



Forest School Handbook

2026-2027

Written by Mrs E Bradley

and Mrs H Elliott

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School Information

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Grid reference: 52.092408 -1.8351799

What 3 words: costs. fabric. crashing

1. Declaration and review

Declaration of review Written: December 2025

Signed:

Due to be reviewed and updated:

Signed:

This handbook will be reviewed annually by the Forest School Leaders alongside Honeybourne Primary SLT, or more often if major policy changes occur.

Date of review	Signed	Comments

2. Consent and Signature Page for Additional Adults

Sample Adult Compliance Sheet (a completed copy is kept with Forest School Leader on site at all times)

All adults (staff and volunteers) attending Forest School need to read all relevant school volunteer documents, including the School Safeguarding Policy, as well as the Forest School Guidance for Adult Helpers and relevant risk assessments. Please sign this sheet to confirm you have read the above before you attend a Forest School Session. The Forest School Handbook is in the school office for further information. Example: Name Date Position e.g. staff/volunteer signed

Name	Date	Position e.g. Staff/volunteer	Signed

3. Forest School Ethos and Countryside Code

The History of Forest School

The Forest School model originated in Scandinavia and was introduced to the United Kingdom in 1993 by a group of Nursery Nurses from Bridgewater College in Somerset. These practitioners observed an open-air educational approach at a Danish pre-school before establishing a 'Forest School' in the UK. The initiative emphasized holistic development and child-led learning, providing children with opportunities to explore beyond the limitations of a traditional classroom environment, including the use of tools and supervised risk-taking. This setting has been shown to support the development of confidence and self-esteem among participants.

Forest School Ethos

Forest School is defined by 6 core principles, which were agreed by the Forest School community in 2011. In Forest School no single principle takes precedence over the others; instead, they work harmoniously, interlocking to create a unique environment for learning and growth. We will aim to cover all six principles throughout our Forest School sessions. The six core principles are:

The Long-Term Principle – 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.

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

The Nature Principle – 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.

- The woodland is ideally suited to match the needs of the programme and the learners, providing them with the space and environment in which to explore and discover.
- A Forest School programme constantly monitors its ecological impact and works within a sustainable site management plan agreed between the landowner/ manager, the forest school practitioner and the learners.
- Forest School aims to foster a relationship with nature through regular personal experiences in order to develop long-term, environmentally sustainable attitudes and practices in staff, learners and the wider community.

- Forest School uses natural resources for inspiration, to enable ideas and to encourage intrinsic motivation.

The Risk Principle – Forest school offers learners the opportunity to take supported risks appropriate to the environment and to themselves.

- Forest School uses tools and fires only where deemed appropriate to the learners, and dependent on completion of a baseline risk assessment.
- Any Forest School experience follows a Risk–Benefit process managed jointly by the practitioner and learner that is tailored to the developmental stage of the learner.

The Holistic Learning Principle -Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.

- Where appropriate, the Forest School leader will aim to link experiences at Forest School to home, work and /or school education
- Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.

The Leadership Principle - Forest School is run by qualified Practitioners who continuously maintain and develop their professional Practice.

Forest School is led by qualified Forest School practitioners, who are required to hold a minimum of an accredited Level 3 Forest School qualification

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

The Community Principle - Forest School uses a range of learner-centred processes to create a community for development and learning.

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

- Practitioner observation is an important element of Forest School pedagogy. Observations feed into 'scaffolding' and tailoring experiences to learning and development at Forest School.



Respect everyone

- Be considerate to those living in, working in and enjoying the countryside
- Leave gates and property as you find them
- Do not block access to gateways or driveways when parking
- Be nice, say hello, share the space
- Follow local signs and keep to marked paths unless wider access is available

Protect the environment

- Take your litter home – leave no trace of your visit
- Do not light fires and only have BBQs where signs say you can
- Always keep your dog under control and in sight
- Dog poo – bag it and bin it in any public waste bin or take it home
- Care for nature – do not cause damage or disturbance

Enjoy the outdoors

- Check your route and local conditions
- Plan your adventure – Know what to expect and what you can do
- Enjoy your visit, have fun and make a memory

Follow advice and local signs. The arrows show the legal and recorded rights of way for different user groups.

Footpath



Bridleway



Restricted Byway



Byway open to all traffic



Permissive Path

Follow advice on local signs as landowners voluntarily provide access to these paths and choose who can use them. Some open access areas are also made available in the same way.



National Trail

National Trails are created for walking, with horse-riding and cycling possible on some trails or trail sections.
www.nationaltrail.co.uk



Open Access

You can walk and explore away from paths.

www.openaccess.naturalengland.org.uk

For more information on the countryside code visit www.countryside-code.org.uk

4. Our Forest School Vision, aims and benefits

We believe that Forest School provides an opportunity for our children to develop holistically through child-centred, independent exploration and play in a natural woodland environment. Our vision is for our Forest School to provide a variety of habitats and a safe, interesting place for children to learn and explore and for all children to believe in themselves and develop a love of lifelong learning, become independent, resilient and respectful.

Our aims are:

- To create a woodland that comprises of varying ages and species of trees.
- To maintain and promote the growth of native trees and shrubs.
- To maintain dead wood where appropriate and provide habitats for a variety of fungi and invertebrates.

- To produce a rich, biodiverse and resilient site to encourage wildlife.
- To engage the children to be proactive in the conservation of the site.

Below are some examples of how Forest School activities reflect both the Early Years Foundation Stage Curriculum (EYFS) and the National Curriculum (NC):

Listening, Attention and Understanding (EYFS)

Children will have opportunities to listen attentively and respond to what they hear, make comments about what they have heard and ask questions to clarify their understanding.

Speaking (EYFS)

Children will participate in discussions, offering their own ideas, explain why things might happen and express their ideas and feelings about their experiences.

Self-Regulation (EYFS)

Children will have opportunities to develop an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. They will be able to set and work towards simple goals, being able to wait for what they want and control their immediate impulses.

Managing Self (EYFS)

Children will become confident to try new activities and show independence, resilience and perseverance in the face of challenge. They will start to explain the reasons for rules, know right from wrong and try to behave accordingly.

Building Relationships (EYFS)

Children will be able to work and play cooperatively and take turns with others. They will also get opportunities to develop positive attachments to adults and friendships with peers as well as show sensitivity to their own and to others' needs.

Gross Motor Skills (EYFS)

Children will negotiate space and obstacles safely, with consideration for themselves and others. They will also demonstrate strength, balance and coordination when playing and climbing.

Fine Motor Skills (EYFS)

Children will have the opportunity to use a range of small tools.

People, Culture and Communities (EYFS)

Children will be able to describe their immediate environment using knowledge from observation.

The Natural World (EYFS)

Children will explore the natural world around them, making observations and drawing pictures of animals and plants. They will also learn some similarities and differences between the natural world around them and contrasting environments and understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Creating with Materials (EYFS)

Children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will also get to share their creations, explaining the process they have used.

Art (NC)

Children will have the opportunity to develop a wider range of moulding techniques (using more than one medium). To explore and develop methods of fixing pieces together and producing a high-quality finish suited to purpose. To analyse/compare the techniques and designs of sculptors then build these into their own work.

Geography (NC)

Children will be able to identify seasonal and daily weather patterns and use basic geographical vocabulary to refer to key physical features and key human features. Children will use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

History (NC)

Children will be able to explore how people from ancient times lived, what they lived in and what tools they used.

Science, (NC)

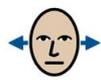
Children will have the opportunity to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees and identify and describe the structure of a variety of common flowering plants, including trees. They will also get to observe closely and compare and contrast familiar plants; describe how they were able to identify and group them and draw diagrams showing the parts of different plants including trees. Children will keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants. They will observe and record the growth of a variety of plants as they change over time from a seed or bulb and observe similar plants at different stages of growth. They will be able to explore the difference between living, dead, and that which was never alive. Find out what a habitat is, how these can be the same or different, and how some animals and plants suit one habitat better than another. Discover the names of key plants and animals from a variety of habitats and the adaptations these plants and animals have to survive these habitats. Know how these animals and plants depend on each other for survival. Explore what a food chain is and why they are important.

5. Our Forest School Rules

At the start of each session the children and adults are reminded of our Forest School Rules, these are kept simple and can be added as conditions may require. It is also expected that children will adhere to normal school rules and expectations for behaviour remain high. Our rules are dual coded for the benefit of our younger children and those with SEND needs.

EYFS RULES

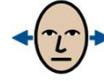

Forest



No



picky



No



pokey

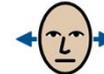

School rules



No



licky



No



ropey

KS1/2

  
Our Forest School Rules.

   
Our Forest School Promise

  
Stay within the boundaries.

     
Today we learned the rules of Forest School.

 
Respect nature.

 
We promise to:


Be kind.

 
•Be kind to nature

  
Use tools safely.

  
•Look after our friends

 
Leave no trace.

 
•Follow the safety rules

    
•Have **FUN** and explore safely!

6. Forest School Code of Conduct

Entering the Forest School Area: We will enter the Forest School area following a Forest School Leader, making sure that we do not damage the environment. We understand that we share our outdoor space with animals and plants and should be mindful of this when exploring and learning we will go straight to base camp, unless instructed otherwise. We will treat our site with respect and abide by the rules and expectations that are in place. We share our Forest School area with lots of different wildlife and know that we must look after the area to allow the plants and animals to thrive.

Boundaries: Children are made aware of their Forest School boundaries before every session taking note of either natural barriers or rope. Children will know not to go beyond these areas. They are clearly told how far they can explore and investigate. Children know that they must stay in sight of the adults that they are with. The children know that if the Forest School Leader shouts 'base camp' the children must all return back to base camp.

