

# Forest School Handbook for West Tytherley Primary School Site

(Updated September 2027)

## Contents

|                                                                             |    |
|-----------------------------------------------------------------------------|----|
| Vision Statement                                                            | 3  |
| Behaviour Policy                                                            | 5  |
| Child Protection & Safeguarding Policy (includes anti-bullying and prevent) | 5  |
| Complaints Policy                                                           | 6  |
| Food hygiene & Safety Policy                                                | 6  |
| Data Protection and Confidentiality Policy                                  | 7  |
| Health & Safety Policy                                                      | 7  |
| • Fire                                                                      | 7  |
| • COSHH                                                                     | 8  |
| • Manual Handling Policy                                                    | 8  |
| First Aid Policy                                                            | 9  |
| • Administering First Aid                                                   | 9  |
| • Ticks and Lyme Disease                                                    | 9  |
| • First Aid Kits                                                            | 9  |
| Emergency Procedures during Forest School                                   | 11 |
| Risk Assessment policy                                                      | 12 |
| Lost Person Procedure                                                       | 12 |
| Inclusion and Equal Opportunities Policy (including Prevent)                | 13 |
| Insurance Policy                                                            | 14 |
| Play Policy                                                                 | 14 |
| Social Media Policy                                                         | 14 |
| Weather Policy Statement                                                    | 15 |

|                                                                                                                                                                                                    |    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Staff Ratios, roles and responsibilities                                                                                                                                                           | 16 |
| Code of conduct for adults (including visitors at Forest School)                                                                                                                                   | 17 |
| Woodland Management Policy and Landowner Agreement                                                                                                                                                 | 18 |
| Environmental Impact assessment and monitoring                                                                                                                                                     | 21 |
| Biosecurity                                                                                                                                                                                        | 21 |
| Lone Working Procedure                                                                                                                                                                             | 21 |
| Public Access Procedure                                                                                                                                                                            | 21 |
| Forest School sessions routine                                                                                                                                                                     | 22 |
| Sanitation and welfare                                                                                                                                                                             | 22 |
| <ul style="list-style-type: none"> <li>• Toileting</li> <li>• Handwashing</li> <li>• Waste disposal</li> </ul>                                                                                     |    |
| Dressing for Forest School                                                                                                                                                                         | 22 |
| Campfire Procedures                                                                                                                                                                                | 23 |
| Campfire Cooking Procedures                                                                                                                                                                        | 26 |
| Tool Procedures                                                                                                                                                                                    | 27 |
| <ul style="list-style-type: none"> <li>• Palm Drill</li> <li>• Peeler</li> <li>• Knife</li> <li>• Secateurs</li> <li>• Loopers</li> <li>• Mallet</li> <li>• Bow Saw</li> <li>• Splitter</li> </ul> |    |
| Incident Log                                                                                                                                                                                       | 38 |
| Appendix                                                                                                                                                                                           |    |
| <ul style="list-style-type: none"> <li>• Declaration the Handbook has been read by all supporting adults</li> </ul>                                                                                | 39 |
| with regular role                                                                                                                                                                                  |    |

- Site Risk Assessment

40

- Risk Benefit Assessments

43

## Vision Statement

‘Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.’

(Forest School Association, 2025)

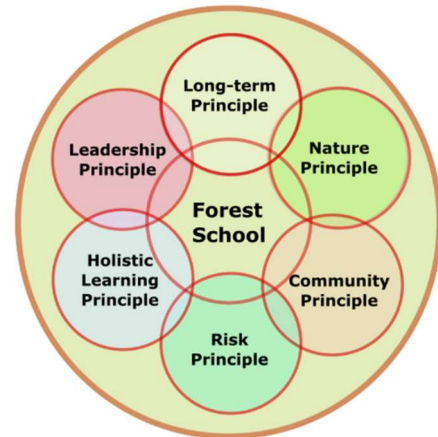
At West Tytherley Primary School, we believe that all children should have regular access to Forest School sessions, allowing them to explore, engage with, and learn about the natural world. All children in our school take part in these sessions throughout the year, providing them with regular opportunities to connect with nature while identifying and managing their own risks in a supportive environment. This experience positively impacts their confidence, self-esteem, and respect for their surroundings.

Our school has an amazing outdoor learning area with several mature trees and a wide variety of shrubs. Within this area, there are three established raised ponds that support a rich range of invertebrates and amphibians, including dragonflies, damselflies, newts, and toads. The field and ground level are left to grow naturally, with a winding mown path to support access and sustainable use.

Outdoor learning is highly valued in our setting, with all classes taking part in a variety of foundation subjects outdoors throughout the year. Our school strives to ensure that children enjoy their learning through active experiences in stimulating indoor and outdoor environments, enabling them to grow spiritually and emotionally while developing resilience, flexibility, and perseverance to achieve their goals. Forest School sessions run alongside curriculum learning opportunities, reinforcing the school’s ethos and vision for all children to believe in themselves, feel a strong sense of belonging, and become confident, happy individuals.

While there are overlaps, the Forest School programme is different to outdoor learning. Forest School follows six principles which makes the experiences offered unique. The six key principles are:

1. Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School.
2. 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.
3. Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
4. Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.
5. Forest School is run by qualified Practitioners who continuously maintain and develop their professional Practice.
6. Forest School uses a range of learner-centred processes to create a community for development and learning.



(Forest School Association, 2025)

During Forest School sessions at West Tytherley Primary School, children take the lead in their own learning, accessing a wide range of exciting opportunities to learn and play in the natural environment. The activities offered during each session vary with the changing seasons and the children's interests. Some favourites include:

- Den building
- Mud play
- Pond Dipping
- Fire Lighting
- Natural Craft Making
- Use of Tools e.g. palm drill and bow saw
- Bug Hunting
- Plant identification
- Trails and tracking

## References

Forest School Association (2025) What is Forest School?

<https://forestschoollassociation.org/what-is-forest-school/> [accessed 27.09.2025]

Forest School Association (2025) Full Principles and Criteria for Good Practice.  
<https://forestschoollassociation.org/full-principles-and-criteria-for-good-practice/>  
[accessed 27.09.2025]

## Behaviour Support Policy

At West Tytherley Primary School, we actively foster positive behaviour by creating a safe and secure environment where children can play and learn. During Forest School sessions, adults uphold and model our Christian School Values of *Courage, Compassion, and Creativity*.

Through respectful and supportive interactions, children are encouraged to show courage by stepping outside their comfort zones, exploring new skills, and challenging their abilities and beliefs. By listening to and valuing children's ideas and views, adults demonstrate and guide children to show compassion and kindness towards others. Finally, with sensitivity and knowledge, adults share their love and care for all of God's creations, inspiring children to show respect for and take responsibility for their natural surroundings.

Children are encouraged to explore and share the Forest School space while following our agreement to "look after yourself, look after each other, and look after our Forest School area."

To ensure the safety and welfare of all participants during Forest School sessions, the school's Behaviour Policy is followed. The Behaviour Policy can be found on the school website here:

[School Policy Web Page Link](#)

## Child Protection & Safeguarding Policy

At West Tytherley Primary School, we are committed to safeguarding and promoting the welfare of all our pupils. Our school policies outline the safeguarding responsibilities of the school and the measures in place to prevent harm, promote wellbeing, create safe environments, and respond to specific issues and vulnerabilities. This Forest School Child Protection and Safeguarding Policy therefore links to other school policies that provide further information and detail.

*The responsibility of all adult helper, staff member or volunteer during Forest School sessions*

What to Do if You Have a Safeguarding Concern:

- Ensure that the child or adult is not in immediate danger.
- Report the concern to the Forest School Leader immediately.
- If necessary, the concern will be escalated in line with the school's Safeguarding Policy.
- All concerns will be recorded in accordance with school procedures.

- If you believe your concern has not been fully addressed, contact the Headteacher or the Safeguarding Governor.

#### *The responsibility of the Forest School leader*

At All Times:

- Ensure that the school policy is adhered to.
- Act in a professional manner.
- Record all concerns in accordance with school policy.

All staff members hold up-to-date DBS checks for working with children as part of their employment at the school. All adult volunteers must also complete a DBS check through the school before working with children.

Bullying is not tolerated at West Tytherley Primary School. For more information, please refer to the school's **Anti-Bullying Policy**.

The following policies can be found on the school website:

- Anti-Bullying Policy
- Child Protection Policy
- Health and Safety Policy
- Learning Outside the Classroom and Educational Visits Policy
- Prevent Duty – Departmental Advice
- Safeguarding Policy

[School Policy Web Page Link](#)

## Complaints Policy

At West Tytherley Primary School, we aim to create an open and caring environment where everyone feels welcome and valued. We encourage open and honest communication at all times. Therefore, if a member of staff or an adult volunteer has a complaint, they should, in the first instance, try to resolve the issue with the Forest School Leader. If this is not possible, they should follow the school's Complaints Policy, which can be found on the school website:

[School Policy Web Page Link](#)

## Food Hygiene and Safety Policy

See also: *Campfire Cooking Procedure*, *Fire Lighting Procedure*, *Fire and Campfire Cooking Risk Benefit Assessment* and *Fire Lighting Risk Assessment*.

High food hygiene standards are maintained during all Forest School sessions in relation to the purchase, storage, preparation, and serving of food. The Forest School Leader holds a Basic Food Hygiene Certificate and will ensure that:

- Food is stored in a hygienic manner.

- Any food cooked on the fire is consumed within two hours of preparation.
- All utensils, crockery, and equipment are checked to ensure they are clean before use.
- Waste food is placed in a bin and taken back into school for safe disposal.
- A handwashing station is set up, including a system for running water, hand soap, and a separate hand towel.
- The Forest School Leader models excellent food hygiene standards when preparing and cooking food on the fire, which children will be supported to follow.
- All medical records are checked to ensure that no food item or ingredient is given to any adult or child with a known allergy.
- Dietary requirements and preferences are respected and catered for.
- Washing up is carried out using hot, soapy water or completed in school facilities.

## Toilet

- The children and staff will use the toilet facilities available in the school building.

## Waste Management

- All rubbish and recycling will be removed from site and disposed of appropriately by the Forest School Leader

## Data Protection and Confidentiality Policy

Any data about children, staff, or volunteers is kept securely in accordance with GDPR regulations. The Forest School Leader and school staff are aware of any individual needs that must be considered during Forest School sessions. Adult volunteers will be informed of relevant information on a confidential, “need-to-know” basis. No data identifying individual children is taken to the Forest School area. Contact details for children are maintained by the school office and can be accessed electronically by the Forest School Leader via a password-protected login in the event of an emergency.

The school’s Data Protection Policy and a copy of the GDPR – Keeping Data Safe document can be found on the school website:

[School Policy Web Page Link](#)

## Health and Safety Policy

At West Tytherley Primary School, we aim to provide and maintain a safe and healthy environment where staff, volunteers, and pupils can work safely and confidently. Robust procedures are in place to follow in the event of an emergency, and the site and equipment are maintained safely through regular inspections.

- Responsibilities of the Forest School Leader during sessions:
- Implement the Health and Safety Policy.
- Ensure there are enough staff to safely supervise the pupils.
- Ensure the Forest School site is safe and ready to use.
- Provide adequate training for school staff and volunteers so they can support children's play and activities during Forest School sessions.
- Report any health and safety matters to the Headteacher.
- Ensure appropriate emergency procedures are in place, and that all supporting adults understand their role in these procedures.

Responsibilities of School Staff and Volunteers:

- Take responsibility for their own health and safety and that of others who may be affected by their actions.
- Cooperate with the Forest School Leader on health and safety matters.
- Work in accordance with training and instructions.
- Inform the Forest School Leader of any situations representing serious or immediate danger so that remedial action can be taken.
- Model safe and hygienic practice.
- Understand the emergency procedures and feel confident in implementing them.

Responsibilities of Pupils:

- Follow the Forest School Leader's health and safety advice.
- Report any health and safety incidents to the Forest School Leader or another member of staff.

## Fire Policy

In the event of an uncontrolled or unplanned fire on the Forest School site:

- The alarm is raised immediately by whoever discovers the fire, and the emergency services are contacted.
- Staff members and volunteers evacuate the Forest School area immediately and congregate at the assembly point (upper playground).

- The Forest School Leader, or trained staff, may use the fire extinguishing equipment to put out the fire only if it can be done safely, without putting themselves or others at risk.
- Staff contact the school office and take a register of all pupils and volunteers.
- Staff, volunteers, and pupils must stay away from the site until the fire is under control and it is safe to return. Pupils may return to the school building during this time, provided it is safe to do so.

## COSHH

The school's COSHH assessor is the Headteacher, Lucy Macey.

COSHH risk assessments are completed and circulated to all employees who work with hazardous substances. Staff are provided with appropriate personal protective equipment (PPE) where necessary.

All hazardous products are kept in their original containers with clear labelling and product information, and are stored appropriately, for example in COSHH-designated cleaning cupboards.

Further details can be found in the school's Health and Safety Policy, available on the school website:

[School Policy Web Page Link](#)

## Manual handling Policy

During the set-up, running, and take-down of Forest School sessions, adults may be asked to move bags, tree stumps, and boxes. Staff members and adult volunteers should inform the Forest School Leader if they are unable to support these activities, for example due to medical reasons.

Safe Lifting and Moving Procedures:

- Conduct a visual check to ensure items are not damaged (e.g., a damaged box that may break).
- Carry items using both hands.
- Bend the knees when lifting items from the floor or putting them down.
- Where necessary, more than one adult should be used to carry an item safely.

Children who are fit and well may be asked to help with setting up and tidying away resources, always under adult supervision and support.

Further details can be found in the school's Health and Safety Policy, available on the school website:

[School Policy Web Page Link](#)

## First Aid Policy

The Forest School Leader must hold an up-to-date Paediatric and Outdoor First Aid (16-hour) certificate. First aid may only be administered by staff who are trained and hold current certification, and must be provided within the scope of their training.

### Administering First Aid

- A First Aid kit and a Burns Kit will be accessible during all Forest School sessions.
- During sessions, children will receive treatment either on site or in the school office, depending on the nature of the incident (see Emergency Procedures During Forest School).

### Ticks and Lyme's Disease

<https://www.lymediseaseaction.org.uk/>

At West Tytherley Primary School we follow the guidelines given by Lyme Disease Action.

During Forest School sessions, we:

- Ensure children keep arms and legs covered when using the Forest School area.
- Remind parents to check their children regularly for ticks after being outdoors.
- Keep parents informed each half term (spring and summer) about ticks and precautions.
- Remind children during sessions, and ensure adults are aware of tick identification and symptoms to watch for.
- Remove any ticks using a tick removal tool and inform parents promptly.

### First Aid Kits

First Aid kits must be restocked after use and a stock check carried out every six months.

Contents of the Forest School First Aid Kit:

- First Aid Guidance Leaflet
- Emergency Procedures During Forest School flow chart
- Medium Sterile Dressing × 4
- Large Sterile Dressing × 3
- Triangular Bandages × 3
- Sterile Eye Dressing × 3
- Washproof Plasters (variety of sizes) × 40
- Sterile Moist Wipes × 20
- Microporous Tape × 1
- Nitrile Gloves (pairs) × 6
- Finger Dressings × 3
- Face Shield × 1
- Foil Blanket × 2
- Clothing Cutters × 1

- Conforming Bandages x 2

#### Contents of the Burns Kit

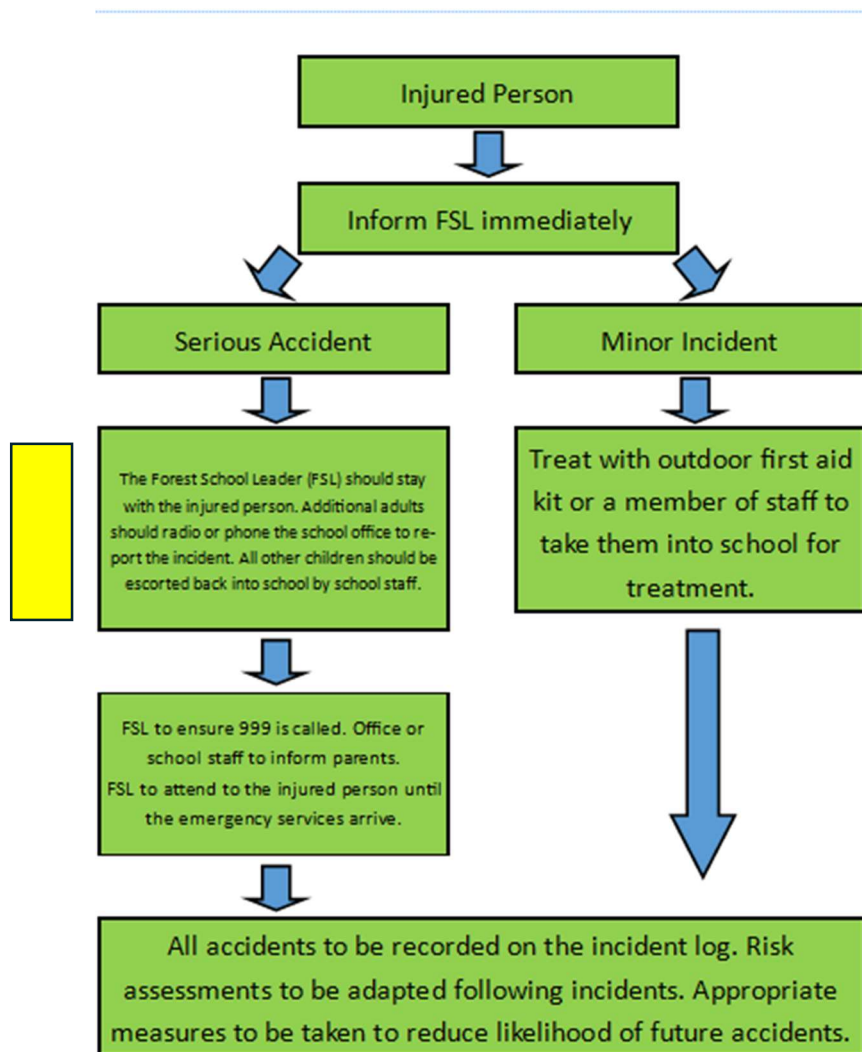
- Burn Dressing x 2
- Roll of Cling Film
- Burns Bucket with clean water
- Fire Blanket

For more details see the school's First Aid policy:

[School Policy Web Page Link](#)

## Emergency procedures during Forest School

Following an injury, an assessment will be carried out by the Forest School Leader and the flow chart below will be followed to decide what action to take:



Possible incidents that may require the emergency services:

- Anaphylaxis (or anaphylactic shock)
- Heavy bleeding
- Large burns and scalds
- Choking
- Drowning
- Fractures
- Heart Attack
- Poisoning
- Stopping Breathing
- Unconsciousness

### Location information for emergency services

Emergency services would be met at the front of the school by office staff and directed to the location of the incident.

What3Words: ///quick.choice.baseless

West Tytherley CE Primary School  
The Village  
West Tytherley  
Salisbury  
SP5 1JX

Telephone: 01794 340338

## Risk Management Policy

At West Tytherley Primary School, we recognise that children need to be exposed to manageable risks in order to develop their own understanding and ability to manage risks, helping them to overcome challenges later in life. During Forest School sessions, risks are carefully assessed and managed so that children can benefit from experiences while minimizing potential harm.

Four main areas are considered when completing risk-benefit assessments:

- Identification of hazards or risks.
- The significance of the risk – how dangerous is it?
- Actions that can be taken to control or limit the risk.
- Most importantly – do the benefits of taking the risk outweigh the potential harm?

Following any accident or near miss, as outlined in the Health and Safety sections, the relevant Risk Assessments and/or Risk-Benefit Assessments will be reviewed, and necessary measures will be taken to reduce the likelihood of recurrence.

Further information can be found in the Site Risk Assessments and Risk-Benefit Assessments (Appendix) and the school's Health and Safety Policy, available on the school website:

[School Policy Web Page Link](#)

## Lost Person Procedure

Forest School at West Tytherley Primary School takes place on the school site in a fenced-off area of the school grounds.

- A head count is always taken before leaving the classroom, and any absences are noted.
- Children are made aware of the school boundaries and the areas they may use for Forest School.
- Entrances and exits to the school grounds are kept secure.
- If a child leaves the Forest School area to go into school (e.g., for First Aid or toileting), they must ask an adult first.
- In the event of a missing child:
  - If an adult believes a child is missing during a Forest School session, they must immediately inform the Forest School Leader.
  - A thorough search will be conducted to locate the child.
  - The Forest School Leader may gather all children together to take a head count.
  - If the child cannot be found, the Forest School Leader will inform the Headteacher, who will implement the school's procedures for a missing child.

Further details are available in the school's Safeguarding Policy, available on the school website:

[School Policy Web Page Link](#)

## Inclusion and Equal Opportunities Policy

Forest School prides itself on being an inclusive setting and embraces equal opportunities for all. At West Tytherley Primary School, we welcome and support all individuals and encourage every child to participate as they wish.

At West Tytherley Primary School, we:

- Promote equal opportunities throughout the school for both staff and pupils.
- Develop an understanding of human equality and equal opportunities.
- Promote positive relationships between all members of the school community.
- Enable children to take responsibility for their behaviour and their relationships with others.
- Do not discriminate against any of the Protected Characteristics under the Equality Act 2010.

We have a duty to make reasonable adjustments for pupils who are disabled under the Equality Act 2010. During Forest School sessions, the following factors will be considered:

- The effect of the disability on the child's participation in Forest School, as evidenced by medical and other submissions.
- Whether any adjustments would overcome the barriers preventing the child from taking part.
- The practicability of the adjustments, including consideration of school finances, staffing, and health and safety requirements.
- The interests of other pupils.

After full consideration of these points, the school reserves the right to decide that Forest School may not be the appropriate educational environment for an individual if the adjustments required are deemed unreasonable.

- We have a duty to make reasonable adjustments for pupils who are disabled under the Equality Act 2010. During Forest School sessions, the following factors will be considered:
- The effect of the disability on the child's ability to participate in Forest School, as evidenced by medical and other relevant information.
- Whether any adjustments would overcome the barriers preventing the child from taking part.
- The practicability of the adjustments, including considerations of school finances, staffing, and health and safety requirements.
- The interests of other pupils.
- After full consideration of these factors, the school reserves the right to decide that Forest School may not be the appropriate educational environment for an individual if the adjustments required are deemed unreasonable.

The Forest School Leader will be aware of any behavioural or medical needs that may require consideration so that, where possible, activities can be adapted to suit children's individual needs.

For more information, please see the school's Inclusions and Equal Opportunities Policy:

[School Policy Web Page Link](#)

## Prevent Duty and Safeguarding Against Radicalisation

At West Tytherley Primary School, we take our duty to Prevent and safeguard against radicalisation very seriously. All staff members receive regular training to identify children who may be vulnerable to radicalisation.

