



Risk assessment for: Forest School

Assessment date: March 2022

Name of assessor: J Perks

Site

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date	Risk Benefits
Falling Deadwood	Pupils Staff Minor to serious injury	<ul style="list-style-type: none"> <li>Pre-activity visit by forest school</li> <li>Leader and staff/helpers to identify areas to avoid.</li> <li>Remove hanging dead wood.</li> <li>On site assessment</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	LOW	1. 2. 3.	Significant benefits to being in a woodland environment. Children learn to respect the environment and about managing own risks in the woodland.
Low branches,	Pupils Staff minor injury scratches, stings.	<ul style="list-style-type: none"> <li>Check pathways prior to visits.</li> <li>Remind children of risks and brief on avoiding low branches.</li> <li>Identify areas to avoid.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	LOW	1. 2. 3.	Development of motor skills. Improved balance. Encourages increased awareness of environment and self within it.
Roots, stumps and logs	Pupils Staff Slips, trips and falls	<ul style="list-style-type: none"> <li>Check pathways prior to visits.</li> <li>Remind children of risks and brief on trip hazards.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	LOW	1. 2. 3.	



		<ul style="list-style-type: none"> <li>Remove hazards on main pathways</li> </ul>				Children to be self aware, identify dangers and scaffold peers. Encourages self confidence in a new and sensory environment.
Brambles / nettles	Pupils Staff Minor injury - scratches, stings	<ul style="list-style-type: none"> <li>Ensure appropriate clothing and footwear is worn.</li> <li></li> </ul>	•	LOW	1. 2. 3.	
Fungi / berries	Pupils Staff Poisoning,	<ul style="list-style-type: none"> <li>Inform all children not to pick or eat berries, plants or fungi..</li> <li>Forest School practitioners able to recognise common poisonous and stinging plants.</li> <li>Participants taught to recognise and avoid potentially dangerous common plants e.g. stinging nettles.</li> <li>Forest School practitioners trained in Outdoor First Aid</li> </ul>	•	LOW	1. 2. 3.	
Stings and Bites	Pupils Staff Allergic reaction	<ul style="list-style-type: none"> <li>Ensure appropriate clothing and footwear is worn by attendees at all times.</li> <li>Check area for bee or wasp nests and avoid,</li> </ul>	•	LOW	1. 2. 3.	



		<ul style="list-style-type: none"> <li>• First aid available on site,</li> <li>• In the event of anaphylactic shock seek medical aid (999)</li> </ul>				insects are generally safe for children to capture and observe. Positive approach to insect presence can challenge idea of insects being something to fear.
Litter	Pupils Staff Minor injury	<ul style="list-style-type: none"> <li>• Bin bags available on site. Correct places to put litter and other general waste whilst in forest school identified.</li> <li>• Children to inform adults if they come across litter on site.</li> </ul>	•	LOW	1. 2. 3.	Significant benefits to being in a woodland environment. Children learn to respect the environment and about managing own risks in the woodland.
Animal faeces	Pupils Staff Contamination Sickness	<ul style="list-style-type: none"> <li>• Check site regularly.</li> <li>• If present adult to remove and discard safely</li> </ul>	•	LOW	1. 2. 3.	Development of motor skills. Improved balance. Encourages increased awareness of environment and self within it.
Uneven pathways / floor surfaces	Pupils Staff Slips, trips and falls	<ul style="list-style-type: none"> <li>• Ensure correct footwear and clothing is worn at all times by all attendees.</li> </ul>	•	LOW	1. 2. 3.	



<p>Damage to boundary fences,</p>	<p>Pupils Staff Risk of children straying from site, unauthorised persons entering the site, dogs entering the site.</p>	<ul style="list-style-type: none"> <li>• Site boundaries checked on regular basis by site manager.</li> <li>• Site boundaries checked by Forest School Leader before sessions.</li> <li>• In the event of the boundary being damaged and allowing access:             <ul style="list-style-type: none"> <li>• Temporarily secure site.</li> <li>• Keep children away from area.</li> <li>• Monitor.</li> <li>• Check site for additional risks that may have occurred as a result of the damage. For example increased litter, animal faeces etc. and deal with appropriately.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p>LOW</p>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	<p>Significant benefits to being in a woodland environment. Children learn to respect the environment and about managing own risks in the woodland.</p> <p>Significant benefits to being in a woodland environment. Children learn to achieve despite medical conditions.</p>
<p>Weather conditions</p>	<p>Pupils Staff Sunburn, heat exhaustion, too cold - hyperthermia,</p>	<ul style="list-style-type: none"> <li>• Check local weather conditions and forecast prior to going on site.</li> <li>• Brief participants and staff on appropriate clothing, footwear,</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p>LOW</p>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	



	too wet - hypothermia	<p>dependent upon weather conditions</p> <ul style="list-style-type: none"> <li>• Clothing / footwear check before going on to site</li> <li>• Children to use sun cream and sun hats as per school policy</li> <li>• Provide temporary shade or rain cover.</li> <li>• In the event of severe weather stop session and move indoors.</li> </ul>				
High Winds- potential damage to trees and standing structures.	<p>Pupils Staff Possible injury from falling branches, debris in eyes</p>	<ul style="list-style-type: none"> <li>• Check local weather conditions and forecast prior to going on site</li> <li>• Stop session if winds become excessive and loose branches/trees become dislodged or if they look unstable.</li> <li>• Avoid areas with standing deadwood.</li> <li>• Dismantle temporary shelters which may become hazard.</li> </ul>	•	LOW	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	