Base Camp: A circular area within the site, demarcated by logs, where children gather to be set tasks or to reflect on their session. The logs are a safe distance apart so can be used for seats for whittling. A whistle will be used when adults want children to return to base camp.

Lighting a Fire: The Forest School Leader will always be in charge of fire lighting and all adults involved will be briefed beforehand. A lit fire will always be supervised by an adult and never left unattended. All fires will be lit in the middle of basecamp, in a fire pit, and no fire will be lit until it has been confirmed that we have all safety equipment in place, water, fire gloves and a first aid kit. The ratio for fire lighting is 1-1. Children must be asked to be invited into the area by an adult or another child if the responsibility has been passed over. Children may sit on log stools which are at least 1.5m away from the fire. If you need to move around in the fire circle to sit in a different place, you must step out of the circle and travel around the outside. If the fire pit is out even when the fire is not lit, it should be treated as though it is.

Using Tools: All tools have their own set of rules for use by adults and children. These rules and procedures can be found in our risk assessment. How and when the tools should be used will be considered, along with storage and maintenance.

Picking Up and Playing with Sticks and stones: Children are not to pull sticks from living trees. Children and adults can carry sticks which are the length of their forearm but are to carry them by their side with their thumb on top of the stick. When carrying sticks which are longer, the children are to drag them by their side with their thumb on top. Children must be aware of the children around them when carrying sticks and must only walk when carrying them. Sticks must never be thrown. Children can pick up and transport stones to use in creative activities. When dropping a stone into an area, the child must think about whether it is safe to do so. Stones must never be thrown.

Digging: Children may carefully move soil to look for wildlife and habitats. They can do this using their fingers, small sticks and lolly pop sticks. Bigger holes should be

made in the designated 'mud kitchen' area where children can dig as much as they like.

Collecting Wood: Wood can be collected for fire lighting and will be collected in four thicknesses – matchstick sized, pencil sized, thumb sized and wrist sized. Sticks must be collected sparingly as not to disrupt creature habitats.

Eating and Drinking: Children are not to eat or drink anything found in the Forest School area (unless it has been planned to do so, e.g.: outdoor cooking). Children must be reminded not to put their fingers near their mouths, noses and ears. They must not put anything they have found near their mouths. Our 'No picky, No licky' motto will always apply. Only the children's own water bottles can be taken onto the site, and these will be kept in a specified tray if required.

Rope and String Use: Children are not to wrap or tie anyone up in rope. If a child wants to use rope or string to tie something, an adult should support them when needed while modelling and talking through what they are doing.

Building Dens and Shelters: The children will be supervised by an adult when building dens and shelters. The children will be made aware of the potential for logs or sticks falling. The children will not use logs or sticks that are too heavy for them to hold safely. Children will be told not to enter the den or shelter until an adult has checked it is secure. In extreme weather conditions the FSL will decide if it is appropriate/safe to den build.

Carrying and Transporting Materials: Children are encouraged to move materials by rolling, lifting, dragging and pulling using their hands or ropes. Children and adults must lift things by bending their knees and keeping their backs straight. Safe lifting will always be modelled by an adult. Heavier objects should be carried by more than one person or rolled safely.

Toileting: Children are to use the toilets before leaving the school building and entering the Forest School area for their session. If the children need the toilet during the session, they are to use their appropriate toilets within school and ensure that their dirty clothing is removed beforehand.

Tree Climbing: We currently have one suitable tree for climbing within our Forest school area. Ladders and pallets are provided to help children get off the ground. Children must only ever climb with an adult present and be taught to check the ground below for sharp objects. Children are not to climb higher than their own height or a maximum of 1.5m. Adults should be close enough to catch a child should they fall.

Leaving the Forest School Area: Children and adults will always try their best to leave no evidence of our time in the Forest School area. When possible, shelters should be taken down and manmade materials removed. If needed, larger items may be left between sessions occasionally. Any litter must be removed.

7. Clothing Requirements

When in the Forest School children may be subjected to various weather conditions in all seasons therefore clothing requirements should account for this potentially variable weather. Children or adults will not be able to take part in Forest School if inappropriately dressed. Long sleeved tops and long trousers to be worn at all times.

"There's no such thing as bad weather, only unsuitable clothing."

Clothing List

- Long trousers
- Jacket or Waterproof coat
- Long sleeve tee-shirt/top
- Sun Hat or Woolly hat
- Jumper/warm coat
- Gloves (no scarves)
- Wellington Boots or stout shoes/boots
- Spare socks
- Hair tied back
- No jewellery
- Waterproof trousers

8. Environmental Considerations

Ecological Impact Matrix

	GROUND LAYER Fungi & small plants	FIELD LAYER Nettles and bramble height	SHRUB LAYER Shrubs and small trees	CANOPY LAYER Tall trees	INVERTEBRATES Spiders, snails, worms, insects	NESTING BIRDS	ANIMALS Mammals, amphibians & reptiles	PATHS
MUD KITCHEN	May disturb soil structure and tree roots.	Due to location of kitchen this layer not directly affected.	Due to location of kitchen this layer not directly affected.	Due to location of kitchen this layer not directly affected.	May disturb soil structure and damage the existing habitat.	Due to location of kitchen this layer not directly affected.	Due to location of kitchen this layer not directly affected.	Due to location of kitchen this layer not directly affected.
CAMPFIRE / FIRE BUILDING	May damage habitats when collecting wood and siting the fire pit. May lead to burnt vegetation and change of soil make up.	Collecting firewood may cause trample damage. May also reduce the amount of dead wood available for habitat creation.	Collecting firewood may cause trample damage. May also reduce the amount of dead wood available for habitat creation.	Collecting firewood may cause trample damage. May also reduce the amount of dead wood available for habitat creation. Also heat and smoke may damage this layer.	Collecting firewood may cause trample damage. May also reduce the amount of dead wood available for habitat creation. Also, may have made a home in the soil of the pit area. (leaf litter)	Smoke and rising heat may disturb the nest sites.	Smoke may disturb the animals and may affect scent trails.	Not affected, as fire pit situated away from usable paths.
BASE CAMP	May disturb soil structure and tree roots due to increased footfall.	Moving to and from base camp may cause trampling.	Moving to and from base camp may cause trampling.	Due to location of base camp this layer is not directly affected.	Moving to and from base camp may cause trampling. Moving of log seats may damage habitat.	Due to location of base camp this layer is not directly affected.	Due to location of base camp this layer is not directly affected.	Due to location of base camp this layer is not directly affected.
SHELTER BUILDING	May disturb soil structure and tree roots due to increased footfall.	May trample new saplings and young plants.	Collecting deadwood may cause trample damage. May also reduce the	May damage branches, bark when attaching	May also reduce the amount of dead wood available for habitat	May be disturbed by noise.	May be disturbed by noise.	Maybe eroded and soil compacted due to increased footfall.

			amount of dead wood available for habitat creation.	tarps and ropes	creation. Also, may be disturbed by noise.			
WOOD USE FOR WHITTILING	May disturb due to leftover whittling pieces, compaction of soil over time due to working in the same area.	May disturb due to leftover whittling pieces, compaction of soil over time due to working in the same area.	May reduce structural diversity or nesting cover.	Whittling rarely affects the canopy unless branches are removed unsustainably	Trampling during whittling sessions can crush or disturb invertebrates.	May disturb nesting birds if done near active nests or involves harvesting branches, during breeding season	Will rarely affect.	Will rarely affect due to whittling being undertaken in the tool circle.
MINI BEAST HUNT	May disturb soil structure and damage the existing habitat if logs are not replaced quickly.	May trample new plants, moving and plants may damage habitat.	May trample new plants, moving and plants may damage habitat.	Will rarely affect	May damage the existing habitat. If logs and leaf litter are not replaced quickly and displace the animals.	Will rarely be affected.	Disturbing habitats and therefore the food source for the animals.	Maybe affected by increased footfall and disturbance of the pathway.
WALKING / PLAYING / FOOTFALL	Will damage due to trampling because of increased footfall.	Will damage due to trampling because of increased footfall. Damage new plants.	May trample plants.	Will have minimal affect.	Will disturb insect habitats	May disturb due to noise and vibrations	Will affect habitats. Disturb wildlife.	Maybe affected by increased footfall and disturbance of the pathway. Erosion and compacting of footpaths.
ARTS AND CRAFTS	Disturbing soil, leaf litter and any left-over art materials	Using dead wood, twigs and removing habitats.	May be some damage to due to picking of leaves and fruit	Minimal affect	Collecting resources may cause trample damage of habitat. May also reduce the	Minimal affect	Removing food sources (acorns, pinecones, berries) and damaging habitat.	Maybe affected by increased footfall and disturbance of the pathway. Erosion and

					amount of dead wood available for habitat creation.			compacting of footpaths.
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	High impact
	Medium impact
	Low Impact

Our 3 Our Year Woodland Management Plan

A Three-Year Sustainable Woodland Management Plan: Authors- H Elliott & L Bradley						
Name: Honeybourne Primary Forest School. At Honeybourne Primary school, our vision is for our Forest school to provide a variety of habitats and a safe, interesting place for children to explore and learn.						
Aims:						
<ol style="list-style-type: none"> To create a woodland, that comprises of varying age and species of tree. To maintain and promote the growth of native trees and shrubs. To maintain dead wood where appropriate and provide habitats for a variety fungi and invertebrates. To produce a rich biodiverse and resilient site to encourage wildlife. To engage the children to be proactive in the conversation of the site. 						
Factor	Location	Current Situation	Target Situation	Actions needed	Method of Management and Monitoring impact.	Timescale
Mud Kitchen	Under Willow Tree	Newly built and installed	A willow structure portioned area leading to the mud kitchen	Ensure regular maintenance of the kitchen. Plant and create willow structure. Ensure site is not overused/ restrict use in overly wet weather. Move kitchen to avoid overuse and compaction of soil and disturbance of wildlife.	Monitored by FS leaders and designated children (Yr5/6)	Year 1: Build and install kitchen. Involve children in the planting of the willow saplings. Ensure safety checks are taken. Year 2: To prune and shape willow structure. Maintenance of kitchen. Year 3: Continue to maintain area. Move the kitchen if needed.
Fires	Moveable Fire Pit, situated in centre of base camp.	There is no fire pit in use yet. Plans to use it in near future.	A clear designated seating area, A focal point for a defined fire pit used at selected times.	A sustainable supply of firewood. Ensure all fires are extinguished before leaving the site. All fires to be lit into the fire pit not on the ground.	Managed by FS leader, ensuring all fires are extinguished. Ensure habitats are not disturbed when collecting kindling. Be mindful of compaction of soil. Beware of smoke affecting near neighbours and wildlife.	Year 1: Using the School Eco Council Plan develop a seating circle/base camp area where fire pit will be located when in use. Ensure all safety checks and risk assessments are in place.