- If a member of staff has a concern about a particular child, they will follow the school's usual safeguarding procedures.
- Any volunteers are asked to notify the Forest School Leader immediately if they have any concerns.

Further information, including a copy of the Prevent Duty – Departmental Advice, the Prevent Strategy – Parent Leaflet, and the school's Safeguarding Policy, is available on the school website:

[School Policy Web Page Link](#)

## Insurance Policy

Hampshire County Council provides insurance cover for activities carried out on the school site when:

- They are led by a qualified Forest School Leader.
- The activities have been risk assessed, uploaded to Evolve, and signed off by the Headteacher.

Hampshire County Council's Public and Employer's Liability insurance covers up to:

- £125 million for Employers' Liability
- £200 million for Public Liability

This cover applies when Forest School activities are run by a qualified Forest School Leader who is a Hampshire County Council employee and take place within the boundaries of the school premises.

In the event of an incident:

- It will be recorded in the incident log.
- The Headteacher will be informed immediately and will contact Hampshire County Council's legal department for advice.

For any insurance queries, contact: [insurance.queries@hants.gov.uk](mailto:insurance.queries@hants.gov.uk)

## Play Policy

At West Tytherley Primary School, we recognise the right of the child to rest and leisure, and to engage in play and recreational activities appropriate to their age (United Nations Convention on the Rights of the Child, Article 31).

During Forest School sessions, we are committed to:

- Supporting the importance of outdoor play.
- Valuing age-appropriate risk-taking.

The Forest School Leader, alongside supporting adults, facilitates children's play by considering their age, interests, and individual needs, providing opportunities to play in a safe and secure environment.

Through play, children can explore, investigate, discover, create, practice, rehearse, repeat, revise, and consolidate their understanding and skills.

Our Forest School programme encourages children to use and be inspired by the natural environment. While a range of activities is offered, children are encouraged to be creative and independent. Adults act as facilitators, guiding play, supporting and scaffolding skills, and helping children achieve their own goals.

Adults also observe from a distance, allowing children opportunities to interact, solve conflicts independently, and manage their own risks, while remaining ready to intervene if necessary.

## Social Media Policy

When children join West Tytherley Primary School, parents are asked to complete permission forms regarding the taking and sharing of photographs and videos.

Only school iPads are to be used to capture images of children during Forest School sessions. Adult helpers may carry personal phones for emergency purposes only. All adults must sign an agreement not to take photos using their personal devices during these sessions.

The Forest School Leader and staff are aware of which children have or do not have permission for photographs or videos. This ensures that children's learning and achievements can be celebrated appropriately during Forest School sessions.

Occasionally, photos may be shared on the school website or Facebook page, but only for children for whom permission has been granted.

For more information, please refer to the school's Data Protection Policy:

[School Policy Web Page Link](#)

## Weather Policy Statement

Forest School is designed for outdoor play in all weathers. Shelters are available for rain and cold weather, and children's clothing is checked to ensure they are appropriately dressed before taking part in sessions.

However, certain weather conditions may affect the running of Forest School. The weather forecast is regularly monitored, and lessons are adapted to suit the conditions. A weather risk assessment is completed and followed to ensure the safety of both children and adults.

Before each session, the Forest School Leader checks the site to ensure that any damage caused by poor weather has been made safe.

Despite these precautions, sessions may be moved indoors due to:

### High Winds

Our school site has many mature trees throughout the Forest School area, playgrounds, and fields. High winds can pose a risk of falling branches, which may be dangerous.

Although the site is relatively sheltered, if winds are forecast to gust over 45 mph from any direction, Forest School sessions will be relocated indoors, and the alternative plan will be implemented to ensure the safety of all children and adults.

### Thunder and Lightning

The Forest School Leader regularly monitors a lightning detection app. If a direct lightning strike occurs within 30 km of the school site, the Forest School session will be relocated indoors. Outdoor activities may only resume at least 30 minutes after the last thunderclap to ensure everyone's safety.

### Snow and Ice

In the event of snow or icy conditions, the school may close if travel is deemed too dangerous. If the school remains open, the Forest School Leader will check the Forest School site to ensure that the conditions underfoot are safe for outdoor activities.

If the site is deemed unsafe, the Forest School session will be relocated indoors.

### Heavy Rain

Before going outdoors, children will be checked to ensure they are wearing appropriate waterproof clothing and footwear.

If needed, a tarp shelter may be erected to provide protection from the rain. Session times may be reduced if children become too wet or cold, to ensure their safety and comfort.

### Extreme Cold

Children will be checked to ensure they are wearing appropriate warm clothing and footwear before going outdoors. A fire may be lit and/or hot drinks provided. The session time may be reduced if the children become too cold.

## Extreme Heat

Our Forest School site is mostly covered by woodland and shaded areas. Activities should be set up within these shaded areas. Water bottles must be readily available. Reduce the session time if necessary.

See the school's Adverse Weather and School Closure Procedures for more information.

[School Policy Web Page Link](#)

## Staff Ratio, Roles and Responsibilities During Forest School

See also the Site Risk Assessment.

Forest School at West Tytherley Primary School takes place within our secure school grounds, with no public access.

Staff ratios are based on 1:6 during Forest School sessions, but the final ratio is determined by the Risk Assessment carried out for each group of children, taking into account their individual needs.

### Roles and responsibilities

*It is the Forest School Leader's role and responsibility is to:*

- Check the safety of the site before each session and complete the daily risk assessment.
- Check that the children are wearing appropriate clothing and footwear for the conditions.
- Ensure all necessary equipment is transported to the site for the session, including First Aid and Burns kits.
- Take a headcount of the children before leaving the classroom and note any absences.
- Manage the session and monitor the children's safe use of tools and equipment, as well as their behaviour throughout the session.
- Ensure all tools and equipment are safely stored in a locked toolbox and returned to the storage cupboard after use.
- Ensure all resources are tidied away after each session.
- Administer First Aid if required and follow procedures to keep everyone on site safe.
- Follow all procedures and policies outlined in this handbook.

*It is staff members and adult volunteer's responsibility to:*

- Follow the directions of the Forest School Leader.
- Support and guide the children to uphold behaviour expectations.
- Support children's play through modelling, scaffolding, observation, and mindful intervention.
- Respect the school's Forest School area and support children in tidying so that no trace is left behind.

- Pass on any concerns to the appropriate persons as outlined in this handbook.
- Follow all procedures and policies outlined in this handbook.

## Code of Conduct for Adults

At West Tytherley Primary School, all adults are expected to model respectful behaviour and conduct themselves with kindness, honesty, and professionalism.

### *The Forest School Leader will:*

- Be qualified to Level 3 with the appropriate level of First Aid training.
- Ensure Site Risk Assessments and Risk–Benefit Assessments are up to date and fit for purpose.
- Use risk-management actions to reduce risks for children and other adults on site.
- Apply the six Forest School principles to the experiences and opportunities offered
- Ensure that children’s physical and physiological needs are met (e.g., appropriate clothing, hygiene requirements).
- Act with kindness, honesty, and professionalism.
- Ensure open communication and mutual respect with staff, parents, and Governors.
- Support and induct new adult volunteers and staff in the procedures and principles of Forest School.
- Share plans and evaluations with relevant staff and discuss changes where appropriate.
- Record observations of individual learners to track progress and identify next steps.
- Be reflective and note any improvements or changes needed to enhance the programme and its provision.
- Review management plans and assess their impact on the Forest School area.
- Consider and lead CPD and training needs.
- Manage and maintain the site and resources with support from other adults
- Ensure tools, equipment, and storage are fit for purpose and safe to use.

### *Staff members will:*

- Follow the guidance set out in school and Forest School policies and procedures to ensure children are kept safe.
- Act with kindness, honesty, and professionalism.
- Support and guide the children to uphold behaviour expectations, in line with the school’s behaviour policy.
- Read and be familiar with the Forest School Handbook, complete an induction, and ask questions if unsure.
- Report and record any First Aid incidents, site issues, behaviour incidents, or causes for concern.
- Be guided by the Forest School ethos by acting as a facilitator for children’s play, recognising that their role may differ from their role inside the classroom.
- Guide learners through shared responsibility and shared risk management.

### *Volunteers will:*

- Follow the guidance set out in school and Forest School policies and procedures to ensure children are kept safe.

- Act with kindness, honesty, and professionalism.
- Read and be familiar with the Forest School Handbook, complete an induction, and ask questions if unsure.
- Report and record any First Aid incidents, site issues, behaviour incidents, or causes for concern.
- Be guided by the Forest School ethos by acting as a facilitator for children's play, recognising that their role may differ from the role they hold inside the classroom.
- Guide learners through shared responsibility and shared risk management.

*Visitors to the Forest School will:*

- Sign in at the school office, where any necessary checks will be completed.
- Act with kindness, honesty, and professionalism.
- Follow the directions of the Forest School Leader or other staff members.
- Show respect to participants, staff, volunteers, and the school site.

## Woodland Management Policy and Landowner agreement

The Forest School area at West Tytherley Primary School is located on school grounds owned by Hampshire County Council. We have the permission of the Head Teacher to run Forest School sessions on the site, and permission from Hampshire County Council has been obtained through the completion and submission of the necessary risk assessments on Evolve.

There are currently no protection orders in place. A tree survey is carried out annually, with the next survey scheduled for September 2026.

A survey of the site and an assessment of the impact of Forest School sessions on the grounds will be carried out three times during the first year, and annually thereafter. The Woodland Management Plan will be updated accordingly.

Next survey and update due: **September 2027**

### Woodland Management Plan (WMP)

|                                                                                              |                                                |                                     |
|----------------------------------------------------------------------------------------------|------------------------------------------------|-------------------------------------|
| <b>Name of site: Forest School Area</b>                                                      | <b>Location: West Tytherley Primary School</b> | <b>Grid ref:<br/>Su 30132 26227</b> |
| <b>Owner contact details:<br/>Mrs Lucy Macey (Head Teacher) and Hampshire County Council</b> |                                                |                                     |
| <b>Frequency of visits:<br/>2 x week</b>                                                     |                                                |                                     |
| <b>Number of users:<br/>2 x 30 children, plus 2 x 3 adults</b>                               |                                                |                                     |

**Year 1:** Transfer the list of 'Activities having an impact' from your EclA, to the 1<sup>st</sup> column. List your control measures for each impact in the 2<sup>nd</sup> column. Show who will undertake the control measure and when in the 3<sup>rd</sup> column.

| <b>Activities having an impact</b> (from EclA) | <b>Control measures</b><br>(How will you manage this?)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Who undertaken by and when</b><br>(Name / position and season / month)                                                       |
|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Bug Hunting                                    | <p><b>Trampling:</b> Controlled by zoning areas for bug hunting and designating thoroughfares.</p> <p><b>Compaction:</b> Controlled by closely monitoring the site seasonally (e.g., wet autumn and winter) and offering alternative activities when necessary.</p> <p><b>Disturbance:</b> Controlled by actively monitoring fauna. Encourage group involvement in observing wildlife on site, foster discussions about sharing space with wildlife, and encourage children to replace any moved dead wood or stumps as they found them</p> | <p>FS Leader – check termly</p> <p>FS Leader – check each session (see Daily RA)</p> <p>All FS supporting adults – on-going</p> |
| Clay Play                                      | <p><b>Minor Damage to Trees:</b> Managed by rotating the use of tree trunks for clay art. All clay should be cleared away after the activity.</p> <p><b>Disturbance:</b> Managed by rotating the use of tree trunks for clay art. Encourage group involvement by observing wildlife on site and foster discussions about sharing space with wildlife.</p>                                                                                                                                                                                   | <p>FS Leader – check each session</p> <p>All FS supporting adults – on-going</p>                                                |
| Collecting and using natural materials         | <p><b>Trampling:</b> Managed by clearly defining activity areas and thoroughfares.</p> <p><b>Compaction:</b> Managed by closely monitoring conditions seasonally (e.g., wet autumn/winter) and offering alternative activities when necessary.</p> <p><b>Disturbance:</b> Managed by actively monitoring fauna. Encourage group involvement through wildlife observation on site and foster discussions about sharing space with wildlife.</p>                                                                                              | <p>FS Leader – check termly</p> <p>FS Leader – check each session (see Daily RA)</p> <p>All FS supporting adults – on-going</p> |
| Green Wood Crafts                              | <p><b>Pruning of Shrubs and Trees:</b> Managed as a controlled measure. Carefully select trees that require pruning and prune in a way that supports their health and growth (e.g., coppicing).</p>                                                                                                                                                                                                                                                                                                                                         | <p>FS Leader – for relevant sessions</p>                                                                                        |
| Fire (wood collection)                         | <p><b>Trampling:</b> Managed by zoning activity areas and designating thoroughfares.</p> <p><b>Compaction:</b> Managed by closely monitoring seasonal conditions (e.g., wet autumn/winter) and providing alternative activities when necessary.</p>                                                                                                                                                                                                                                                                                         | <p>FS Leader – check termly</p> <p>FS Leader – check each session (see Daily RA)</p>                                            |
| Pond dipping                                   | <p><b>Disturbance:</b> Managed by actively monitoring fauna. Encourage group involvement through on-site wildlife observation and foster discussions about sharing space with wildlife. Rotate pond use weekly so each pond receives two weeks of undisturbed rest.</p>                                                                                                                                                                                                                                                                     | <p>All FS supporting adults – on-going</p> <p>FS Leader – Direct and monitor</p>                                                |
| Shelter building (natural materials)           | <p><b>Trampling:</b> Managed by zoning activity areas and designating thoroughfares.</p> <p><b>Compaction:</b> Managed by closely monitoring seasonal conditions (e.g., wet autumn/winter) and providing alternative activities when necessary.</p>                                                                                                                                                                                                                                                                                         | <p>FS Leader – check termly</p>                                                                                                 |

|                                |                                                                                                                                                                                                                             |                                                                               |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
|                                |                                                                                                                                                                                                                             | FS Leader – check each session (see Daily RA)                                 |
| Shelter building (using tarps) | <b>Trampling:</b> Managed by defining and controlling activity areas.<br><b>Compaction:</b> Managed by closely monitoring seasonal conditions (e.g., wet autumn/winter) and offering alternative activities when necessary. | FS Leader – check termly<br><br>FS Leader – check each session (see Daily RA) |
| Tree climbing                  | <b>Disturbance:</b> Managed by setting behaviour expectations and closely monitoring seasonal conditions (e.g., nesting seasons in spring and summer), with alternative activities offered as needed.                       | FS Leader – check termly                                                      |

### Monitoring and evaluation

Regular observation – as noted on your session plan - will reveal the extent to which your activities are impacting upon the site. Please include your findings from the monitoring methods chosen.

|                                                                                                                                                 |                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>Methods for monitoring (i.e. what will you do e.g. Fixed point photography)</b><br><br><b>Observations</b><br><b>Photo</b>                   | <b>Monitoring frequency (i.e. how frequent? Weekly, monthly etc.)</b><br><br>Termly |
| <b>My monitoring results (please include examples e.g. photographs, recorded observations)</b><br><br><br><br><br><br><br><br><br><br>          |                                                                                     |
| <b>What, if anything, will you be changing in your management plans as a result of your monitoring?</b><br><br><br><br><br><br><br><br><br><br> |                                                                                     |

How will you continue to manage the woodland sustainably and enhance biodiversity over the second and third years and beyond?

**Year 2 aims:**

- Ensure all trees in the area are healthy and pruned as needed to promote growth and longevity.
- Inspect trees within the currently unused 'Forest Area' of the school grounds and organize community work parties to clear pathways, making the area safe for use.
- Plant or introduce a wider variety of wildflowers and plants to encourage more vertebrate wildlife to visit the current Forest School site.

**Year 3 aims:**

- Introduce and utilise the 'Forest Area' on the school grounds in addition to the current Forest School site.
- Work with the children to identify opportunities to improve biodiversity across the school grounds, e.g., creating dead wood log piles, managing or introducing wildflowers, and assessing areas for bat or bird boxes.
- Build links with the wider community by offering Forest School sessions to feeder nurseries.

**Beyond:**

- Improve biodiversity across the remainder of the school grounds.
- Establish the school as a recognised leader in outdoor learning and Forest School education.

## Environmental Impact Assessment and Monitoring

At West Tytherley Primary School, we take proactive steps to minimise the environmental impact of our Forest School. The Forest School leader regularly assesses the potential damage and disturbances that activities may cause to the site, including the flora and fauna. Activities with higher potential impact are carefully rotated and reviewed to ensure the site is maintained to a high standard.

### Ecological Impact Assessment (EclA)

NB: This is a record of the impacts your activities will have prior to putting in any control measures.

| Activities having an impact            | Ground layer: fungi & small plants | Field layer: nettles and bramble height | Shrub layer: coppice species and small trees | Canopy Layer: tall trees | Standing dead wood | Invertebrates: spiders, snails, insects | Animals: mammals, amphibians & reptiles | Nesting birds | Soil                 | Water       |
|----------------------------------------|------------------------------------|-----------------------------------------|----------------------------------------------|--------------------------|--------------------|-----------------------------------------|-----------------------------------------|---------------|----------------------|-------------|
| Bug Hunting                            | Trampling, compaction, erosion     | Damage                                  | Minor damage                                 |                          |                    | Disturbance                             | Disturbance                             | Disturbance   | Compaction & erosion |             |
|                                        | Medium                             | Medium                                  | Low                                          | N/A                      | N/A                | High                                    | Medium                                  | Low           | Medium               | N/A         |
| Clay Play                              |                                    |                                         |                                              | Minor damage             |                    | Disturbance                             | Disturbance                             | Disturbance   |                      |             |
|                                        | N/A                                | N/A                                     | N/A                                          | Low                      | N/A                | Low                                     | Low                                     | Low           | N/A                  | N/A         |
| Collecting and using natural materials | Trampling, compaction, erosion     | Damage                                  | Minor damage                                 | Minor damage             |                    | Disturbance                             | Disturbance                             | Disturbance   | Compaction & erosion |             |
|                                        | Medium                             | Medium                                  | Low                                          | Low                      | N/A                | Medium                                  | Low                                     | Low           | Medium               | N/A         |
| Green wood crafts                      | Minor damage                       | Minor damage                            | Pruning                                      | Pruning                  |                    | Disturbance                             | Disturbance                             | Disturbance   | Compaction & erosion |             |
|                                        | Low                                | Low                                     | High                                         | High                     | N/A                | Low                                     | Low                                     | Medium        | Low                  | N/A         |
| Fire (wood collection)                 | Trampling, compaction, erosion     | Minor damage                            | Minor damage                                 |                          |                    | Disturbance                             | Disturbance                             | Disturbance   | Compaction & erosion |             |
|                                        | Medium                             | Low                                     | Low                                          | N/A                      | N/A                | Low                                     | Low                                     | Low           | Medium               | N/A         |
| Pond dipping                           | Minor damage                       |                                         |                                              |                          |                    | Disturbance                             | Disturbance                             |               | Compaction & erosion | Disturbance |
|                                        | Low                                | N/A                                     | N/A                                          | N/A                      | N/A                | High (water invertebrates)              | High (Amphibians)                       | N/A           | Low                  | High        |
| Shelter building (natural materials)   | Trampling, compaction, erosion     | Damage                                  | Minor damage                                 | Minor damage             |                    | Disturbance                             | Disturbance                             | Disturbance   | Compaction & erosion |             |
|                                        | Medium                             | Medium                                  | Low                                          | Low                      | N/A                | Low                                     | Low                                     | Low           | Medium               | N/A         |
| Shelter building (using tarps)         | Minor damage                       |                                         |                                              | Minor damage             |                    | Disturbance                             | Disturbance                             | Disturbance   | Compaction & erosion |             |
|                                        | Low                                | N/A                                     | N/A                                          | Low                      | N/A                | Low                                     | Low                                     | Low           | Low                  | N/A         |
| Climbing                               | Minor damage                       |                                         |                                              | Minor Damage             |                    | Disturbance                             | Disturbance                             | Disturbance   | Compaction & erosion |             |
|                                        | Low                                | N/A                                     | N/A                                          | Low                      | N/A                | Low                                     | Low                                     | Medium        | Low                  | N/A         |

## Biosecurity

To prevent the spread of harmful organisms, such as diseases, pests, and invasive species, West Tytherley School ensures that no materials or wildlife from off-site are introduced into our Forest School areas or ponds. This helps to minimise the risk of introducing non-native or unwanted pests and diseases.

## Lone Working Procedure

Please refer to the school's Lone Working Policy, which is available within the Health and Safety Policy on the school website.

[School Policy Web Page Link](#)

## Public Access Procedure

At West Tytherley Primary School, Forest School sessions take place on the secure school site. There is no public access, and all visitors are required to sign in at the school office.

## Forest School Session Routine

**Location:** All Forest School sessions take place on the secure school site.

### **Before the Session**

#### **The Forest School Leader will:**

- Check the site and complete a daily risk assessment form.
- Review the weather forecast and assess the safety of predicted conditions.
- Gather all tools and equipment required for the session.

#### **Preparing to leave the classroom:**

- Adults will ensure children take the necessary equipment to the site.
- Count heads and note any absences.
- Check children's clothing and footwear for suitability, making adjustments or directing children to remain in class if unsafe.

### **Opening the Session**

#### **The Forest School Leader will:**

- Invite the children to sit around the first circle, with adults supporting any child unable to participate.
- Greet the children and establish a welcoming environment.
- Recap the rules, safety considerations, and boundaries of the Forest School area.
- Explain the activities offered or facilitate open discussions for children to plan their starting points.

### **During the Session**

#### **All adults will:**

- Observe children and intervene as necessary to support safety.
- Ask open-ended questions to support play or risk management where appropriate.
- Guide children and offer alternative ideas.
- Ensure all equipment is safe according to the risk assessment, supervising any risky play (e.g., den building or tree climbing).

### **Closing the Session**

**The Forest School Leader will:**

- Guide children to support tidying and clearing the site.
- Gather children around the fire circle to share their thoughts about the session.
- Count heads and ensure all children are ready to return to school.
- Check the site is clear, leaving no trace.

**Other adults will:**

- Ensure any fire used has been safely extinguished.
- Collect all equipment and check inventory to ensure nothing is missing.

**Back in the Classroom****All adults and children will:**

- Wash their hands.

**The Forest School Leader will:**

- Ensure all tools and equipment are securely stored.
- Complete the session evaluation and make any necessary updates or adjustments for future sessions.

## Sanitation and Welfare

Forest School sessions take place on the school site, so children and adults have access to the school toilets. The following sanitation and welfare procedures are in place:

### Toileting

- **Pre-session:** Before going out to the Forest School area, children are given the opportunity to use the toilet.
- **During the session:** Children who need the toilet ask an adult and may walk across the school field to use the school building toilets. Adults monitor children leaving and returning, and a radio can be used to communicate with staff inside the school if required.

