

# Chorley St. Peter's CofE Primary School



## Forest School Handbook



Written by: Jackie Rypel

Approval date: May 2024

Review date: August 2025

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## **Chorley St Peter's CofE Primary School's Forest School Vision**

### **'Let Your Light Shine' Matthew 5:16**

At St. Peter's, our vision is for children to 'Let their light shine.' We are blessed with fantastic school grounds, including our own woodlands, that we use to further the learning experiences for our children in the great outdoors. We want to offer children experiences in our woodland where they can begin to make a lifelong connection with nature.

Forest School is about learning and growing in nature. Our children get to learn in different ways, such as through play and exploring. They are given lots of opportunities to try new things, ask questions and find their own answers, take risks, be hands on and find out what they are interested in. They develop a sense of who they are, connect with others, and feel proud of what they achieve. This kind of learning helps them feel good about themselves and their abilities.

We are proud of all the children at our school and love that Forest School gives them yet another opportunity to 'Let their light shine.'

### **Forest School Principles and Criteria for Good Practice**

The Forest School ethos has 6 principles:

**Principle 1:** Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School.

**Principle 2:** Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.

**Principle 3:** Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.

**Principle 4:** Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.

**Principle 5:** Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.

**Principle 6:** Forest School uses a range of learner-centred processes to create a community for development and learning.

## **Behaviour Policy**

*The ethos of Forest School recognises behaviour as communication and thus takes a holistic approach to behaviour management.*

### **Our aim is:**

- Develop an awareness of acceptable behaviour in our woodland environment.
- Encourage our children to develop a sense of pride in their achievements.
- Build self-esteem, motivation and independence.
- Work together to achieve shared goals.
- Promote awareness of other's feelings, respect and care for each other.
- Have a consistent approach to expectations at Forest School.
- Provide positive role models for our children.
- 'Leave no trace' at the end of our sessions.
- End each session on a positive.

### **The children will:**

- Listen carefully and always follow instructions concerning safety. Return to the fire pit upon hearing the 'sticky feet' signal.
- Develop an appropriate attitude towards the environment and one another.
- Pick up their litter.
- Be helpful and kind to one another.
- Stay within the Forest School boundary.

*Accidents and mistakes happen... Our children will never be put down or chastised over accidents. Instead, we will encourage a more nurturing approach by discussing what went wrong and demonstrating a better way of doing things.*

### **If action is required, the following may take place:**

- The Forest School leader will check the children's needs have been met.
- Talk to the child/ren about what has happened and why. Discuss steps to make this right and carry out.
- Divert child/ren from the area, go for a walk or sit somewhere less busy.
- Allow time for children to discuss and share their point of view and feelings.
- Talk about and model ways in which situations could be handled differently.
- Re-engage the child/ren into Forest School activities.

### **If a child's actions are consistently placing themselves or others in danger, the following will happen (in line with St Peter's behaviour policy):**

- The child will quietly be given a verbal warning.
- If behaviour continues a yellow warning dojo will be given on Class Dojo. Children will be redirected to another activity/game within the woodland.
- A red dojo will be given on Class Dojo if behaviour continues or escalates, and a message sent home to parents.
- Where behaviour is deemed 'serious', the child will be escorted back to school where SLT will manage the outcome.

## **Equality, Diversity and Inclusion Policy**

*Chorley St. Peter's is committed to encouraging equality, diversity and inclusion in all aspects of our school, including Forest School. At St Peter's **all** children and staff are encouraged to, 'Let their Light Shine'. We are constantly working to understand and tackle the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community.*

### **Our aim is:**

- To promote a positive self-image in all children and to respect their individuality, providing for all pupils according to their needs.
- To maintain and promote a working partnership between the school, parents and community which fosters respect, honesty, truth, co-operation and tolerance.
- To help the children understand the world in which they live, have mutual respect for the values of others and work together as a team.
- To ensure that everyone, whatever their needs and capabilities, are included and catered for.
- To value each individual and recognise and respond to the needs of all children.
- To acknowledge the richness and diversity of British society and to help prepare children for their part in that society.

### **The children will:**

- See teachers and staff who are positive role models.
- Have their individual needs met and their achievements celebrated.
- Have access to an environment in which all pupils have equal access to all facilities and resources.
- Be encouraged to be actively involved in their own learning. In Forest School, this includes following their interests, taking risks and questioning the world around them.
- Have opportunities to explore concepts and issues relating to identity and equality.
- Have adaptations made to Forest School provision where needed to make it inclusive for all children.

## Environmental Policy

*In line with the Forest School ethos, St Peter's are committed to protecting the long-term health of our woodlands by reducing the ecological impact of running a Forest School on our site. With this in mind, an Ecological Impact Assessment is carried out annually to ensure appropriate measures are put in place to protect our woodland and to help it thrive. Alongside this, our children are actively encouraged to develop a connection with nature meaning they will also help to look after our site.*

### Ecological Impact Assessment 2024

NI – No Impact   LI – Low Impact   MI - Medium Impact   HI - High Impact

	Macro fauna	Micro fauna	Soil	Ground layer flora	Field layer flora	Shrub layer flora	Canopy layer flora
Fire (in a fire pit)	LI	LI	MI	MI	LI	LI	LI
Removing deadwood (all dead wood left on site)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Cutting live wood	LI	LI	LI	LI	LI	LI	LI
Using trees for support	MI	MI	NI	LI	LI	LI	LI
Bringing materials on to site	MI	MI	MI	MI	LI	NI	NI
Collecting flora	MI	MI	LI	MI	MI	LI	NI
Moving around site	HI	HI	MI	HI	HI	LI	NI
Tree climbing (not many trees with low branches to climb)	LI	LI	LI	LI	LI	LI	NI
Tree swings	MI	MI	LI	MI	MI	LI	LI
Nature art	LI	LI	NI	LI	LI	NI	NI
Camp fire cooking	LI	LI	LI	LI	LI	LI	LI
Natural crafts (tools)	LI	LI	LI	LI	LI	LI	LI
Hammocks	MI	MI	LI	MI	MI	LI	LI
Group games	HI	HI	MI	HI	HI	LI	NI

Impact action	Impact on environment	Mitigation measures	New impact	Actions to contribute positively
Bringing materials onto site.	Wood could be diseased. Ground flora layer could be affected if bringing in large quantities.	Only bring wood on site that has been checked by certified arborist. Choose activities that don't need a lot or any materials to be brought on site. Only bring materials on site that are being used in the session, try to avoid leaving wood lying around.	Risk to woodlands is reduced as not bringing many new materials onto the site. Could impact woodland if overusing current materials – careful management of this is needed.	Plant sustainable materials for future use such as willow or hazel. Be mindful of what you are using and rotate what you use.
Moving around the site	Ground and field layer has potential to be destroyed if heavy footfall through woodlands.	Children to stick to the paths when just walking through the woodlands. Rotate areas of woodland used.	Reduces footfall on ground and field layer when not necessary. Allows for regrowth.	Fix gate at end of woodlands to allow for access from both sides, thus reducing footfall through woodlands to get to FS site.
Tree swings and hammocks	Ground and field layer has potential to be destroyed if tree swings and hammocks are always in the same trees.	Rotate location of tree swings and hammocks.	Allows for regrowth.	Educate children on impact they have on flora when using tree swings and hammocks, teach them how to spot when the location may need switching.
Collecting flora	Impacts on ground and field flora, also the fauna living there.	Only collect flora when necessary and teach children not to pick without purpose.	Reduces chance of flora being overused and species being endangered in your woodland.	Plant new flora on rotation in your woodland.
Group games	Impacts on ground and field flora, also the fauna living there.	Think about impact on woodlands of games before playing. If there are games that particularly impact to flora (e.g. hide and seek) think about frequency of playing these games.	Reduces chance of flora getting damaged.	Continue to monitor flora and replant if necessary.