						Year 2: Assess if location of fire pit is suitable through conversations with the children and Eco Council and maintain the area. Year 3: To maintain and assess the area.
Base Camp	Bottom left corner of FS site.	A base camp has been developed using plans from the children's eco council. A bark surface has been laid.	A focal point for our fire pit area and greeting circle. To install an appropriate canopy over base camp.	Impart the rules to the children so they know how to move around the circle.	Monitored by FS leaders and older children. Ensure that children know how to move around the circle to avoid trampling saplings and impacting ground. Rope off paths that are overused.	Year 1: Create the Base Camp circle from the Eco Council Plans. Investigate canopy options. Year 2: Monitor the seating for signs of rot. Replace bark chippings if needed. Year 3: Continue to monitor.
Shelter Building	Anywhere on site that has trees suitable to build on	Few strong trees to build on. Using tarpaulins as not enough dead wood on site.	To promote the use of pallets to create permanent structures. To plant more trees that can be used in the future as basis/wood for den building.	Designate a fixed location for shelter building, leaving areas to regenerate. Supplying resources from outside FS to enable the children to build.	Monitored by FS leaders and older children. Ensure shelter building locations are moved regularly to prevent compaction of soil, trampling of new saplings. To educate the children to be mindful to the trees by not breaking branches, pulling off leaves and destroying established habitats.	Year 1: Allocate areas and trees that can be used for shelter building. Supply resources from off site to enhance the shelter building experience. Year 2: Monitor and assess if more trees need planting. Year 3: monitor areas and act accordingly.

Minibeast Hunt	All areas of the site	Few areas that are mature enough to be a habitat for mini beasts. Children at the start of their identification journey.	To develop more biodiversity within the site by building and creating places for minibeasts to inhabit.	To build habitats for animals- bug houses. Ensure animals are put back where they were found. Use appropriate equipment for the careful collection of minibeasts.	Monitored by FS leaders and older children. Ensure children are reminded of how to collect and look after the animals. Vary and rotate areas used for minibeast hunts to mitigate against soil compaction, trampling and damage to habitats. Ensure staff are aware of the rules for the session.	Year 1: Identify areas to place natural bug hotels, rope off developing sites. Plan and build bug hotels with the children. Plant hedges and trees from plants supplied from the Woodland Trust to increase the biodiversity of the site. Children to conduct nature surveys to assess what minibeasts we have in our site. Year 2: Children to sow wildflower seeds and plant bulbs to encourage pollinators. Conduct nature surveys to assess if minibeast numbers have changed. Year 3: Plan and add a small dipping pond to the site.
Arts and Crafts	Tool station and around the site.	Arts and crafts currently use resources brought from offsite due to a lack of trees and shrubs and are based around the base camp circle.	Resources (sticks, branches leaves and plants) to be sourced from the site and activities conducted within an established tool circle where appropriate. Children to use knowledge of nature to	Remove all material from the site at the end of each session to ensure not to upset the natural ecosystem (leave no trace). Keep any new material to one specific area. Limit the frequency and the number of natural objects	Monitored by FS Leaders and the children using the site. Ensure there is minimal movement of ground layer. Rotate areas to decrease soil compaction. Encourage children not to damage the trees as this would deplete	Year 1: Monitor the natural resources that are being collected and used- ensure not too much is taken. Bring in sustainably sourced natural materials. Plant hedges and trees to increase sustainability of the site.

			aide them in their arts and crafts. To build bug hotels, bat boxes and bird houses to encourage biodiversity.	collected around the site. Take only what is needed. Leave some deadwood for habitat creation	resources and damage habitats. Teach the children to identify flora that are more sensitive to the loss of flowers and leaves.	Monitor footfall in high use areas. Year 2: As above Year 3: As above
Wood used for whittling	All around forest school area	Limited amount wood that can be used for whittling. Sustainable resources needed to be brought in.	To have a wide range of trees that can provide a sustainable supply of wood suitable for whittling.	Plant a suitable selection of trees that will grow and provide sustainable resources. Preserve what trees we have and allow them to mature to a usable standard.	Monitored by FS leaders. Ensure current habitats are not disturbed while looking for wood to use. Ensure suitable dead wood is left for nesting animals and invertebrates.	Year 1: Plant a suitable selection of trees to grow to provide a sustainable supply of wood for whittling. Continue to source sustainable wood from outside the FS area. Year 2: Continue to monitor tree growth, plant more if necessary. Continue to source wood from other sustainable sources. Year 3: As above
Walking/playing/footfall	All around forest school area	Wide, undefined pathways that become muddy and slippery when it rains. Base camp and pathway leading to it are covered on bark chippings. Children move between trees damaging the ground layer.	Defined pathways to protect new growth with the ability to redirect them if the ground is becoming worn and damaged.	Rope off defined pathways. Ensure children understand the reasons for letting areas rest and regenerate.	Monitored by FS leader and children. Ensure new growth and habitats are protected from constant footfall.	Year 1: Create defined pathways. Monitor surface of base camp and pathway leading to it. Year 2: Monitor pathways and re-establish if necessary. Year 3: As above

Trees	Trees in and around FS site.	A mix of hazel, wild cherry, dogwood and hawthorn near base camp. Mature willow, lime and London Plane on edges of site.	A more diverse woodland, incorporating mixed hedge planting and trees.	Coppice the existing hazel to promote new growth. Plant more hedging along boundary rope area to make natural boundary. Plant more trees to increase the biodiversity of the site. Remove diseased branches from trees and check health of mature trees. Protect new trees with guards.	Monitored by the FS leaders and the children. This should have a positive ecological impact on the site. Monitor pest/disease impact on young plants. Children to regularly survey the area to see the impact on the flora and fauna of the site.	Year 1: Coppice the hazel and use wood for art and craft activities. Children to help plan, measure out and plant hedge and tree saplings (sourced from the Woodland Trust). Begin willow planting. Year 2: Monitor and review progress of hedges and trees. Thin if needed. Assess if more plants are needed. Assess if willow can be made into a structure. Coppice or pollard trees if needed. Year 3: As above
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9. Forest School Procedures.

Procedures to be carried out before each session:

- A thorough check of the site must be carried out by a Forest School Leader before each session/before entering the area. The Forest School Leader must check for any litter, glass, animal faeces and so on. When checking the site, the Forest School Leader must fill in a 'Safety Sweep' form and store appropriately. The Safety Sweep forms should state if any hazards were found and how they were dealt with. Any such items must be collected using disposable gloves and plastic bags then disposed of appropriately. (See a template and some examples of the Safety Sweep appendix)
- While completing the check, the Forest School Leader should check the boundary ropes, fences, gates and hedges should all be checked to ensure that they are secure and safe.
- Trees should be checked for any broken or dead branches which could fall and that there are no dead twigs or if any twigs are protruding at eye-level.
 - The Forest School Leader should always consider the weather conditions. If it is windy (34mph or more) or a thunderstorm is imminent/commenced, then it is not advisable to carry out a Forest School session. In extreme hot weather shorter sessions may be considered and possible moved to be away from hottest part of the day.
 - The Forest School Leader should plan their session beforehand and ensure that there is another adult to go out with.

Session Plan:

- Toileting
- Put on appropriate clothing, protection and footwear (e.g. wellies, waterproofs/sunhats, sun cream)
- Discuss and revise the Forest School rules
- Discuss any safety issues that have been identified on the Safety Sweep
- Headcount the children before leaving the school building
- Walk to base camp
- Sit down on a log

- Discuss rules and safety issues further if needed
- Listening and trust activity
- Introduce main activity and other activities on offer
- Children to choose their activity (this may be more directed in younger year groups)
- Using appropriate signal/whistle, return to basecamp to discuss what has been going on – reflect and feedback
- Line up where you would like the children to exit and head count
- Return to the main school building, head count again
- Remove clothing and outdoor shoes

Procedures to be Carried Out at the End of Each Session:

- Clear everything manmade away (unless needed for following session)
- Count and check off all tools as they are put back into storage
- Collect any observation or assessment sheets from other adults

10. Suggested activities

At our Forest School, we aim to offer a wide range of experiences and activities to encourage children to become creative and independent learners who are supported in exploring new ideas and attempting new challenges.

The activities we offer are planned with the aim to:

- Build personal and social skills
- Independently pursue and investigate areas of interest, becoming self-motivated
- Learn how to manage failure
- Develop confidence in decision making and evaluating risks
- Develop practical skills and improve fine motor and gross motor skills
- Develop language and oracy skills
- Experience achievement and success

Possible activities:

- Den and shelter building
- Using tools to create craft items
- Observing and studying wildlife
- Craft activities using natural resources
- Art and sculpture using natural resources
- Team and group games
- Building wildlife homes and bug hunting
- Stories and drama play
- Fire lighting, Kelly kettle and cooking
- Sensory activities
- Rope and string work



11. Health and Safety

Honeybourne Primary School's Health and Safety Policy sets out clear statements of intent regarding the approach to the health and safety of its children, staff and visitors to the school and the school site. **All the Health and Safety Policies can be viewed on the school website.**

Provided below is a list of additional points and measures which relate directly to our Forest School sessions.