## Handwashing

- Children will use the school handwashing facilities after using the toilet.
- Additional handwashing facilities, including warm water, soap, and a towel, will be provided on site via a hand wash shower for use during the session, e.g., after messy activities or before cooking and eating.

## Waste disposal

- Rubbish and recycling waste are collected in bins or bin bags and returned to the school for correct disposal.

## Dressing for forest school

Participants in Forest School are required to dress appropriately for protection against the weather, environmental conditions, and tool use. Parents are provided with a list of suitable clothing and footwear and are reminded that children without adequate clothing will not be able to participate safely in the session. The school also keeps some spare clothes, coats, and wellies to support children in taking part safely.

### **Forest School Kit List (shared with parents):**

- Wellies or walking boots (sandals and snow boots are not suitable)
- Warm layers during winter (vests, socks, and thermals are recommended; several thinner layers are preferable to one thick layer)
- Long-sleeve tops (to protect against ticks, stings, bites, and scratches, even in summer)
- Good-quality waterproof coat and trousers, or all-in-one (to keep warm and dry, enhancing enjoyment)
- Warm hat and gloves (required during winter)
- Sunhat and sun cream (necessary for sunny days)

## Campfire Procedures

See also: *Fire and Campfire Cooking Risk Benefit Assessment* and *Fire Lighting Risk Assessment*.

Fire safety measures are implemented in accordance with the Fire Lighting Risk Assessment. These include:

- Fire extinguishing kit available on site
- Fire blanket hung within easy reach
- Burns bucket and first aid kit readily available
- Area and conditions checked before lighting a fire
- Permission obtained from the Headteacher

### **Children are taught fire safety skills before a fire is lit:**

- Walking carefully around the fire circle
- Sitting at least 1.5m away from the fire
- Keeping loose clothing tucked in
- Seeking and waiting for permission to enter the fire circle
- Understanding how to stay safe around a fire
- Learning what makes a fire burn

It may take several sessions for children to master these skills before a fire can be lit.

Children identified as higher risk due to SEND or additional needs are supervised with an appropriate adult-to-child ratio, in line with the risk assessment.

Under the supervision of the Forest School Leader or a trained adult, children may help maintain the fire if deemed confident and competent.

A single adult is responsible for the fire at all times and remains with it until it is safely extinguished. A fire pit is always used to ensure safe containment of the fire.

## **Campfire: how to site, light, manage & extinguish a campfire**

### **Preparation:**

Inform the Headteacher and obtain permission to light a fire on site.

Ensure fire extinguishing kit and First Aid kit are available on site, including:

- Lidded burns bucket with clean water
- Watering can for extinguishing the fire
- Fire blanket
- First Aid kit

Risk Assessment:

- Consider environmental conditions as part of the daily risk assessment.
- Check wind speed and direction before lighting the fire.

Personal Protective Equipment (PPE) and Safety Considerations:

- Long hair must be tied back.
- Loose clothing and jewellery (e.g., necklaces, toggles, lanyards) must be tucked away.
- Be aware of potential accelerants such as hairspray, nail varnish, nail gels, and hand sanitiser.

### **Introduction:**

With the permission of the Headteacher, a fire may be used for heat, either to warm participants or to heat food or water.

A fire requires three elements to burn: fuel, heat, and oxygen. Removing any one of these elements will extinguish the fire.

During Forest School sessions, fire strikers are normally used to safely light a fire.

### **Siting:**

- Check that the location is suitable (e.g., canopy and area above the fire are clear).
- Ensure the ground is clear of leaf litter and other flammable debris.
- Create a hearth area for the fire using sticks or appropriate materials.
- Ensure the Fire Circle (seating area) is at least 1.5m away from the fire.
- Ensure there is a clear escape route out of the fire area.
- Establish Fire Circle rules, e.g., no walking through the fire circle.

### **Lighting:**

- The person lighting the fire should adopt a 3-point stance (one leg knee and foot on the ground, one leg foot on the ground). A mat may be used to kneel on.
- Build the fire ready to light: place the largest sticks/logs on the bottom, then layer smaller sticks on top at 90-degree angles, similar to a “potato waffle” structure.
- Tease out cotton wool balls to create air gaps between fibres; Vaseline may be added if needed.
- If a child is lighting the cotton wool, it should be attached to a clipboard and transferred to the fire by the Forest School Leader (see Fire Lighting Risk Benefit Assessment).
- Have a handful of thin twigs ready to place on top of the cotton wool once it is lit.
- Use fire strikers to create sparks: hold the striker in the dominant hand and push it down the rod at a 35-degree angle, directing sparks onto the cotton wool.
- Place the handful of twigs onto the lit cotton wool; another bundle can be added at 90 degrees if necessary.

### **Position & safety:**

- Ensure no one enters the fire space unless given permission.
- Ensure the fire blanket is available and securely positioned for quick release.
- Ensure all necessary safety equipment is within the Fire Circle.
- Ensure everyone is aware of the dangers of smoke and knows they can move around the outside of the Fire Circle to avoid it.
- Everyone to adopt a 3-point stance outside the hearth when working with the fire and be supervised at a 1:2 adult-to-child ratio.

### **Managing:**

- The Forest School Leader and other staff must be aware of any medical conditions that may be affected by smoke (e.g., asthma, pregnancy).
- A nominated adult is responsible for supervising the fire from lighting until it is fully extinguished.
- Adults ensure all children remain outside the Fire Circle unless specifically invited in.
- A supply of additional sticks and firewood should be kept nearby in case more fuel is needed.
- A designated fire stick or “pokey” is used to safely manage falling twigs and sticks within the fire.

### Extinguish and leave site safe:

- Use a pokey stick to remove any unburnt wood and to spread the fire, helping to release residual heat.
- “Paint the fire black” by slowly sprinkling water over the fire using a watering can.
- Check that no embers remain glowing or white.
- Once completely cold, gather any burnt sticks and fire remains and dispose of them safely, either within the woodland or in a metal bucket to take back to school.
- Replace leaf litter loosely over the cold fire site.
- Ensure that no trace of the fire remains, leaving the site as it was found.

## Campfire cooking procedure

### Campfire cooking (HACCP):

#### Preparation:

Inform the Headteacher and obtain permission to light a fire on site.

Ensure fire extinguishing kit and First Aid kit are available, including:

- Lidded burns bucket with clean water
- Watering can for extinguishing the fire
- Fire blanket
- First Aid kit

#### Risk Assessment:

- Consider environmental conditions as part of the daily risk assessment (check wind speed and direction).
- Refer to *Cooking on Fire Risk Benefit Assessment* and *Fire Lighting Risk Benefit Assessment*.

#### Personal Hygiene and PPE:

- Long hair must be tied back.
- Loose clothing and jewellery (e.g., necklaces, toggles, lanyards) must be tucked away.
- Be aware of potential accelerants such as hairspray, nail varnish, nail gels, and hand sanitiser.
- Any cuts must be covered with a blue plaster and/or plastic gloves.
- Wash hands with warm soapy water before preparing food.

#### Purchase:

- Food and drinks must be purchased and used within their “Best Before” date.
- Non-perishable food items should be stored in airtight containers in a clean, dry place (e.g., school kitchen cupboards) when not in use.
- Perishable food items (such as dairy products) should be purchased on the day of use, transported in a cool bag, and stored in the kitchen fridge until the session begins.
- Any unused perishable food items or uneaten cooked food must be disposed of at the end of the session.

### Storage & transport:

- All eating and cooking implements must be cleaned and stored in lidded containers both before and after use.
- All food should be kept covered before and after preparation and, where possible, during cooking.
- Perishable food items must be kept in a cool bag unless they are being prepared or cooked.

### Preparation:

- Clean food preparation surfaces, indicated by a blue tarp, before use.
- Use colour-coded chopping boards for different food types. Only vegetarian food that all participants can safely eat (e.g., no allergens or meat) should be prepared during sessions.
- All individuals must wash their hands with warm, soapy water before preparing food.
- Sharp knives must be removed from storage tubs for use and returned to a washing-up tub immediately afterward. No sharp equipment should be left unattended.
- Children using sharp knives must be supervised by an adult on a 1:1 basis.
- Keep raw and cooked food separate to prevent cross-contamination.
- Food should be kept covered before and after preparation.
- Any dropped food must be disposed of, and any dropped equipment should be washed before reuse.

### Cooking:

- The designated chef is responsible only for handling food and cooking equipment; another adult must oversee the fire at all times.
- The chef must wash hands with warm, soapy water before handling food.
- When using sticks to cook food over the fire, individuals may be invited into the Fire Circle. They must adopt a 3-point stance outside the hearth and be supervised at a 1:2 adult-to-child ratio.
- All food must be fully cooked and checked for safety before eating.
- Heat-resistant gloves must be worn when handling hot equipment.
- Cooked food should be consumed within one hour or safely disposed of.

### Serving:

- Cooked food and drinks must be removed from the Fire Circle before being served.
- Children should carry their food back to their seats around the Fire Circle, moving around the outside of the circle to take their places.

### Wash-up & waste:

- Dirty equipment must first be washed in a tub of warm, soapy water, then rinsed in a separate tub of clean water before drying with a clean tea towel.
- All cleaned equipment must be returned to school, run through the dishwasher, and stored in lidded tubs.

- Food waste should be placed in a lidded bucket and taken back to school for recycling.
- Packaging should be sorted into bin bags for recycling or disposal as appropriate.
- Waste water from cleaning should be poured down the drain.
- All clothing, tea towels, and hand towels must be taken home to be washed and dried before being stored.
- All surfaces must be thoroughly cleaned and disinfected before storing equipment.

## Tool Procedures

### Tool procedure: how to drill using a palm drill

#### Preparation:

- Mark the tool working area using a white tarp.
- Keep the toolbox and tools within this designated area.

#### Risk Assessment:

- Refer to the Palm Drill Risk Benefit Assessment (RBA).

#### Personal Protective Equipment (PPE):

- Long hair must be tied back.
- Loose clothing and jewellery (e.g., toggles, necklaces) must be removed or tucked away.
- Suitable footwear and clothing must be worn, including long sleeves and long trousers.
- A glove may be worn on the non-working hand if necessary; no glove should be worn on the working hand.

#### Introduction:

Palm drills can be used to make holes in green wood by turning and pushing with hand.

#### Description:

Palm drills come in different sizes for making different sized holes. They have a drill bit coming out of a wooden handle.

#### Transporting & passing:

- A cork must be placed over the sharp end of the drill when storing.
- The drill should be kept in a locked toolbox during sessions.
- The locked toolbox should be stored in the KS1 cupboard when not in use.

### Position & safety:

- The drill must be used within the white tarp area.
- Use a 3-point stance; a kneeling mat may be used.
- Drill only into a hard surface, such as a stump or log.
- A right-angled brace may be attached to the stump to help hold items securely while drilling.

### Using the tool:

- Use the non-working hand to hold the wood securely on the stump or against the right-angled brace.
- Hold the palm drill with the handle pressed firmly against the palm of the working hand.
- Push down and twist the drill in the correct direction to cut into the wood.
- Sawdust will appear around the drilling site when the tool is working effectively.

### Storage & maintenance:

- A cork must be placed on the sharp end of the drill for storage. The drill should be stored in a locked toolbox.
- Add coloured tape or a marked handle so the tool is easy to see.
- Dust off the drill with a paintbrush after use.
- WD-40 may be wiped onto the drill if needed or if it will be stored for a long period.

## Tool procedure: how to whittle using a peeler

### Preparation:

#### Set-Up:

- Mark the tool working area using a white tarp.
- Keep the toolbox and all tools within this designated area.

#### Risk Assessment:

- See Whittling RBA.

#### PPE:

- Long hair must be tied back.
- Loose clothing should be removed or secured (e.g., toggles, jewellery).
- Suitable shoes and clothing must be worn (long sleeves and trousers).
- A glove may be worn on the non-working hand if necessary; no glove should be worn on the working hand.

### Introduction:

A vegetable peeler can be used for whittling wood. It has a fixed blade and can be used in either hand.

### Description:

The peeler has a blade with two sharp edges, used for removing small slivers of wood from a stick. The blade is held in place by a fixed handle.

### Transporting & passing:

- Keep the peeler in a locked toolbox during sessions.
- Store the locked toolbox in the KS1 cupboard when not in use.

### Position & safety:

- The peeler must be used within the white tarp tool-working area.
- Ensure there is a safety bubble (an arm's length) around the person working.
- Sit upright with knees slightly to one side, or with legs apart and elbows resting on the knees.
- Whittle away from your body.
- Clean out the blade with a small stick if needed.

### Using the tool:

- Hold the peeler in your working hand and the stick in your non-working hand.
- Push the peeler blade down and away from your body along the surface of the stick.
- Remove small slivers of wood with each stroke.

### Storage & maintenance:

- Store the peeler in a locked toolbox.
- Wipe the blade with a cloth or paintbrush after use.
- Wash up with warm soapy water and dry thoroughly (or wash in the dishwasher)
- WD-40 may be applied to the blade if needed, or if it will be stored for a long period.
- Check the blade for nicks, dents, and sharpness, and replace it when necessary.

## Tool procedure: how to whittle using a knife

### Preparation:

#### Set-Up:

- Mark the tool working area using a white tarp.
- Keep the toolbox and all tools within this area.

#### Risk Assessment:

- See Whittling RBA.

#### PPE:

- Long hair must be tied back.
- Loose clothing should be removed or tucked away (e.g., toggles, jewellery).
- Suitable shoes and clothing must be worn (long sleeves and trousers).
- A glove may be worn on the non-working hand if necessary; no glove should be worn on the working hand.

- When using a knife, place the string of the sheath over your shoulder and keep the knife in the sheath until ready to use.

### Introduction:

A fixed blade knife can be used for whittling and carving.

### Description:

A MORA clipper knife has a fixed, curved blade and a handle. It can be used in either hand. The knife is kept in a sheath shaped to fit the blade, which makes a “click” sound when the knife is placed securely in the sheath.

### Transporting & passing:

- Keep the knife in a locked toolbox during sessions.
- Store the locked toolbox in the KS1 cupboard when not in use.
- Place the sheath string over the shoulder of the person using the knife.
- When passing the knife to another person during use, the person holding the knife should flip the blade back over their hand so that the blunt side rests on the back of their hand, then offer the handle to the person taking the knife.
- Click the knife back into its sheath before transporting it.

### Position & safety:

- The knife must be used within the white tarp working area.
- Ensure there is a safety bubble (an arm’s length) around the person working.
- Sit upright with knees slightly to one side, or with legs apart and elbows resting on the knees.
- Whittle away from your body.
- Clean the blade with a cloth if needed.
- Sharpen the blade if it becomes blunt.

### Using the tool:

- Place the sheath string over the non-working shoulder, with the knife positioned at the hip of the working hand.
- Remove the knife using a flap finger grip (duck grip) on the sheath with the non-working hand, while pulling the handle with the working hand.
- Hold the knife and push it down and away from your body to whittle off small slivers of wood.
- Use the non-working hand to hold the stick securely—palm down at the side of the knees or palm up between the legs.
- After use, secure the knife in its sheath and store it in the locked toolbox

### Storage & maintenance:

- Place the knife in its sheath and store it in a locked toolbox during sessions.
- Store the locked toolbox in the KS1 cupboard when not in use.
- Wipe the blade with a cloth or paintbrush after use to remove grime.
- Wipe the blade with WD-40 if needed.
- Sharpen the blade regularly and check for nicks or dents.

## Tool procedure: how to carve using a knife

### Preparation:

#### Set-Up:

- Mark the tool working area using a white tarp.
- Keep the toolbox and all tools within this area.

#### Risk Assessment:

- See Carving RBA.

#### PPE:

- Long hair must be tied back.
- Loose clothing should be removed or tucked away (e.g., toggles, jewellery).
- Suitable shoes and clothing must be worn (long sleeves and trousers).
- A glove may be worn on the non-working hand if necessary; no glove should be worn on the working hand.
- When using a knife, place the sheath string over your shoulder and keep the knife in its sheath until ready to use.

### Introduction:

A fixed blade knife can be used for whittling and carving.

### Description:

A MORA clipper knife has a fixed, curved blade and a handle. It can be used in either hand. The knife is kept in a sheath shaped to fit the blade, which makes a “click” sound when the knife is placed securely in the sheath.

### Transporting & passing:

- Keep the clipper knife in a locked toolbox during sessions.
- Store the locked toolbox in the KS1 cupboard when not in use.
- Place the sheath string over the shoulder of the person using the knife.
- When passing the knife to another person, the holder should flip the blade back over their hand so the blunt side rests on the back of the hand, then offer the handle to the person receiving it.
- Click the knife back into its sheath before transporting it.

### Position & safety:

- The knife must be used within the white tarp working area.
- Ensure there is a safety bubble (an arm’s length) around the person working.
- Sit upright with knees apart, with elbows resting on the knees or on a strong, flat surface such as a stump or log.
- Clean the blade with a cloth if needed.
- Sharpen the blade if it becomes blunt.

### Using the tool:

- Place the sheath string over the non-working shoulder, with the knife positioned at the hip of the working hand.
- Remove the knife using a flap finger grip (duck grip) on the sheath with the non-working hand, while pulling the handle with the working hand.
- **Carving:** Use the thumb of the non-working hand to push the blade down into the wood.
- **Stopper cut:** Push and rock the blade down on a strong surface.
- **Chamfer:** Nibble small pieces around the top to prevent splits when drying.
- Use the non-working hand to hold the wood securely.
- After use, secure the knife in its sheath and store it in the locked toolbox.

### Storage & maintenance:

- Place the knife in its sheath and store it in a locked toolbox during sessions.
- Store the locked toolbox in the KS1 cupboard when not in use.
- Wipe the blade with a cloth or paintbrush after use to remove grime.
- Wipe the blade with WD-40 if needed.
- Sharpen the blade regularly and check for nicks and dents.

## Tool procedure: how to cut using secateurs or loppers

### Preparation:

#### Set-Up:

- Mark the tool working area using a white tarp if children are cutting sections of loose, gathered wood.
- Ensure the area is clear if cutting from growing trees.

#### Risk Assessment:

- See Cutting RBA.

#### PPE:

- Long hair must be tied back.
- Loose clothing should be removed or tucked away (e.g., toggles, jewellery).
- Suitable shoes and clothing must be worn (long sleeves and trousers).
- A glove may be worn on the non-working hand if necessary; no glove should be worn on the working hand.
- When using a knife, place the sheath string over your shoulder and keep the knife in its sheath until ready to use.
- Safety glasses and a hard hat must be worn when required.

### Introduction:

**Secateurs:** Used to cut thin pieces of wood, approximately the width of a pencil. They make a clean, precise cut.

**Loppers:** Used to cut small branches or wood no thicker than a sausage.

### Description:

**Secateurs:** Secateurs are like wood scissors, with crossing blades that can cut thin pieces of wood (e.g., pencil width). They have a sharp top blade, a safety catch, and can be used with one hand. When held the correct way, the blades form a “smile.”

**Loppers:** Loppers are larger tools with longer handles. The sharp blade is on the top. The curved blades form a “smile” when held the correct way. Loppers are operated with two hands.

### Transporting & passing:

- Keep secateurs and loppers in a locked toolbox when not in use during sessions.
- Store the locked toolbox in the KS1 cupboard when not in use.
- Always hold the blades pointing downwards toward the ground when transporting.
- When passing tools, spin them so the handles are offered to the receiving person: secateurs – one hand to one hand; loppers – two hands to two hands.
- Adults should carry tools when transporting them to different areas.

### Position & safety:

- Create a safety bubble around the person using the tool (length of arm plus the tool).
- Stand over or next to the wood to be cut.
- Ensure that cut wood has a clear space to fall away from the person using the tool.

### Using the tool:

#### **Secateurs:**

- Use one hand on the handles.

#### **Loppers:**

- Use both hands on the handles.

#### **General Use for Both Tools:**

- Keep the tool the correct way up (blades form a “smile”).
- Release the safety catch.
- Open the blades by pulling the handles apart and place the blades around the wood to be cut.
- Squeeze the handles together to cut the wood.
- Close the blades and engage the safety catch.
- Store the tool in a locked toolbox when not in use.

### Storage & maintenance:

- Ensure the blade safety catch is locked.
- Store the tool in a locked toolbox.
- Keep the locked toolbox in the KS1 cupboard when not in use.
- When cleaning, hold lopper handles around the waist to keep the blades open.
- Wipe the blades with a cloth or paintbrush after use to remove grime.

- Wipe the blades with WD-40 if needed.
- Check the blades for nicks and dents, and replace if necessary.

## Tool procedure: how to hit using a mallet

### Preparation:

#### Set-Up:

- Mark the tool working area using a white tarp, or ensure there is a safety bubble around the person using the tool.
- Check the mallet for any damage before use.

#### Risk Assessment:

- See Mallet RBA.

#### PPE:

- Long hair must be tied back.
- Loose clothing should be removed or tucked away (e.g., toggles, jewellery).
- Suitable shoes and clothing must be worn (long sleeves and trousers).
- Do not wear a glove on the working hand.

### Introduction:

A mallet can be used to strike or hit objects, either to drive them into the ground or to work through wood.

### Description:

Mallets come in different shapes and sizes.  
Some mallets are fully wooden with round heads.  
Others have wooden handles with rubber heads.

### Transporting & passing:

- Keep the mallet in a toolbox when not in use during sessions.
- Store the toolbox in the KS1 cupboard when not in use.
- Hold the mallet by the handle at the side of the body when transporting.
- When passing the mallet to someone else, flip it so the handle is offered to the receiving person.

### Position & safety:

- Create a safety bubble around the person using the mallet (length of arm plus the tool).
- The person using the mallet should stand at right angles to anyone they are working with.
- A 3-point stance can be used when working at ground level.
- When working with another person, the mallet user must check that their partner is ready before striking.

- The person holding the object should keep their head back and communicate with the person using the mallet.

### Using the tool:

- Lift the mallet and strike the item being worked on.
- Repeat using small, controlled movements until the desired effect is achieved.

### Storage & maintenance:

- Check the mallet for any damage before use.
- Repair or replace the mallet as needed.

## Tool procedure: how to saw using a bow saw with a green wood blade

### Preparation:

#### Set-Up:

- Mark the tool working area using a white tarp.
- Keep the saw in a locked toolbox when not in use.
- Store the toolbox near the white tarp working area.
- Set up the sawhorse at the correct height for the user.
- Check the saw blade for any damage before use.

#### Risk Assessment:

- See Sawing RBA.

#### PPE:

- Long hair must be tied back.
- Loose clothing should be removed or tucked away (e.g., toggles, jewellery).
- Suitable shoes and clothing must be worn (long sleeves and trousers).
- A glove may be worn on the non-working hand if necessary; no glove should be worn on the working hand.

### Introduction:

**Bow Saw (Green Wood Blade):** Used to cut through thicker pieces of green wood. A steady pushing and pulling motion is used to saw through the wood.