## Health and Safety Policy

*The Forest School ethos encourages children to develop their own risk management skills and supports them to become responsible for themselves and others around them. At St Peter's we have a number of procedures in place to ensure the smooth running of our sessions so that the maximum time possible can be given to the children to explore.*

### Transport

As our woodlands is on our school site, we are able to walk to the woodlands at the start and end of each session. The route to the woodlands is checked before every session. The children are walked to and from the woodlands by the adults who will be running that session. If a child needs to return to the school building for any reason during the session, an adult will walk with them.


### Welfare

A kit list is provided to ensure children are dressed appropriately for the Forest School sessions in all weather conditions.



**Forest School Recommended Clothing List**

*"There's no such thing as bad weather, only bad clothing!"*

In line with the Forest School ethos, we will visit the woodlands in almost all weather conditions. With this in mind, it is important to ensure your children are kept suitably safe, warm and dry and ready for adventure during our sessions. Please see the recommended clothing list below.



Cold/Wet Weather	Hot Weather
<ul style="list-style-type: none"><li>• Warm, waterproof coat or all in one</li><li>• Lots of layers including a long sleeved top and a jumper (layers are better than a thick jumper as children are able to remove layers if they get too hot)</li><li>• Long trousers or leggings (waterproof if possible)</li><li>• Trainers (old), walking boots or wellies</li><li>• Hat, scarf and gloves</li></ul>	<ul style="list-style-type: none"><li>• Lightweight waterproof coat</li><li>• Long sleeved top</li><li>• Long trousers or leggings (no shorts, skirts or bare legs please)</li><li>• Trainers (old) or walking boots (no open toed shoes please)</li><li>• Sun hat and sun cream</li></ul>



Children will need to bring a change of clothes and shoes, in a labelled bag, for when they return from the woods!

On occasions when PPE is needed, for example, when using tools, the children will be provided with this by school. The Forest School leader will ensure the correct PPA is worn when needed and is being worn in the correct manner.

All children will be toileted before the session. If a child needs to go to the toilet during a session, they will return to school with a member of staff.

Sometimes we will have snack or lunch in the woods. If that happens, we will ensure the children are able to wash their hands before. If we are cooking on the campfire, we will ensure the relevant health and safety and food hygiene measure are in place.

Our Forest School leader holds a L2 Food Hygiene Certificate. The children will have access to clean, drinking water at all times when in the woodlands.

### **Extreme Weather**

*Although every effort will be made to run Forest School sessions whatever the weather, in some cases, extreme weather may make it unsafe to do so. Our Forest School leader may make the decision to cancel a session at anytime, if deemed necessary, due to changing weather conditions, but generally, the following policies will apply.*

**Wind policy** – Forest School will be unable to run in the Woodlands at Scale 8 or above. Where possible, an alternative will be arranged either in the outdoor classroom, the school hall or the playground (if safe to do so).

**Thunder and Lightning policy** – Session will be immediately cancelled if thunder and lightning begin.

**Temperature policy** – Due to the shade in the woodlands, Forest School can continue in hot temperatures. Appropriate clothing must be worn. Suncream to be applied before the session begins. Children will have access to fresh, clean drinking water. Sessions may run for a shorter length of time.

In very cold weather, appropriate clothing must be worn. Hot drinks may be provided and the fire may be lit. Sessions may run for a shorter length of time.

**Rain policy** – A shelter will be made available if rain is forecast. Appropriate clothing should be worn, so that sessions can continue. The session will be cancelled if excessive rain occurs or the route to the forest is not deemed safe enough.

### **First Aid**

The Forest School Leader holds the appropriate First Aid Certificates necessary for our Forest School sessions. Other members of staff are also first aid trained. A first aid kit and burns kit will be in the woodlands during every session. Any incidents will be dealt with immediately, in the woodlands and recorded in the school first aid log. In line with our school policy, a message home will be sent in cases of a head injury and whenever else deemed necessary.

Scale	Description	Miles per hour	Effects	Risk
0	Calm	0-1	Smoke rises	Blue
1	Light air	1-3	Smoke drifts	Light Blue
2	Light breeze	4-7	Leaves rustle	Green
3	Gentle breeze	8-12	Twigs move	Light Green
4	Moderate breeze	13-18	Leaves and small branches sway	Yellow-Green
5	Fresh breeze	18-24	Small trees sway	Yellow
6	Strong breeze	25-31	Large branches sway	Orange-Yellow
7	Moderate gale	32-38	Whole trees in motion	Orange
8	Fresh gale	39-46	Twigs break off trees	Red-Orange
9	Strong gale	47-55	Branches break off trees	Red
10	Whole gale	56-64	Trees uprooted	Dark Red
11	Storm	65-74	Widespread damage	Purple
12	Hurricane	75+	Devastation	Dark Purple

## **Emergency Procedure**

The Forest School leader will have a charged mobile phone and a school radio for all sessions.

In the event of an emergency, the emergency signal will be blow (3 whistles) and the children will return to base (the storytelling circle). The other children will then be moved to the outdoor classroom or a safe place in the woodland out of sight of the person needing support.

A supporting member of staff would get the first aid kit from base.

First aid will be administered.

In the case of a medical emergency, our Forest School Leader will call 999. Details for emergency services on laminated card attached to the first aid kit.

A supporting member of staff will radio school to explain the situation and inform them that an ambulance has been called.

A member of SLT will come down to the woodland where they will be updated on the situation. They will radio the school office and ask for the parent of the child (or the next of kin if it is one of the adults) to be contacted and explain that they will be kept updated.

A supporting member of staff will then escort the other children back to school.

The Forest School leader and SLT member will remain with the child and the Forest School leader will continue to administer first aid until the ambulance arrives.

A member of staff with gates keys and electric gate buzzer will meet the ambulance at the road and guide them to the woodlands.

Parents/next of kin will be contacted again to inform them of the paramedic's decision. If they were able to treat on site, the parents/next of kin will be asked to collect the child from school. If further treatment is needed and the paramedics take the person to hospital, the parents/next of kin will be told which hospital to go to and asked to meet them there.