		<ul style="list-style-type: none"> <li>Following high winds check for fallen trees, canopy for hanging timber and the integrity of any standing structures.</li> </ul>				
Inappropriate footwear.	Pupils Staff Slips, trips and Falls.	<ul style="list-style-type: none"> <li>Participants advised before starting Forest School sessions with regard to suitable clothing and footwear.</li> <li>Before going on site participants checked.</li> <li>On site advice with respect to particular activities, for example, fastening open coats when using bow saw etc.</li> </ul>	•	LOW	1. 2. 3.	
General health and welfare	Pupils Staff	<ul style="list-style-type: none"> <li>Ensure medical needs for each child are known liaising with class teacher.</li> <li>Use individual risk assessment form to ensure that they are aware of any allergies/medical considerations.</li> </ul>	•	LOW	1. 2. 3.	



		<ul style="list-style-type: none"> <li>Carry any inhalers / medicines as indicated on individual medical plans.</li> </ul>				
Emotional / behavioural management.	Pupils	<ul style="list-style-type: none"> <li>Ensure any existing care plans are followed.</li> <li>Use individual risk assessment form.</li> <li>Discuss individual needs with class teacher prior to going on site.</li> <li>Inform group as appropriate.</li> </ul>	•	LOW	<ol style="list-style-type: none"> <li></li> <li></li> <li></li> </ol>	Opportunities for others to display empathy and further develop social skills. A chance for the young person to put into practise self-control and to learn more about themselves.



### Bowsaw

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date	Risk Benefits
Injury during bow saw transportation	Children Adults Cuts	<ul style="list-style-type: none"> <li>All bow saws kept in sheaths when not being used</li> <li>Ensure staff understands how to carry tool correctly</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	LOW	1. 2. 3.	Motor skills development, fine and gross, through use of a variety of tools. Problem solving in working out how to use the tool in the correct/safe way. Social skills and team work when using a tool with a partner. Develop safety awareness. Opportunities for peer learning.
Tool slipping when in use	Children Adults Cuts	<ul style="list-style-type: none"> <li>Tool maintenance keeps bow saw sharp and useable. <i>Glove worn on non- sawing hand</i></li> <li>Ensure staff and children understand how to position tool correctly</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	LOW	1. 2. 3.	
Bow saw blade snapping	Children Adults Cuts Injuries	<ul style="list-style-type: none"> <li>Regular maintenance. <i>Glove worn on non-sawing hand</i></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	LOW	1. 2. 3.	





Bow saw trapping hands	Children Adults Cuts Injuries	<ul style="list-style-type: none"> <li>Hand guards on tools. Glove worn on non-sawing hand</li> </ul>	•	LOW	1. 2. 3.	
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### Loppers

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date	Risk Benefits
Travelling/Walking with loppers	Children Adults Cuts, severed appendages, Lacerations during usage	<ul style="list-style-type: none"> <li>Keep in tool bag, safety locks on if applicable.</li> <li>Staff to take anything from the bag.</li> <li>If carrying loppers around the site, one handle to be tucked into the armpit, other handle by elbow with the jaws facing down.</li> </ul>	•	LOW	1. 2. 3.	Motor skills development, fine and gross, through use of a variety of tools. Problem solving in working out how to use the tool in the correct/safe way. Social skills and team



		<ul style="list-style-type: none"> <li>Walking secateurs to be carried in the locked position, held at the blade end.</li> </ul>				work when using a tool with a partner. Develop safety awareness. Opportunities for peer learning.
Using the loppers	Children Adults Cuts	<ul style="list-style-type: none"> <li>Demonstrate the proper use of the tool, blade uppermost to ensure visibility.</li> <li>Loppers- Standing over the brash, feet wider than hip width for stability and to avoid cutting toes, cut the desired wood.</li> <li>After use place back in bag</li> <li>Secateurs, hold any brash at least a hands width from the intended cut line with a gloved hand, blade uppermost to see cut.</li> </ul>	•	LOW	1. 2. 3.	Building confidence and gaining new experiences.
Before and after activity	Children Adults Cuts Injuries	<ul style="list-style-type: none"> <li>To ensure tools are sharpened and maintained properly, a rusty blunt tool is far more likely to cause an accident.</li> </ul>	•	LOW	1. 2. 3.	