1. However, many adults accompany Forest School sessions the person in charge is always the Forest School Leader.
2. The Forest School Leader has overall duty of care for the children in his/her charge, but all adults are required to take all reasonable steps to ensure children are safe.
3. All adult helpers must read this handbook and appropriate risk assessments and understand and agree to comply with the general operating procedures for Forest School – they must sign and date a form to show that they have read and understood this handbook and the risk assessments appropriate to the session in which they are helping. They must sign and date the form stating that they comply with the general operating procedures for our Forest School sessions.
4. The Forest School Leader or assistant will carry a first aid kit and any relevant medication.
5. The Forest School leader will always carry a mobile in the case of an emergency.
6. In the event of an emergency, the Forest School leader will ensure that the school contacts the emergency services.
7. The Forest School leader will review the risk assessments before every trip to the Forest site by completing a Safety Sweep form.
8. When tools are used the Adult/child ratio will be as stated in the tool talk.
9. The Forest School leader is responsible for the maintenance and checking of all tools and equipment safety prior to their use
10. The Forest School leader is responsible for training the children in how to use the tools and equipment safely and appropriately.

Hygiene, toileting, hand washing, food preparation and snack time.

- EYFS and year 1 children will be escorted by an adult to their classroom and back in order to access toilets. Older children may be allowed to go to the toilet unattended.
- Hand washing facilities will be provided in Forest School. Children will always wash their hands thoroughly before eating at Forest School using warm water, soap and towels. Wipes are not recommended due to their inability to remove large amounts of mud, and they tend to spread the germs/dirt around rather than removing it entirely.
- All food and refreshments, including foraging, campfire cooking and brought in foodstuffs will be prepared in accordance with the highest standards of food safety, ensuring appropriate risk benefit assessments are in place.

12. Safeguarding and Confidentiality.

Safeguarding Children Safeguarding at Forest School is in line with Honeybourne Primary School's Safeguarding Policy, available in full at

[Honeybourne-Safeguarding-Policy-2025-26.docx](#)

A summary of the policy is included below:

- Every child has the right to be kept safe from danger and learn in a safe and secure environment
- All staff involved in Forest School hold relevant DBS checks
- All Forest School staff attend regular safeguarding training
- All concerns and disclosures are confidential and will only be shared with the school's designated safeguarding leaders and necessary agencies, if appropriate.

Honeybourne Primary School safeguarding lead persons are Rachel Evans Cook (Head Teacher) and Deputy DSL: Kate Drew, Emma Cowley, Katherine Edwards.

Confidentiality

All forest school staff and volunteers must adhere to the confidentiality policy.

Medical and personal information

- All adults will be made aware of any medical details such as allergies affecting the children attending on a need-to-know basis and kept confidentially within the school's Forest School Handbook
- In case of emergency, contact numbers of each child will be kept in the school's Forest School Handbook
- Only trained staff will apply first aid to children and adults attending; volunteers must make staff aware if they are approached by a child needing care
- Any adults attending, with medical conditions, must disclose to the Forest School Leader; this information will be treated with the utmost confidentiality

Photographic and Video permissions

- As part of the permission to attend Forest School sessions, parents will be asked to agree to their child being photographed or filmed for observational, training or school promotion purposes; any child without this permission will be recorded in the school's Forest School Handbook
- Only school cameras and iPads must be used for this purpose
- Volunteers should only use school cameras under the guidance of the Forest School Leader.
- Mobile phones should only be used for emergency purposes.

Observations

- Trained staff will be required to undertake observations and assessments of the children attending, as part of the curriculum and wellbeing scales.
- Observations will be kept in school and remain confidential to that child and family
- Volunteers may give oral feedback to a staff member regarding an activity; this must be in strict confidence.

13. Legislation to be considered

We need to consider the following:

- Health and Safety at Work act 1974 and Children's Act 1989: Our ratios are a minimum of 1 to 8 for EYFS, 1: 10 for KS1 and 1:15 for KS2 pupils. These ratios do not include the Forest School leader. Ratios will be decreased for specific activities involving tool use.
- Equality Act 201: We ensure Forest School is accessible to all by keeping the paths clear and well maintained. Access to FS is down a tarmacked path.
- Liability Insurance:



Confirmation of risk protection arrangement (RPA) membership

The Department for Education's risk protection arrangement (RPA) is a voluntary arrangement for academies, free schools and local authority maintained schools. It is an alternative to insurance through which the cost of risks that materialise will be covered by government funds.

The following academy trust or multi-academy trust is a member of the RPA.

NAME OF MEMBER ORGANISATION:	Honeybourne Primary Academy
MEMBERSHIP NO/URN:	139749
MEMBERSHIP PERIOD:	01 September 2025 to 31 August 2026
RPA MEMBERSHIP RULES:	Standard

(1) Limit of Indemnity	EMPLOYER'S LIABILITY Unlimited
(2) Limit of Indemnity	THIRD PARTY PUBLIC LIABILITY Unlimited
(3) Limit of Indemnity	PROFESSIONAL INDEMNITY Unlimited
(4) Limit	PROPERTY DAMAGE Loss of or damage by any risk not excluded to any property owned by or the responsibility of the Member including property the responsibility of the Member due to a lease or hire agreement Cover Reinstatement value of the property

NOTES:

1. Indemnity is subject to the RPA membership rules.
2. In accordance with the provisions of paragraph 1 of Schedule 2 of the Employers' Liability (Compulsory Insurance) Regulations 1998 (SI 1998/2573), the Secretary of State for Education hereby certifies that any claim established against the named member organisation above in respect of any liability to the employees of the kind mentioned in section 1(1) of the Employers' Liability (Compulsory Insurance) Act 1969 will, to any extent to which it is otherwise incapable of being satisfied by the aforementioned employer, be satisfied out of moneys provided by parliament.
3. A General Principles Clause is included.

Signed: 

Dated: 01 September 2025

Susan Dawson
Director of Commercial for Sector and Commercial Operations

14. Travel

No travel policy is required for Forest School as our site is on the school grounds. If we were to take the children off site, we would refer to our school travel policy which is kept in the school office and on the school website. Any off-site activities would also have the Head Teacher's authorisation, along with any necessary risk assessments.

When travelling to our Forest School area within school grounds, the Forest School leader leads the line and the other adult stays at the back of the line. Children walk in single file, from their classroom to the bike shelter where they can change their footwear. Once all children are ready the Forest school Leader will lead the children to the Forest school site at the bottom of the field and into base camp being counted as they enter. Other adults will follow the children or accompany any 1-1 or SEND children.

At the end of the session the children will line up and get counted before returning to the bike shelter, being led by an adult, to change their footwear before lining up again and waiting for an adult to return with them to their classroom.

15. Equipment for Forest School sessions

Essential equipment for each session will include:

- First aid kit along with any necessary medication for specific children i.e. inhalers and Epi-pen.
- Staff mobile phone for emergency contact
- iPad to record learning
- Children's own drinks in warm weather. Children will be able to access drinks at other times by returning to class.
- Session resources and planning
- Water
- Whistle
- Accident Forms
- Risk Assessment and Site Survey

Equipment list

- Lockable Toolbox, including tool maintenance log and tool inventory
- Sharp skills knife
- Peelers
- Saw
- Axe
- Billhook
- Secateurs
- Folding saw
- Mallet
- Drill/drill bits
- Clamps

- Rigger gloves
- Fire blanket
- Fire gloves
- Fire pit
- Cotton wool
- Kelly kettle
- Fire steels
- Kneeling pads
- Paracord
- Rope
- Jute twine
- Tarps
- Camouflage net
- Bug hunting kit
- Mud kitchen and equipment
- Buckets

16. Using and Storing Tools

All tools are counted at the start and end of each session using a checklist to ensure nothing is missing. Tools are stored in a locked shed; sharp tools go in a locked toolbox inside the shed (school at the moment). Children must never access tools alone and should always be supervised by an adult when using or collecting them. Tools must only be used for their intended purpose as demonstrated by an adult. When using tools, children sit in a designated area set by the Forest School leader and may only enter when invited. All children must know this area for safety.

When using a tool, children must wear a safety glove on their non tool hand.

Potato Peeler

Tool Talk

Use: Whittling and peeling wood, demonstrated by an adult first.

Transport: Carry blades at your side and walk only.

Ratio and Where: KS1 – 1:3; KS2 – 1:6. Use in a designated safe area set by the Forest School Leader. Entry is by invitation only; children must request to enter or leave verbally.

Storage and Maintenance: Return peeler to the toolbox, lock it inside, then secure in the tool shed.

Posture: Only use while seated on a log, elbows on knees, working downward between the legs.

Sharp Skills Knife

Tool Talk

Use: Whittling and carving wood. This must be modelled by an adult beforehand.

Transport: Blades must be carried down by your side, and you must only walk.

Ratio and Where: KS1 – 1:1 KS2 – 1:1 In an area mapped out by the Forest School Leader – space must be determined by ensuring it is a safe distance away from others. Nobody should enter without being invited. Children must verbally ask to enter or leave the area.

Storage and Maintenance:

The blade casing should be reattached by an adult, and the tool must be returned to the toolbox, which is then secured and stored in the locked tool shed.

Posture:

This tool is to be used while seated on a log, with elbows resting on the knees, utilizing a downward motion between the legs.