### Description:

The bow saw has a sharp, toothed blade secured between a curved or bent frame. One end of the saw has a handle used for pushing and pulling. Bow saws are available in different sizes. The blade has a protective cover guard for safety when not in use.

### Transporting & passing:

- Keep the bow saw in a locked toolbox when not in use during sessions.
- Store the locked toolbox in the KS1 cupboard when not in use.
- Always hold the saw by the handle at your side when transporting, with the blade guard in place.
- An adult should remove the blade cover and hold the non-handled end of the saw toward the learner so they can safely take the handle.
- After use, the adult should move the saw away and replace the blade cover.
- When removing or replacing the blade guard, hold the saw against the body with the blade facing away from you.

### **Position & safety:**

- Create a safety bubble around the person using the saw (length of arm plus the tool).
- Place the sawhorse on a white safety tarp, or put a white tarp under the working end of the sawhorse if it is built into the ground.
- The child should stand at the end of the wood, using their working hand to hold the handle.
- The adult should stand or kneel opposite the child, using a 3-point stance.
- The adult should place their non-working hand on top of the learner's hand or nearest the blade to hold the wood securely on the sawhorse and keep the learner's non-working hand safe.
- The adult should remove the blade cover when both are ready to saw and instruct the learner to hold the handle.

### **Using the tool:**

- The adult holds the saw and guides the learner to pull the saw toward them three times.
- Progress to alternating pushing and pulling until the wood is fully cut.
- When a slice of wood is cut off, the adult keeps hold of the saw and moves it safely out of the way.
- The learner can pick up the cut slice once the saw is clear.

### **Storage & maintenance:**

- Ensure the blade cover is in place before storing the saw.
- Store the saw in a locked toolbox.
- Keep the locked toolbox in the KS1 cupboard when not in use.
- Check the blade for damage and replace it if it is blunt or damaged.
- Clean the blade after use with a small brush to remove sawdust.
- Wipe the blade with WD40 using a cloth, making sure to wipe away from the sharp edge.

## Tool procedure: how to split using a froe (or a kindling axe)

### Preparation:

#### Set-Up:

- Mark the tool working area using a white tarp.
- Keep the splitter or froe in a locked toolbox when not in use.
- Store the toolbox near the white tarp working area.
- Place a log or stump on the white tarp to provide a flat, stable surface.
- Check the blade of the splitter or froe for any damage before use.

#### Risk Assessment:

- See Splitting RBA.

#### PPE:

- Long hair must be tied back.
- Loose clothing should be removed or tucked away (e.g., toggles, jewellery).
- Suitable shoes and clothing must be worn (long sleeves and trousers).
- No gloves are to be worn while using the tool.

### Introduction:

The splitter or froe is used to split a piece of wood lengthwise into two or more pieces.

### Description:

**Froe:** A froe has a long handle with a straight blade set at a right angle to the handle.

**Kindling Axe / Splitter:** A kindling axe or splitter has a wooden handle and a straight blade, used for splitting wood.

### Transporting & passing:

- Keep the splitter or froe in a locked toolbox when not in use during sessions.
- Store the locked toolbox in the KS1 cupboard when not in use.
- Always cover the blade with its sheath when the tool is not being used.
- An adult should remove the blade cover when ready to use and maintain control of the blade. The child can then use a mallet to strike the splitter.
- After use, the adult should move the blade away and replace the blade cover.
- If the splitter or froe needs to be passed to another person, the adult should flip it and pass it by the handle.

### Position & safety:

- Create a safety bubble around the person using the tool (length of arm plus the tool).
- Place the stump or log on a white safety tarp to provide a stable working surface.
- The adult should kneel at right angles to the child, using a 3-point stance.
- The adult should remove the blade cover and position the splitter along the grain of the wood.

- The adult should hold the splitter with both hands on the handle to maintain control.

### Using the tool:

- The child uses the mallet to strike the splitter.
- The child checks that the adult is ready, then gently hits the blade 1–3 times until the wood splits.
- The adult moves the splitter away and replaces the blade cover after use.
- The child puts down the mallet and picks up the split wood pieces.

### Storage & maintenance:

- Ensure the blade cover is in place.
- Store the splitter or froe in a locked toolbox.
- Keep the locked toolbox in the KS1 cupboard when not in use.
- Check the blade for damage; repair or replace if damaged.
- Ensure the handle is secure.
- Clean the blade with a cloth after use to remove debris.
- Wipe the blade with WD40 on a cloth if storing for a long time or if the tool has been used in wet conditions.
- Replace the sheath and return the tool to the locked toolbox.

## Incident Log

- Complete the form for **every accident** resulting in injury, **near miss**, **violence or aggression**, or any event causing **ill health**.
- Record all relevant details **promptly and accurately**.
- Ensure the form is **submitted to the designated person** or department according to your organisation's procedures.

| Date and Time of incident | Location | Person injured and/or others involved | Was it a: <ul style="list-style-type: none"> <li>• Near miss</li> <li>• Ill health</li> <li>• Accident – injury</li> <li>• Violence/aggressions</li> </ul> | Was anything damaged? | What action has taken place to rectify? What was the consequence? |
|---------------------------|----------|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------------------------------------------|
|                           |          |                                       |                                                                                                                                                            |                       |                                                                   |

Name of person completing form: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix

### Declaration

I confirm that I have read and agree to follow the policies and procedures outlined in this handbook.

I agree not to take out or use my personal phone during Forest School sessions, except in an emergency.

| Full Name | Date | Signed |
|-----------|------|--------|
|           |      |        |
|           |      |        |
|           |      |        |
|           |      |        |
|           |      |        |
|           |      |        |
|           |      |        |

L = Likelihood (AC, L, P, U, R)  
 C = Consequence (I, Mi, Mo, Ma, C)  
 R = Risk Level (L, M, H, E)

## Site Risk Assessment

### Site Risk Assessment

|                                                                               |
|-------------------------------------------------------------------------------|
| Site name: West Tytherley Primary School                                      |
| Postcode: SP5 1JX                                                             |
| Location grid reference: SU2729                                               |
| Assessment carried out by: Owena Archer                                       |
| Signature: <i>O. R. P. Archer</i> Date: 03.09.2026<br>Review date: 03.09.2027 |

| Risk Matrix |                |               |          |          |          |              |
|-------------|----------------|---------------|----------|----------|----------|--------------|
| Likelihood  | Consequence    |               |          |          |          |              |
|             |                | Insignificant | Minor    | Moderate | Major    | Catastrophic |
|             | Almost certain | Moderate      | High     | High     | Extreme  | Extreme      |
|             | Likely         | Moderate      | Moderate | High     | Extreme  | Extreme      |
|             | Possible       | Low           | Moderate | High     | High     | Extreme      |
|             | Unlikely       | Low           | Low      | Moderate | High     | High         |
|             | Rare           | Low           | Low      | Low      | Moderate | High         |

| Hazard                                | Risk              | Level of risk<br>(use matrix) |      |     | Control methods                                                    | New level of<br>risk<br>(use matrix) |      |     |
|---------------------------------------|-------------------|-------------------------------|------|-----|--------------------------------------------------------------------|--------------------------------------|------|-----|
|                                       |                   | L                             | C    | R   |                                                                    | L                                    | C    | R   |
| Access to the site                    |                   |                               |      |     |                                                                    |                                      |      |     |
| On School Grounds across school field | Tripped and slips | Minor                         | Rare | Low | Staff to walk children across the field to the Forest School Area. | Insignificant                        | Rare | Low |

| Hazard                             | Risk                                  | Level of risk<br>(use matrix) |              |         | Control methods                                                                                                                                                                                                                                                                                                               | New level of risk<br>(use matrix) |       |          |
|------------------------------------|---------------------------------------|-------------------------------|--------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------|----------|
|                                    |                                       | L                             | C            | R       |                                                                                                                                                                                                                                                                                                                               | L                                 | C     | R        |
| <b>Boundaries around the site</b>  |                                       |                               |              |         |                                                                                                                                                                                                                                                                                                                               |                                   |       |          |
| <b>Fences and gates</b>            | Leaving site, abduction, death        | Possible                      | Catastrophic | Extreme | Gates to access Forest School area to be padlocked when not in use.<br>Adult to open and close padlock when ready to supervise children.<br>Fences to be checked termly for wear and tear and repaired as needed.<br>Regular head counts taken<br>Emergency Protocol and lost child procedures know by all supporting adults. | Rare                              | Major | Moderate |
| <b>Hedges / wire fencing</b>       | Leaving site, cuts, abduction, death, | Possible                      | Catastrophic | Extreme | Hedges to be checked termly for gaps and wire fencing to be intact<br>Contractors to regularly cut and maintain hedges<br>Regular head counts taken<br>Emergency Protocol and lost child procedures know by all supporting adults.<br>First Aider and kit on site.                                                            | Rare                              | Major | Moderate |
| <b>Other people using the site</b> |                                       |                               |              |         |                                                                                                                                                                                                                                                                                                                               |                                   |       |          |
| <b>Visitors</b>                    | Strangers, abduction                  | Rare                          | Catastrophic | High    | All visitor signed in at the school office.<br>Necessary checks are completed by the office staff.<br>All visitors without up-to-date DBS checks are always escorted by a member of staff                                                                                                                                     | Rare                              | Major | Moderate |
| <b>Other children / classes</b>    | Bumps, bruises, major or minor injury | Possible                      | Major        | High    | Ensure the other staff knows when the Forest School Area is being used for Forest School so they don't come outside to do their outdoor learning sessions in this area during session times.                                                                                                                                  | Rare                              | Minor | Low      |
| <b>Canopy layer</b>                |                                       |                               |              |         |                                                                                                                                                                                                                                                                                                                               |                                   |       |          |

|                                   |                                                                             |          |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          |              |          |
|-----------------------------------|-----------------------------------------------------------------------------|----------|--------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|----------|
| <b>Falling trees and branches</b> | Death, major and minor injury                                               | Possible | Catastrophic | Extreme  | Forest School Leader to check weather forecast before each session for wind speed and direction. Forest School Leader to check trees before each session for broken branches or signs of damage as well as their response to the weather conditions when forecast is predicting >40mph winds.<br>Sessions to be moved indoors or onto the field area when the Forest School Leader judges that there is danger or damage to the trees. Trees to be checked by a tree surgeon before the area is reused.<br>Emergency Protocol know and followed by all adults. First Aider and kit on site. | Unlikely | Catastrophic | High     |
| <b>Shrub layer</b>                |                                                                             |          |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          |              |          |
| <b>Brambles</b>                   | Scratches, cuts                                                             | Possible | Minor        | Moderate | Educate children in identifying brambles and the thorns they have. Show the children the location of the brambles in our Forest School Area.<br>First Aid kit and First Aider on site.                                                                                                                                                                                                                                                                                                                                                                                                      | Unlikely | Minor        | Low      |
| <b>Bushes and Hazel Shrubs</b>    | Pokes, cuts, scratches                                                      | Unlikely | Minor        | Low      | Clear pathways for children and adults to use through the area.<br>Sharp or pointed branches to be cut<br>Monitor, discuss and uphold behaviour expectations during sessions                                                                                                                                                                                                                                                                                                                                                                                                                | Rare     | Minor        | Low      |
| <b>Holly</b>                      | Leaves - Scratches, cuts<br>Berries – severe illness, diarrhoea, drowsiness | Possible | Major        | Extreme  | Clear pathways for children and adults to use through the area.<br>Educate children on identification and the dangers that holly can pose both sharp leaves and poisonous berries.<br>Children to wear long sleeves and trousers.<br>First Aider and First Aid kit available on site.                                                                                                                                                                                                                                                                                                       | Unlikely | Major        | High     |
| Low branches                      | Bumps / Bruises<br>Pokes / Scratches<br>Minor or major injury<br>Concussion | Possible | Major        | High     | Suitable clothing and footwear to be worn<br>Remind children on the hazards on the site<br>Discuss and supervise behaviour expectations (e.g. where to run safely, where to walk or move with caution)                                                                                                                                                                                                                                                                                                                                                                                      | Unlikely | Minor        | Moderate |

|                                        |                                                                       |          |               |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |               |          |
|----------------------------------------|-----------------------------------------------------------------------|----------|---------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------|----------|
| <b>Field layer</b>                     |                                                                       |          |               |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |               |          |
| <b>Stinging Nettles</b>                | Stinging, rashes                                                      | Likely   | Insignificant | Moderate | Suitable clothing and footwear to be worn (e.g. long sleeves, trousers and strong shoes/boots)<br>Clear pathways for children and adults to move through the area<br>Educate children to identify stinging nettles.<br>Show the children the areas where stinging nettles grow on our site.<br>Set up activities away from these areas<br>First Aider and First Aid kit, including cool packs on site.                                                             | Possible | Insignificant | Low      |
| <b>Ground layer</b>                    |                                                                       |          |               |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |               |          |
| <b>Exposed Roots and uneven ground</b> | Trips / scraps<br>Twists / sprains / strains / breaks<br>Minor injury | Possible | Moderate      | High     | Suitable footwear to be worn by all<br>Clear Pathways for children and adults to use<br>First Aider and First Aid kit, including cool packs on site.                                                                                                                                                                                                                                                                                                               | Unlikely | Moderate      | Moderate |
| <b>Poisonous fungi and plants</b>      | Poison – severe illness, diarrhoea, drowsiness                        | Possible | Catastrophic  | Extreme  | Educate children to not eat anything from the site without adult direction and items being cleaned.<br>Educate children on the dangers of poisonous plants, berries and fungi.<br>Adults to monitor areas where fungi grows while children have access to area.<br>Access to handwashing on site.<br>Paediatric first aider in attendance and first aid kit to be taken to area.<br>Follow emergency procedures in the event of any poisonous item being consumed. | Rare     | Catastrophic  | High     |
| <b>Structures</b>                      |                                                                       |          |               |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |               |          |

|                                                |                                                               |          |              |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |          |              |          |
|------------------------------------------------|---------------------------------------------------------------|----------|--------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|----------|
| <b>Raised Ponds</b>                            | Death by drowning                                             | Possible | Catastrophic | Extreme | Access gate to be locked by a padlock when not in use.<br>Adult to supervise pond use.<br>At least one adult to be allocated responsibility to monitor pond when children are accessing the area.<br>Children to keep both feet on the ground when using the pond (not to stand on the sides of the raised pond).<br>Paediatric first aider in attendance and first aid kit to be taken to area.                                                                                                                                                                                                          | Unlikely | Catastrophic | High     |
| <b>Wooden decking area, steps and walkways</b> | Broken bones, cuts and grazes                                 | Likely   | Moderate     | High    | A walking rule established and monitored.<br>Adults to check for any dangers or wear and tear of the structure at the start of each session.<br>Expected behaviour to be established for sessions.                                                                                                                                                                                                                                                                                                                                                                                                        | Unlikely | Moderate     | Moderate |
| <b>Animals on site</b>                         |                                                               |          |              |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |          |              |          |
| <b>Possible ticks (no known deer on site)</b>  | Death, major/minor illness (Lyme's disease, TBE & Babesiosis) | Unlikely | Catastrophic | High    | Suitable clothing and footwear to be worn (e.g. long sleeves, trousers and strong shoes/boots)<br>Clear pathways for children and adults to move through the area<br>Information leaflets to be sent out to parents before Forest School sessions during tick season (Spring / summer).<br>Education child on ticks and what to look out for.<br>Any ticks found during sessions to be removed by Forest School Leader (trained First Aider) using a tick removal tool. Parents to be informed of removal and tick site.<br>Any tick not able to be removed successfully, parents to be phoned to inform. | Rare     | Major        | Moderate |

|                                                                                 |                                                                      |          |              |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |              |          |
|---------------------------------------------------------------------------------|----------------------------------------------------------------------|----------|--------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|----------|
| <b>Squirrels, hedgehogs, cats, foxes (scats)</b>                                | Parasites – tapeworm, roundworm and bacteria                         | Unlikely | Major        | High    | Any scat in main area to be cleared away by an adult wearing gloves.<br>Children to be educated about scat and directed not the touch.<br>Hands to be washed after every Forest School sessions with warm soapy water.                                                                                                                                                                                                                                                                                                                                                                                                                     | Rare     | Major        | Moderate |
| <b>Insects</b>                                                                  | Stings and bites<br>Allergic reaction<br>Anaphylactic shock<br>Death | Likely   | Catastrophic | Extreme | Suitable clothing and footwear to be worn (e.g. long sleeves, trousers and strong shoes/boots)<br>Clear pathways for children and adults to move through the area<br>Information regarding past stings and known allergies to be collected and checked before sessions start.<br>Educate children on bees, wasps and other biting insects.<br>Parents to be encouraged to apply insect repellent on their children before sessions.<br>In the event of a sting, child to be monitored closely for any reaction and emergency procedures to be followed if reaction is observed.<br>Paediatric First Aider and First Aid kit to be on site. | Unlikely | Catastrophic | High     |
| <b>Topography i.e., slopes, cliffs, ditches</b>                                 |                                                                      |          |              |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |              |          |
| <b>Slopes</b>                                                                   | Bumps, bruises, grazes<br>Twists, sprains, strains and breaks        | Unlikely | Major        | High    | Suitable clothing and footwear to be worn (e.g. long sleeves, trousers and strong shoes/boots)<br>Expected behaviour to be established for sessions.<br>Children reminded to take care on slopes and uneven ground at the start of each session.<br>Activities to be set up away from slopes.<br>Paediatric first aider in attendance and first aid kit to be taken to area.                                                                                                                                                                                                                                                               | Rare     | Major        | Moderate |
| <b>Weather</b> (incl. climate change induced severe & unpredictable conditions) |                                                                      |          |              |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |              |          |

|                                            |                                                                   |          |              |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |      |              |          |
|--------------------------------------------|-------------------------------------------------------------------|----------|--------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------|----------|
| <b>Lightning strikes</b>                   | Lightning Strike, death<br>Trees/branches falling                 | Unlikely | Catastrophic | High    | Sessions to be indoors when lightning is within 20 miles of site.<br>Forest School Leader to use Lightning checker to keep aware of possible danger.<br>Forest School can resume outside 30 minutes after last thunder is heard.                                                                                                                                                                                                                                         | Rare | Catastrophic | High     |
| <b>Severe rain, hail or icy conditions</b> | Hypothermia, major injury                                         | Possible | Major        | High    | Children to wear appropriate clothes and footwear for the weather conditions.<br>Shelter available to protect children and adults from unpredicted conditions.<br>Children to have a dry change of clothes to change into.<br>Session to be cut short if children are cold or uncomfortable.<br>Paediatric First Aider to be present and to access dangers of hypothermia.                                                                                               | Rare | Major        | Moderate |
| <b>Extreme hot conditions</b>              | Heatstroke, sun burn, dehydration, death                          | Possible | Catastrophic | Extreme | Forest School Leader to check weather conditions before each session.<br>Children to wear appropriate clothes for the weather conditions.<br>Children to have sunscreen applied to bare skin by parents before school or by child before session.<br>All children to wear a sunhat.<br>Adults to monitor children and direct to the shade or to sit and rest, if needed.<br>Water / drinks available always.<br>Paediatric First Aider to be present will first aid kit. | Rare | Catastrophic | High     |
| <b>High Winds and stormy conditions</b>    | Falling branches<br>Falling trees<br>Minor or major injury, death | Unlikely | Catastrophic | Extreme | Forest School Leader to check weather conditions before each session<br>Sessions to run indoors if winds are predicted over 45mph or if Forest School leader judges the site to be too dangerous.<br>Site to be checked before each session with a daily site risk assessment to be completed.<br>Children to wear appropriate clothes for the weather conditions.                                                                                                       | Rare | Catastrophic | High     |
| <b>Other</b>                               |                                                                   |          |              |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |      |              |          |

[illegible]

## Risk Benefit Assessments

L = Likelihood (AC, L, P, U, R)  
C = Consequence (I, Mi, Mo, Ma, C)  
R = Risk Level (L, M, H, E)

|                                              | emotional, social, spiritual learning & development)                                                                                                                                                                               |                            |                                                                                                                                                                                          | L        | C            | R       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | L    | C            | R    |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------|------|
| Collecting bugs (insects, invertebrates etc) | <ul style="list-style-type: none"> <li>Teamwork</li> <li>Sense of achievement</li> <li>Identification skills</li> <li>Caring for the environment</li> <li>Awareness of sustainability</li> <li>Caring for living things</li> </ul> | Living plants              | <ul style="list-style-type: none"> <li>Cuts/prickles</li> <li>Stings/rash</li> <li>Poisonous reactions</li> <li>Allergic reactions</li> <li>Anaphylactic shock</li> <li>Death</li> </ul> | Possible | Catastrophic | Extreme | <ul style="list-style-type: none"> <li>Suitable protective clothes and footwear to be worn (e.g. long sleeves, trousers and strong shoes)</li> <li>Develop children's knowledge about plants to avoid (e.g. stinging nettles, brambles, poisonous berries and fungi)</li> <li>Adults to monitor children and remind them to avoid the hazardous plants when collecting bugs</li> <li>Establish routines about caring for the site and keeping to the paths to avoid trampling the living plants</li> <li>Gardening gloves available to protect hands</li> <li>Hand washing facilities available on site</li> <li>Children to wash hands after activity</li> <li>First Aid kit and trained first Aider to be on site</li> </ul>                                                                               | Rare | Catastrophic | High |
|                                              |                                                                                                                                                                                                                                    | Insects / living creatures | <ul style="list-style-type: none"> <li>Bites</li> <li>Stings</li> <li>Allergic reactions</li> <li>Anaphylactic shock</li> <li>Death</li> </ul>                                           | Possible | Catastrophic | Extreme | <ul style="list-style-type: none"> <li>Forest School Leader to check site (see Site RA and Daily Site RA)</li> <li>Discuss invertebrates to avoid collecting (e.g. those that sting or bite)</li> <li>Children to have identification guides</li> <li>Adult to monitor and support, as needed</li> <li>Children to use pots and spoons to collect and observe living insects</li> <li>Children to return invertebrates to their homes after observations</li> <li>Hand washing facilities available on site</li> <li>Children to wash hands after activity</li> <li>First Aid kit and trained first Aider to be on site</li> <li>Individual epi-pens to be taken to site.</li> <li>Emergency epi-pens available in Headteachers Office. On staff to be trained in allergy awareness and response.</li> </ul> | Rare | Catastrophic | High |