### Bit and Brace

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date	Risk Benefits
Storage	Pupils Staff Minor injury Stab injuries	<ul style="list-style-type: none"> <li>Store the drill bit in a box, store the brace on a low shelf, wear suitable footwear</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	LOW	1. 2. 3.	<p>Motor skills development, fine and gross, through use of a variety of tools. Problem solving in working out how to use the tool in the correct/safe way. Social skills and team work when using a tool with a partner. Develop safety awareness. Opportunities for peer learning.</p> <p>Building confidence and gaining new experiences.</p>
Transporting	Pupils Staff Minor injury Stab injuries	<ul style="list-style-type: none"> <li>Transport the drill bit in a box, the brace in a bag and assemble on site</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	LOW	1. 2. 3.	
When using	Pupils Staff Minor injury Stab injuries	<ul style="list-style-type: none"> <li>Use the bit and brace on a firm surface (like a tree stump), do not have hands or other body parts in the trajectory of the drill, the person holding the material being drilled could wear gloves to protect their hands</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	LOW	1. 2. 3.	



Use by an adult and child	Pupils Staff Minor injury Stab injuries	<ul style="list-style-type: none"> <li>The adult should press down and hold the material being drilled; the child should turn the brace</li> </ul>	•	LOW	1. 2. 3.	
Use by two children	Pupils Staff Minor injury Stab injuries	<ul style="list-style-type: none"> <li>An adult should supervise at all times to ensure correct, safe usage</li> </ul>	•	LOW	1. 2. 3.	
Dull drill bit/rust	Pupils Staff Minor injury Stab injuries	<ul style="list-style-type: none"> <li>Watch out for bluntness, ensure the drill bit is stored in a dry place inside its box, check that it is not loose before each use. If any problems correct before each use</li> </ul>	•	LOW	1. 2. 3.	



## Billhook

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date	Risk Benefits
Injury during bill hook transportation	Children Adults Cuts	<ul style="list-style-type: none"> <li>All bill hooks kept in sheaths when not being used</li> <li>Ensure staff understand how to carry tool correctly.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	LOW	1. 2. 3.	Motor skills development, fine and gross, through use of a variety of tools. Problem solving in working out how to use the tool in the correct/safe way. Social skills and team work when using a tool with a partner. Develop safety awareness. Opportunities for peer learning.  Building confidence and gaining new experiences.
Tool slipping when in use	Children Adults Cuts	<ul style="list-style-type: none"> <li>Tool maintenance keeps bill hook sharp and useable. No gloves to prevent slipping</li> <li>Ensure staff and children understand how to position tool correctly and ensure if they do slip it will not come into contact with anyone.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	LOW	1. 2. 3.	
Bill hook bouncing off	Children Adults Cuts	<ul style="list-style-type: none"> <li>Tool maintenance keeps bill hook sharp and useable. No gloves to prevent slipping</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	LOW	1. 2.	



	Injuries				3.	
Bill hook blade snapping	Children Adults Cuts Injuries	<ul style="list-style-type: none"> <li>Regular and effective maintenance of tools</li> </ul>	•	LOW	1. 2. 3.	

### Mallets/Bodgers

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date	Risk Benefits
Incorrect or improper use of mallet/Bodger	Pupils Staff Minor to serious injury Risk of bruising / fractures	<ul style="list-style-type: none"> <li>Safety talk given and followed.</li> <li>Safe working area maintained clear of obstacles and safe working distance maintained.</li> </ul>	•	LOW	1. 2. 3.	Motor skills development, fine and gross, through use of a variety of tools. Problem solving in working out how to use the tool in the correct/safe way. Social skills and team work when using a tool with a partner. Develop safety awareness.



		<ul style="list-style-type: none"> <li>• 'No running' policy in vicinity of those using tools.</li> <li>• No glove needed on hand using tool, other hand gloved.</li> <li>• First aid kit kept close to hand.</li> <li>• When not in use stored in tool bag / box.</li> <li>• Tools counted in and out each session.</li> <li>• Adult supervision.</li> <li>• Check understanding with individuals.</li> <li>• Any child behaving inappropriately stopped</li> </ul>				<p>Opportunities for peer learning.</p> <p>Building confidence and gaining new experiences.</p>
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## Knives

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date	Risk Benefits
Injury during pen knife transportation	Children Adults Cuts	<ul style="list-style-type: none"> <li>• All pen knives kept in sheaths when not being used</li> <li>• Staff aware of how to carry pen knife</li> <li>• Pen knife to be kept on site when not in use and in a locked area</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	LOW	1. 2. 3.	Motor skills development, fine and gross, through use of a variety of tools. Problem solving in working out how to use the tool in the correct/safe way. Social skills and team work when using a tool with a partner. Develop safety awareness. Opportunities for peer learning.
Tool slipping when in use	Children Adults Cuts	<ul style="list-style-type: none"> <li>• Tool maintenance keeps pen knife sharp and useable.</li> <li>• No gloves to prevent slipping</li> <li>• Keep children away to prevent accidental accidents</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	LOW	1. 2. 3.	Building confidence and gaining new experiences.