An accident form will be completed by the Forest School leader (appendix A).

## **Insurance**

All Forest School activities are covered by insurance provided by Lancashire County Council. Please contact the school office for further details.

## **Fire**

Children will be taught fire safety rules and asked to remember them each time we want to light a fire – before the fire has been lit.

Children may be allowed to help light the fire, if appropriate safety measures in place.

A fire will only be lit during Forest School if it has a purpose and if we have permission to do so. The children will understand the rationale behind lighting a fire.

To light a fire, the following safety measures must be followed:

- Only lit in the fire pit at our base on site. The fire pit will have a 1m marker around it.
- Seating will be a minimum of 2m away from the fire.
- Above is clear by a minimum of 3m.
- Ground below fire bowl is bare and flat.
- The surrounding area is free from trip hazards.
- Fire bucket, water, burns first aid kit, fire blanket and fire gloves/gauntlet must be on site.
- Long hair must be tied back.
- Loose clothing must be secured or removed.
- Fire gloves are worn for handling hot objects.

Rules of the fire area:

- Enter and exit the seating area by walking outside the seating circle.
- No running in or around the fire pit area.
- Ensure adult to children ratios are adhered to.
- Safe stance – kneel in front of the fire (one knee up, one knee on the floor).
- Ensure the fire is fully extinguished at the end of the session – by fully dousing the fire bowl with water.
- Leave no trace.

## **COSHH**

Forest School is required to control hazardous substances, which can take many forms. Hazardous substances participants may come into contact include, but are not limited to:

- Smoke from a fire
- Fumes
- Poisonous plants
- Germs and diseases, such as those carried by ticks

These risks are assessed and detailed in the relevant risk assessments and appropriate measures have been taken to ensure that the risk is low.

## **Manual Handling**

Correct handling techniques must be followed to minimise the risks of injury. Children and adults will be taught the correct handling techniques for things they may use in the woodlands such as logs, rocks, tyres and other loose parts etc.

The Forest School Leader and assistants are responsible for modelling safe manual handling to the children and assessing their age and ability whether it is safe and appropriate for them to move loads such as logs or rocks, due to the weight, size and shape, taking into consideration factors such as weather conditions.

As a general rule, children will be taught:

*“If it’s as big as you, it takes two.”*

## **Tools**

Using a range of tools will be necessary in many activities and is important in developing new practical skills that help develop self-confidence. The following guidelines are to be followed:

- Tool use will be outlined to the helpers and children in a “tool talk” prior to starting the activities. Children should be able to tell a version of this back to the Forest School leader before using the tool.
- Tools that are not in use will be kept in a locked box.
- Tools should all be used within the tool pit. The tool pit will be clearly marked out.
- The Forest School leader must be present for the tools to be used.
- Children will be taught to use tools by moving the cutting edge away from their body.
- The tools will be checked before each use by the Forest School leader and cleaned after use. Once the children have shown the appropriate competency, they will be able to assist in checking and cleaning the tools.
- Safe working distances will be maintained at all times.
- Correct PPE will be worn.

## **Mallet**

Used to provide a force to tools that split wood. To hammer wooden pegs into ground.

When not in use, mallets should be kept in a locked box.

1:3 ratio

Check the head is securely fixed on the shaft, check for splits.

Hold handle and tap firmly onto tool or wood.

### Bow Saw

Used for cutting anything larger than a 2 pence piece.

When not in use, saws should be kept in a locked box.

1:1 ratio or 1:2 if working with a partner.

Draw the saw towards yourself three of times, to create a groove, then use the whole length of the blade to smoothly cut back and forth. The adult or a partner can support by holding the other end of the bow saw to help the child push and pull the blade.

Glove to be worn on nonworking hand/helper hand.

Bow saw to be carried at hip height with blade covered, facing towards the ground.

Maintenance – clean after use and ensure blade covered by guard. Replace blades when required.

### Peeler

Used for peeling fruit and vegetables.

When not in use, peelers should be kept in a locked box.

1:3 ratio or 1:5 if appropriate competency level of the users is met.

Hold in palmar grip. Peel away from body, towards the ground.

Glove to be worn on nonworking hand/helper hand.

### Fixed Blade Knife

Used for whittling, carving and splitting wood.

When not in use, fixed blade knives should be kept in a locked box.

1:2 ratio

Hold in palmar grip. Always move blade away from body, towards the ground. Ensure you have a good grip on the piece of wood you are working on. Assume the respect position when using the fixed blade knife to protect the vital V.

Glove to be worn on nonworking hand/helper hand.

Maintenance – clean after use and ensure blade is covered. Sharpen regularly.

As new tools are added to our kit, new procedures will be written into our handbook.

## **Risk Management**

In Forest School, children are encouraged to take risks and engage in risky play. This is because, it helps children to learn how to understand and manage danger in later life. In our Forest School sessions, we provide the children with the chance to create uncertainty and unpredictability in their play as well as coming across and overcoming potential hazards and being pushed outside of their comfort zone. The children are encouraged to work together; many children will be much more likely to take risks themselves after watching their friends.

Through these experiences, children develop resilience and learn to take responsibility. It is the responsibility of the Forest School leader to ensure children feel safe enough to take these risks. All staff in the sessions will support and reassure our children when taking risks. Staff will not push children to do things they don't want to do, rather they will create an environment where the children know they are able to try things once they feel comfortable to do so.

The Forest School leader will assess each hazard or risk and weigh it up against any benefits to the children's learning. Once a risk or hazard has been identified, a risk assessment is completed which assesses the risk and states the actions which should be taken to control or limit the risk. If a risk or hazard is identified during a session, the Forest School leader will carry out a dynamic risk assessment to determine if the benefits to the child outweigh the risks. If it is decided they do, the child may continue with their activity, and a risk assessment will be written up after the session that day. All our current Forest School risk assessments can be found later, in section 5 of this handbook.

The Forest School leader will assess the site at the start of each new season and after any significant weather.

Prior to each session, the Forest School leader will carry out a site sweep to ensure the site is safe for the session to go ahead. A copy of the site sweep template can be found as Appendix B in this handbook.

## **Safeguarding Policy**

*St Peter's C of E Primary School is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken. Our full school safeguarding policy can be found on our school website and a summary of some of the key points are included in this section.*

### **Anti-bullying**

Our school's Christian values are love, trust, respect, friendship, compassion and peace and these are intertwined into every aspect of our school life, including Forest School. Forest School sessions help to develop children's social skills and the ability to empathise with their peers. We promote inclusion of all children and therefore any type of bullying will not be tolerated during our sessions. Any incidents of bullying will be reported to SLT and managed in line with our whole school behaviour and anti-bullying policy.

### **Data Protection and Confidentiality**

It is our intention to respect the privacy of children and their parents and carers. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. The Forest Leader will maintain all relevant paperwork. Registers containing names and medical information will be held by the Forest School leader.