## Risk Benefit Assessment for: Clay Play

L = Likelihood (AC, L, P, U, R)  
C = Consequence (I, Mi, Mo, Ma, C)  
R = Risk Level (L, M, H, E)

|                                                                            |
|----------------------------------------------------------------------------|
| Assessment carried out by:<br>Owena Archer                                 |
| Signature: O. R. P. Archer<br>Date: 03.09.2026<br>Review date: 03.09.2027  |
| Other RAs referred to:<br>Site Risk Assessment, Daily Site Risk Assessment |

| Risk Matrix |                |               |          |          |          |              |
|-------------|----------------|---------------|----------|----------|----------|--------------|
| Likelihood  | Consequence    |               |          |          |          |              |
|             |                | Insignificant | Minor    | Moderate | Major    | Catastrophic |
|             | Almost certain | Moderate      | High     | High     | Extreme  | Extreme      |
|             | Likely         | Moderate      | Moderate | High     | Extreme  | Extreme      |
|             | Possible       | Low           | Moderate | High     | High     | Extreme      |
|             | Unlikely       | Low           | Low      | Moderate | High     | High         |
|             | Rare           | Low           | Low      | Low      | Moderate | High         |

| Specific activity | Benefit<br>(Physical, social,<br>cognitive,<br>linguistic,<br>emotional, social,<br>spiritual learning<br>& development) | Hazard | Risk | Level of risk<br>(use Matrix) |   |   | Control methods | New level<br>of risk<br>(use Matrix) |   |   |
|-------------------|--------------------------------------------------------------------------------------------------------------------------|--------|------|-------------------------------|---|---|-----------------|--------------------------------------|---|---|
|                   |                                                                                                                          |        |      | L                             | C | R |                 | L                                    | C | R |
|                   |                                                                                                                          |        |      |                               |   |   |                 |                                      |   |   |

|           |                                                                                                                                                                                                                                                                        |      |                                                                                                                                                                                               |          |       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |      |       |     |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------|-----|
| Clay Play | <ul style="list-style-type: none"> <li>Developing community spirit</li> <li>friendships</li> <li>Caring for the environment</li> <li>Awareness of sustainability</li> <li>Resilience</li> <li>Confidence</li> <li>Sensory needs</li> <li>Managing own risks</li> </ul> | Clay | <ul style="list-style-type: none"> <li>Slips / bumps</li> <li>Concussion</li> <li>Illness / bacteria</li> <li>Infections / parasites / diseases</li> <li>Getting wet / Hypothermia</li> </ul> | Possible | Minor | Moderate | <ul style="list-style-type: none"> <li>Suitable protective clothes and footwear to be worn (e.g. long sleeves, trousers and strong shoes)</li> <li>Children who are wet and cold to be taking back into school to get changed and warm</li> <li>Establish routines about caring for the environment and the boundaries for using clay</li> <li>Establish behaviour expectations (e.g. no running, no throwing clay)</li> <li>Hand washing facilities available on site</li> <li>Children to wash hands after activity</li> <li>Children to wash their hands when back in school</li> <li>Cuts and open wounds to be covered before clay play</li> <li>No eating or drinking during activity.</li> <li>First Aid kit and trained first Aider to be on site</li> </ul> | Rare | Minor | Low |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------|-----|

## Risk Benefit Assessment for: Collecting Natural Materials

|                                                                            |                  |
|----------------------------------------------------------------------------|------------------|
| Assessment carried out by:<br>Owena Archer                                 |                  |
| Signature:<br>O. R. P. Archer                                              | Date: 03.09.2026 |
| Review date: 03.09.2027                                                    |                  |
| Other RAs referred to:<br>Site Risk Assessment, Daily Site Risk Assessment |                  |

**L = Likelihood (AC, L, P, U, R)**  
**C = Consequence (I, Mi, Mo, Ma, C)**  
**R = Risk Level (L, M, H, E)**

| Risk Matrix |                |               |          |          |          |              |
|-------------|----------------|---------------|----------|----------|----------|--------------|
| Likelihood  | Consequence    |               |          |          |          |              |
|             |                | Insignificant | Minor    | Moderate | Major    | Catastrophic |
|             | Almost certain | Moderate      | High     | High     | Extreme  | Extreme      |
|             | Likely         | Moderate      | Moderate | High     | Extreme  | Extreme      |
|             | Possible       | Low           | Moderate | High     | High     | Extreme      |
|             | Unlikely       | Low           | Low      | Moderate | High     | High         |
|             | Rare           | Low           | Low      | Low      | Moderate | High         |

| Specific activity            | Benefit<br>(Physical, social,<br>cognitive,<br>linguistic,<br>emotional, social,<br>spiritual learning<br>& development)                                                                         | Hazard        | Risk                                                                                                                                                                                     | Level of risk<br>(use Matrix) |              |         | Control methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | New level<br>of risk<br>(use<br>Matrix) |              |      |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|--------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--------------|------|
|                              |                                                                                                                                                                                                  |               |                                                                                                                                                                                          | L                             | C            | R       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | L                                       | C            | R    |
| Collecting natural materials | <ul style="list-style-type: none"> <li>Teamwork</li> <li>Sense of achievement</li> <li>Identification skills</li> <li>Caring for the environment</li> <li>Awareness of sustainability</li> </ul> | Living plants | <ul style="list-style-type: none"> <li>Cuts/prickles</li> <li>Stings/rash</li> <li>Poisonous reactions</li> <li>Allergic reactions</li> <li>Anaphylactic shock</li> <li>Death</li> </ul> | Possible                      | Catastrophic | Extreme | <ul style="list-style-type: none"> <li>Suitable protective clothes and footwear to be worn (e.g. long sleeves, trousers and strong shoes)</li> <li>Develop children's knowledge about plants to avoid (e.g. stinging nettles, brambles, poisonous berries and fungi)</li> <li>Discuss supporting sustainability of the site and selecting materials carefully (e.g. rule of four – leave three for natural, pick one)</li> <li>If tools are required to collect natural materials, Forest School leader to supervise use (see tool procedures and RBA)</li> <li>Adults to monitor children and remind them to avoid the hazardous plants when collecting their materials</li> <li>Establish routines about caring for the site and keeping to the paths to avoid trampling the living plants</li> <li>Gardening gloves available to protect hands</li> <li>Hand washing facilities available on site</li> <li>Children to wash hands after activity</li> <li>First Aid kit and trained first Aider to be on site</li> </ul> | Rare                                    | Catastrophic | High |

|                                |                                                                                                                                                                    |                            |                                                                                                                                                                                                                               |          |              |         |                                                                                                                                                                                                                                                                                                                                                                                                                        |      |              |      |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------|------|
|                                |                                                                                                                                                                    | Insects / living creatures | <ul style="list-style-type: none"> <li>• Bites</li> <li>• Stings</li> <li>• Allergic reactions</li> <li>• Anaphylactic shock</li> <li>• Death</li> </ul>                                                                      | Possible | Catastrophic | Extreme | <ul style="list-style-type: none"> <li>• Forest School Leader to check site (see Site RA and Daily Site RA)</li> <li>• Children to check for living insects and creatures before collecting natural materials</li> <li>• Hand washing facilities available on site</li> <li>• Children to wash hands after activity</li> <li>• First Aid kit and trained first Aider to be on site</li> </ul>                          | Rare | Catastrophic | High |
| Disposing of natural materials | <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Organisation</li> <li>• Completing tasks</li> <li>• Looking after the site and environment</li> </ul> | Natural Materials          | <ul style="list-style-type: none"> <li>• Bumps/bruises</li> <li>• Cuts/prickles</li> <li>• Stings/rash</li> <li>• Poisonous reactions</li> <li>• Allergic reactions</li> <li>• Anaphylactic shock</li> <li>• Death</li> </ul> | Possible | Catastrophic | Extreme | <ul style="list-style-type: none"> <li>• Adult to supervise sorting and disposal of natural materials</li> <li>• All sticks and reusable natural resources to be spread on site, to be reused during another sessions</li> <li>• Any waste materials to be gathered and taken back to school to disposed of or recycled</li> <li>• Work gloves to be available to protect hands when disposing of materials</li> </ul> | Rare | Catastrophic | High |

L = Likelihood (AC, L, P, U, R)  
 C = Consequence (I, Mi, Mo, Ma, C)  
 R = Risk Level (L, M, H, E)

## Risk Benefit Assessment for: Carving with a clipper knife

|                                                                            |
|----------------------------------------------------------------------------|
| Assessment carried out by:<br>Owena Archer                                 |
| Signature: O. R. P. Archer<br>Date: 03.09.2026<br>Review date: 03.09.2027  |
| Other RAs referred to:<br>Site Risk Assessment, Daily Site Risk Assessment |

| Risk Matrix |                |               |          |          |          |              |
|-------------|----------------|---------------|----------|----------|----------|--------------|
| Likelihood  | Consequence    |               |          |          |          |              |
|             |                | Insignificant | Minor    | Moderate | Major    | Catastrophic |
|             | Almost certain | Moderate      | High     | High     | Extreme  | Extreme      |
|             | Likely         | Moderate      | Moderate | High     | Extreme  | Extreme      |
|             | Possible       | Low           | Moderate | High     | High     | Extreme      |
|             | Unlikely       | Low           | Low      | Moderate | High     | High         |
|             | Rare           | Low           | Low      | Low      | Moderate | High         |

| Specific activity  | Benefit<br>(Physical, social, cognitive, linguistic, emotional, social, spiritual learning & development)                                         | Hazard        | Risk                                                                                      | Level of risk<br>(use Matrix) |       |          | Control methods                                                                                                                                                                                                                                                                                                                                                                                 | New level of risk<br>(use Matrix) |       |     |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------------|-------------------------------|-------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------|-----|
|                    |                                                                                                                                                   |               |                                                                                           | L                             | C     | R        |                                                                                                                                                                                                                                                                                                                                                                                                 | L                                 | C     | R   |
| Carving green wood | <ul style="list-style-type: none"> <li>Independence</li> <li>Taking ownership of own decisions</li> <li>Planning and making own design</li> </ul> | Sticks / logs | <ul style="list-style-type: none"> <li>Pokes / bumps</li> <li>Cuts / scratches</li> </ul> | Possible                      | Minor | Moderate | <ul style="list-style-type: none"> <li>Suitable protective clothes and footwear to be worn (e.g. long sleeves, trousers and strong shoes)</li> <li>Area to be marked clearly for use of tools with a white trap. All children to know what that white tarp show danger.</li> <li>Behaviour management and expectations in place.</li> <li>No through way or route through tool area.</li> </ul> | Unlikely                          | Minor | Low |

|  |                                                                                                                                                                |             |                                                                                                                                               |          |              |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |      |              |      |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------|------|
|  | <ul style="list-style-type: none"> <li>• Understanding wood and how it can be used</li> <li>• Perseverance</li> <li>• Risk awareness and management</li> </ul> | Click Knife | <ul style="list-style-type: none"> <li>• Cuts / scraps</li> <li>• Minor or major injury</li> <li>• Loss of digits</li> <li>• Death</li> </ul> | Possible | Catastrophic | Extreme | <ul style="list-style-type: none"> <li>• Freshly cut green wood to be used.</li> <li>• Child to have experience using the peeler before handling a knife</li> <li>• Forest School Leader to ensure children understand the dangers and knows where the sharp blade is on the knife. Carving to be either against a stump using a 3-point stance or seated with both legs to one side or between spread knees.</li> <li>• Forest School Leader to model and scaffold hold and use of knife</li> <li>• Tool area to be marked clearly for use of tools with a white trap. All children to know that white tarps show dangerous working area.</li> <li>• Behaviour management and expectations in place.</li> <li>• No through way or route through tool area.</li> <li>• Forest School Leader to work 1:1 with a child with knife.</li> <li>• Knife to be stored in a locked toolbox during sessions and the lock toolbox to be stored in the KS1 cupboard when not in use.</li> <li>• First Aider and First Aid kit available on site.</li> </ul> | Rare | Catastrophic | High |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------|------|

L = Likelihood (AC, L, P, U, R)  
 C = Consequence (I, Mi, Mo, Ma, C)  
 R = Risk Level (L, M, H, E)

## Risk Benefit Assessment for: Cutting using secateurs or loopers

|                                                                            |
|----------------------------------------------------------------------------|
| Assessment carried out by:<br>Owena Archer                                 |
| Signature: O. R. P. Archer<br>Date: 03.09.2026<br>Review date: 03.09.2027  |
| Other RAs referred to:<br>Site Risk Assessment, Daily Site Risk Assessment |

| Risk Matrix |                |               |          |          |          |              |
|-------------|----------------|---------------|----------|----------|----------|--------------|
| Likelihood  | Consequence    |               |          |          |          |              |
|             |                | Insignificant | Minor    | Moderate | Major    | Catastrophic |
|             | Almost certain | Moderate      | High     | High     | Extreme  | Extreme      |
|             | Likely         | Moderate      | Moderate | High     | Extreme  | Extreme      |
|             | Possible       | Low           | Moderate | High     | High     | Extreme      |
|             | Unlikely       | Low           | Low      | Moderate | High     | High         |
|             | Rare           | Low           | Low      | Low      | Moderate | High         |

| Specific activity  | Benefit<br>(Physical, social, cognitive, linguistic, emotional, social, spiritual learning & development)                                         | Hazard | Risk                                                                                      | Level of risk<br>(use Matrix) |       |          | Control methods                                                                                                                                                                                                                                                                                                                                                                                 | New level of risk<br>(use Matrix) |       |     |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------|-------------------------------------------------------------------------------------------|-------------------------------|-------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------|-----|
|                    |                                                                                                                                                   |        |                                                                                           | L                             | C     | R        |                                                                                                                                                                                                                                                                                                                                                                                                 | L                                 | C     | R   |
| Cutting green wood | <ul style="list-style-type: none"> <li>Independence</li> <li>Taking ownership of own decisions</li> <li>Planning and making own design</li> </ul> | Sticks | <ul style="list-style-type: none"> <li>Pokes / bumps</li> <li>Cuts / scratches</li> </ul> | Possible                      | Minor | Moderate | <ul style="list-style-type: none"> <li>Suitable protective clothes and footwear to be worn (e.g. long sleeves, trousers and strong shoes)</li> <li>Area to be marked clearly for use of tools with a white trap. All children to know what that white tarp show danger.</li> <li>Behaviour management and expectations in place.</li> <li>No through way or route through tool area.</li> </ul> | Unlikely                          | Minor | Low |

|  |                                                                                                                                                                                                                              |           |                                                                                                                     |        |       |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |      |       |          |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------|--------|-------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------|----------|
|  | <ul style="list-style-type: none"> <li>• Understanding wood and how it can be used</li> <li>• Caring for the environment</li> <li>• Understanding impact on surroundings</li> <li>• Learning about how trees grow</li> </ul> | Secateurs | <ul style="list-style-type: none"> <li>• Cuts</li> <li>• Loss of digits</li> <li>• Minor or major injury</li> </ul> | Likely | Major | Extreme | <ul style="list-style-type: none"> <li>• Freshly cut green wood to be cut.</li> <li>• Adult to model and scaffold use of secateurs. Ensuring children know which way to hold the secateurs to use them safely.</li> <li>• Adult to show using example sticks the suitable thickness to cut using secateurs.</li> <li>• Adult to ensure children understand the dangers and the sharp parts of the secateurs.</li> <li>• Area to be marked clearly for use of tools with a white trap. All children to know that white tarps show dangerous working area.</li> <li>• Behaviour management and expectations in place.</li> <li>• No through way or route through tool area.</li> <li>• Forest School Leader to supervise 1:1 when children are using the secateurs</li> <li>• Secateurs to be stored in a locked toolbox during sessions and the lock toolbox to be stored in the KS1 cupboard when not in use.</li> <li>• First Aider and First Aid kit available on site.</li> </ul> | Rare | Major | Moderate |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------|--------|-------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------|----------|

|  |  |         |                                                                                                                                       |        |              |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      |              |      |
|--|--|---------|---------------------------------------------------------------------------------------------------------------------------------------|--------|--------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------|------|
|  |  | Loopers | <ul style="list-style-type: none"> <li>• Cuts</li> <li>• Loss of digits</li> <li>• Minor and major injury</li> <li>• Death</li> </ul> | Likely | Catastrophic | Extreme | <ul style="list-style-type: none"> <li>• Freshly cut green wood to be cut.</li> <li>• Adult to model and scaffold use of loopers. Ensuring children know which way to hold the loopers to use them safely.</li> <li>• Adult to show using example sticks the suitable thickness to cut using loopers.</li> <li>• Adult to ensure children understand the dangers and the sharp parts of the loopers.</li> <li>• Area to be marked clearly for use of tools with a white trap. All children to know that white tarps show dangerous working area.</li> <li>• Behaviour management and expectations in place. No running around tools area.</li> <li>• No through way or route through tool area.</li> <li>• Forest School Leader to supervise 1:1 when children are using the loopers.</li> <li>• Loopers to be stored in a locked toolbox during sessions and locked toolbox to be stored in the KS1 cupboard when not in use.</li> <li>• First Aider and First Aid kit available on site.</li> </ul> | Rare | Catastrophic | High |
|--|--|---------|---------------------------------------------------------------------------------------------------------------------------------------|--------|--------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------|------|

## Risk Benefit Assessment for: Drilling with palm drills

L = Likelihood (AC, L, P, U, R)  
C = Consequence (I, Mi, Mo, Ma, C)  
R = Risk Level (L, M, H, E)

|                                                                            |
|----------------------------------------------------------------------------|
| Assessment carried out by:<br>Owena Archer                                 |
| Signature: O. R. P. Archer<br>Date: 03.09.2026<br>Review date: 03.09.2027  |
| Other RAs referred to:<br>Site Risk Assessment, Daily Site Risk Assessment |

| Risk Matrix |                |               |          |          |          |              |
|-------------|----------------|---------------|----------|----------|----------|--------------|
| Likelihood  | Consequence    |               |          |          |          |              |
|             |                | Insignificant | Minor    | Moderate | Major    | Catastrophic |
|             | Almost certain | Moderate      | High     | High     | Extreme  | Extreme      |
|             | Likely         | Moderate      | Moderate | High     | Extreme  | Extreme      |
|             | Possible       | Low           | Moderate | High     | High     | Extreme      |
|             | Unlikely       | Low           | Low      | Moderate | High     | High         |
|             | Rare           | Low           | Low      | Low      | Moderate | High         |

| Specific activity   | Benefit<br>(Physical, social,<br>cognitive,<br>linguistic,<br>emotional, social,<br>spiritual learning<br>& development)                          | Hazard        | Risk                                                                                      | Level of risk<br>(use Matrix) |       |          | Control methods                                                                                                                                                                                                                                                                                                                                                                                 | New level<br>of risk<br>(use<br>Matrix) |       |     |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------------|-------------------------------|-------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------|-----|
|                     |                                                                                                                                                   |               |                                                                                           | L                             | C     | R        |                                                                                                                                                                                                                                                                                                                                                                                                 | L                                       | C     | R   |
| Drilling green wood | <ul style="list-style-type: none"> <li>Independence</li> <li>Taking ownership of own decisions</li> <li>Planning and making own design</li> </ul> | Sticks / logs | <ul style="list-style-type: none"> <li>Pokes / bumps</li> <li>Cuts / scratches</li> </ul> | Possible                      | Minor | Moderate | <ul style="list-style-type: none"> <li>Suitable protective clothes and footwear to be worn (e.g. long sleeves, trousers and strong shoes)</li> <li>Area to be marked clearly for use of tools with a white tarp. All children to know what that white tarp show danger.</li> <li>Behaviour management and expectations in place.</li> <li>No through way or route through tool area.</li> </ul> | Unlikely                                | Minor | Low |

|  |                                                                                                                   |            |                                                                                                |          |       |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |      |       |          |
|--|-------------------------------------------------------------------------------------------------------------------|------------|------------------------------------------------------------------------------------------------|----------|-------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------|----------|
|  | <ul style="list-style-type: none"> <li>Understanding wood and how it can be used</li> <li>Perseverance</li> </ul> | Palm Drill | <ul style="list-style-type: none"> <li>Cuts / scraps</li> <li>Minor or major injury</li> </ul> | Possible | Major | High | <ul style="list-style-type: none"> <li>Freshly cut green wood to be used.</li> <li>Forest School Leader to model and scaffold use of palm drills. Ensuring children know which way to hold the drill.</li> <li>Forest School Leader to ensure children understand the dangers and knows that the end of the drill is sharp.</li> <li>Drilling stumps to be the right height for children to work on. Children to kneel at the stump in a 3-point stance. Pushing the drill down towards the stump.</li> <li>Tool area to be marked clearly for use of tools with a white trap. All children to know that white tarps show dangerous working area.</li> <li>Behaviour management and expectations in place.</li> <li>No through way or route through tool area.</li> <li>Forest School Leader to supervise 1:1 (or 1:2 when children are more confident) when children are using the palm drills.</li> <li>Palm drills to be stored in a locked toolbox during sessions and the lock toolbox to be stored in the KS1 cupboard when not in use.</li> <li>First Aider and First Aid kit available on site.</li> </ul> | Rare | Major | Moderate |
|--|-------------------------------------------------------------------------------------------------------------------|------------|------------------------------------------------------------------------------------------------|----------|-------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------|----------|

L = Likelihood (AC, L, P, U, R)  
 C = Consequence (I, Mi, Mo, Ma, C)  
 R = Risk Level (L, M, H, E)