		<ul style="list-style-type: none"> <li>• Staff aware of how to use pen knife</li> </ul>				
Pen knife storage during session	Children Adults Cuts	<ul style="list-style-type: none"> <li>• Knives have tethers on them to hang in suitable position off the floor</li> </ul>	•	LOW	1. 2. 3.	
Pen knife blade snapping	Children Adults Cuts Stab injuries	<ul style="list-style-type: none"> <li>• Regular and effective maintenance of tools</li> <li>• Regular inspection in place</li> <li>• Reputable suppliers of pen knives used</li> </ul>	•	LOW	1. 2. 3.	



### Potato Peelers

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date	Risk Benefits
Injury transportation	Children Adults Cuts	<ul style="list-style-type: none"> <li>Staff to hand children carvers once seated and after the tool talk</li> <li>Staff to understand procedures</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	LOW	1. 2. 3.	Motor skills development, fine and gross, through use of a variety of tools. Problem solving in working out how to use the tool in the correct/safe way. Social skills and team work when using a tool with a partner. Develop safety awareness. Opportunities for peer learning.
Tool slipping when in use	Children Adults Cuts	<ul style="list-style-type: none"> <li>Staff to ensure children are the correct distance away from each other (arm's length) to avoid contact in case of slipping</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	LOW	1. 2. 3.	
Carver coming in contact with another child	Children Adults Cuts	<ul style="list-style-type: none"> <li>Staff to ensure children are correct distance away from each other (arm's length) in case of slipping</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	LOW	1. 2. 3.	



Carver storage during session	Children Adults Cuts Stab injuries	<ul style="list-style-type: none"> <li>Staff keep carvers at all times when not in use</li> </ul>	•	LOW	1. 2. 3.	Developing motor skills. Understanding of safe use of sharp tools. Teamwork. Managing own risks.  Building confidence and gaining new experiences.
Children cutting finger when carving	Children Adults Cuts	<ul style="list-style-type: none"> <li>Children to wear safety gloves on both hands</li> </ul>	•	LOW	1. 2. 3.	

### Use of rope/cord

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date	Risk Benefits
Visibility	Children Adults Unforeseen objects	<ul style="list-style-type: none"> <li>Rope that is used to create boundaries will be brightly coloured</li> <li>Children and staff will be made aware of rope. Extra markers may be added</li> </ul>	•	LOW	1. 2. 3.	Motor skills development, fine and gross, through use of a variety of tools. Problem solving in working



Ropes	Children Adults Burn	<ul style="list-style-type: none"> <li>Gloves to be worn by all in activities involving pulling heavy rope</li> <li>Staff to monitor and control activities involving rope</li> </ul>	•	LOW	1. 2. 3.	out how to use the tool in the correct/safe way. Social skills and team work when using a tool with a partner. Develop safety awareness. Opportunities for peer learning.
Trip	Children Adults Cuts	<ul style="list-style-type: none"> <li>Ropes used will be brightly coloured</li> </ul>	•	LOW	1. 2. 3.	Practicing knots and learning new skills involving following instructions. Encourages creativity.
Entanglement Catching neck	Children Adults Cuts	<ul style="list-style-type: none"> <li>Staff aware of safety procedures when using rope</li> </ul>	•	LOW	1. 2. 3.	Building confidence and gaining new experiences.
Pulleys failing	Children Adults Cuts	<ul style="list-style-type: none"> <li>All equipment checked and meet Health &amp; Safety standards</li> <li>Checked before use and checked by competent persons</li> </ul>	•	LOW	1. 2. 3.	



Fire

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date	Risk Benefits
Lighting the fire	Children Adults Severe Burns Cuts	<ul style="list-style-type: none"> <li>• Fire to be lit at arm's length</li> <li>• No accelerant to be used</li> <li>• Fire lighters ideally to be used</li> <li>• Keep pupils away whilst lighting the fire</li> <li>• Pupils to be informed of fire safety</li> </ul>	•	LOW	1. 2. 3.	<p>Opportunity to work as a team and experience dealing appropriately and calmly in a crisis or emergency.</p> <p>Building confidence and gaining new experiences.</p>
Hot Items and sparks	Children Adults Severe Burns Cuts	<ul style="list-style-type: none"> <li>• All pupils will be seated when hot items are being passed around</li> <li>• First aiders on site at all times</li> <li>• Pupils informed of fire safety rules</li> </ul>	•	LOW	1. 2. 3.	
Hot food	Children Adults Severe Burns Cuts	<ul style="list-style-type: none"> <li>• Pupils will be reminded that the food will be hot and to allow it to cool before eating etc.</li> </ul>	•	LOW	1. 2. 3.	