Any discussion within Forest School about a child's learning or medical conditions is to be kept confidential at all times. All staff and volunteers will be We treat any personal information (which means data from which you can be identified), in accordance with the provisions of the Data Protection Act. Any amendments to this policy will continue to be in accordance with the provisions of the Data Protection Act 2018.

### **Photographs, Videos and Social Media**

Forest School staff often take photos of the children at play, to support our planning and assessment and for promotional reasons.

Permission to take photographs during sessions, and for these photographs to be used on social media and our website, is sought at the start of every school year and children for whom we do not have permission to include in photographs will not be included.

The photos may be shared with parents via Class Dojo or on our website and social media sites.

### **Staffing**

All staff will have completed the full recruitment process and have an enhanced clearance from the Disclosure and Barring Service (DBS) before they are allowed to work unsupervised with the children.

All staff and volunteers will have read and signed the Forest School Handbook and Risk Assessments.

All staff and volunteers will be briefed before each session by the Forest School Leader so that they understand the aims of the session and can support children's learning and development in line with the Forest School ethos.

All staff will be briefed on the session risk assessment by the Forest School leader so that they are aware of their responsibilities and any potential risks.

Adult/young person ratios will be maintained on site at all times.

Volunteers and students do not work with children unsupervised.

Any visitors to our sessions will be given a brief introduction to the ethos of Forest School so they understand what is happening in the sessions. Visitors are welcome to speak to our children and staff but will not be left unattended during our sessions.

### **Disclosure**

Any disclosures made by a child during a Forest School session will be treated in the same manner as in school; the Forest School Leader will ensure the schools procedure is followed. All staff and volunteers will have appropriate training and know who our designated safeguarding leads are:

Miss R Brown (Headteacher)

Miss J Blackburn (Deputy Headteacher)

Mrs M Eastham (Key Stage One Leader)

Mrs T Bolton (Family Support Worker)

### **Lost or Missing Child**

In the first session, children are made aware of the woodland boundaries and where they are allowed to explore within our sessions. We also discuss the procedure for coming back together as a group, be this in an emergency, at the end of the session or if needed at any time during the session for any reason. The Forest School leader will shout, "Sticky feet." All the children will immediately stop what they are doing and recall, "Sticky feet." As the children will be spread throughout our woodlands, as more and more children join in with the recall, everyone should be able to hear. After shouting, "Sticky feet," the children immediately return to base and stand in a circle with their feet 'stuck' together. The children will then start a roll call going clockwise from the Forest School leader to the end of the circle. This will tell us if all the children have returned to base or not. At this point, if any children are missing from the circle, all the children will shout, "Sticky feet" together to create a louder recall. If any missing children still do not return, an additional adult will walk the length of the woodlands to look for the missing child/ren. The likelihood is that the child (or children) will have gotten engrossed in what they are doing and missed the recall. The additional adult will tell them it is time to return to base.

In the very unlikely event that the additional adult does not find the missing child during this sweep of the woodlands, they will radio back to the Forest School leader and also radio SLT to inform them of the missing child.

The rest of the group will stay at the base with an adult whilst the Forest School leader, any other additional adults and the SLT will conduct a search of the woodlands, the school field and school.

If the child is not found after 5 minutes, we will follow the school's policy for a missing child.

## RISK: BENEFIT ASSESSMENT RECORD

Site: Chorley St Peter's CofE Primary School Woodlands

Review date: May 2025

<b>ACTIVITY ASSESSED</b>	General site assessment		<b>ASSESSED BY</b>	Jackie Rypel	<b>APPROVED BY</b>	Rachel Brown (Headteacher)		
<b>ACTIVITY LOCATION</b>	School woodlands		<b>ASSESSMENT DATE</b>	12.05.2024	<b>APPROVAL DATE</b>	20.05.24		
<b>HAZARD</b>	Who's at risk and how?	<b>Risk Level Without Precautions</b>	<b>PRECAUTIONS</b> To reduce the risk level			Who will do them?	When Before, During or After?	<b>Risk Level with Precautions</b>
Weather	Children and staff  Hypothermia, sun burn, sun stroke	High	Ensure children are dressed appropriately for the weather before leaving school. Sun cream applied if needed. Equipment carried with us for cold/hot weather including hot/cold drinks. Monitor the children and ensure only outside for an appropriate amount of time. Use the shade provided by the canopy.			FS leader  Staff	Before, during and after	Low
Path	Children and staff  Uneven: tripping  Overgrown in summer: obstruction, nettle stings	Medium	Site sweep before every session to remove anything causing obstructions to the path. Report any path maintenance that needs completing. Inform children at the start of each session if there are any parts of the path where they need to take extra care. During summer months, regularly cut back nettles and brambles that are close to the path.			FS leader	Before	Low
Litter and debris	Children and staff  Cut, trip, entrapment, suffocation	Medium	Pick up any visible litter during site sweep. Explain to children the risks of litter and debris and how to keep themselves safe. Do not touch and tell a member of staff. Children encouraged to pick up litter and dispose of it correctly, if a litter picker is available.			FS leader during site sweep Children during sessions	Before (during site sweep) During with help of children	Low
Hazards off the main path e.g.	Children and staff	High	Make children and staff aware of any hazards off the path. Educate the children on hazards of some plants.			FS leader Staff	During	Medium

roots, nettles, brambles, dead wood	Trip, cut, sting		Educate the children on ways to help themselves e.g. dock leaves for nettle stings.			
Holes, animal burrows, ditches	Children and staff  Falling, getting stuck	Medium	Check for holes and animal burrows during site sweep. Inform children and staff of anything found during site sweep. Encourage children and staff to be aware of their surroundings and watch where they are stepping, especially when exploring a new area of the woodlands.	FS leader	Before	Low
Low branches	Children and staff  Banging head, poke in eye	Medium	Check for low branches during site sweep. Inform children and staff of anything found during site sweep. Encourage children and staff to be aware of their surroundings and watch where they are stepping, especially when exploring a new area of the woodlands.	FS leader	Before	Low
Dead trees and branches	Children and staff  Tripping, impact, crushing	Medium	FS leader to make children aware of hazards that could be caused by dead wood. Children not to climb dead trees or on dead wood log piles. Teach children how to detect dead branches, no weight bearing on these.	FS leader	Before	Low
Mud	Children and staff Slipping, getting stuck	High	FS leader to assess mud area during site sweep, check for any hazards and condition. FS leader to inform children at the start of the session and remind children of the need for appropriate clothing/footwear. Children to be taught to self-assess throughout the session and play elsewhere if they think necessary.	FS leader Children	Before and during	Medium
Boundary fence	Children and staff Cut, entrapment	Medium	FS leader to check any damage to boundary fence during site sweep. Children and staff made aware of any areas of the fence that could be a hazard. Educate children as to the dangers of the boundary fence: splinters, cut by barbed wire, entrapment and are	FS leader Children	Before	Low

