50% chance that it will occur 4. 75% chance that it will occur 5. >95% chance that it will occur – very likely | | **Severity Score**   1. Not serious – no first aid required 2. Minor Injury – requiring basic first aid 3. Injury – requiring non immediate professional medical attention 4. Serious injury/multiple injuries – requiring immediate medical attention 5. Major accident – multiple injuries or fatality | | | | | **Calculate the risk levels:**  The rating is calculated from the probability multiplied by the severity which will give a rating between **1 & 25.**  Our company will not be carrying out any activities deemed to have **a revised rating of over 12** as they are deemed too dangerous even with control measures in place. | |
| **Hazard** | **Harm** | | **Risk Rating prior to control measures**  **(Probability x Severity = )** | | **Control measures to reduce the risk and actioned by whom?** | | | **Revised Risk Rating (Probability x Severity = )** |
| Transmission of Covid 19 | Spread of virus | | 5x5=25 | | * Maximum of 15 pupils in a session * Children come to school dressed for session * Access to the Dell from outside the building through the field * Use of toilet in the Dell * Pupils take their own drink bottles * Use of hand sanitizer in Dell, hand washing when returning * Pupil experiencing symptoms, Forest School leader to inform office to advise where to isolate | | | 2x5=10 |
| Belmont Academy will always follow the Government guidelines set out for schools  Please note – Belmont School operates under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world. | | | | | | | | |
| Signed: | | | | Position: | | Date: | | |

This assessment is reviewed annually unless accident/incident occurs requiring immediate review.