		<ul style="list-style-type: none"> <li>• Pupils are informed of fire safety</li> </ul>				
Areas setting alight	Children Adults Severe Burns Cuts	<ul style="list-style-type: none"> <li>• The fire pit will be sited away from potential hazards</li> <li>• Staff will check the area prior to lighting the fire pit</li> <li>• Pupils informed of fire safety rules</li> </ul>	•	LOW	1. 2. 3.	
Falling into the fire	Children Adults Severe Burns Cuts	<ul style="list-style-type: none"> <li>• Pupils are reminded to walk around the fire pit carefully and no running allowed</li> <li>• Seating situated 2 metres away from the pit</li> </ul>	•	LOW	1. 2. 3.	



### Kelly Kettle

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date	Risk Benefits
lighting of Kelly Kettle	Children Burns	<ul style="list-style-type: none"> <li>All staff and children aware of fire safety instructions and safe use of circle fire</li> <li>First aider in place and first aid kit</li> </ul>	•	LOW	1. 2. 3.	Development of awareness and respect of fire. Support awareness of self and environment working as a group managing a fire and safety aspects involved.
Kelly Kettle falling over, spilling hot liquid and risk of ground catching light	Children Burns Fire	<ul style="list-style-type: none"> <li>Weather to be assessed, activity not carried out in high winds.</li> <li>Kelly kettle to be used on smooth ground</li> <li>Children kept at a distance</li> </ul>	•	LOW	1. 2. 3.	Motor skill development - collecting fire wood, use of fire steel, managing the campfire, cooking on the campfire etc.
FS Leader harmed during fire lighting	Children Burns	<ul style="list-style-type: none"> <li>Fire gloves to be worn</li> <li>First aid kit available</li> </ul>	•	LOW	1. 2. 3.	Opportunities for tree identification when collecting suitable firewood.



Injury from steam	Children Burns Scalds	<ul style="list-style-type: none"> <li>Ensure all appropriate first aid and safety equipment</li> <li>Keep children away from the steam to avoid risk of injury</li> </ul>	•	LOW	1. 2. 3.	Building confidence and gaining new experiences.
Injury during lighting of Kelly Kettle	Children Burns	<ul style="list-style-type: none"> <li>All staff and children aware of fire safety instructions and safe use of circle fire</li> </ul>	•	LOW	1. 2. 3.	

### Collection of natural materials

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date	Risk Benefits
Lifting materials	Children Back injury, muscle strain	<ul style="list-style-type: none"> <li>Lifting procedures implemented, over seen by trained member of staff</li> <li>Children only to lift items which are of low risk</li> </ul>	•	LOW	1. 2. 3.	Building confidence and gaining new experiences.





Insects and Plants	Children Stings, Anaphylactic shock	<ul style="list-style-type: none"> <li>• Avoid areas that contain stinging plants and insects</li> <li>• First aider in place and first aid kit available</li> <li>• Check area for wasp nests</li> </ul>	•	LOW	1. 2. 3.	Opportunity to study the way different insects move around, communicate and smell or taste. Other than bees and wasps insects are generally safe for children to capture and observe. Positive approach to insect presence can challenge idea of insects being something to fear.
Litter and debris	Children Cutting hand	<ul style="list-style-type: none"> <li>• The area has been risk assessed and daily Risk Assessment has taken place with debris removed</li> <li>• Instruct children not to pick up any discarded needles or glass etc.</li> </ul>	•	LOW	1. 2. 3.	Showing respect for the environment - tidying it up. Developing children's own risk assessment.



Dog faeces	Children Infection and disease	<ul style="list-style-type: none"> <li>Daily Risk Assessment has been carried out and faeces removed.</li> <li>Areas with high number of dog walkers avoided</li> <li>Hands to be washed if contact with dog or cat faeces</li> </ul>	•	LOW	1. 2. 3.	To help children to identify animals from their droppings and other traits. To understand the importance of hygiene.
Lifting and swinging sticks	Children Bangs	<ul style="list-style-type: none"> <li>Children are shown how to carry stick, reminded throughout the activity</li> </ul>	•	LOW	1. 2. 3.	Children to learn to assess their own risks.
Fungus	Children Poisoning	<ul style="list-style-type: none"> <li>Areas with high numbers of fungi will not be used. Children made aware of danger and given procedures if they do come into contact with fungi</li> </ul>	•	LOW	1. 2. 3.	Promote knowledge and independence in identifying and avoiding mushrooms and fungi. Identify similarities to foods bought and eaten.
Toxic plants	Children Poisoning	<ul style="list-style-type: none"> <li>Forest School Leader to research site for any areas where toxic</li> </ul>	•	LOW	1. 2. 3.	Wild foraging supports the identification of plants and can be used to help children identify



		plants are found. Area will not be used. <ul style="list-style-type: none"> <li>• Children informed not to eat any berries, mushrooms etc.</li> <li>• First aider and first aid kit available at all times</li> </ul>				both edible and poisonous plants. Supports awareness of biodiversity of the site.
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Shelter Building						
What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date	Risk Benefits
Trees	Pupils Children climbing to put tarps on trees	<ul style="list-style-type: none"> <li>• Pupils are to follow tree climbing rules and are told to be extra careful when getting the tarps up.</li> <li>• They are told they have to be secure before they put up their tarp and have</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	LOW	1. 2. 3.	Opportunity to practise knots. Motor skills - collecting and transporting materials of different sizes and shapes. Problem solving in constructing a shelter from collected materials. Social skills development