Pruning Saw

Tool Talk

Use: Cut and prune trees and branches, demonstrated first by an adult.

Transport: Carry blades by your side while walking only; lock saws into handle cases.

Ratio and Location: KS1 – 1:1, KS2 – 1:3. Use a designated area mapped by the Forest School Leader; entry by invitation only and children must ask to enter or leave.

Storage and Maintenance: Adults replace blade casing, store in toolbox, then lock in tool shed.

Posture: Children sit with one knee and one foot down for stability, using a push-pull motion away from themselves.

Bow Saw

Tool Talk

Use: Cutting wood—adult modelling required.

Transport: Always carry the blade down by your side while walking. Lock the saw into its case and protector when not in use.

Ratio & Area: KS1 – 1:1; KS2 – 1:1. Use only in an area designated by the Forest School Leader. Entry by invitation only; children must ask to enter or leave.

Storage & Maintenance: Only adults replace casing and store the saw, which is then locked in the toolbox and tool shed/school.

Posture: Children should kneel with one knee and one foot on the ground and saw away from themselves. Adult assistance allowed.

Axe/Bill Hook

Tool Talk

Use: Cutting wood. An adult must demonstrate first.

Ratio & Location: KS1 – Not applicable. KS2 – 1:1 ratio. Axe use must take place in a designated safe area mapped by the Forest School Leader; entry is by invitation only. Children must verbally request to enter or leave.

Transport: Carry blades at your side and walk only.

Storage & Maintenance: The axe should be locked in the toolbox by an adult after use.

Posture: Children may use the axe only with Forest School Leader supervision, using the same posture as with a saw.

17. Risk Assessment, Risk Benefit Analysis and Management

The Benefits of Forest School

It gives children ownership of what they learn and opportunities to experience success.

It encourages curiosity and independent thinking, allowing children to explore and take risks in a safe environment.

It gives teachers and other adults opportunities to observe and become more aware of children's interests in an outdoor environment.

It provides children with opportunities to appreciate the natural world around them and learn to care and respect their environment.

It encourages children to grow in confidence, form relationships with adults and peers and work collaboratively and cooperatively with others.

It develops physical skills, both moving with control and co-ordination and handling small tools.

- Risk Benefit Assessments will be carried out relating to specific activities, tools or equipment, which will be shared with all helpers.

Woodland Risk Assessment

Risk assessments will be carried out by our qualified Forest School Leader and will be shared with all adults and regularly updated.

- Children and adult helpers will always be made aware of potential hazards and risks and children will be encouraged to assess and learn to manage risks for themselves, keeping themselves safe.

Potential hazards or risks will be discussed with the children and where necessary marked with coloured rope, e.g. hanging deadwood, tools, etc.

On going in-session dynamic risk assessment will be part of every session for all adults. Any new developments, e.g. a resource being used in a way that was not predicted or other new developments on site will be recorded on the daily planning sheet and transferred to the Site/Activity Risk-Benefit Assessment at its next updating.

Site checks - annual, termly and daily – and daily safety procedures.

Forest School Leader will ensure that:

- Risk assessments are in place and shared with adult volunteers. The headteacher will ensure that all staff are kept up to date with current risk assessments.
- On the day of any and every session, the Forest School Leader will conduct a daily site check, and any changes or new issues will be recorded on the daily planning form. Recurring issues that arise during daily site checks will be added to the main Site/Activity Risk-benefit assessment at their termly updating.
- There is an appropriate child/ adult ratio of staffing
- Adult helpers have read the Forest School Handbook, Stonesfield Primary Safeguarding Policy and appropriate risk assessments
- All tools and equipment have been safety checked before each session begins
- There is a register/head count of children present before each session.
- A full site risk assessment will be carried out annually, updated on a seasonal basis, and shared with all staff and supporting adults.
- Adults and children will do a visual site check together at regular intervals and discuss any new hazards or changes to the site together.

See separate risk assessment document Honeybourne Primary – Use of Woodland/Forest School

18. Designated person of responsibility

The Forest School Leader is the designated person responsible for each session. These persons are Mrs Liz Bradley and Mrs Helen Elliott.

One of the FSL will be onsite during Forest School sessions, accompanied by no less than 2 other adults.

All staff are Paediatric First Aid Trained; Helen Elliot has additional Adult First Aid at Work and Forest School First Aid and Liz Bradley had additional Forest School First Aid. The FS Leaders are responsible for the First Aid Kit at each session and any additional medication required. (Epi-pens, inhalers)

The Forest School Leader has overall duty of care for the children in their charge. However, all adults involved in the Forest School session are required to take all reasonable steps to ensure that children are safe. In the event of an emergency, the Forest Leader will ensure that the school contacts the emergency services.

All adult helpers MUST sign and date a form to show that they have read and understood this handbook and the risk assessments appropriate to the session in which they are helping. They must sign and date the form stating that they comply with the general operating procedures for Forest School (code of conduct).

It is the responsibility of all the adults involved in the undertaking of a Forest School session at Honeybourne Primary School to follow the risk assessments and guidance set out previously in this handbook. All adults are responsible for facilitating the learning, and developing the skills, of all children during the sessions through the use of appropriate questioning and by providing relevant resources. The Forest School leader is responsible for the supervision of any fire lighting or tool use and the general overseeing of the session.

The designated FS leaders (Liz Bradley and Helen Elliott) are also responsible for;

- The maintenance and checking of all tools and equipment to be used at Forest school, prior to their use.
- Training the children in how to use the tools and equipment safely and appropriately.
- The pre session safety check of the Forest School site prior to a Forest School session.
- Checking all children are in the correct clothing. Parents are responsible for supplying this clothing.
- For making the decision of whether the weather conditions are acceptable for a session to continue to take place.
- The maintenance of our Forest School site and carrying out all the relevant safety checks and risk assessments.

Chain of command

Head Teacher - Mrs Rachel Evans-Cook

Deputy Head – Miss Katie Ratkovic

Business Manager – Mrs Emma Cowley

19 Insurance/Liability.

Our Insurance provider is RPA through the DFE.

Confirmation of risk protection arrangement (RPA) membership The Department for Education's risk protection arrangement (RPA) is a voluntary arrangement for

academies, free schools and local authority-maintained schools. It is an alternative to insurance through which the costs of risks that materialise will be covered by government funds. Honeybourne Primary School is a member of the Black Pear Academy Trust, that is a member of the RPA.

Valid until: 31st August 2026



Department
for Education

Confirmation of risk protection arrangement (RPA) membership

The Department for Education's risk protection arrangement (RPA) is a voluntary arrangement for academies, free schools and local authority maintained schools. It is an alternative to insurance through which the cost of risks that materialise will be covered by government funds.

The following academy trust or multi-academy trust is a member of the RPA.

NAME OF MEMBER ORGANISATION:	Honeybourne Primary Academy
MEMBERSHIP NO/URN:	139749
MEMBERSHIP PERIOD:	01 September 2025 to 31 August 2026
RPA MEMBERSHIP RULES:	Standard

(1)	EMPLOYER'S LIABILITY
Limit of Indemnity	Unlimited
(2)	THIRD PARTY PUBLIC LIABILITY
Limit of Indemnity	Unlimited
(3)	PROFESSIONAL INDEMNITY
Limit of Indemnity	Unlimited
(4)	PROPERTY DAMAGE
	Loss of or damage by any risk not excluded to any property owned by or the responsibility of the Member including property the responsibility of the Member due to a lease or hire agreement Cover
Limit	Reinstatement value of the property

NOTES:

1. Indemnity is subject to the RPA membership rules.
2. In accordance with the provisions of paragraph 1 of Schedule 2 of the Employers' Liability (Compulsory Insurance) Regulations 1998 (SI 1998/2573), the Secretary of State for Education hereby certifies that any claim established against the named member organisation above in respect of any liability to the employees of the kind mentioned in section 1(1) of the Employers' Liability (Compulsory Insurance) Act 1969 will, to any extent to which it is otherwise incapable of being satisfied by the aforementioned employer, be satisfied out of moneys provided by parliament.
3. A General Principles Clause is included.

Signed: 

Dated: 01 September 2025

Susan Dawson
Director of Commercial for Sector and Commercial Operations

Reporting a New Claim Submit via: RPA.CM@davies-group.com

Urgent Incident Notifications Phone: 0330 058 556

20. Extreme weather

In extreme weather conditions, it may be necessary to postpone or shorten sessions to preserve the environment and to ensure the safety of all adults and children. Extreme weather conditions include:

- High winds
- Thunderstorms
- Snow and ice
- Hot weather
- Heavy rain

High winds

High Winds High winds can pose risks to sessions and activities in several ways, primarily due to the nature of our work being situated within woodland beneath trees that can be affected by wind-speed/force. Forest school sessions will *not* take place in high winds. It is the role of the Forest School Leader to make decisions about when to postpone or shorten a session. FS Leaders will utilise multiple weather forecasting apps to gain data from a variety of sources and get a more comprehensive understanding of the prevailing weather conditions. Decisions to move sessions to a safe space or inside will be made on the day. We will use the Beaufort Scale as a reference and always go with **gusts of 34mph** as a decision maker.

Beaufort Scale	Description	What you see	Wind speed (mph)
0	Calm	Smoke rises straight	less than 1
1	Light air	Wind direction shown by smoke drift but not weather vane	1-3
2	Light breeze	Wind felt on face; leaves rustle and vane moves	4-7
3	Gentle breeze	Leaves and small twigs steadily move; wind extends small flags straight out	8-12
4	Moderate breeze	Wind raises dust; small branches move	13-18
5	Fresh breeze	Small trees sway; waves form on water	19-24
6	Strong breeze	Large branches move; wires whistle; umbrellas difficult to use	25-31
7	Moderate gale	Whole trees in motion; walking against wind difficult	32-38
8	Fresh gale	Twigs break from trees; walking against wind difficult	39-46
9	Strong gale	Buildings suffer damage	47-54
10	Gale force	Trees uprooted	55-63
11	Violent storm	Widespread damage	64-72
12	Hurricane	Widespread destruction	73+

Thunderstorms

FS sessions will not take place outside during thunderstorms due to the danger of being around trees and possible lightning strikes, sessions will be moved inside for safety. If a thunderstorm begins during a FS session, again it will be moved inside.