## Risk Benefit Assessment for: Fire Lighting (using fire strikers)

|                                                                            |
|----------------------------------------------------------------------------|
| Assessment carried out by:<br>Owena Archer                                 |
| Signature: O. R. P. Archer<br>Date: 03.09.2026<br>Review date: 03.09.2027  |
| Other RAs referred to:<br>Site Risk Assessment, Daily Site Risk Assessment |

| Risk Matrix |                |               |          |          |          |              |
|-------------|----------------|---------------|----------|----------|----------|--------------|
| Likelihood  | Consequence    |               |          |          |          |              |
|             |                | Insignificant | Minor    | Moderate | Major    | Catastrophic |
|             | Almost certain | Moderate      | High     | High     | Extreme  | Extreme      |
|             | Likely         | Moderate      | Moderate | High     | Extreme  | Extreme      |
|             | Possible       | Low           | Moderate | High     | High     | Extreme      |
|             | Unlikely       | Low           | Low      | Moderate | High     | High         |
|             | Rare           | Low           | Low      | Low      | Moderate | High         |

| Specific activity | Benefit<br>(Physical, social,<br>cognitive,<br>linguistic,<br>emotional, social,<br>spiritual learning<br>& development) | Hazard | Risk | Level of risk<br>(use Matrix) |   |   | Control methods | New level<br>of risk<br>(use<br>Matrix) |   |   |
|-------------------|--------------------------------------------------------------------------------------------------------------------------|--------|------|-------------------------------|---|---|-----------------|-----------------------------------------|---|---|
|                   |                                                                                                                          |        |      | L                             | C | R |                 | L                                       | C | R |
|                   |                                                                                                                          |        |      |                               |   |   |                 |                                         |   |   |

|                 |                                                                                                                                                                                                                                                          |                       |                                                                                                                                                                                                                                                                                 |        |       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |       |     |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------|-----|
| Collecting Wood | <ul style="list-style-type: none"> <li>• Independence</li> <li>• Sense of achievement</li> <li>• In touch with nature</li> <li>• Identification skills</li> <li>• Awareness of living and dead wood</li> <li>• Teamwork</li> <li>• Resilience</li> </ul> | Location and handling | <ul style="list-style-type: none"> <li>• Stung by nettles / scratched by brambles</li> <li>• Jabbed, cut or scraped by sticks/twigs</li> <li>• Bitten or stung by insects or other animals</li> <li>• Lost</li> <li>• Trips, falls or grazes</li> <li>• Minor injury</li> </ul> | Likely | Minor | Moderate | <ul style="list-style-type: none"> <li>• Appropriate clothing (long sleeves and trousers) and footwear to be worn</li> <li>• Establish safe boundaries for collection area and call for returning</li> <li>• Ensure children can identify plants and insects that might sting or bite</li> <li>• Ensure children can identify types of sticks to collect for a fire (e.g. loose fallen wood, dry)</li> <li>• Establish size and length of suitable sticks (length of hand or lower arm)</li> <li>• Adult to supervise collection as appropriate for age and stage</li> <li>• Suitable timber to be supplied for offsite to support sustainability (dry or seasoned timber)</li> </ul> | Unlikely | Minor | Low |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------|-----|

|               |                                                                                                                                                                                                                                |                        |                                                                                                                                                                                                                                                       |        |              |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          |          |      |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|------|
| Fire Striking | <ul style="list-style-type: none"> <li>• Developing fine motor skills</li> <li>• Building resilience</li> <li>• Self-esteem</li> <li>• Problem solving</li> <li>• Following rules</li> <li>• Small achievable tasks</li> </ul> | Fire / flames / Sparks | <ul style="list-style-type: none"> <li>• Minor or major Burns</li> <li>• Clothes catching on fire</li> <li>• Hair catching on fire</li> <li>• risk of uncontrolled spread of fire</li> <li>• Risk of environmental damage</li> <li>• Death</li> </ul> | Likely | Catastrophic | Extreme | <ul style="list-style-type: none"> <li>• Check condition of area and weather are appropriate for light fires (wind strength and direction, condition of surrounding ground)</li> <li>• Wear appropriate clothing and footwear. Avoid losing clothing or accessories (e.g. necklaces, ties, scarves).</li> <li>• Tie loose hair back</li> <li>• Make sure there is a distinguish kit readily available (e.g. water, fire blanket)</li> <li>• Make sure there is an appropriate first aid kit and sterilised water in a burns bucket available.</li> <li>• Ensure Forest School Leader has up to date First Aid training</li> <li>• Knowledge of group and individual needs and abilities</li> <li>• Establish a safe zone where others do not enter without permission (fire circle)</li> <li>• Clear ground to form a hearth area or use a fire pit. Mark safe area clearly with sticks.</li> <li>• Forest School Leader to supervise fire striking at appropriate ratios for age and stage of children</li> <li>• Ensure children know and witness seeking permission to light a fire before starting</li> <li>• Brief children with clear instructions and rules about keeping safe when fire lighting including: no picking up burning material, securing cotton wool before lighting, not using any accelerates</li> <li>• Model using a three-point stance for lighting fires</li> <li>• Model clearly the steps used to strike and light the cotton wool and safe disposal of ash</li> <li>• Adult to add any children's cotton wool to the main fire or to light the fire themselves</li> <li>• Only confident and competent children to light own 5-minute fires under appropriate adult supervision</li> <li>• Fires to be safely extinguished (by supervising adult) before being left</li> </ul> | Possible | Moderate | High |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|------|

|  |  |               |                                                                                                                                                                                                                   |          |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |      |              |      |
|--|--|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------|------|
|  |  | Smoke         | <ul style="list-style-type: none"> <li>Smoke inhalation leading to breathing difficulties</li> <li>Trigger an asthma attack</li> <li>Higher risk for pregnant women</li> <li>Eye injury</li> <li>Death</li> </ul> | Possible | Catastrophic | Extreme  | <ul style="list-style-type: none"> <li>Check wind strength and direction</li> <li>Adults to direct children to sit out of the smoke</li> <li>Adults to remind children to remove themselves from the smoke, if wind direction changes</li> <li>Adults to be aware of individual medical needs (e.g. asthma) and ensure any medication is at hand</li> <li>Forest School Leader to remind all adults of the dangers of inhalation (including risks to pregnant women) during training briefing</li> </ul> | Rare | Catastrophic | High |
|  |  | Using Striker | <ul style="list-style-type: none"> <li>Cutting or grazed fingers</li> <li>Blisters</li> </ul>                                                                                                                     | Possible | Minor        | Moderate | <ul style="list-style-type: none"> <li>Forest School Leader to supervise fire striking at appropriate ratios for age and stage of children</li> <li>Model clearly the steps used to strike explicitly pointing out the placement of fingers on the striker and movement</li> </ul>                                                                                                                                                                                                                       | Rare | Minor        | Low  |

| Specific activity                       | Benefit<br>(Physical, social,<br>cognitive,<br>linguistic,<br>emotional, social,<br>spiritual learning<br>& development)                                                                             | Hazard                                         | Risk                                                                              | Level of risk<br>(use Matrix) |              |         | Control methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | New level<br>of risk<br>(use<br>Matrix) |              |      |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------|--------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--------------|------|
|                                         |                                                                                                                                                                                                      |                                                |                                                                                   | Possible                      | Catastrophic | Extreme |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Unlikely                                | Catastrophic | High |
| Sitting around a lit fire (circle time) | <ul style="list-style-type: none"> <li>• Social interactions</li> <li>• Warmth</li> <li>• Calming</li> <li>• Mindfulness</li> <li>• Following rules</li> <li>• Managing self and emotions</li> </ul> | Behaviour – risk of overexcitement or distress | <ul style="list-style-type: none"> <li>• Falling into the fire – burns</li> </ul> |                               |              |         | <ul style="list-style-type: none"> <li>• Establish a safe zone where others do not enter without permission (fire circle) which is at least 1.5m away from the fire.</li> <li>• Explain and practice expected behaviours before introducing a fire (children to walk around the outside of the fire circle, to stay sat down during circle time, to behaviour calmly and sensibly around a fire)</li> <li>• Clear ground to form a hearth area or use a fire pit. Mark fire area clearly with sticks.</li> <li>• Designated adult to always supervise and manage the lit fire</li> <li>• Make sure all trips or hazards are cleared from the inside of the fire circle</li> <li>• Make sure there is a distinguish kit readily available (e.g. water, fire blanket)</li> <li>• Make sure there is an appropriate first aid kit and sterilised water in a burns bucket available.</li> <li>• Ensure Forest School Leader has up to date First Aid training</li> <li>• Knowledge of group and individual needs and abilities</li> <li>• Ensure there is appropriate adult supervision to suit the children's individual needs</li> </ul> |                                         |              |      |

|                      |                                                                                                                                                                                                                                         |                      |                                                                                                |          |              |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |      |              |      |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------------------------------------------------------------------------------|----------|--------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------|------|
| Extinguishing a fire | <ul style="list-style-type: none"> <li>• Understanding of fire safety</li> <li>• Following rules</li> <li>• Consequences</li> <li>• Caring for nature</li> <li>• Minimise impact</li> <li>• Scientific understanding of fire</li> </ul> | Fire / steam / smoke | <ul style="list-style-type: none"> <li>• Burns / scalds</li> <li>• Smoke inhalation</li> </ul> | Possible | Catastrophic | Extreme | <ul style="list-style-type: none"> <li>• Fire Extinguishing kit to be available</li> <li>• Trained and competent adult to oversee extinguishing fire</li> <li>• All people to be warned of fire extinguishing and area cleared</li> <li>• Wind direction checked and people moved out of the direction of the smoke / steam</li> <li>• Fire to be sprinkled gently with water until white ash has turned black</li> <li>• Remains of fire to spread out and more water added, if needed</li> <li>• Supervise until all heat had been removed from the fire</li> <li>• Collect and dry useable timber (for the next fire)</li> <li>• Use dirty gloves to safely gather remains of the fire to dispose of</li> <li>• Clear site</li> </ul> | Rare | Catastrophic | High |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------------------------------------------------------------------------------|----------|--------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------|------|

## Risk Benefit Assessment for: Mud Play

L = Likelihood (AC, L, P, U, R)  
C = Consequence (I, Mi, Mo, Ma, C)  
R = Risk Level (L, M, H, E)

|                                                                            |
|----------------------------------------------------------------------------|
| Assessment carried out by:<br>Owena Archer                                 |
| Signature: O. R. P. Archer<br>Date: 03.09.2026<br>Review date: 03.09.2027  |
| Other RAs referred to:<br>Site Risk Assessment, Daily Site Risk Assessment |

| Risk Matrix |                |               |          |          |          |              |
|-------------|----------------|---------------|----------|----------|----------|--------------|
| Likelihood  | Consequence    |               |          |          |          |              |
|             |                | Insignificant | Minor    | Moderate | Major    | Catastrophic |
|             | Almost certain | Moderate      | High     | High     | Extreme  | Extreme      |
|             | Likely         | Moderate      | Moderate | High     | Extreme  | Extreme      |
|             | Possible       | Low           | Moderate | High     | High     | Extreme      |
|             | Unlikely       | Low           | Low      | Moderate | High     | High         |
|             | Rare           | Low           | Low      | Low      | Moderate | High         |

| Specific activity | Benefit<br>(Physical, social,<br>cognitive,<br>linguistic,<br>emotional, social,<br>spiritual learning<br>& development) | Hazard | Risk | Level of risk<br>(use Matrix) |   |   | Control methods | New level<br>of risk<br>(use<br>Matrix) |   |   |
|-------------------|--------------------------------------------------------------------------------------------------------------------------|--------|------|-------------------------------|---|---|-----------------|-----------------------------------------|---|---|
|                   |                                                                                                                          |        |      | L                             | C | R |                 | L                                       | C | R |
|                   |                                                                                                                          |        |      |                               |   |   |                 |                                         |   |   |

|          |                                                                                                                                                                                                                                                                                        |                     |                                                                                                                                                                                                                          |          |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |      |              |      |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------|------|
| Mud Play | <ul style="list-style-type: none"> <li>• Developing community spirit</li> <li>• friendships</li> <li>• Caring for the environment</li> <li>• Awareness of sustainability</li> <li>• Resilience</li> <li>• Confidence</li> <li>• Sensory needs</li> <li>• Managing own risks</li> </ul> | Mud                 | <ul style="list-style-type: none"> <li>• Slips / bumps</li> <li>• Concussion</li> <li>• Illness / bacteria</li> <li>• Infections / parasites / diseases</li> <li>• Getting wet / Hypothermia</li> <li>• Death</li> </ul> | Possible | Catastrophic | Extreme  | <ul style="list-style-type: none"> <li>• Suitable protective clothes and footwear to be worn (e.g. long sleeves, trousers and strong shoes)</li> <li>• Children who are wet and cold to be taking back into school to get changed and warm</li> <li>• Establish routines about caring for the environment and the boundaries for using mud play</li> <li>• Establish behaviour expectations (e.g. no running, no throwing mud)</li> <li>• Hand washing facilities available on site</li> <li>• Children to wash hands after activity</li> <li>• Children to wash their hands when back in school</li> <li>• Cuts and open wounds to be covered before mud play</li> <li>• No eating or drinking during activity.</li> <li>• First Aid kit and trained first Aider to be on site</li> </ul> | Rare | Catastrophic | High |
|          |                                                                                                                                                                                                                                                                                        | Pots / pans/ spoons | <ul style="list-style-type: none"> <li>• Bumps / bruises</li> <li>• Pokes / prods</li> </ul>                                                                                                                             | Possible | Minor        | Moderate | <ul style="list-style-type: none"> <li>• Forest School Leader to check equipment before session</li> <li>• Children to be reminded of expectation behaviour</li> <li>• Limited equipment</li> <li>• Room for children to spread out to play</li> <li>• First Aid kit and trained first Aider to be on site</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Rare | Minor        | Low  |

L = Likelihood (AC, L, P, U, R)  
 C = Consequence (I, Mi, Mo, Ma, C)  
 R = Risk Level (L, M, H, E)

## Risk Benefit Assessment for: Pond dipping

|                                                                            |
|----------------------------------------------------------------------------|
| Assessment carried out by:<br>Owena Archer                                 |
| Signature: O. R. P. Archer<br>Date: 03.09.2026<br>Review date: 03.09.2027  |
| Other RAs referred to:<br>Site Risk Assessment, Daily Site Risk Assessment |

| Risk Matrix |                |               |          |          |          |              |
|-------------|----------------|---------------|----------|----------|----------|--------------|
| Likelihood  | Consequence    |               |          |          |          |              |
|             |                | Insignificant | Minor    | Moderate | Major    | Catastrophic |
|             | Almost certain | Moderate      | High     | High     | Extreme  | Extreme      |
|             | Likely         | Moderate      | Moderate | High     | Extreme  | Extreme      |
|             | Possible       | Low           | Moderate | High     | High     | Extreme      |
|             | Unlikely       | Low           | Low      | Moderate | High     | High         |
|             | Rare           | Low           | Low      | Low      | Moderate | High         |

| Specific activity | Benefit<br>(Physical, social,<br>cognitive,<br>linguistic,<br>emotional, social,<br>spiritual learning<br>& development) | Hazard | Risk | Level of risk<br>(use Matrix) |   |   | Control methods | New level<br>of risk<br>(use<br>Matrix) |   |   |
|-------------------|--------------------------------------------------------------------------------------------------------------------------|--------|------|-------------------------------|---|---|-----------------|-----------------------------------------|---|---|
|                   |                                                                                                                          |        |      | L                             | C | R |                 | L                                       | C | R |
|                   |                                                                                                                          |        |      |                               |   |   |                 |                                         |   |   |

|              |                                                                                                                                                                                                                                                                                                    |            |                                                                                                                                                                                               |          |              |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      |              |      |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------|------|
| Pond dipping | <ul style="list-style-type: none"> <li>• Sense of achievement</li> <li>• Identification skills</li> <li>• Caring for the environment</li> <li>• Awareness of sustainability</li> <li>• Resilience</li> <li>• Confidence</li> <li>• Water safety awareness</li> <li>• Managing own risks</li> </ul> | Pond water | <ul style="list-style-type: none"> <li>• Illness / bacteria</li> <li>• Infections / parasites / diseases</li> <li>• Getting wet / Hypothermia</li> <li>• Drowning</li> <li>• Death</li> </ul> | Possible | Catastrophic | Extreme | <ul style="list-style-type: none"> <li>• Discuss risks around the pond and expected behaviour (e.g. no running, no pushing)</li> <li>• Brief children on not overreaching and keeping feet on the ground when collecting from the pond.</li> <li>• Forest School Leader or adults to demonstrate good pond dipping techniques</li> <li>• Suitable protective clothes and footwear to be worn (e.g. long sleeves, trousers and strong shoes)</li> <li>• Children who are wet and cold to be taking back into school to get changed and warm</li> <li>• Children to keep both feet on the floor around the raised edge of the ponds</li> <li>• Nets with long handles to be used to collect from the pond</li> <li>• Adult to closely supervise children when ponds are being used.</li> <li>• Establish routines about caring for the ponds and giving the wildlife opportunities to settle and reestablish themselves</li> <li>• Hand washing facilities available on site</li> <li>• Children to wash hands after activity</li> <li>• Children to wash their hands when back in school</li> <li>• Cuts and open wounds to be covered before pond dipping</li> <li>• No eating or drinking during activity.</li> <li>• First Aid kit and trained first Aider to be on site</li> </ul> | Rare | Catastrophic | High |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------|------|

|  |  |                                   |                                                                                                                                                          |          |               |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |      |               |      |
|--|--|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------|------|
|  |  | Insects / living creatures        | <ul style="list-style-type: none"> <li>• Bites</li> <li>• Stings</li> <li>• Allergic reactions</li> <li>• Anaphylactic shock</li> <li>• Death</li> </ul> | Possible | Catastrophic  | Extreme  | <ul style="list-style-type: none"> <li>• Forest School Leader to check site (see Site RA and Daily Site RA)</li> <li>• Children to use nets to put living creatures into a tray of water to observe</li> <li>• Adult to support children to lower and emptied the tray into the pond at the end of the session</li> <li>• Hand washing facilities available on site</li> <li>• Children to wash hands after activity</li> <li>• First Aid kit and trained first Aider to be on site</li> </ul> | Rare | Catastrophic  | High |
|  |  | Injuries caused by nets and poles | <ul style="list-style-type: none"> <li>• Bumps / bruises</li> <li>• Pokes</li> </ul>                                                                     | Likely   | Insignificant | Moderate | <ul style="list-style-type: none"> <li>• Limited number of nets</li> <li>• Children to spread out around the three raised ponds</li> <li>• Remind children and how to handle nets and expected behaviour around the ponds</li> </ul>                                                                                                                                                                                                                                                           | Rare | Insignificant | Low  |

L = Likelihood (AC, L, P, U, R)  
 C = Consequence (I, Mi, Mo, Ma, C)  
 R = Risk Level (L, M, H, E)

## Risk Benefit Assessment for: Sawing with a bow saw

|                                                                            |
|----------------------------------------------------------------------------|
| Assessment carried out by:<br>Owena Archer                                 |
| Signature: O. R. P. Archer<br>Date: 03.09.2026<br>Review date: 03.09.2027  |
| Other RAs referred to:<br>Site Risk Assessment, Daily Site Risk Assessment |

| Risk Matrix |                |               |          |          |          |              |
|-------------|----------------|---------------|----------|----------|----------|--------------|
| Likelihood  | Consequence    |               |          |          |          |              |
|             |                | Insignificant | Minor    | Moderate | Major    | Catastrophic |
|             | Almost certain | Moderate      | High     | High     | Extreme  | Extreme      |
|             | Likely         | Moderate      | Moderate | High     | Extreme  | Extreme      |
|             | Possible       | Low           | Moderate | High     | High     | Extreme      |
|             | Unlikely       | Low           | Low      | Moderate | High     | High         |
|             | Rare           | Low           | Low      | Low      | Moderate | High         |

| Specific activity | Benefit<br>(Physical, social,<br>cognitive,<br>linguistic,<br>emotional, social,<br>spiritual learning<br>& development)                          | Hazard        | Risk                                                                                      | Level of risk<br>(use Matrix) |       |          | Control methods                                                                                                                                                                                                                                                                                                                                                                                 | New level<br>of risk<br>(use<br>Matrix) |       |     |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------------|-------------------------------|-------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------|-----|
|                   |                                                                                                                                                   |               |                                                                                           | L                             | C     | R        |                                                                                                                                                                                                                                                                                                                                                                                                 | L                                       | C     | R   |
| Sawing green wood | <ul style="list-style-type: none"> <li>Independence</li> <li>Taking ownership of own decisions</li> <li>Planning and making own design</li> </ul> | Sticks / logs | <ul style="list-style-type: none"> <li>Pokes / bumps</li> <li>Cuts / scratches</li> </ul> | Possible                      | Minor | Moderate | <ul style="list-style-type: none"> <li>Suitable protective clothes and footwear to be worn (e.g. long sleeves, trousers and strong shoes)</li> <li>Area to be marked clearly for use of tools with a white trap. All children to know what that white tarp show danger.</li> <li>Behaviour management and expectations in place.</li> <li>No through way or route through tool area.</li> </ul> | Unlikely                                | Minor | Low |

|  |                                                                                                                                                                                                                              |         |                                                                                                                                                               |          |              |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |              |      |
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|  | <ul style="list-style-type: none"> <li>• Understanding wood and how it can be used</li> <li>• Caring for the environment</li> <li>• Understanding impact on surroundings</li> <li>• Learning about how trees grow</li> </ul> | Bow Saw | <ul style="list-style-type: none"> <li>• Cuts</li> <li>• Loss of digits</li> <li>• Minor or major injury</li> <li>• Loss of limbs</li> <li>• Death</li> </ul> | Possible | Catastrophic | Extreme | <ul style="list-style-type: none"> <li>• Freshly cut green wood to be cut.</li> <li>• Forest School Leader to model and scaffold use of bow saw. Ensuring children know which way to hold the saw to use it safely.</li> <li>• Forest School Leader to ensure child holds the wood with their spare hand and to keep their hand between the child's hand and the blade.</li> <li>• Forest School Leader to ensure children understand the dangers and knows where the sharp blade of the bow saw is.</li> <li>• Sawing area to be marked clearly for use of tools with a white tarp. All children to know that white tarps show dangerous working area.</li> <li>• Behaviour management and expectations in place.</li> <li>• No through way or route through tool area.</li> <li>• Forest School Leader to supervise 1:1 when children are using the bow saw, holding the opposite end to the handle and working with the child when sawing.</li> <li>• Bow saw to be stored in a locked toolbox during sessions and the lock toolbox to be stored in the KS1 cupboard when not in use.</li> <li>• First Aider and First Aid kit available on site.</li> </ul> | Rare | Catastrophic | High |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------|------|

L = Likelihood (AC, L, P, U, R)  
 C = Consequence (I, Mi, Mo, Ma, C)  
 R = Risk Level (L, M, H, E)