## RISK: BENEFIT ASSESSMENT RECORD

Site: Chorley St Peter's CofE Primary School Woodlands

Review date: May 2025

<b>ACTIVITY ASSESSED</b>	Collecting Natural Materials	<b>ASSESSED BY</b>	Jackie Rypel	<b>APPROVED BY</b>	Rachel Brown (Headteacher)		
<b>ACTIVITY LOCATION</b>	School woodlands	<b>ASSESSMENT DATE</b>	12.05.2024	<b>APPROVAL DATE</b>	20.05.24		
<b>HAZARD</b>	Who's at risk and how?	<b>Risk Level Without Precautions</b>	<b>PRECAUTIONS</b> To reduce the risk level		Who will do them?	When Before, During or After?	<b>Risk Level with Precautions</b>
Lifting materials	Children and staff  Back injury, sprains, splinters, drop on feet	Medium	Teach the children and staff safe ways to lift and carry materials. Remind children of the rule, "bigger than you, it takes two." Remind children of the need to communicate when lifting heavy items so as not to drop it on feet.		FS leader  Staff  Children	During	Low
Insects and plants	Children and staff  Stings, rashes, anaphylaxis	Medium	Teach the children to identify plants that could sting them and what to do if they do get stung. When conducting seasonal site assessments, ensure areas with plants that may sting are clearly noted and shared with the children and staff. Avoid using areas with high numbers of these plants e.g. nettles. Staff and children to be aware of any stinging insects that come into the woodland.		FS leader  Staff  Children	Before	Low
Uneven ground	Children and staff  Trips, slips, falls	Low	Ensure the children and staff are told to look for trip/slip hazards. Make sure the children know how to move around site safely.		FS leader	During	Low
Low branches	Children and staff	Medium	Check for low branches during site sweep. Inform children and staff of anything found during site sweep.		FS leader	Before	Low

	Banging head, poke in eye		Encourage children and staff to be aware of their surroundings and watch where they are stepping, especially when exploring a new area of the woodlands.			
Lifting and swinging sticks	Children and staff  Bumps, cuts, splinters	Medium	Teach the children and staff safe ways to lift and carry materials. Remind children of the rule, "bigger than you, it takes two." FS leader and other staff to step in if children are potentially going to cause injury to self or others.	FS leader Staff Children	During	Low
Fungus	Children and staff Poison	Low	FS leader to look for any fungi during site sweep. Group shown a fungus or pictures of them so they can identify and avoid touching them or putting them near their mouths. Group to inform staff if they spot any fungi. Hands to be cleaned before eating.	FS leader Staff Children	Before and during	Low
Toxic plants	Children and staff Poison	Low	FS leader to look for any toxic plants during site sweep. Group shown pictures of toxic plants so they can identify and avoid touching them. Group to be told about the dangers of toxic plants and not to put anything in their mouths. Group to inform staff if they spot any toxic plants. Hands to be cleaned before eating.	F FS leader Staff Children	Before and during	Low

Risk: Benefits

1. Natural materials are essential for free play.
2. Builds strength and gross motor skills.
3. Improved balance and coordination.
4. Allows children to follow their interests and create shelters, dens, bug habitats etc. using the materials available to them in the woodlands.
5. Builds both self-awareness and awareness of other people and surrounding area.
6. Allows children to work as a team and learn to respect one another and their environment.
7. Gives children the opportunity to identify and use natural materials.

## RISK: BENEFIT ASSESSMENT RECORD

Site: Chorley St Peter's CofE Primary School Woodlands

Review date: May 2025

<b>ACTIVITY ASSESSED</b>	Den Building		<b>ASSESSED BY</b>	Jackie Rypel	<b>APPROVED BY</b>	Rachel Brown (Headteacher)		
<b>ACTIVITY LOCATION</b>	School woodlands		<b>ASSESSMENT DATE</b>	12.05.2024	<b>APPROVAL DATE</b>	20.05.24		
<b>HAZARD</b>	Who's at risk and how?	<b>Risk Level Without Precautions</b>	<b>PRECAUTIONS</b> To reduce the risk level			Who will do them?	When Before, During or After?	<b>Risk Level with Precautions</b>
Lifting materials	Children and staff  Back injury, sprains, splinters, drop on feet	Medium	Teach the children and staff safe ways to lift and carry materials. Remind children of the rule, "bigger than you, it takes two." Remind children of the need to communicate when lifting heavy items so as not to drop it on feet.			FS leader Staff Children	During	Low
Lifting and swinging sticks	Children and staff  Bumps, cuts, splinters	Medium	Teach the children and staff safe ways to lift and carry materials. Remind children of the rule, "bigger than you, it takes two." FS leader and other staff to step in if children are potentially going to cause injury to self or others.			FS leader Staff Children	During	Low
Falling sticks or collapsing shelter	Children and staff  Bumped head/body, poke in eye	High	Teach children that when they are making dens, they need to think about what is above them, e.g. what are the sticks resting on for support, what will happen to other sticks if you remove one etc. Remind children of the rule, "bigger than you, it takes two." FS leader and other staff to step in if children are potentially going to cause injury to self or others.			FS leader Staff Children	During	Medium
Using tarps	Children and staff	Medium	Check the weather and the surrounding area before use. Ensure suitable number of children are using each tarp. Model safe use of the tarps.			FS leader Staff	Before and during	Low

	Suffocation		FS leader and other staff to step in if children are potentially going to cause injury to self or others.	Children		
Using ropes	Children and staff Strangulation	Medium	Model safe use of ropes. Teach correct knots for purpose. FS leader and other staff to step in if children are potentially going to cause injury to self or others. Know how many ropes are in use. Count ropes back in at the end of the session.	FS leader Staff Children	Before and during	Low
Using pegs	Children and staff Stabbing, tripping, hammering hand	Medium	Model how to safely hammer a peg into the ground. FS leader and other staff to step in if children are potentially going to cause injury to self or others. Know how many pegs are in use. Count pegs back in at the end of the session.	FS leader Staff Children	Before and during	Low
Ropes tied to trees	Children and staff Strangulation, tripping	Medium	Model safe use of ropes. FS leader and other staff to step in if children are potentially going to cause injury to self or others. Remind children to be aware of their surrounding area, including low to the ground tripping hazards.	FS leader Staff Children	Before and during	Low

#### Risk: Benefits

1. Develops gross and fine motor skills.
2. Builds both self-awareness and awareness of other people and surrounding area.
3. Allows children to work as a team and learn to respect one another and their environment.
4. Allows children to use ropes, tarps and natural materials for a purpose.
5. Helps children to build resilience and perseverance.
6. Gives a sense of achievement.
7. Develop knot skills and build life skills.
8. Shelter.