Snow and ice

If school is open (see school closure policy), the FS leader will assess the safety of the site before FS sessions begin. Sessions may be moved indoors or a shortened sessions outside may take place ensuring children have appropriate clothing and do not become too cold.

Hot weather

FS sessions will still run during hot weather, children will have access to fresh drinking water, wear sun hats and sun cream and shelter will be provided for shade. If heat becomes extreme the FS leader will make the decision to move the session indoors.

Heavy rain

FS sessions may need to be temporarily moved indoors due to persistent heavy rain as we do not currently have adequate shelter to continue activities safely.

21. Medical and Emergency Procedure

In the event of a serious incident the following procedure will be followed:

- a. The Forest School Leader will stop the children immediately and remove the group from the hazard, danger or the injured party.
- b. A First Aider will give first aid to any injured person.
- c. Adult 1 will ensure the safety of the remaining group of children at all times.
- d. Adult 2 will contact the school office to seek help/ phone emergency services if required.
- e. If the injured party is an adult or the Forest School Leader, one adult helper will ensure the safety of the children whilst another adult will seek help.
- f. Any reportable injuries will be reported in line with school.
- g. Any major behaviour/medical incidents will be reported on an Incident report form and given to the Head Teacher.
- h. Adults will be informed of their role before each session.

*Full medical and emergency contact details of the children and adults are kept in the school office.

*** If the fire alarm is heard, we will line up at the entrance to Forest School and make our way in an appropriate manner to our designated meeting point on the school playground.**

Appendix A:

All policies available on school website www.honeybourneprimary.org or from the school office.

Health and Safety Policy

- Accident and emergency
- Manual handling
- Food hygiene
- First aid
- Extreme weather
- Fire

EYFS policy

SEND policy

Inclusion policy

Whistleblowing Policy

Appendix B:

Risk Assessments for the following:

Forest School use

Tool Use (Axe, Billhook Bow Saw, Mallet, Penknife, Rope / String, Trowel)

Forest School Activities

Fire Use/Fire Safety

Appendix C

Forest School Daily Site Check

Daily Site Check Risk Assessment				
Site	Honeybourne Primary School WR11 7PJ			
Leaders	Mrs H Elliott and Mrs Liz Bradley			
Site Check Prompt List Access to site Boundaries Weather Mud Kitchen	Fire surround and log seats Shelters and other structures Canopy, Shrub, Field and Ground Layers People and other wild factors			
Site and Activity Risk Assessments Have the site and Activity Risk Benefit Assessments been read by all adults attending?				
Site Area	Date	Signature	Issue/identified	Course of Action

Appendix D

Parental Consent Form

I confirm that I have read the accompanying information regarding Honeybourne Primary Forest School. I am happy for to take part and hereby provide my consent for the following:

Please delete any of the statements below you do not wish to give permission for:

- The use of photographs and videos on Seesaw.
- The use of photographs and videos in publicly available reports and news articles for promotional and educational purposes.

Print name:

Relationship to pupil:

Signed:.....

Date:

Address:.....

.....

Postcode:

Telephone contact:

Email contact:

Forest School Leader Professional Certificates and Insurances

All documentation is kept in the school office.

Forest School Leader Qualification

DBS Clearance

First Aid Certificates – Paediatric and Forest school First Aid (July 2025)

Mrs Bradley QTS (1994)

Mrs Elliott Level 3 Teaching Assistant

Name		Details of maintenance job	Date Logged	Priority of job 1 = High 2= Medium 3= Low	Date Completed	Signature

Appendix F Tool Maintenance Log

Risk Assessment – General Forest School Site

Rag Rating: High Risk, Medium Risk, Low Risk

Mrs E Bradley

General Forest School Site Risk Assessment

Hazard	Risk	Likelihood	Severity	Mitigation	Risk Benefit
Boundaries, Lost Child	We may lose a child if they are able to exit the site If boundaries are not placed around something that is a risk, children may go near it and hurt themselves – e.g.: a fire pit, bees nest	2	4	The Forest School site is enclosed by tall fencing and hedges, which must be regularly checked for damage. Children must remain on site and are not permitted to climb fences or hedges. Adults must maintain visual contact with their group at all times. A designated meeting point is used when the whistle sounds. Entry to areas marked with blue rope (e.g., fire pit) is only allowed with permission. Children are taught not to cross the boundary rope.	Explore the significance of rules and regulations with the children. Consider the necessity of boundaries and their role in ensuring safety.
Adult Supervision	If the adult to child ratio is not adhered to, there is a risk of injury to a child and the chance of losing a child.	3	4	Adult to child ratios. 1:8 EYFS 1:10 KS1 1:15 KS2 If the group is working with tools or fire the minimum ratio is 1 adult to 4 children KS2 children, 1:3/2 for younger children.	Appropriate ratios facilitate safer and deeper learning, offer increased opportunities for meaningful risk-taking and independence, while also presenting higher

					safety and safeguarding considerations.
Weather (hot, cold, wet)	Sunstroke, sunburn, hypothermia, cold	2	4	Dress children appropriately Apply sun cream to children Keep children warm; encourage physical activity. Ensure the children have access to drinks.	Children to understand the different weather types and how to look after themselves. Encourages being in nature in different weathers.
Bites, stings and allergies:	Children/adults may be stung or bitten causing pain. Children/adults may have an allergy which could result in illness or death.	3	5	Be aware of children with allergies (such as nuts, insect stings, hay-fever) Check anyone with severe allergies has their asthma pump or epi-pen and it is able to be administered. – Remind all involved of the risk. Carry a first aid kit at all times. Tuck socks into trousers in a potential tick area. Children will be trained in using an ‘adult needed’ card in case of emergency/adults needed.	Children will develop respect for the environment and learn how to assess and manage risks independently while exploring the woodland. They will develop respect for the environment and learn how to assess and manage risks independently while exploring the woodland.
Animal faeces, dead animals and soil:	Animal faeces and soil may transmit diseases, such as toxocara canis and tetanus.	3	3	Supply wet wipes and water for hand cleaning. Ensure all participants wash their hands before eating and at the end of each session. Cover any broken skin on hands with plasters, tape, or gloves as appropriate. Inform participants of potential risks and symptoms; seek medical advice promptly if infection is suspected. During safety checks, look for animal faeces or dead animals and either cordon off the area	Children will gain educational knowledge on how to keep themselves clean and safe. Animal identification through their faeces.

				with blue rope or remove the hazard if possible. Children and adults must not touch animal faeces, dead animals, or soil without suitable equipment.	
Mushrooms and fungi	Mushrooms and fungi could be very harmful if consumed.	2	3	Make children aware of hazardous plants and fungi. Children must not pick plants or put anything in their mouths unless instructed (our FS rules) Warn about the dangers of fungi; ensure nothing found is eaten and hands are washed thoroughly after the session. Rope off/ move any poisonous fungi	Children to learn about which types of fungi can be foraged and eaten safely and those which cannot.
Poisonous plants, berries and un-ripe fruit	Poisonous plants could be harmful if consumed	2	3	Inspect the site before sessions; staff should identify poisonous plants and ensure children do not pick or touch any living plants. Remind them to keep fingers away from their mouths—no picky, no licky.	Educational opportunity for children to learn plant identification.
Uneven ground and low branches /brambles	Tree roots, branches, brambles, and ground plants may pose a tripping hazard.	2	2	Before the session, a participating adult should conduct a safety sweep to remove fallen branches and other hazards from the area. Children should be made aware of possible dangers and encouraged to walk through these areas safely.	Promotes physical development. Fosters risk assessment and awareness of changing surroundings. Encourages self-awareness and peer support.
Sharp branches and thorns	Could cause cuts, poking injury to eyes	2	3	The Forest School leader must ensure the group is aware of the dangers of branches and that everyone follows safety rules when moving around the site. When brushing branches aside, ensure those in front and behind are aware and safe.	Encourages the children to become spatially aware of their surroundings. An opportunity for children to learn the

				A participating adult should conduct a safety sweep before the session to identify sharp branches and thorns, making sure all participants know their locations. Section off any branches or thorns that could cause significant harm with blue rope.	protective properties of different plants.
Cold weather, rain and snow	Cold, rain, and snow can create icy, slippery surfaces.	2	2	A participating adult must check the area for safety before the session and rope off any slippery spots with blue rope. Children should wear warm, waterproof clothing.	Activities to observe the weather and seasonal changes Children to learn how weather affects the environment and our bodies.
High winds (34mph or more)	Strong winds can cause branches to fall from trees and may also make trees unstable or cause them to fall.	2	3	Forest School sessions may be cancelled or adapted if wind speeds exceed 34 mph. A participating adult must conduct a safety sweep before the session to ensure the area is safe, checking that branches are secure and trees are stable.	Activities to observe the weather and seasonal changes Children to learn how weather affects the environment and our bodies.
Thunder and lightning	Lightning can cause trees in the forest school area to fall or catch fire if directly hit.	2	3	Forest school sessions should be cancelled if thunder or lightning is present. A participating adult must check the weather forecast before each session and record it on the safety sweep sheet.	Activities to observe the weather and seasonal changes Children to learn how weather affects the environment and our bodies.
Base Camp Seating Area	The hedgehog log seats may cause a tripping hazard	2	2	Children should be made aware of possible dangers and encouraged to walk through these areas safely.	Fosters risk assessment and awareness of changing surroundings.