## Risk Benefit Assessment for: Tarp Shelter Building including rope use

|                                                                            |                                             |
|----------------------------------------------------------------------------|---------------------------------------------|
| Assessment carried out by:<br>Owena Archer                                 |                                             |
| Signature:<br>O. R. P. Archer                                              | Date: 03.09.2026<br>Review date: 03.09.2027 |
| Other RAs referred to:<br>Site Risk Assessment, Daily Site Risk Assessment |                                             |

| Risk Matrix |                |               |          |          |          |              |
|-------------|----------------|---------------|----------|----------|----------|--------------|
| Likelihood  | Consequence    |               |          |          |          |              |
|             |                | Insignificant | Minor    | Moderate | Major    | Catastrophic |
|             | Almost certain | Moderate      | High     | High     | Extreme  | Extreme      |
|             | Likely         | Moderate      | Moderate | High     | Extreme  | Extreme      |
|             | Possible       | Low           | Moderate | High     | High     | Extreme      |
|             | Unlikely       | Low           | Low      | Moderate | High     | High         |
|             | Rare           | Low           | Low      | Low      | Moderate | High         |

| Specific activity | Benefit<br>(Physical, social,<br>cognitive,<br>linguistic,<br>emotional, social,<br>spiritual learning<br>& development) | Hazard | Risk | Level of risk<br>(use Matrix) |   |   | Control methods | New level<br>of risk<br>(use<br>Matrix) |   |   |
|-------------------|--------------------------------------------------------------------------------------------------------------------------|--------|------|-------------------------------|---|---|-----------------|-----------------------------------------|---|---|
|                   |                                                                                                                          |        |      | L                             | C | R |                 | L                                       | C | R |
|                   |                                                                                                                          |        |      |                               |   |   |                 |                                         |   |   |

|                         |                                                                                                                                                                                                                                                      |                                                |                                                                                                                                                                                                             |          |              |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          |          |      |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|------|
| Selecting Suitable Site | <ul style="list-style-type: none"> <li>Problem solving</li> <li>Awareness of risks and safety considerations</li> <li>Minimising damage to or impact on the environment</li> <li>Following directions</li> <li>Confidence and self-esteem</li> </ul> | Branches and trees<br>Uneven ground<br>Insects | <ul style="list-style-type: none"> <li>Trips</li> <li>Cuts/grazes/bumps and bruises</li> <li>Sprains/twists/strains</li> <li>Major or minor injury</li> <li>Death</li> </ul>                                | Possible | Catastrophic | Extreme | <ul style="list-style-type: none"> <li>Check weather conditions and site (see Site risk assessment and Daily risk assessment)</li> <li>Adult guidance and supervision to check strength of selected trees or posts used for tension rope</li> <li>Check for dips and trip hazards on the ground</li> <li>Check for evidence of nesting insects (e.g. ants or bees)</li> <li>Check for dangers overhead (e.g. loose or dead branches)</li> </ul>                                                | Rare     | Moderate | Low  |
| Erecting Shelter        | <ul style="list-style-type: none"> <li>Problem solving</li> <li>Teamwork</li> <li>Sense of achievement</li> <li>Survival skills</li> <li>Fine and gross motor skills</li> </ul>                                                                      | Ropes                                          | <ul style="list-style-type: none"> <li>Ropes slipping</li> <li>Rope burns</li> <li>minor and major injury</li> <li>Loss of circulation to fingers or limbs</li> <li>Strangulation</li> <li>Death</li> </ul> | Possible | Catastrophic | Extreme | <ul style="list-style-type: none"> <li>Adult to demonstrate and model specific knots and procedures for erecting tarp shelter</li> <li>Children to have practiced and understood knots before being involved in larger scale constructions</li> <li>Forest School Leader to supervise knot tying and check knots as the shelter is erected</li> <li>Sharp scissors available to cut rope quickly and safely, if needed</li> <li>First Aid kit and trained first Aider to be on site</li> </ul> | Rare     | Minor    | Low  |
|                         |                                                                                                                                                                                                                                                      | Mallet/pegs                                    | <ul style="list-style-type: none"> <li>Bumps/bruises</li> <li>Concussion</li> <li>Major or minor injury</li> </ul>                                                                                          | Possible | Major        | Extreme | <ul style="list-style-type: none"> <li>Adult to demonstrate and model safe use of mallets</li> <li>Children to follow procedures and established routines shown</li> <li>Adult to supervise and support children to use mallets safely</li> <li>Adult to check tent pegs are secure</li> </ul>                                                                                                                                                                                                 | Unlikely | Major    | High |

|                     |                                                                                                                                                            |                           |                                                                                                                                                                                                |          |              |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |              |          |
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|                     |                                                                                                                                                            | Long poles                | <ul style="list-style-type: none"> <li>Bumps/bruises</li> <li>Concussion</li> <li>Minor or major injury</li> </ul>                                                                             | Likely   | Major        | Extreme | <ul style="list-style-type: none"> <li>Children advised to avoid using materials with potentially dangerous spikes on them</li> <li>Moving of materials to be supervised by adults</li> <li>Children shown how to safely transport long poles (e.g. dragging along the ground or working in pairs)</li> <li>Adult to model and supervise securing long poles to support the tarp</li> <li>Forest School Leader to check shelter before use</li> </ul>                                                                                  | Unlikely | Major        | High     |
|                     |                                                                                                                                                            | Shelter Collapsing        | <ul style="list-style-type: none"> <li>Rope burn</li> <li>Bumps from falling wood</li> <li>Concussion</li> <li>Minor or major injury</li> </ul>                                                | Possible | Major        | High    | <ul style="list-style-type: none"> <li>Forest School Leader to check shelter before used and fix any potentially hazardous shelters</li> <li>Sharp scissors available to cut rope quickly and safely, if needed</li> <li>First Aid kit and trained first Aider to be on site</li> </ul>                                                                                                                                                                                                                                                | Rare     | Major        | Moderate |
| Dismantling shelter | <ul style="list-style-type: none"> <li>Teamwork</li> <li>Organisation</li> <li>Completing tasks</li> <li>Looking after the site and environment</li> </ul> | Pole, rope, tarp and pegs | <ul style="list-style-type: none"> <li>Bumps/bruises</li> <li>Concussion</li> <li>Rope burn</li> <li>Loss of circulation to fingers and limbs</li> <li>Strangulation</li> <li>Death</li> </ul> | Possible | Catastrophic | Extreme | <ul style="list-style-type: none"> <li>No one to be inside the shelter when it is being dismantled</li> <li>Adult to supervise and direct dismantling in safe steps (e.g. taking out poles and taking poles down first) See procedure form</li> <li>Rope to be gathered and coiled away safely as soon as it had been untied ready to be taken back to school and dried, if necessary</li> <li>Tarp folded ready to be taken back to school to be dried, if necessary</li> <li>All equipment to be put away once dismantled</li> </ul> | Rare     | Catastrophic | High     |

## Risk Benefit Assessment for: Shelter Building using natural materials

|                                                                            |
|----------------------------------------------------------------------------|
| Assessment carried out by:<br>Owena Archer                                 |
| Signature: O. R. P. Archer<br>Date: 03.09.2026<br>Review date: 03.09.2027  |
| Other RAs referred to:<br>Site Risk Assessment, Daily Site Risk Assessment |

L = Likelihood (AC, L, P, U, R)  
C = Consequence (I, Mi, Mo, Ma, C)  
R = Risk Level (L, M, H, E)

| Risk Matrix |                |               |          |          |          |              |
|-------------|----------------|---------------|----------|----------|----------|--------------|
| Likelihood  | Consequence    |               |          |          |          |              |
|             |                | Insignificant | Minor    | Moderate | Major    | Catastrophic |
|             | Almost certain | Moderate      | High     | High     | Extreme  | Extreme      |
|             | Likely         | Moderate      | Moderate | High     | Extreme  | Extreme      |
|             | Possible       | Low           | Moderate | High     | High     | Extreme      |
|             | Unlikely       | Low           | Low      | Moderate | High     | High         |
|             | Rare           | Low           | Low      | Low      | Moderate | High         |

| Specific activity | Benefit<br>(Physical, social,<br>cognitive,<br>linguistic,<br>emotional, social,<br>spiritual learning<br>& development) | Hazard | Risk | Level of risk<br>(use Matrix) |   |   | Control methods | New level<br>of risk<br>(use<br>Matrix) |   |   |
|-------------------|--------------------------------------------------------------------------------------------------------------------------|--------|------|-------------------------------|---|---|-----------------|-----------------------------------------|---|---|
|                   |                                                                                                                          |        |      | L                             | C | R |                 | L                                       | C | R |
|                   |                                                                                                                          |        |      |                               |   |   |                 |                                         |   |   |

|                              |                                                                                                                                                                                                                                                                |                                                                    |                                                                                                                                                                                                                                     |          |              |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |      |              |      |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------|------|
| Selecting Suitable Site      | <ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Awareness of risks and safety considerations</li> <li>• Minimising damage to or impact on the environment</li> <li>• Following directions</li> <li>• Confidence and self-esteem</li> </ul> | Branches and trees<br>Uneven ground<br>Insects<br>Stinging nettles | <ul style="list-style-type: none"> <li>• Trips</li> <li>• Cuts/grazes/ bumps and bruises</li> <li>• Sprains/twists /strains</li> <li>• Major or minor injury</li> <li>• Death</li> </ul>                                            | Possible | Catastrophic | Extreme | <ul style="list-style-type: none"> <li>• Check weather conditions and suitability of site (see Site risk assessment and Daily risk assessment)</li> <li>• Check for dips and trip hazards on the ground</li> <li>• Check for evidence of nesting insects (e.g. ants or bees)</li> <li>• Check for dangers overhead (e.g. loose or dead branches)</li> <li>• Check for stinging nettles or prickly plants</li> </ul>                                                                                                                                                                                                                                                                                                  | Rare | Moderate     | Low  |
| Collecting natural materials | <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Sense of achievement</li> <li>• Identification skills</li> <li>• Caring for the environment</li> <li>• Awareness of sustainability</li> </ul>                                                     | Living plants                                                      | <ul style="list-style-type: none"> <li>• Cuts/prickles</li> <li>• Insect bites/stings</li> <li>• Stings/rash</li> <li>• Poisonous reactions</li> <li>• Allergic reactions</li> <li>• Anaphylactic shock</li> <li>• Death</li> </ul> | Possible | Catastrophic | Extreme | <ul style="list-style-type: none"> <li>• Develop children's knowledge about plants to avoid (e.g. stinging nettles, brambles, poisonous berries and fungi)</li> <li>• Remind children to only select collect loose materials to build their shelters (e.g. dead or fallen sticks and logs)</li> <li>• Adults to monitor children and remind them to avoid the hazardous plants when collecting their materials</li> <li>• Establish routines about caring for the site and keeping to the paths to avoid trampling the living plants</li> <li>• Hand washing facilities available on site</li> <li>• Children to wash hands after activity</li> <li>• First Aid kit and trained first Aider to be on site</li> </ul> | Rare | Catastrophic | High |

|                     |                                                                                                                                                                                                                          |                                |                                                                                                                                                                                                            |          |              |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |              |          |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|----------|
| Building Shelter    | <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Sense of achievement</li> <li>• Working with others</li> <li>• Social interactions</li> <li>• Teamwork</li> <li>• Understanding of forces</li> </ul> | Handling sticks and long poles | <ul style="list-style-type: none"> <li>• Bumps/bruises</li> <li>• Pokes and scraps</li> <li>• Concussion</li> <li>• Minor or major injury</li> </ul>                                                       | Likely   | Major        | Extreme | <ul style="list-style-type: none"> <li>• Children advised to avoid using materials with potentially dangerous spikes on them</li> <li>• Moving of materials to be supervised by adults</li> <li>• Children shown how to safely transport long poles (e.g. dragging along the ground or working in pairs)</li> <li>• Adult to model and supervise securing long poles against trees to form solid structures</li> <li>• Establish procedures and routines when handling sticks (e.g. not to swing around, walking when carrying sticks)</li> <li>• No one inside shelter while it is being constructed</li> <li>• Children to use sticks and poles suitable for their age and stage (e.g. ones they can handle independently or with a partner, no heavier than they can lift)</li> <li>• Forest School Leader to check shelter before use</li> </ul> | Unlikely | Major        | High     |
|                     |                                                                                                                                                                                                                          | Shelter Collapsing             | <ul style="list-style-type: none"> <li>• Bumps from falling wood</li> <li>• Concussion</li> <li>• Minor or major injury</li> </ul>                                                                         | Possible | Major        | High    | <ul style="list-style-type: none"> <li>• Forest School Leader to check shelter before used and fix any potentially hazardous shelters</li> <li>• First Aid kit and trained first Aider to be on site</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Rare     | Major        | Moderate |
| Dismantling shelter | <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Organisation</li> <li>• Completing tasks</li> <li>• Looking after the site and environment</li> </ul>                                                       | Pole, rope, tarp and pegs      | <ul style="list-style-type: none"> <li>• Bumps/bruises</li> <li>• Concussion</li> <li>• Rope burn</li> <li>• Loss of circulation to fingers and limbs</li> <li>• Strangulation</li> <li>• Death</li> </ul> | Possible | Catastrophic | Extreme | <ul style="list-style-type: none"> <li>• Remind children at the beginning of sessions that all shelters will need to be dismantled at the end of the session</li> <li>• No one to be inside the shelter when it is being dismantled</li> <li>• Adult to supervise and direct dismantling in safe steps (e.g. taking down the outside sticks first)</li> <li>• All sticks and natural resources to be spread out once shelter is dismantled</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                | Rare     | Catastrophic | High     |

L = Likelihood (AC, L, P, U, R)  
 C = Consequence (I, Mi, Mo, Ma, C)  
 R = Risk Level (L, M, H, E)

## Risk Benefit Assessment for: Simple Campfire Cooking

|                                                                                               |
|-----------------------------------------------------------------------------------------------|
| Assessment carried out by:<br>Owena Archer                                                    |
| Signature: O. R. P. Archer<br>Date: 03.09.2026<br>Review date: 03.09.2027                     |
| Other RAs referred to:<br>Site Risk Assessment, Daily Site Risk Assessment, Fire lighting RBA |

| Risk Matrix |                |               |          |          |          |              |
|-------------|----------------|---------------|----------|----------|----------|--------------|
| Likelihood  | Consequence    |               |          |          |          |              |
|             |                | Insignificant | Minor    | Moderate | Major    | Catastrophic |
|             | Almost certain | Moderate      | High     | High     | Extreme  | Extreme      |
|             | Likely         | Moderate      | Moderate | High     | Extreme  | Extreme      |
|             | Possible       | Low           | Moderate | High     | High     | Extreme      |
|             | Unlikely       | Low           | Low      | Moderate | High     | High         |
|             | Rare           | Low           | Low      | Low      | Moderate | High         |

| Specific activity | Benefit<br>(Physical, social,<br>cognitive,<br>linguistic,<br>emotional, social,<br>spiritual learning<br>& development) | Hazard | Risk | Level of risk<br>(use Matrix) |   |   | Control methods | New level<br>of risk<br>(use<br>Matrix) |   |   |
|-------------------|--------------------------------------------------------------------------------------------------------------------------|--------|------|-------------------------------|---|---|-----------------|-----------------------------------------|---|---|
|                   |                                                                                                                          |        |      | L                             | C | R |                 | L                                       | C | R |
|                   |                                                                                                                          |        |      |                               |   |   |                 |                                         |   |   |

|                              |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                         |                                                                                                                                          |          |              |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |      |              |      |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------|------|
| Selecting and preparing food | <ul style="list-style-type: none"> <li>• Understanding hygiene requirements</li> <li>• Understanding dietary needs</li> <li>• Knowledge of food groups</li> <li>• Social interaction</li> <li>• Knife and cutting skills</li> <li>• Understanding recycling and waste management</li> <li>• Sense of self</li> <li>• Thinking of others</li> </ul> | Food <ul style="list-style-type: none"> <li>• poisoning / contamination</li> <li>• Allergies</li> </ul> | <ul style="list-style-type: none"> <li>• Allergic reaction</li> <li>• Anaphylactic shock</li> <li>• Sickness</li> <li>• Death</li> </ul> | Possible | Catastrophic | Extreme | <ul style="list-style-type: none"> <li>• Awareness of allergies for all children and adults; provisions made for allergies</li> <li>• Emergency Epi-pens available in Headteachers office. All staff to be trained in Allergy awareness and response.</li> <li>• Hand and personal hygiene of a good standard</li> <li>• Hand washing station available on site</li> <li>• Any cuts on grazes covered in the correct manner (blue plaster or ideally gloves) before handling and preparing food</li> <li>• Set up clear food preparation area using blue tarp to show clean surfaces for food to prevent contamination</li> <li>• Colour coded chopping boards to be used for different food types</li> <li>• Clean implements and containers</li> <li>• Rare food to be keep separate from cooked food</li> <li>• Avoidance of foods that 'spoil' before cooking.</li> <li>• Food to be keep at covered before, during and after cooking</li> <li>• Ensuring all dairy products are fresh and consideration given to preserving them on hot days (e.g. ice packs and cool bags)</li> <li>• All food to be in-date and stored appropriately to prevent spoiling or contamination</li> <li>• Simple clean up measure to prevent reusing of implements or bowls</li> <li>• All rubbish to be collected in bin bags and taken back to school to dispose of or recycle</li> <li>• Forest School leader to check their First Aid training in up-to-date and first aid kit is readily available</li> <li>• Forest School Leader to check their food hygiene certificate is up to date (every 3 years)</li> </ul> | Rare | Catastrophic | High |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------|------|

|  |  |                              |                                                                                                                     |        |              |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |              |      |
|--|--|------------------------------|---------------------------------------------------------------------------------------------------------------------|--------|--------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|------|
|  |  | Knives and kitchen equipment | <ul style="list-style-type: none"> <li>• Minor or major cuts</li> <li>• Loss of fingers</li> <li>• Death</li> </ul> | Likely | Catastrophic | Extreme | <ul style="list-style-type: none"> <li>• Good behaviour routines and expectations set (e.g not running around kitchen area)</li> <li>• Kitchen area set up so no one needs to walk through to area unnecessarily</li> <li>• All sharp implements and knives to be stored in solid sealed storage tubs</li> <li>• Good storage and routines so knives and sharp implements are not to be left lying around</li> <li>• Only children who are judged to be confident and competent to use knives or sharp cooking equipment with adult supervision</li> <li>• Clear instructions and modelling by adults before children use knives and sharp implements with adult supervision</li> </ul> | Unlikely | Catastrophic | High |
|--|--|------------------------------|---------------------------------------------------------------------------------------------------------------------|--------|--------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|------|

|                 |                                                                                                                                                                                                                                                 |                        |                                                                                                                                                                                                                                                       |        |              |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          |          |      |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|------|
| Cooking on Fire | <ul style="list-style-type: none"> <li>• Sense of achievement</li> <li>• Providing for others</li> <li>• Social interactions</li> <li>• Cooking skills</li> <li>• Life skills</li> <li>• Mental wellbeing</li> <li>• Survival skills</li> </ul> | Fire / flames / Sparks | <ul style="list-style-type: none"> <li>• Minor or major Burns</li> <li>• Clothes catching on fire</li> <li>• Hair catching on fire</li> <li>• risk of uncontrolled spread of fire</li> <li>• Risk of environmental damage</li> <li>• Death</li> </ul> | Likely | Catastrophic | Extreme | <ul style="list-style-type: none"> <li>• See Fire Lighting RBA for fire management and extinguishing control measures</li> <li>• Check condition of area and weather are appropriate for light fires (wind strength and direction, condition of surrounding ground)</li> <li>• Wear appropriate clothing and footwear. Avoid losing clothing or accessories (e.g. necklaces, ties, scarves).</li> <li>• Tie loose hair back</li> <li>• Make sure there is a distinguish kit readily available (e.g. water, fire blanket)</li> <li>• Make sure there is an appropriate first aid kit and sterilised water in a burns bucket available.</li> <li>• Ensure Forest School Leader has up to date First Aid training</li> <li>• Establish a safe zone where others do not enter without permission (fire circle)</li> <li>• Clear ground to form a hearth area or use a fire pit. Mark fire area clearly with sticks.</li> <li>• Brief children with clear instructions and rules about keeping safe around a fire</li> <li>• Only confident and competent children to approach or cook on the fire with permission from the adult</li> <li>• Adult to supervise children at all times</li> </ul> | Possible | Moderate | High |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|------|

|  |  |                                          |                                                                                                                                                                                                                   |          |              |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |              |      |
|--|--|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|------|
|  |  | Smoke                                    | <ul style="list-style-type: none"> <li>Smoke inhalation leading to breathing difficulties</li> <li>Trigger an asthma attack</li> <li>Higher risk for pregnant women</li> <li>Eye injury</li> <li>Death</li> </ul> | Possible | Catastrophic | Extreme | <ul style="list-style-type: none"> <li>Check wind strength and direction</li> <li>Adults to direct children to sit out of the smoke</li> <li>Adults to remind children to remove themselves from the smoke, if wind direction changes</li> <li>Adults to be aware of individual medical needs (e.g. asthma) and ensure any medication is at hand</li> <li>Forest School Leader to remind all adults of the dangers of inhalation (including risks to pregnant women) during training briefing and again during sessions</li> </ul>                                                                                                                                                                                                                                                                                                                 | Rare     | Catastrophic | High |
|  |  | Heat / hot surfaces / hot liquid or food | <ul style="list-style-type: none"> <li>Burns – minor or major</li> <li>Scalds</li> </ul>                                                                                                                          | Possible | Major        | High    | <ul style="list-style-type: none"> <li>Good behaviour management and fire safety routines established with children (see Fire lighting RBA)</li> <li>All hot cooking items to be kept within marked fire area</li> <li>Hot water or food to be poured or dished out carefully into cups, plates or other containers away from hands (e.g. set on a flat surface)</li> <li>A set of fire gloves will be available to use for lifting hot items. Only competent adults to lift hot cooking items.</li> <li>Discuss dangers of hot food and methods to cool before eating with children</li> <li>Ensure food or drink is cooled significantly to suit children's age and stage before offered to them to eat or drink</li> <li>Forest School leader to check their First Aid training in up-to-date and first aid kit is readily available</li> </ul> | Possible | Minor        | Low  |

|                                    |                                                                                                                                                                                           |                                                                    |                                                                                                                                          |          |              |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |      |          |     |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------|-----|
| Eating                             | <ul style="list-style-type: none"> <li>• Sense of community</li> <li>• Social interactions</li> </ul>                                                                                     | Food poisoning / contamination<br>Allergies / Medical intervention | <ul style="list-style-type: none"> <li>• Allergic reaction</li> <li>• Anaphylactic shock</li> <li>• Chocking</li> <li>• Death</li> </ul> | Rare     | Catastrophic | High | <ul style="list-style-type: none"> <li>• Awareness of allergies for all children and adults; provisions made for allergies</li> <li>• Hand and personal hygiene of a good standard</li> <li>• Hand washing station available on site</li> <li>• Children to be sat down before eating</li> <li>• Hard food to be cut into pieces for children under 5</li> <li>• First Aider to be sat with and facing children under 5 while they eat to watch for signs of choking. First Aider to be on site while older children eat.</li> </ul>                                                                                                                                                                                                                 |      |          |     |
| Clearing away and Waste Management | <ul style="list-style-type: none"> <li>• Recycling</li> <li>• Environmental impact</li> <li>• Caring for the environment</li> <li>• Organisation</li> <li>• Sense of belonging</li> </ul> | Vermin                                                             | <ul style="list-style-type: none"> <li>• Spread of Disease through vermin attached to area</li> </ul>                                    | Possible | Moderate     | High | <ul style="list-style-type: none"> <li>• All food not eaten or cooked to be placed in white bin bags and disposed of in the school food waste bin at the end of the session</li> <li>• The area is to be checked to ensure no food traces are left on site to avoid attracting vermin to the area</li> <li>• Washing up provisions set up (e.g. hot soapy water bowl, rinse bowl, tea towel). Good washing up techniques demonstrated to the children and adult supervising when children wash-up and all used equipment to be washed up again or put through the dishwasher once back in school</li> <li>• Waste water to be taken back to school and disposed of</li> <li>• Site checked to ensure everything is cleared before leaving</li> </ul> | Rare | Moderate | Low |

L = Likelihood (AC, L, P, U, R)  
 C = Consequence (I, Mi, Mo, Ma, C)  
 R = Risk Level (L, M, H, E)