## RISK: BENEFIT ASSESSMENT RECORD

Site: Chorley St Peter's CofE Primary School Woodlands

Review date: May 2025

ACTIVITY ASSESSED		Ropes	ASSESSED BY	Jackie Rypel	APPROVED BY	Rachel Brown (Headteacher)		
ACTIVITY LOCATION		School woodlands	ASSESSMENT DATE	12.05.2024	APPROVAL DATE	20.05.24		
HAZARD	Who's at risk and how?	Risk Level Without Precautions	PRECAUTIONS To reduce the risk level			Who will do them?	When Before, During or After?	Risk Level with Precautions
Visibility	Children and staff Trips	Medium	Model safe use of ropes. FS leader and other staff to step in if children are potentially going to cause injury to self or others. Remind children to be aware of their surrounding area, including low to the ground tripping hazards.			FS leader Staff Children	Before and during	Low
Rope or knot slips	Children and staff Rope burn	Medium	Model safe use of ropes including correct knot type for activity. Gloves to be worn if using rope for heavy load. FS leader and staff to supervise activities involving heavy loads.			FS leader Staff Children	Before and during	Low
Ropes attached to trees	Children and staff Entanglement, strangulation	Medium	Model safe use of ropes. FS leader and other staff to step in if children are potentially going to cause injury to self or others. Remind children to be aware of their surrounding area, including head height hazards. Know how many ropes are in use. Count ropes back in at the end of the session.			FS leader Staff Children	Before and during	Low
Tree swing	Children and staff Falling	Medium	Safe use taught at beginning of sessions. Ensure area around and beneath swing is clear. Safety check on rope before every session. Regular rope maintenance carried out.			FS leader Children	Before and during	Low
Slackline/rope bridge	Children and staff	Medium	Safe use taught at beginning of sessions. Ensure area around and beneath slackline/rope bridge is clear.			FS leader Children	Before and during	Low

	Falling		Safety check on slackline/rope before every session. Regular rope maintenance carried out. Slackline/rope set at appropriate height from ground for the competence of the children attending session.			
Hammocks	Children and staff  Falling	Medium	Safe use taught at beginning of sessions. Ensure area around and beneath hammock is clear. Safety check on ropes attaching hammock to tree before every session. Regular rope maintenance carried out. Hammock set at appropriate height from ground for the competence of the children attending session.	FS leader  Children	Before and during	Low

Risk: Benefits

1. Develops gross and fine motor skills.
2. Learn to make risk judgement and manage risk for themselves.
3. Builds both self-awareness and awareness of other people and surrounding area.
4. Allows children to work as a team and learn to respect one another and their environment.
5. Develop knot skills and build life skills.
6. Helps children to build resilience and perseverance.
7. Gives a sense of achievement.
8. Balance and coordination skills developed.
9. Learn about materials (strength, flexibility, knot tying etc) and tree types (strength, flexibility and rooting)
10. Group work and social skills will be developed by children, including turn taking and socially supporting each other.
11. Fun!

## RISK: BENEFIT ASSESSMENT RECORD

Site: Chorley St Peter's CofE Primary School Woodlands

Review date: May 2025

<b>ACTIVITY ASSESSED</b>	Climbing		<b>ASSESSED BY</b>	Jackie Rypel	<b>APPROVED BY</b>	Rachel Brown (Headteacher)		
<b>ACTIVITY LOCATION</b>	School woodlands		<b>ASSESSMENT DATE</b>	12.05.2024	<b>APPROVAL DATE</b>	20.05.24		
<b>HAZARD</b>	Who's at risk and how?	<b>Risk Level Without Precautions</b>	<b>PRECAUTIONS</b> To reduce the risk level			Who will do them?	When Before, During or After?	<b>Risk Level with Precautions</b>
Weather	Children and staff Slipping, falling	High	FS leader to assess site during site sweep, during wet and cold weather, check if safe to climb. Speak with children about the weather and how that will change our environment. Reduce how high the children are allowed to climb. If deemed too wet or slippery, children stopped from climbing.			FS leader	Before	Medium (if allowed to climb) Low (if not)
Weak or vulnerable trees/branches	Children and staff Head injury, falling and bumping	High	FS leader to assess site during site sweep to look for any signs of weak branches. Teach children how to identify weak or vulnerable trees and not to climb in those. Teach children how to check if a branch is safe to hold their weight before using it to climb. Check area around climbing trees are free from hazards or hazards have been identified by the children.			FS leader Staff Children	Before and during	Medium
Falling from a tree, landing on something hard or pointed, branches, falling onto someone from above	Children and adults Concussion, broken bones, impaling, bruises, teeth knocked out	High	Teach children how to risk assess what they want to climb, 'try before your climb'. Children shouldn't climb higher than 3x their height, and only if they are at the appropriate skill level to do so. Children taught not to put weight on any branch thinner than their wrist. If a staff member judges that a tree is not safe, children are not allowed to climb.			FS leader Staff Children	Before and during	Medium

			Children can only climb as far as they are able independently – adults are not to lift children onto anything. Only one child should be in a tree at any given time. Ratios for climbing on other things will be risk assessed by the FS leader at the time.			
Stuck in tree	Children and staff	Medium	Teach children how to get back out of trees safely. If a child becomes stuck, try to talk them through how to get out. FS leader can climb up the tree to assist by giving step by step instructions on how to get out.	FS leader	During	Low

Risk: Benefits

1. Develops gross motor skills.
2. Learn to make risk judgement and manage risk for themselves.
3. Builds both self-awareness and awareness of other people and surrounding area.
4. Helps children to build resilience and perseverance.
5. Gives a sense of achievement.
6. Balance and coordination skills developed.
7. Children learn about the multi-sensory benefits of climbing trees. It brings them into contact with nature and some children find being in trees calms them.
8. It is a memorable experience.
9. Fun!

## RISK: BENEFIT ASSESSMENT RECORD

Site: Chorley St Peter's CofE Primary School Woodlands

Review date: May 2025

<b>ACTIVITY ASSESSED</b>	Campfires and campfire cooking	<b>ASSESSED BY</b>	Jackie Rypel	<b>APPROVED BY</b>	Rachel Brown (Headteacher)		
<b>ACTIVITY LOCATION</b>	School woodlands	<b>ASSESSMENT DATE</b>	12.05.2024	<b>APPROVAL DATE</b>	20.05.24		
<b>HAZARD</b>	Who's at risk and how?	<b>Risk Level Without Precautions</b>	<b>PRECAUTIONS</b> To reduce the risk level		Who will do them?	When Before, During or After?	<b>Risk Level with Precautions</b>
Lighting the fire	Children and staff Burns	Medium	Fires are lit using fire striker steel only. Correct method of using the fire striker steel will be taught by the FS leader. The person lighting the fire will be in the respect position. Fire lighting will always be supervised by the FS leader.		FS leader	Before and during	Low
Touching the fire or hot sticks or embers.	Children and staff Burns	High	Children will be taught beforehand the risk of touching the fire, hot sticks or embers. There is a clear fire circle, children know where to sit when the fire is lit.		FS leader Staff Children	Before and during	Medium
Tripping, falling on or near the fire	Children and staff Major burns	High	Children to be taught to rules when the fire is lit: no running in the fire circle, if moving they walk around the outside of the fire circle never across it. 1m fires square around the fire pit. All obstacles are removed from around the fire square. Children are supervised at all times around the fire.		FS leader Staff Children	Before and during	Medium
Floating embers in eyes	Children and staff Damage to eyes	Medium	Fires not lit in high winds. If embers start to fly, move children away.		FS leader Staff Children	Before and during	Low
Smoke in eyes	Children and staff	Low	Fires not lit in high winds. Supervising staff to note direction of smoke, move children if appropriate. End activity if severe. Teach the children to close their eyes for 10 seconds if smoke blows in.		FS leader Staff Children	Before and during	Low