Tool Risk Assessment

Risk Assessment – Tool Usage
 Rag Rating: **High Risk, Medium Risk, Low Risk**
 Mrs H Elliott

Hazard	Risk	Likelihood	Severity	Mitigation	Risk Benefit
Bow Saw	<ul style="list-style-type: none"> Injury during transportation Tool slipping when being used Blade snapping 	2	3	Bow saw to be kept in sheath when not in use and when being transported. Bow saw to be kept in toolbox when not in use. Appropriate tool maintenance to keep tools sharp and in good working order. Protective glove to be worn on non-tool hand. FS leader to ensure correct safety procedures are followed. Ensure a safe working area. Working ratio 1-2	Children to be taught how to carry tools appropriately and where to store them when not in use. Children are confident and understand how to position tools correctly when using. Children will learn how blades should look and be able to report any issues. FS leader will ensure children adhere to the tool talk at all times.
Billhook	<ul style="list-style-type: none"> Injury during transportation 	2	3	Billhook to be kept in protective sheath when not being used and when being transported. Tool to be kept in toolbox when not in use.	Children to be taught how to carry tools appropriately and where to store them when not in use.

	<ul style="list-style-type: none"> • Injury during use, slipping or bouncing off • Blade snapping 			<p>Protective glove to be worn on non-tool hand.</p> <p>Appropriate tool maintenance to ensure tools are sharp and in good working order.</p> <p>FS leader to ensure correct safety procedures are followed.</p> <p>Ensure a safe working area.</p> <p>Working ratio 1-1</p>	<p>Children are confident and understand how to position tools correctly when using.</p> <p>Children will learn how blades should look and be able to report any issues.</p> <p>FS leader will ensure children adhere to the tool talk at all times.</p>
Secateurs	<ul style="list-style-type: none"> • Injury during transportation • Injury during use • Secateurs breaking 	2	3	<p>Secateurs kept in locked closed position when being transported or not in use.</p> <p>Secateurs to kept in toolbox when not in use.</p> <p>Protective glove to be worn on non-tool hand.</p> <p>Appropriate maintenance to ensure tools are sharp and in good working order.</p> <p>FS leader to ensure correct safety procedures are followed.</p> <p>Ensure safe working area.</p> <p>Working ratio 1-1</p>	<p>Children to be taught how to carry tools appropriately and where to store them when not in use.</p> <p>Children are confident and understand how to position tools correctly when using.</p> <p>Children will learn how blades should look and be able to report any issues.</p> <p>FS leader will ensure children adhere to the tool talk at all times.</p>
Knives	<ul style="list-style-type: none"> • Injury during transportation • Injury during use • Blade breaking 	2	3	<p>Safety sheaths to be kept on when being transported or not in use.</p> <p>Knives to kept in toolbox when not in use.</p> <p>Protective glove to be worn on non-tool hand.</p> <p>Appropriate maintenance to ensure tools are sharp and in good working order.</p>	<p>Children to be taught how to carry tools appropriately and where to store them when not in use.</p> <p>Children are confident and understand how to position tools correctly when using.</p>

				FS leader to ensure correct safety procedures are followed. Ensure safe working area. Working ratio 1-2	Children will learn how blades should look and be able to report any issues. FS leader will ensure children adhere to the tool talk at all times.
Peelers	<ul style="list-style-type: none"> • Injury during transportation • Injury during use • Blade breaking 	2	2	Peelers to kept in toolbox when not in use. Protective glove to be worn on non-tool hand. Appropriate maintenance to ensure tools are sharp and in good working order. FS leader to ensure correct safety procedures are followed. Ensure safe working area. Working ratio 1-2 KS 1, 1:4 KS 2	Children to be taught how to carry tools appropriately and where to store them when not in use. Children are confident and understand how to position tools correctly when using. Children will learn how blades should look and be able to report any issues. FS leader will ensure children adhere to the tool talk at all times.
Hammer/mallet	<ul style="list-style-type: none"> • Injury during transportation • Injury during use 	2	2	Hammer/mallet to be kept in toolbox when not in use. Protective glove to be worn on non-tool hand if appropriate. Appropriate maintenance to ensure tool stays safe. FS leader to ensure correct safety procedures are followed. Ensure safe working area. Working ratio 1:4	Children to be taught how to carry tools appropriately and where to store them when not in use. Children are confident and understand how to position tools correctly when using. Children will learn how blades should look and be able to report any issues. FS leader will ensure children adhere to the tool talk at all times.

Kelly Kettle	<ul style="list-style-type: none"> • Injury during use from fire • Injury from spills of hot water or steam from kettle • Injury from hot kettle after use 	<p>2</p>	<p>3</p>	<p>Ensure children are a safe distance from kettle. Fire glove to be used to add wood to fire. Have a fire blanket nearby. Ensure the kettle contains water before placing on the fire. Before heating remove stopper. Ensure the spout is pointed away from the children. Fire glove to be used when pouring from kettle. Appropriate maintenance to ensure kettle and base are in good working order.</p>	<p>Children are confident and understand how to position tools and themselves correctly when using. Children will learn how the kettle should look and be able to report any issues. FS leader will ensure children adhere to the tool talk at all times.</p>
Pruning saw	<ul style="list-style-type: none"> • Injury during transportation • Injury during use • Blade breaking 	<p>2</p>	<p>3</p>	<p>Pruning saw to be kept in toolbox when not in use. Protective glove to be worn on non-tool hand. Appropriate maintenance to ensure tools are sharp and in good working order. FS leader to ensure correct safety procedures are followed. Ensure safe working area. Working ratio 1-1 until confident 1:3</p>	<p>Children to be taught how to carry tools appropriately and where to store them when not in use. Children are confident and understand how to position tools correctly when using. Children will learn how blades should look and be able to report any issues. FS leader will ensure children adhere to the tool talk at all times.</p>
Fire steel	<ul style="list-style-type: none"> • Burns from sparks • Burns from lighting tinder 	<p>1</p>	<p>2</p>	<p>To be stored in toolbox when not in use. Always strike onto a solid surface i.e. a brick. Use sticks to move lit tinder.</p>	<p>Children to be taught how to carry tools appropriately and where to store them when not in use.</p>

				<p>Only use when kneeling and in fire area.</p> <p>Working ratio 1:3</p>	<p>Children are confident and understand how to position tools correctly when using.</p> <p>Children will learn how steels should look and be able to report any issues.</p> <p>FS leader will ensure children adhere to the tool talk at all times.</p>
Drill	<ul style="list-style-type: none"> • Injury during transportation • Injury during use • Blade breaking 	2	2	<p>Drill to kept in toolbox when not in use.</p> <p>Protective glove to be worn on non-tool hand.</p> <p>Appropriate maintenance to ensure drill bits are sharp and in good working order.</p> <p>FS leader to ensure correct safety procedures are followed.</p> <p>Ensure safe working area.</p> <p>Working ratio 1:4</p>	<p>Children to be taught how to carry tools appropriately and where to store them when not in use.</p> <p>Children are confident and understand how to position tools correctly when using.</p> <p>Children will learn how drill and drill bits should look and be able to report any issues.</p> <p>FS leader will ensure children adhere to the tool talk at all times.</p>
Axe	<ul style="list-style-type: none"> • Injury during transportation • Injury during use • Blade breaking 	2	3	<p>Axe to kept in toolbox when not in use.</p> <p>Glove to be worn on the non-tool hand.</p> <p>Appropriate maintenance to ensure blade is sharp and in good working order.</p> <p>FS leader to ensure correct safety procedures are followed.</p> <p>Ensure safe working area.</p>	<p>Children to be taught how to carry tools appropriately and where to store them when not in use.</p> <p>Children are confident and understand how to position tools correctly when using.</p> <p>Children will learn how blades should look and be able to report any issues.</p>

				Working ratio 1-1	FS leader will ensure children adhere to the tool talk at all times.
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Fire Risk Assessment

Risk Assessment – Fire Usage

Rag Rating: **High Risk**, **Medium Risk**, **Low Risk**

Mrs H Elliott

Hazard	Risk	Likelihood	Severity	Mitigation	Risk Benefit
Igniting the fire	<ul style="list-style-type: none"> Burns/blisters from sparks, smouldering tinder and flames. Burns/blisters from moving the tinder to the fire pit. 	1	2	Fire to be lit by sparking fire steels onto tinder on a solid surface, then transporting lit tinder to fire bowl using 2 sticks. Appropriate clothing to be worn. Children to be in correct position for fire lighting. Appropriate adult support. First aid kit and water available at all times. Ratio 1-3	Children to be taught safe use of fire steels and safely ignite a fire. Children learn reasons for appropriate clothing. Children learn about the fire triangle.
Slipping or tripping into fire once alight	<ul style="list-style-type: none"> Burns/blisters from falling into or against the fire bowl. 	1	4	Fire circle to be set up, no one enters fire circle without being invited in.	Children learn about fire safety. Children adhere to fire circle rules and understand reasons for it.

	<ul style="list-style-type: none"> • Possibility of cuts from fire bowl edge. 			<p>Rules and boundaries explained to children and adults to ensure correct safety procedures are followed.</p> <p>Fire supervised at all times by a Forest School leader.</p> <p>Water and first aid kit to be available at all times.</p>	
Clothes catching alight	<ul style="list-style-type: none"> • Burns from burning clothes 	2	5	<p>Forest School leader to ensure correct safety procedures are followed.</p> <p>Children to wear correct clothing, no loose hair.</p>	Children learn reasons for correct Forest school clothing and the risks involved with incorrect clothing.
Touching the fire or hot sticks or embers	<ul style="list-style-type: none"> • Burns or blisters from touching hot sticks or embers 	2	3	<p>Forest school leader to ensure correct safety procedures are followed.</p> <p>Supervision of fire bowl at all times.</p> <p>Children talked to about the dangers of touching the fire or hot sticks.</p> <p>First aid kit and water nearby at all times.</p>	Children learn fire safety rules.