## Risk Benefit Assessment for: Splitting with a splitter

|                                                                            |
|----------------------------------------------------------------------------|
| Assessment carried out by:<br>Owena Archer                                 |
| Signature: O. R. P. Archer<br>Date: 03.09.2026<br>Review date: 03.09.2027  |
| Other RAs referred to:<br>Site Risk Assessment, Daily Site Risk Assessment |

| Risk Matrix |                |               |          |          |          |              |
|-------------|----------------|---------------|----------|----------|----------|--------------|
| Likelihood  | Consequence    |               |          |          |          |              |
|             |                | Insignificant | Minor    | Moderate | Major    | Catastrophic |
|             | Almost certain | Moderate      | High     | High     | Extreme  | Extreme      |
|             | Likely         | Moderate      | Moderate | High     | Extreme  | Extreme      |
|             | Possible       | Low           | Moderate | High     | High     | Extreme      |
|             | Unlikely       | Low           | Low      | Moderate | High     | High         |
|             | Rare           | Low           | Low      | Low      | Moderate | High         |

| Specific activity    | Benefit<br>(Physical, social, cognitive, linguistic, emotional, social, spiritual learning & development)                                         | Hazard        | Risk                                                                                      | Level of risk<br>(use Matrix) |       |          | Control methods                                                                                                                                                                                                                                                                                                                                                                                 | New level of risk<br>(use Matrix) |       |     |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------------|-------------------------------|-------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------|-----|
|                      |                                                                                                                                                   |               |                                                                                           | L                             | C     | R        |                                                                                                                                                                                                                                                                                                                                                                                                 | L                                 | C     | R   |
| Splitting green wood | <ul style="list-style-type: none"> <li>Independence</li> <li>Taking ownership of own decisions</li> <li>Planning and making own design</li> </ul> | Sticks / logs | <ul style="list-style-type: none"> <li>Pokes / bumps</li> <li>Cuts / scratches</li> </ul> | Possible                      | Minor | Moderate | <ul style="list-style-type: none"> <li>Suitable protective clothes and footwear to be worn (e.g. long sleeves, trousers and strong shoes)</li> <li>Area to be marked clearly for use of tools with a white trap. All children to know what that white tarp show danger.</li> <li>Behaviour management and expectations in place.</li> <li>No through way or route through tool area.</li> </ul> | Unlikely                          | Minor | Low |

|  |                                                                                                                   |                   |                                                                                                                                                                                    |          |              |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |      |              |      |
|--|-------------------------------------------------------------------------------------------------------------------|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------|------|
|  | <ul style="list-style-type: none"> <li>Understanding wood and how it can be used</li> <li>Perseverance</li> </ul> | Splitter / mallet | <ul style="list-style-type: none"> <li>Cuts / scraps</li> <li>Bumps / bruises</li> <li>Minor or major injury</li> <li>Loss of digits</li> <li>Concussion</li> <li>Death</li> </ul> | Possible | Catastrophic | Extreme | <ul style="list-style-type: none"> <li>Freshly cut green wood to be used.</li> <li>Child to have experience using the mallet in other situations before working with the splitter.</li> <li>Forest School Leader to always hold and be in control of the splitter.</li> <li>Forest School Leader to ensure children understand the dangers and knows where the sharp blade is on the splitter. Wood to be split on a stump.</li> <li>Child to kneel at the stump in a 3-point stance at a right angle to the Forest School Leader.</li> <li>Forest School Leader to ensure the child knows to ask before they use the mallet on the splitter.</li> <li>Both hands to be used to hold the handle of both the mallet and the splitter to ensure hands are kept away from the danger areas.</li> <li>Tool area to be marked clearly for use of tools with a white trap. All children to know that white tarps show dangerous working area.</li> <li>Behaviour management and expectations in place.</li> <li>No through way or route through tool area.</li> <li>Forest School Leader to work 1:1 with a child with splitter</li> <li>Splitter to be stored in a locked toolbox during sessions and the lock toolbox to be stored in the KS1 cupboard when not in use.</li> <li>First Aider and First Aid kit available on site.</li> </ul> | Rare | Catastrophic | High |
|--|-------------------------------------------------------------------------------------------------------------------|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------|------|

L = Likelihood (AC, L, P, U, R)  
 C = Consequence (I, Mi, Mo, Ma, C)  
 R = Risk Level (L, M, H, E)

## Risk Benefit Assessment for: Stick Crafts

|                                                                            |
|----------------------------------------------------------------------------|
| Assessment carried out by:<br>Owena Archer                                 |
| Signature: O. R. P. Archer<br>Date: 03.09.2026<br>Review date: 03.09.2027  |
| Other RAs referred to:<br>Site Risk Assessment, Daily Site Risk Assessment |

| Risk Matrix |                |               |          |          |          |              |
|-------------|----------------|---------------|----------|----------|----------|--------------|
| Likelihood  | Consequence    |               |          |          |          |              |
|             |                | Insignificant | Minor    | Moderate | Major    | Catastrophic |
|             | Almost certain | Moderate      | High     | High     | Extreme  | Extreme      |
|             | Likely         | Moderate      | Moderate | High     | Extreme  | Extreme      |
|             | Possible       | Low           | Moderate | High     | High     | Extreme      |
|             | Unlikely       | Low           | Low      | Moderate | High     | High         |
|             | Rare           | Low           | Low      | Low      | Moderate | High         |

| Specific activity | Benefit<br>(Physical, social, cognitive, linguistic, emotional, social, spiritual learning & development) | Hazard | Risk | Level of risk<br>(use Matrix) |   |   | Control methods | New level of risk<br>(use Matrix) |   |   |
|-------------------|-----------------------------------------------------------------------------------------------------------|--------|------|-------------------------------|---|---|-----------------|-----------------------------------|---|---|
|                   |                                                                                                           |        |      | L                             | C | R |                 | L                                 | C | R |
|                   |                                                                                                           |        |      |                               |   |   |                 |                                   |   |   |

|                                       |                                                                                                                                                                                                                                                                |                      |                                                                                                                                                                        |          |              |          |                                                                                                                                                                                                                                                                                                                                                                                                               |      |              |      |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------|------|
| Selecting and cutting suitable sticks | <ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Awareness of risks and safety considerations</li> <li>• Minimising damage to or impact on the environment</li> <li>• Following directions</li> <li>• Confidence and self-esteem</li> </ul> | Secateurs or loppers | <ul style="list-style-type: none"> <li>• Cuts/grazes/ bumps and bruises</li> <li>• Loss of digits or limb</li> <li>• Major or minor injury</li> <li>• Death</li> </ul> | Possible | Catastrophic | Extreme  | <ul style="list-style-type: none"> <li>• See cutting RBA</li> </ul>                                                                                                                                                                                                                                                                                                                                           | Rare | Catastrophic | High |
| Tying / creating with Sticks and wool | <ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Sense of achievement</li> <li>• Fine motor skills</li> <li>• Creativity</li> <li>• Sense of achievement</li> <li>• Confidence and self-esteem</li> <li>• Resilient</li> </ul>              | Wool                 | <ul style="list-style-type: none"> <li>• Rope burns</li> <li>• minor and major injury</li> <li>• Loss of circulation to fingers</li> </ul>                             | Possible | Minor        | Moderate | <ul style="list-style-type: none"> <li>• Adult to demonstrate and model specific knots and procedures to use join sticks in different ways</li> <li>• Children to practice</li> <li>• Adults to support, scaffold and guide children with knot tying.</li> <li>• Sharp scissors available to cut wool quickly and safely, if needed</li> <li>• First Aid kit and trained first Aider to be on site</li> </ul> | Rare | Minor        | Low  |
|                                       |                                                                                                                                                                                                                                                                | Sticks               | <ul style="list-style-type: none"> <li>• Bumps /bruises</li> <li>• Pokes / prods</li> <li>• Minor injury</li> </ul>                                                    | Possible | Minor        | Moderate | <ul style="list-style-type: none"> <li>• Sticks selected to be less than lower arm length</li> <li>• Save for children to spread while working</li> <li>• First Aid kit and trained first Aider to be on site</li> </ul>                                                                                                                                                                                      | Rare | Minor        | Low  |

|  |  |          |                                                                                                                    |          |       |      |                                                                                                                                                                                                                                                                                                                                                                                                            |          |       |          |
|--|--|----------|--------------------------------------------------------------------------------------------------------------------|----------|-------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------|----------|
|  |  | Scissors | <ul style="list-style-type: none"> <li>• Cuts</li> <li>• Pokes / prods</li> <li>• Minor or major Injury</li> </ul> | Possible | Major | High | <ul style="list-style-type: none"> <li>• Children safe scissors to be used</li> <li>• Scissors to be keep on tarp while used</li> <li>• Scissors to be stored in locked toolbox when not being used</li> <li>• Locked toolbox to be stored in KS1 cupboard</li> <li>• Children to transport scissor safely by holding the blades</li> <li>• First Aid kit and trained first Aider to be on site</li> </ul> | Possible | Minor | Moderate |
|--|--|----------|--------------------------------------------------------------------------------------------------------------------|----------|-------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------|----------|

L = Likelihood (AC, L, P, U, R)  
 C = Consequence (I, Mi, Mo, Ma, C)  
 R = Risk Level (L, M, H, E)

## Risk Benefit Assessment for: Tree Climbing

|                                                                            |                  |
|----------------------------------------------------------------------------|------------------|
| Assessment carried out by:<br>Owena Archer                                 |                  |
| Signature:<br>O. R. P. Archer                                              | Date: 03.09.2026 |
| Review date: 03.09.2027                                                    |                  |
| Other RAs referred to:<br>Site Risk Assessment, Daily Site Risk Assessment |                  |

| Risk Matrix |                |               |          |          |          |              |
|-------------|----------------|---------------|----------|----------|----------|--------------|
| Likelihood  | Consequence    |               |          |          |          |              |
|             |                | Insignificant | Minor    | Moderate | Major    | Catastrophic |
|             | Almost certain | Moderate      | High     | High     | Extreme  | Extreme      |
|             | Likely         | Moderate      | Moderate | High     | Extreme  | Extreme      |
|             | Possible       | Low           | Moderate | High     | High     | Extreme      |
|             | Unlikely       | Low           | Low      | Moderate | High     | High         |
|             | Rare           | Low           | Low      | Low      | Moderate | High         |

| Specific activity | Benefit<br>(Physical, social,<br>cognitive,<br>linguistic,<br>emotional, social,<br>spiritual learning<br>& development) | Hazard | Risk | Level of risk<br>(use Matrix) |   |   | Control methods | New level<br>of risk<br>(use<br>Matrix) |   |   |
|-------------------|--------------------------------------------------------------------------------------------------------------------------|--------|------|-------------------------------|---|---|-----------------|-----------------------------------------|---|---|
|                   |                                                                                                                          |        |      | L                             | C | R |                 | L                                       | C | R |

|               |                                                                                                                                                                                                                                         |                                                                                                                               |                                                                                                                                                                           |          |              |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |              |          |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|----------|
| Tree Climbing | <ul style="list-style-type: none"> <li>• Sense of achievement</li> <li>• Identification skills</li> <li>• Caring for the environment</li> <li>• Awareness of sustainability</li> <li>• Resilience</li> <li>• Problem Solving</li> </ul> | Falling from height                                                                                                           | <ul style="list-style-type: none"> <li>• Minor or major injury</li> <li>• Broken bones</li> <li>• Concussion</li> <li>• Death</li> </ul>                                  | Possible | Catastrophic | Extreme | <ul style="list-style-type: none"> <li>• Weather conditions and checked and considered (see Daily RA)</li> <li>• Suitable protective clothes and footwear to be worn (e.g. long sleeves, trousers and strong shoes)</li> <li>• Brief children on expectation behaviour</li> <li>• Brief children on maximum height allowed</li> <li>• Teaching children to 'test before climb' and learn about factors that could make trees / structures more or less safe (death branches, thickness)</li> <li>• Adult to supervise</li> <li>• Climbing structures where other children are below is not allowed</li> <li>• Children to climb no higher than 2 metres from the ground</li> <li>• If an adult judges that a tree is not safe, children are not allowed to climb</li> <li>• Children are taught to independently get up and down the tree</li> <li>• Children new to tree climbing to have 1:1 supervise</li> <li>• Supervising adult will intervene if climbing becomes to risky or dangerous</li> <li>• Children taught to always have 3 limbs on a tree when climbing (e.g. two hands and a foot)</li> <li>• Children taught to access, climb slow and consider risks.</li> </ul> | Unlikely | Catastrophic | High     |
|               |                                                                                                                                                                                                                                         | Large, hard or pointed objects underneath anything to be climbed or above ground (trees, rope bridges, rope swings, hammocks) | <ul style="list-style-type: none"> <li>• Minor or major injury</li> <li>• Scraps, cuts or stabs</li> <li>• Broken Bones</li> <li>• Concussion</li> <li>• Death</li> </ul> | Possible | Catastrophic | Extreme | <ul style="list-style-type: none"> <li>• Adults and children to check ground underneath thoroughly that could be within the fall zone and move any items. If items can't be moved, then that tree isn't suitable for climbing or we put the equipment up elsewhere.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Unlikely | Moderate     | Moderate |

|  |  |                                         |                                                                                                                                               |          |       |      |                                                                                                                                                                                                                                                                                                                                                                                                                                       |      |       |          |
|--|--|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------|-------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------|----------|
|  |  | Sharp, pointy branches, twigs or leaves | <ul style="list-style-type: none"> <li>• Cuts/prickles</li> <li>• Stings/rash</li> <li>• Scratches / scrapes</li> <li>• Eye injury</li> </ul> | Possible | Major | High | <ul style="list-style-type: none"> <li>• Suitable protective clothes and footwear to be worn (e.g. long sleeves, trousers and strong shoes)</li> <li>• Develop children's knowledge about plants to avoid (e.g. stinging nettles, brambles, poisonous berries and fungi)</li> <li>• Adults to monitor children and remind them to avoid the hazardous parts</li> <li>• First Aid kit and trained first Aider to be on site</li> </ul> | Rare | Major | Moderate |
|--|--|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------|-------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------|----------|

L = Likelihood (AC, L, P, U, R)  
 C = Consequence (I, Mi, Mo, Ma, C)  
 R = Risk Level (L, M, H, E)

## Risk Benefit Assessment for: hitting with a mallet

|                                                                            |
|----------------------------------------------------------------------------|
| Assessment carried out by:<br>Owena Archer                                 |
| Signature: O. R. P. Archer<br>Date: 03.09.2026<br>Review date: 03.09.2027  |
| Other RAs referred to:<br>Site Risk Assessment, Daily Site Risk Assessment |

| Risk Matrix |                |               |          |          |          |              |
|-------------|----------------|---------------|----------|----------|----------|--------------|
| Likelihood  | Consequence    |               |          |          |          |              |
|             |                | Insignificant | Minor    | Moderate | Major    | Catastrophic |
|             | Almost certain | Moderate      | High     | High     | Extreme  | Extreme      |
|             | Likely         | Moderate      | Moderate | High     | Extreme  | Extreme      |
|             | Possible       | Low           | Moderate | High     | High     | Extreme      |
|             | Unlikely       | Low           | Low      | Moderate | High     | High         |
|             | Rare           | Low           | Low      | Low      | Moderate | High         |

| Specific activity     | Benefit<br>(Physical, social, cognitive, linguistic, emotional, social, spiritual learning & development) | Hazard        | Risk                                                                                      | Level of risk<br>(use Matrix) |       |          | Control methods                                                                                                                                                                                                                                                   | New level of risk<br>(use Matrix) |       |     |
|-----------------------|-----------------------------------------------------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------------|-------------------------------|-------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------|-----|
|                       |                                                                                                           |               |                                                                                           | L                             | C     | R        |                                                                                                                                                                                                                                                                   | L                                 | C     | R   |
| Hitting with a mallet | <ul style="list-style-type: none"> <li>Independence</li> <li>Taking ownership of own decisions</li> </ul> | Sticks / logs | <ul style="list-style-type: none"> <li>Pokes / bumps</li> <li>Cuts / scratches</li> </ul> | Possible                      | Minor | Moderate | <ul style="list-style-type: none"> <li>Suitable protective clothes and footwear to be worn (e.g. long sleeves, trousers and strong shoes)</li> <li>Behaviour management and expectations in place.</li> <li>No through way or route through tool area.</li> </ul> | Unlikely                          | Minor | Low |

|  |                                                                                                                                                                                                                                      |        |                                                                                                                                             |          |              |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |      |              |      |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------|------|
|  | <ul style="list-style-type: none"> <li>• Planning and making own design</li> <li>• Understanding wood and how it can be used</li> <li>• Control</li> <li>• Managing own risks and risks to others</li> <li>• Perseverance</li> </ul> | Mallet | <ul style="list-style-type: none"> <li>• Bumps / bruises</li> <li>• Minor or major injury</li> <li>• Concussion</li> <li>• Death</li> </ul> | Possible | Catastrophic | Extreme | <ul style="list-style-type: none"> <li>• Behaviour management and expectations in place.</li> <li>• Check a safety bubble is clear around workers</li> <li>• Mallet to be held with two hands on the handle</li> <li>• If working with another person – Two people to be at right-angles to each other. Use a 3-point stance, if needed. The person using the mallet is to check the person holding is ready before striking. Small controlled strikes.</li> <li>• Forest School leader to model and monitor mallet use with other adults supporting once taught.</li> <li>• Mallets to be stored in a toolbox during sessions and the toolbox to be stored in the KS1 cupboard when not in use.</li> <li>• First Aider and First Aid kit available on site.</li> </ul> | Rare | Catastrophic | High |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------|------|

L = Likelihood (AC, L, P, U, R)  
 C = Consequence (I, Mi, Mo, Ma, C)  
 R = Risk Level (L, M, H, E)

## Risk Benefit Assessment for: Whittling using a peeler

|                                                                            |
|----------------------------------------------------------------------------|
| Assessment carried out by:<br>Owena Archer                                 |
| Signature: O. R. P. Archer<br>Date: 03.09.2026<br>Review date: 03.09.2027  |
| Other RAs referred to:<br>Site Risk Assessment, Daily Site Risk Assessment |

| Risk Matrix |                |               |          |          |          |              |
|-------------|----------------|---------------|----------|----------|----------|--------------|
| Likelihood  | Consequence    |               |          |          |          |              |
|             |                | Insignificant | Minor    | Moderate | Major    | Catastrophic |
|             | Almost certain | Moderate      | High     | High     | Extreme  | Extreme      |
|             | Likely         | Moderate      | Moderate | High     | Extreme  | Extreme      |
|             | Possible       | Low           | Moderate | High     | High     | Extreme      |
|             | Unlikely       | Low           | Low      | Moderate | High     | High         |
|             | Rare           | Low           | Low      | Low      | Moderate | High         |

| Specific activity | Benefit<br>(Physical, social,<br>cognitive,<br>linguistic,<br>emotional, social,<br>spiritual learning<br>& development) | Hazard | Risk | Level of risk<br>(use Matrix) |   |   | Control methods | New level<br>of risk<br>(use<br>Matrix) |   |   |
|-------------------|--------------------------------------------------------------------------------------------------------------------------|--------|------|-------------------------------|---|---|-----------------|-----------------------------------------|---|---|
|                   |                                                                                                                          |        |      | L                             | C | R |                 | L                                       | C | R |
|                   |                                                                                                                          |        |      |                               |   |   |                 |                                         |   |   |

|                                   |                                                                                                                                                                                                              |                            |                                                                                                                                                          |          |              |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |      |              |      |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------|------|
| Selecting and transporting sticks | <ul style="list-style-type: none"> <li>• Independence</li> <li>• Taking ownership of own decisions</li> <li>• Planning and making own design</li> <li>• Understanding wood and how it can be used</li> </ul> | Pokes / bumps              | •                                                                                                                                                        | Possible | Catastrophic | Extreme | <ul style="list-style-type: none"> <li>• Suitable protective clothes and footwear to be worn (e.g. long sleeves, trousers and strong shoes)</li> <li>• Develop children's knowledge about plants to avoid (e.g. stinging nettles, brambles, poisonous berries and fungi)</li> <li>• Discuss supporting sustainability of the site and selecting materials carefully (e.g. rule of four – leave three for natural, pick one)</li> <li>• If tools are required to collect natural materials, Forest School leader to supervise use (see tool procedures and RBA)</li> <li>• Adults to monitor children and remind them to avoid the hazardous plants when collecting their materials</li> <li>• Establish routines about caring for the site and keeping to the paths to avoid trampling the living plants</li> <li>• Hand washing facilities available on site</li> <li>• Children to wash hands after activity</li> <li>• First Aid kit and trained first Aider to be on site</li> </ul> | Rare | Catastrophic | High |
|                                   |                                                                                                                                                                                                              | Insects / living creatures | <ul style="list-style-type: none"> <li>• Bites</li> <li>• Stings</li> <li>• Allergic reactions</li> <li>• Anaphylactic shock</li> <li>• Death</li> </ul> | Possible | Catastrophic | Extreme | <ul style="list-style-type: none"> <li>• Forest School Leader to check site (see Site RA and Daily Site RA)</li> <li>• Children to check for living insects and creatures before collecting natural materials</li> <li>• Hand washing facilities available on site</li> <li>• Children to wash hands after activity</li> <li>• First Aid kit and trained first Aider to be on site</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Rare | Catastrophic | High |

|           |                                                                                                                                                                                                                                                                                                            |        |                                                                                    |        |       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |       |     |
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| Whittling | <ul style="list-style-type: none"> <li>• Personal achievement</li> <li>• Mindfulness and positive mental health</li> <li>• Development of fine motor strength and control</li> <li>• Personal risk awareness and management</li> <li>• Pride</li> <li>• Problem solving</li> <li>• Perseverance</li> </ul> | Peeler | Cuts / scrapes <ul style="list-style-type: none"> <li>• Pokes and prods</li> </ul> | Likely | Minor | Moderate | <ul style="list-style-type: none"> <li>• Freshly cut green wood to be used.</li> <li>• Adult to model and scaffold use of peeler to whittle</li> <li>• Adult to ensure children understand the dangers and the sharp put of the peeler</li> <li>• Area to be marked clearly for use of tools with a white tarp. All children to know what that white tarp show danger.</li> <li>• Behaviour management and expectations in place.</li> <li>• No through way or route through tool area.</li> <li>• Children to sit on logs while using the tools, either with legs to one side and peeler to be pushed down towards the ground or with legs apart and peeler to be used away from the body (see procedure form)</li> <li>• Adult to supervise 1:1 (or 1:2 when children are confident) when children are using the peelers</li> <li>• All peelers to be counted in and out of the toolbox. Toolbox to be kept locked and stored in the KS1 cupboard when not in use.</li> <li>• A glove may be used on the non-working hand, if needed.</li> <li>• First Aider and First Aid kit to be available on site.</li> </ul> | Unlikely | Minor | Low |
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