		to be aided by another child or adult.				working in a group to construct a shelter.
Rope	Pupils Staff Injury from running into it when set up like clothesline.	<ul style="list-style-type: none"> <li>• Participants are to be made aware of the dangers of running into a rope.</li> <li>• Colourful rope is used to help make everyone aware of where it is.</li> <li>• Participants are not to put the rope over long distances to avoid anyone walking/ running into it.</li> </ul>	•	LOW	1. 2. 3.	
Rope	Pupils Strangulation	<ul style="list-style-type: none"> <li>• Make everyone aware of the dangers of using the rope and that if they are not sensible</li> </ul>	•	LOW	1. 2. 3.	



		<p>people can get hurt/strangled.</p> <ul style="list-style-type: none"> <li>• Leader and adults are to supervise and help when they are building their shelters/ using the rope.</li> <li>• Participants are to be shown appropriate, safe knots in order to build their shelter.</li> <li>• Adults will supervise pupils when using the equipment.</li> </ul>				
Tarps	Pupils Suffocation	<ul style="list-style-type: none"> <li>• Pupils are informed not to cover their head with the tarps and that they are to be sensible when putting the tarps up, anyone acting</li> </ul>	•	LOW	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	



		<p>inappropriately with the equipment will not be allowed to take part.</p> <ul style="list-style-type: none"> <li>All staff are to supervision participants whilst using tarps.</li> </ul>				
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### Leaving the ground (Climbing)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date	Risk Benefits
Falling/Dropped	Children Adults Head Injury	<ul style="list-style-type: none"> <li>Any person leaving the ground must wear a helmet</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	LOW	<ol style="list-style-type: none"> <li></li> <li></li> <li></li> </ol>	<p>Children to learn to risk assess for themselves.</p> <p>Team work.</p>



		<ul style="list-style-type: none"> <li>The helmet must be fitted correctly</li> <li>Staff to check helmet has been fitted correctly</li> </ul>				<p>Children develop determination and resilience.</p> <p>Developing motor skills.</p>
Lifting	<p>Children</p> <p>Adults</p> <p>Head Injury</p> <p>Body Injury</p>	<ul style="list-style-type: none"> <li>Lifting procedures to be followed</li> <li>Children to follow staff instruction at all times</li> <li>Staff to be aware and trained of lifting procedures</li> </ul>	•	LOW	<p>1.</p> <p>2.</p> <p>3.</p>	<p>Growth of confidence and self-esteem.</p>
Being dropped by the group	<p>Children</p> <p>Adults</p> <p>Head Injury</p> <p>Body Injury</p>	<ul style="list-style-type: none"> <li>Lifting procedures to be followed</li> <li>Children to follow staff instruction at all times</li> <li>Staff to be aware and trained of lifting procedures</li> </ul>	•	LOW	<p>1.</p> <p>2.</p> <p>3.</p>	
Hitting the ground	<p>Children</p> <p>Adults</p> <p>Head Injury</p> <p>Body Injury</p>	<ul style="list-style-type: none"> <li>The area selected is soft and any sticks and stone removed</li> </ul>	•	LOW	<p>1.</p> <p>2.</p> <p>3.</p>	



Walking into ropes and entanglement	Children Adults	• See rope and string Risk Assessment	•	LOW	1. 2. 3.	
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### Minibus/transport

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date	Risk Benefits
Driving	Driver Road Accident	• The driver holds the relevant qualification for driving the minibus on their licence. A minibus competency test has also been passed as appropriate.	•	LOW	1. 2. 3.	Chance to explore different sites or different areas of the woodland. Awareness of dangers of transport, whether by foot or vehicle and a chance to practise recognising and avoiding or minimising those risks.





		<ul style="list-style-type: none"> <li>• Current best practice is followed in respect of driving and rest hours.</li> <li>• Drivers pay attention to relevant speed restrictions for the vehicle and roads travelled.</li> </ul>				
Driving	All Road Accident	<ul style="list-style-type: none"> <li>• Ensure roadworthiness of the vehicle, drivers must check the vehicle prior to use.</li> <li>• Do not overload the vehicle if in doubt check at a public weighbridge.</li> <li>• Do not overload the combination of vehicle and trailer if in doubt check at a public weighbridge.</li> <li>• Driver's licences will be checked annually via the Gov.Uk website</li> </ul>	•	LOW	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	Chance to explore different sites or different areas of the woodland. Awareness of dangers of transport, whether by foot or vehicle and a chance to practise recognising and avoiding or minimising those risks.
Road Accident	All Injuries to passengers	<ul style="list-style-type: none"> <li>• Young people sitting in seats with seat belts fastened at</li> </ul>	•	LOW	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>	N/A