Floating embers in eyes	<ul style="list-style-type: none"> Injury to eyes 	1	3	Children to be made aware of dangers of floating embers. Forest school leader to ensure correct procedures followed at all times. Children to be sat at safe distance from fire. Fire not to be lit if the wind conditions are not suitable First aid kit and water nearby at all times.	Children learn to be aware of their surroundings and take responsibility for their own safety.
Smoke in eyes	<ul style="list-style-type: none"> Injury to eyes, sore eyes 	2	2	Children to be taught to close their eyes if smoke drifts their way. Fire not to be lit if wind conditions are not suitable. Children to be sat at safe distance from fire. Ensure wood is dry to reduce the risk of excessive smoke. First aid kit and water nearby at all times.	Children learn to be aware of their surroundings and take responsibility for their own safety
Items placed on the fire or recently removed from the fire including hot	<ul style="list-style-type: none"> Burns or blisters from touching hot items 	2	3	Fire gloves to be used when handling cooking equipment on fire and when equipment has been removed from fire.	Children learn to be aware of their surroundings and take responsibility for their own safety Children learn about fire safety rules. Children respect the fire circle.

<p>kettles, pans, hot water and hot food.</p>	<ul style="list-style-type: none"> • Burns to mouth from hot food or drinks. 			<p>Hot/lit sticks not to be removed from fire. Children to be talked to about hot food and drinks from the fire. Forest school leader to ensure correct procedures to be followed at all times. Fire safety circle to be observed at all times, no one enters unless invited in. First aid kit and water nearby at all times.</p>	
<p>Fire spreading to surroundings e.g. a building, trees or dry wood/sticks</p>	<ul style="list-style-type: none"> • Ground catching light. • Fire spreading. • Need to evacuate area. 	<p>1</p>	<p>4</p>	<p>Fires to be lit a designated place in the fire bowl. The Forest School leader to ensure the area around and under the fire bowl is free from leaves and ignitable debris. Wood supply kept away from the fire. Fires kept small – no tall flames. Check wider surroundings for any highly flammable materials and ensure no overhanging branches.</p>	<p>Children learn about fire safety and the fire triangle. Children learn about where to safely site a fire.</p>

				<p>Fires not to be lit in the severe wind.</p> <p>First aid kit and water always available.</p> <p>Burning sticks not to be removed from fire.</p> <p>The fire should be extinguished by the FSL thoroughly.</p> <p>Fire to be put out following the fire policy.</p>	
Cooking on fire	<ul style="list-style-type: none"> • Scalds and Burns • Sickness (lack of hygienic practises) 	2	4	<p>Queuing for food is done well away from the fire, following instructions from FSL.</p> <p>Waste must be collected in a bin, not thrown in the fire.</p> <p>Food with multiple ingredients to be prepared indoors under food hygiene conditions and brought out, covered and finished off on the campfire; No meat is to be cooked on the campfire; If using long sticks to toast items-demonstrate safe handling, e.g. not waving them around and retracting them in</p>	<p>To teach the children the importance of food safety and hygiene practices; including the importance of handling food with clean utensils and not bare hands.</p>

				<p>so not to burn others or flick hot food at others. Children to be supervised by FSL and supporting staff at all times;</p> <p>Use sticks double the child/ren's armlength. Whittle sticks appropriately to remove and bacteria on the outer bark. Check sticks before use for evidence of mould, bacteria, or faeces. Ensure children/FSL/supporting staff clean hands thoroughly before and after handling food. Staff to remain vigilant at all times.</p>	
Extinguishing the fire	<ul style="list-style-type: none"> • Burns from extinguishing fire • Water splashing hot ashes 	2	2	<p>Forest leader must ensure the group are a safe distance away before attempting to put out the fire. The fire should only be extinguished by the FSL who is trained to do so safely and competently. Allow fire to burn down and go out.</p>	Children learn about fire safety and the fire triangle.

				<p>Spread embers around to dissipate heat. Slowly pour water on fire and brush around embers to be covered in water. Keep adding water and brushing until the temperature lowers significantly. Check the surrounding area for any embers that may have escaped. Pour water onto the surrounding area.</p>	
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Activities Risk Assessment

Risk Assessment – Activities

Rag Rating: **High Risk**, **Medium Risk**, **Low Risk**

Mrs E Bradley

Hazard	Risk	Likelihood	Severity	Mitigation	Risk Benefit
Selecting and carrying natural forest materials such as sticks.	Children may injure themselves carrying an object that is too big/sharp	2	2	Safety guidance on material use: Only gather items from the forest floor, not living plants. Handle materials safely; avoid or clear brambles. Children should drag sticks low to the ground to prevent accidents. For sticks as long or longer than the child, have two children carry them together, 'if it's bigger than you, it takes two!'	Encourages physical development and managing risk Encourages children to be self-aware
Lifting and Swinging Sticks	Bangs/ bumps, scratches and bruises	2	2	Safety briefing for clients on proper material handling. Leader will step in if materials are used or carried incorrectly.	Natural materials play a vital role in both free play and structured activities. The benefits of their use significantly outweigh any associated risks.
Activities using blindfolds	Bumps, bruises, and cuts may occur from walking into trees, and from tripping over ground cover. Some children may struggle with	1	1	Talk to the children about walking slowly, one foot at a time. - Ensure the children are lead between areas when wearing blindfolds. – Use whistle blow system for everyone one to stop and one for everyone to remove blindfolds. Remove sharp	Blindfold activities can increase the children's awareness of their surroundings, enhancing their awareness of potential hazards. Increased cooperation and communication – as the children work together.

	blindfolds and experience panic.			branches at a height where they might cause harm. Encourage the client to try the activity. If it causes distress, adjust it accordingly.	Development of fine motor skills and coordination
Climbing Trees	Children could sustain significant injuries if they were to fall from a tree.	3	5	Children to only climb on the designated climbing tree. (The Y tree at the far end of Forest School) Children cannot climb any higher than 1.5m. Children can only climb the tree with an adult supervising. The base of the tree must be cleared of any hard rocks or pieces of wood and must be padded with leaves if possible. The tree must not be climbed in wet or icy weather.	Development of strength and physical skills. Development of hand eye coordination. Creating an awareness of their own risk taking.
Using rope/string:	Tying rope or string low between objects can cause injuries. Potential risks include tripping, entanglement, and strangulation (for example, at neck height). Risk of tight knots on fingers or limbs.	2	3	Children should learn to use string and rope for tying, building dens, and constructing. Inform the group when tying rope between objects and ensure everyone knows its location. Ensure children are supervised correctly when knot tying. Always remove ropes after each session and confirm with final safety sweep.	Knot tying practice Creation of building projects Fine motor development Enabling creativity
Activities using sticks and branches:	Risk of injury from handling sharp sticks. Risk of falling while carrying sticks. Risk of harming others with a stick or branch.	2	2	Children should be informed about the risks of moving sticks and branches to new areas. When carrying sticks, they must: drag long sticks behind, avoid running, keep sticks pointed down, and get help with sticks larger than themselves.	Natural materials are important for free play and organized activities, offering more benefits than risks.

Building Dens	Falling on rough ground. Den collapse.	2	2	Ensure children are aware of the best paces in Fores School to build their dens. Teach the children the appropriate knots to ensure the den is stable,	Opportunities for safe teamwork, problem solving, and mutual support.
Moving tyres	Danger of dropping tyres onto feet or large tyres falling on the children.	1	3	As with moving branches and logs, ensure the children know the rules. Large tyres are non-moveable, roll medium tyres on the ground; carry small ones carefully. (we only have small tyres at the moment).	Development of teamworking and communication skills. Enhancing self-awareness, as to what they are capable of carrying and acknowledging when they need help.
Moving Pallets	Danger of dropping pallets onto feet or large pallets falling on the children.	2	3	Just like when handling branches and logs, make sure the children understand the rules. "Bigger than me" requires three people, while "bigger than you" needs two. Make sure everyone obeys the rules and move pallets carefully and thoughtfully.	Children start to understand that certain objects are simply too heavy for them to lift. Children develop teamwork skills by collaborating to lift and carry heavy objects together.
Mud Kitchen	Slippery Ground	3	3	Add bark/mulch to muddy area; remind children to move slowly; safety sweep before session and dynamic assessment during session.	Improves balance, coordination, and confidence and assessment of own risk.
Mud Kitchen	Dirty water/soil contact	4	3	Ensure the children know hygiene routines; handwashing before eating; no putting utensils in their mouths; clean water available with soap.	Understanding the reasons for hygiene and why we need to wash our hands after playing in mud. Sensory exploration development.
Mud Kitchen Use of utensils, pots and pans.	Injury from utensils	1	2	Provide age-appropriate tools. An adult to model safe handling. Remove damaged items as part of ongoing safety checks.	Builds fine motor skills and safe tool use habits.

Mud Kitchen Hidden Objects	Injury from hidden objects in the mud	2	2	Carry out safety sweep before session and remove any unsafe objects.	Encourages careful exploration and awareness of natural materials.
Mud Kitchen	Mud in eyes/face	3	3	Highlight the importance of not throwing mud at others faces. Remind children to avoid touching face; provide clean water for eye rinsing.	Develops self-awareness and observance of safe behaviours.
Mud Kitchen	Sharp edges and instability	3	3	Inspect kitchen structure before each session; repair or remove unstable elements.	Developing understanding of safe structures. Older children can be involved in the mending of structure.