	Stinging/sore eyes					
Fire spreading to surroundings – e.g. a building, trees or dry wood/sticks	Children and staff  Serious burns, damage to property/woods	Medium	Check weather conditions during site sweep – if it is particularly windy or dry consider if it is safe. Fires only lit in fire bowls. Fires sited a good distance away from any buildings, property or material that could burn. Wood supply kept well away from the fire. Fires kept small – no tall flames. Check wider surrounding area for any flammable materials. Ensure fire is fully out at the end of the session.	FS leader	Before, during and after	Low
Cooking burns from kettles, pans, boiling water etc.	Children and staff  Burns, blisters, scalding	High	FS leader or other adult to remove all hot items from the fire. Children to be seated when passing hot items around. Respect position to be used when cooking on the fire. Children to move around the fire safely, no running, around the outside of the sitting logs.	FS leader  Staff  Children	Before and during	Medium
Burns from hot food	Children and staff  Burns, burnt mouth	Medium	Children will be taught about the dangers of eating food directly from the fire. Children will be told to blow to cool it down before eating. Staff will allow food to cool before handing it to children.	FS leader  Staff  Children	Before and during	Low

#### Risk: Benefits

1. In managing a fire, children will learn risk management, responsibility and organisation.
2. Builds both self-awareness and awareness of other people and surrounding area.
3. Helps to develop a community and feeling part of that community.
4. Gives a sense of achievement.
5. Develop a deep connection to nature by participating in one of the most primitive experiences.
6. Enjoyment, excitement and spiritual reflection.
7. Increase language and communication skills.

## RISK: BENEFIT ASSESSMENT RECORD

Site: Chorley St Peter's CofE Primary School Woodlands

Review date: May 2025

<b>ACTIVITY ASSESSED</b>	Tool use		<b>ASSESSED BY</b>	Jackie Rypel	<b>APPROVED BY</b>	Rachel Brown (Headteacher)		
<b>ACTIVITY LOCATION</b>	School woodlands		<b>ASSESSMENT DATE</b>	12.05.2024	<b>APPROVAL DATE</b>	20.05.24		
<b>HAZARD</b>	Who's at risk and how?	<b>Risk Level Without Precautions</b>	<b>PRECAUTIONS</b> To reduce the risk level			Who will do them?	When Before, During or After?	<b>Risk Level with Precautions</b>
Injury during transportation	Children and adults  Impalement, cuts	High	<p>FS leader to transport all tools to site in a locked box. Tools kept in locked box when not in use. Tools only to be removed from box under supervision of FS leader. Blade sheaths and guards to be put on tools when not being used. FS leader to give tool talk including safe transportation of tools before children are able to use tool. Children will carry the tools in the correct way.</p>			FS leader	Before	Low
Using a bow saw to saw	Children and adults  Cuts, serious cut	High	<p>Tool talk before to explain the correct purpose, use and safety measures for using this tool. Carry out in a tool pit. Carry out as a 1:1 (or 1:2 if using a partner) activity. Children to wear a glove on non-working hand (helper hand)</p>			FS leader Children	Before and during	Low
Using a peeler to peel veg.	Children and adults  Cuts	Medium	<p>Tool talk before to explain the correct purpose, use and safety measures for using this tool. Carry out in a tool pit. Carry out as a 1:3 (or 1:5 if appropriately competent) activity. Children can wear a glove on non-working hand if they feel it is necessary.</p>			FS leader Children	Before and during	Low

Using a fixed blade knife to whittle or carve	Children and adults Cuts, serious cut	High	Tool talk before to explain the correct purpose, use and safety measures for using this tool. Carry out in a tool pit. Carry out as a 1:2 activity. Children can wear a glove on non-working hand if they (or FS leader) feel it is necessary.	FS leader Children	Before and during	Low
Using a fixed blade know to split	Children and adults Cuts, serious cut	High	Tool talk before to explain the correct purpose, use and safety measures for using this tool. Carry out in a tool pit. Carry out as a 1:2 activity. Children do not wear a glove as both hands will be holding a tool (fixed blade knife and mallet).	FS leader Children	Before and during	Medium
Using mallets	Children and adults Crushing fingers	Medium	Tool talk before to explain the correct purpose, use and safety measures for using this tool. Carry out in a tool pit. Carry out as a 1:3 activity.	FS leader Children	Before and during	Low
Tools breaking during use	Children and adults Impalement, cut, serious cut	High	FS leader to check all tools prior to use and at the end of every session for damage. Tools will be cleaned after each use. Children will be supervised whilst using tools and taught how to spot for any damage. They will tell the FS leader if they think there is damage. Blades will be changed where possible when necessary. If blades are not changeable, new tools will be bought when needed.	FS leader Children	Before, during and after	Low

#### Risk: Benefits

1. Developing hand-eye coordination, gross and fine motor skills.
2. Learning responsibility for yourself and tools, including risk assessing and making good decisions.
3. Seeing and using knives as tools and not weapons.
4. Gives a sense of achievement, promotes self-esteem and improves confidence.
5. Improves concentration, perseverance and resilience.
6. Gain an understanding of natural materials and resources.

### Stakeholders

Landowners/Managers	Lancashire County Council
Management team	Racher Brown – Headteacher Jayne Blackburn – Deputy Headteacher Michelle Eastham – Key Stage One Leader Jackie Rypel – Forest School Leader Paul Jump – Site Supervisor
Neighbours	Adjacent to the back of housing estate Allotments run along the length of the woodlands at the back
Organisational partners	None
Other site users	None
Participants	Children who attend St Peter's CofE Primary School
Parents/Carers	Parents and carers are sometimes invited to 'stay and play' at our Forest School sessions.
Staff	School staff support our FS leader during the sessions. Staff all read and sign the FS handbook before coming to the sessions.
Volunteers	Currently we do not have any volunteer helpers. If this changes in the future, volunteers will be asked to read the FS handbook before coming to the sessions.
Any other interested parties	Visitors are welcome to our Forest School by appointment only. Visitors will be given a brief outline of the ethos of FS and what to expect to see during our sessions.