		<p>all times when the vehicle is in motion.</p> <ul style="list-style-type: none"> <li>• Exits must not be blocked with luggage or equipment.</li> <li>• Young people must not be allowed to move around the vehicle when it is in motion.</li> <li>• Young people must not distract the driver when the vehicle is in motion.</li> <li>• Appropriate insurance is arranged for young people during the journey</li> <li>• Staff supervision to ensure that this is complied with throughout the journey.</li> </ul>			3.	
Road Accident	All Injuries to passengers	<p><b>If the accident is not serious.</b></p> <ul style="list-style-type: none"> <li>• On normal road keep pupils safe by remaining on the transport if it is safe to do so.</li> </ul>	•	LOW	1. 2. 3.	N/A



		<ul style="list-style-type: none"> <li>• If not move the young people to a safe location protected from oncoming traffic.</li> <li>• When moving follow the Highway Code and use staff to supervise the young people to avoid danger.</li> </ul> <p><b>If the accident is serious</b></p> <ul style="list-style-type: none"> <li>• Move those able to walk away from the scene of the accident keeping them safe throughout. This will have to be assessed at the time.</li> <li>• Deal with casualties as best as you can until emergency help arrives.</li> <li>• Control communications with parents.</li> <li>• Contact school and Emergency Planning as soon as possible.</li> <li>• Co-operate with the emergency services and at</li> </ul>				
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		least one member of staff accompanies an injured young person to hospital. They remain there until parents or guardians arrive.				
Mechanical breakdown motorway	All Possible injury to pupils, staff or driver	<ul style="list-style-type: none"> <li>• Get the party behind the side crash barrier as soon as possible.</li> <li>• Keep the young people in a safe position until either the problem is fixed, or replacement transport arrives.</li> <li>• Check systems are in place to cover such circumstances i.e. RAC, AA or similar.</li> </ul>	•	LOW	1. 2. 3.	N/A
Mechanical breakdown - normal roads	All Possible injury to pupils, staff or driver	<ul style="list-style-type: none"> <li>• On normal roads keep pupils safe by remaining on the transport if it is safe to do so.</li> <li>• If not, move the young people to a safe location protected from oncoming traffic.</li> </ul>	•	LOW	1. 2. 3.	N/A



		<ul style="list-style-type: none"> <li>• When moving follow the Highway Code and use staff to supervise the young people to avoid danger.</li> <li>• Keep the young people in a safe position until either the problem is fixed, or replacement transport arrives.</li> <li>• Check systems are in place to cover such circumstances i.e. RAC, AA or similar.</li> </ul>				
Illness - Pupil	Pupils Young person becomes ill or is injured	<ul style="list-style-type: none"> <li>• Young people informed what to do in the case of emergency.</li> <li>• If appropriate drive to the nearest hospital with the casualty if not call emergency services.</li> <li>• Member of staff identified to accompany the injured or ill young person to hospital if necessary.</li> </ul>	•	LOW	1. 2. 3.	N/A



		<ul style="list-style-type: none"> <li>• Staff will remain there until parents/guardians arrive or the patient is released.</li> </ul>				
Illness- Staff	Staff Member of staff becomes ill or is injured	<ul style="list-style-type: none"> <li>• Supervision reorganised to take into account the member of staff now missing.</li> <li>• Contact made with establishment so that next of kin can be informed as soon as possible.</li> <li>• Plan B brought into play if supervision levels now prevent the original activities from taking place.</li> <li>• Additional/replacement member of staff to join the venture to maintain supervision levels.</li> <li>• Group return home early if supervision levels fall below the required standard for safety to be maintained.</li> </ul>	•	LOW	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	N/A



Lost Pupil	Pupils Young Person gets lost	<ul style="list-style-type: none"> <li>Head count taken on a regular basis especially when young people leave and re-board transport.</li> </ul>	•	LOW	1. 2. 3.	If the child is aware they are lost it is an experience of dealing with a situation likely outside of their comfort zone. An exercise in problem solving and initiative.
Child Protection	Pupils Child protection issues	<ul style="list-style-type: none"> <li>Supervision of young people at public toilets if used during the visit. The age and maturity of the young people will have to be taken onto account.</li> </ul>	•	LOW	1. 2. 3.	N/A



### Group and Individual

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date	Risk Benefits
Shy Children	Children - Injury Staff- Injury	<ul style="list-style-type: none"> <li>Supervision of children at all times.</li> <li>Make sure children are aware of our Forest School rules.</li> <li>Children have behaviour that may be unsafe addressed immediately.</li> </ul>	•	LOW	1. 2. 3.	Opportunities for others to display empathy and further develop social skills. A chance for the young person to put into practise self-control and to learn more about themselves.
Boisterous Children	Children - Injury Staff- Injury	<ul style="list-style-type: none"> <li>Supervision of children at all times.</li> <li>Make sure children are aware of our Forest School rules.</li> <li>Children have behaviour that may</li> </ul>	•	LOW	1. 2. 3.	





		be unsafe addressed immediately.				
Children lacking in confidence	Children - Injury Staff- Injury	<ul style="list-style-type: none"> <li>Supervision of children at all times.</li> <li>Encourage the children to participate in activities that fit their needs.</li> <li>Work 1:1 with these children to aid confidence.</li> </ul>	•	LOW	<ol style="list-style-type: none"> <li></li> <li></li> <li></li> </ol>	
Children who are overly confident	Children - Injury Staff- Injury	<ul style="list-style-type: none"> <li>Supervision of children at all times.</li> <li>Work 1:1 with children.</li> <li>Ensure that they are reminded of our Forest School Rules.</li> </ul>	•	LOW	<ol style="list-style-type: none"> <li></li> <li></li> <li></li> </ol>	



SEND Children	Children - Injury Staff- Injury	<ul style="list-style-type: none"> <li>Supervision of children at all times.</li> <li>1:1 member of staff with the child at all times. Ensure that needs and ability are always considered before participating in a task.</li> </ul>	•	LOW	<ol style="list-style-type: none"> <li></li> <li></li> <li></li> </ol>	
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### General Welfare and Weather

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	<ol style="list-style-type: none"> <li>Action by</li> <li>Target date</li> <li>Done date</li> </ol>	Risk Benefits
Weather	Children Unknown weather reports	<ul style="list-style-type: none"> <li>Leader to be aware of daily weather report.</li> </ul>	•	LOW	<ol style="list-style-type: none"> <li></li> <li></li> <li></li> </ol>	Managing own risks and understanding how to keep themselves safe.



		<ul style="list-style-type: none"> <li>To liaise at 7.30am with Headteacher to decide if visit goes ahead in woods or takes place at nursery</li> </ul>				
High winds	Children Unsafe conditions	<ul style="list-style-type: none"> <li>Activities will take place under the KS1 canopy.</li> </ul>	•	LOW	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	
Inappropriate footwear and clothing	Children Cuts Slips Trips	<ul style="list-style-type: none"> <li>Parents and visiting adults are given information leaflet detailing appropriate clothing.</li> <li>This is reinforced verbally.</li> <li>Children are provided with waterproof clothing</li> <li>Footwear checked prior to visit</li> </ul>	•	LOW	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	Development of motor skills. Improved balance. Encourages increased awareness of environment and self within it.



General health	Children Medical Issues	<ul style="list-style-type: none"> <li>• Forest School Leader to ensure safety and welfare of group.</li> <li>• Provide hot/cool drinks.</li> <li>• Parents to provide lunch box.</li> <li>• Forest School Leader to ensure all medication took to area and returned to Nursery</li> <li>• First aider and kit in place</li> </ul>	•	LOW	1. 2. 3.	Significant benefits to being in a woodland environment. Children learn to achieve despite medical conditions or illness.
The sun	Children Sunburn Dehydration	<ul style="list-style-type: none"> <li>• Parents and visiting adults are provided with leaflet detailing appropriate clothing.</li> <li>• Permission will be requested for adults to apply sun cream on children.</li> </ul>	•	LOW	1. 2. 3.	Children learn how to look after themselves in the sun. E.g. sun cream, sunglasses, shade...



		<ul style="list-style-type: none"> <li>Hats with neck protection will be provided</li> </ul>				
Medical	Children Sickness Allergies	<ul style="list-style-type: none"> <li>Forest School Leader ensures all consent forms returned.</li> <li>If no consent the child cannot take part in the activity.</li> <li>List of all medical conditions, medication taken and returned to setting and consent gained to administer medication</li> </ul>	•	LOW	<ol style="list-style-type: none"> <li></li> <li></li> <li></li> </ol>	Significant benefits to being in a woodland environment. Children learn to achieve despite medical conditions.
Accident or health issues	Children Sickness Allergies Injuries	<ul style="list-style-type: none"> <li>Forest School Leader to be Trained First Aider (outdoor). First aid kit to be checked regularly.</li> <li>All staff to carry mobiles, preferably</li> </ul>	•	LOW	<ol style="list-style-type: none"> <li></li> <li></li> <li></li> </ol>	Significant benefits to being in a woodland environment. Children learn to achieve despite medical conditions or illness.



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### Daily Site Check

<b>Date:</b>	<b>Time:</b>	<b>Check carried out by:</b>	<b>Weather:</b>
<b>Hazard Checklist</b>		<b>Checked</b>	<b>Action taken</b>
Canopy/shrub layer - deadwood in trees fallen/loose branches			
Field layer - Eye level branches, poisonous plants, thorns, fungi			
Ground layer - Hidden logs in grass, broken glass/rubbish, holes/ditches, brambles, excessive stinging nettles			
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.			
Equipment ready to use - Half fill 2 buckets for fire safety and have fire pit empty of debris			
Other identified hazards			



Walsall Council

St John's CE Primary School



Risk assessment

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