**F1 Primary cause of accident/incident**

- |  |  |  |  |
|--|--|--|--|
| <input type="checkbox"/> Animal              | <input type="checkbox"/> Fall from height                          | <input type="checkbox"/> Hit by object (moving, flying or falling)         | <input type="checkbox"/> RTA/vehicle               |
| <input type="checkbox"/> Assault (physical)* | <input type="checkbox"/> Fire / explosion                          | <input type="checkbox"/> Medical condition or disease (please state below) | <input type="checkbox"/> Stress                    |
| <input type="checkbox"/> Assault (verbal)*   | <input type="checkbox"/> Handling (materials)                      | <input type="checkbox"/> Premises/security related                         | <input type="checkbox"/> Tools/machinery/equipment |
| <input type="checkbox"/> Collision           | <input type="checkbox"/> Handling (people)                         |  | <input type="checkbox"/> Trap                      |
| <input type="checkbox"/> Drowned/asphyxiated | <input type="checkbox"/> Hazardous substance (eg chemicals, fumes) |  | <input type="checkbox"/> Trip or slip              |
| <input type="checkbox"/> Electrical          |  |  |  |

**\*F2 Protected characteristics (employees only)**

If a physical or verbal assault, in your opinion, was it targeted at a protected characteristic, for example, age, disability, gender identity, marriage or civil partnership status, pregnancy, sex, sexual orientation, race, religion or belief? Yes  No

**F3 Third party declaration form (employees only)**

Do you believe a third party was to blame for your accident or incident? Yes  No   
 If 'Yes', and the accident resulted in costs to the county council, such as sickness absence or occupational health intervention, you **must** complete and return the third party declaration form available on the Health and Safety team's website and notify the Legal Finance Support team at [ocfinance@lancashire.gov.uk](mailto:ocfinance@lancashire.gov.uk).

**G Brief details of accident / incident being reported (ie what happened, to who and how)**

*(This area is currently blank for reporting details.)*

**H Signature of injured person or responsible person completing this part of the form**

**Statement:** I confirm that to the best of my knowledge the contents of this form are a true and accurate record of the events that took place.

Signature: \_\_\_\_\_ Print Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 (Delete if not applicable: Injured Person / Line Manager / Supervisor / Headteacher / TA / Premises Manager / Other)

**Sections I to M are to be completed by the manager / supervisor, establishment or premises manager, headteacher or other responsible person**

**I First aid treatment**

- Was the injured person:
- |                            |                              |                             |                              |
|----------------------------|------------------------------|-----------------------------|------------------------------|
| Given first aid?           | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| Able to resume activities? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| Sent home?                 | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| Sent to own doctor?        | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| Sent to hospital or A&E?   | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |

**J Was the employee incapacitated ie unable to perform their normal duties, or absent from work? (employees only)**

- Incapacitated/absent? Yes  No
- If **Yes**, was it for more than 3 days (excluding the day of the accident)? Yes  No
- If **Yes**, was it for more than 7 days (excluding the day of the accident)? Yes  No
- If **Yes** to 'more than 7 days' and it was 'work related' it is RIDDOR reportable and you must complete section K below.

**K RIDDOR reportable accidents/incidents**

Does the accident/incident fall under the RIDDOR Regulations? Yes  No  If Yes, please complete this section

**Note:** It is the responsibility of the school/service to formally report any RIDDOR reportable accidents/incidents to the Health and Safety Executive (HSE). Guidance to help you decide whether the accident/incident falls under one of the following RIDDOR categories can be found on the Health, Safety and Quality team's website. If it does, please indicate which one below:

- Dangerous Occurrence
- Fatality\*
- Non-employee taken to hospital / A&E for treatment
- Occupational disease
- Over 7-days incapacitation or absence
- Specified injury\*

\*These categories should be reported to the HSE by telephone on tel: 0345 300 9923 and Health, Safety and Quality team on tel: 01772 538877. All other categories must be reported using the HSE online RIDDOR Form (F2508) within 10 days of the incident, except for the 'over 7-days incapacitation/absence' category which must be reported within 15 days.

HSE Incident Contact Centre Reference Number:

Where appropriate, send a copy of the completed F2508 form to the Health, Safety and Quality team by:

- Email: [health.safety@lancashire.gov.uk](mailto:health.safety@lancashire.gov.uk)
- Post: Health, Safety and Quality Team, PO Box 78, County Hall, Fishergate, Preston, PR1 8XJ

**L1 Initial investigation**

- Was the person involved carrying out their normal activities? Yes  No
- Was the activity out of which the accident/incident arose covered by a suitable and sufficient risk assessment? Yes  No
- Has the risk assessment been reviewed since the accident/incident? Yes  No
- Has a new suitable and sufficient risk assessment been completed since the accident? Yes  No
- Had the person involved been trained/instructed on how to undertake the activity? Yes  No  N/A
- (If yes, and they are an employee, please give training details and dates below)

**L2 Briefly describe the immediate cause of the accident/incident**

*Example: slipping on wet floor*

**L3 Briefly describe what you consider to be the underlying cause of the accident/incident**

*Example: There were no materials or equipment available to mop up the spillage / inadequate training*

**L4 Briefly describe any subsequent actions taken** *ie what action has been taken to remove or control the hazard(s). This should include any actions taken to aid the persons return to work or normal activities, for example, restrictions on duties, changes to work patterns, further support with the work activity.*  
**NB Remember to check that any actions taken are effective!** *For example, by observation, asking questions or by monitoring future accident trends.*

**L5 Witness statements**

Have you taken any witness statements? Yes  No   
If yes, please record them on a separate sheet(s) and retain at the establishment.

**M Signature of responsible person completing this part of the form**

*Important Note: Please ensure the injured party confirms their agreement of the contents of this form by signing and dating the statement at section 'H'. The responsible person completing this form should sign and date it below. Please keep completed forms secure and confidential.*

**Statement:**

I confirm that to the best of my knowledge the contents of this form are a true and accurate record of the events that took place.

Signature:

Print name:

Date:

Delete if not applicable: Line Manager / Supervisor / Headteacher / TA / Premises Manager / Other

## Appendix B



### Site Safety Sweep

A safety sweep will take place before each Forest School session to identify any hazards and document any steps taken to reduce risk. This will be completed by the Forest School Leader and shared with other adults if necessary. It is recommended that the site sweep is carried out by carefully identifying hazards in each level of the forest structure.

Date: \_\_\_\_\_ Location: \_\_\_\_\_ Forest School Leader: \_\_\_\_\_

Canopy Layer	Check (tick)	Action taken
Fallen/ Hanging Branches		
Weather Damage		
AO:		
AO:		
Shrub Layer		
Weather Damage		
Hanging Branches		
Ropes		
AO:		
AO:		
Field Layer		
Ropes		
Weather Damage		
Eye hazards		
AO:		
AO:		
Ground Layer		
Litter/Broken Glass		
Animal Faeces		

Trip Hazards		
Water/Ice/Mud		
Fire Circle		
Weather Damage		
Holes		
AO:		
AO:		
Other Checks		
Boundaries		
Equipment		
Emergency Kit		
AO:		
AO:		

Notes:

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Signed: \_\_\_\_\_