**The Sue Hedley Nursery School**



**Forest School Handbook**

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**The Forest School Ethos**

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

Quality Forest School is delivery which holds to all six key principles that shape and govern the Forest School ethos. There are many forms of outdoor education and all have enormous value, however, Forest School is unique in its reach, delivery and effect.

These six principles are:

1. Forest School is a long-term process of regular sessions, rather than one-off or infrequent visits; the cycle of planning, observation, adaptation and review links each session.
2. Forest School takes place in a woodland or natural environment to support the development of a lifelong relationship between the learner and the natural world.
3. Forest School uses a range of learner-centred processes to create a community for being, development and learning.
4. Forest School aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners.
5. Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
6. Forest School is run by qualified Forest School practitioners, who continuously maintain and develop their professional practice.

**Rationale**

At The Sue Hedley Nursery School, we value the importance of Forest School in our unique curriculum. We have expanded and enhanced the breadth of our curriculum in Forest School which is a weekly part of the children’s routine. All outdoor learning is planned around the curriculum currently being studied, which gives depth, enrichment and an outdoor perspective for our children. We want children to have the opportunity to be able to explore and learn in Forest School throughout the year, experiencing the seasons and changing nature around them.

* To provide opportunities for curriculum enrichment through hands-on learning outdoors.
* To provide opportunities to develop children’s resilience and confidence.
* To instil in children a love and wonder of nature.
* Opportunities for children to develop problem solving skills
* Children will have the opportunity to evaluate and reflect.

**Implementation**

* Planning which support what is being learnt in the nursery and/or cover parts of the curriculum for that group. **Observe, support, extend**
* Risk Assessing environment and activity.
* Having suitable clothing to ensure outdoor learning can occur in all weathers.
* To encourage exposure to managed risk.
* To set challenge at a level where children can succeed.
* To guide and encourage children in learning about nature around them.
* To foster respect for their environment.
* To look at seasonal changes.

**Impact**

At The Sue Hedley Nursery School, the desired impact of our Forest School, is that children will grow in confidence in their abilities to risk assess their own learning experiences and to tackle challenges. This will support children to regulate their social, emotional and mental health meaning the children can perform better in collaborative learning and tasks. It encourages problem solving, logical thinking, self-reflection and evaluation

**Forest School Agreement**

**Be kind to yourself**

* Stay within the boundaries and follow our 1,2,3 where are you rule
* Make own risk assessments
* Nothing to go into mouths unless permission given

**Be kind to other people**

* Listen to others
* Play safely with sticks
* Be aware of others around you when playing, using teamwork where appropriate

**Be kind to the environment**

* Ask before you pick
* Protect our living things
* Take only what you need and use everything you have taken

**Our Forest School leader**

Christina Guthrie – Qualified teacher, Level 3 Forest School trained and outdoor first aid trained.

**The role of the Forest School leader**

* The leader is responsible for the planning, organizing and the running of Forest School sessions alongside support staff.
* They will promote the Forest School ethos and The Sue Hedley Nursery School’s rationale.
* They will always have the children’s and staff’s safety at the forefront. They will complete a daily safety checklist and comply with the school’s Forest School safety risk assessment. They will ensure all staff members who attend the Forest School site have read and declared they understand our Forest School handbook and safety risk assessment.
* They will communicate effectively with children, staff members and parents.
* They will ensure all documentation is up to date and relevant.
* They will ensure all equipment is safe for adults and children to use and make sure it is stored away safely and appropriately.
* To observe and facilitate learning.

**Environmental considerations**

The children and adults are encouraged to respect and look after our Forest School environment. We will promote a connection and love for our environment by encouraging owe and wonder through educating our children about all the wonderful living things in our space. The more the children know and understand about their Forest School the deeper their love and respect will be for it. We will always aim to only take what we need and use all that we take. The children will be encouraged to ask before they pick and will only pick what is in abundance and is beneficial to pick for learning. We will remove litter from our site to protect our wildlife, we will recycle what we can and compost our waste. We will continuously learn about our living things and protect and encourage new life. For example bird feeding, creating areas for mini beasts to thrive, leaving areas untouched for our burnet moths and leaving wildflowers unpicked for our bees. We will only take from our trees and plants where the benefit will be to encourage new growth and its sustainability.

**Cancelling Forest School**

Forest School may be cancelled for a number of reasons.

* In the case of severe weather conditions, for example high winds and torrential rain.
* If staff to child ratio is deemed unsafe.
* If essential maintenance work is taking place. We will where possible rearrange for a different allocated day.
* In some cases we may attend Forest School for a shorter period of time, for example, in extreme cold weather. In this case the children will attend Forest School and then return to the main nursery for the rest of the session.

In all cases the Forest School leader and the Headteacher will make the decision whether Forest School is safe to open.

**Essential equipment needed**

* First aid box
* Protective gloves, hand gel, wet wipes, nappy sacks
* Suncream
* Life critical medicines/equipment, for example inhaler, epi pen, diabetic equipment. As well as their medical care plan. All other medicines to be kept indoors and staff to radio reception to administer, for example, antibiotics.
* Mobile phone in case of an emergency, for example calling 999.

**Toileting consideration**

* Children will all be asked to go to the toilet before leaving the school building.
* If children need the toilet at Forest school they will use the outdoor toilet (dunny). Children will be supervised at all times when using the dunny. If an adult attending the dunny with a child impacts on ratios and/or safety considerations, boundaries may be altered to make sure all children are in eye sight by remaining staff members. ‘Use 1,2,3 where are you’.
* Children will use the hand wipes and hand gel provided.
* If a child requires a nappy change this will be completed inside the building. If a staff member cannot leave Forest School then the staff will radio over to reception to ask for a member of staff to come and collect the child. Wet accidents can be changed in the dunny. Soiled accidents if appropriate to be changed indoors.

**Clothing requirements**

* Sun hat / winter hat
* Gloves and snoods (colder months)
* Long trouser (two trouser layer in colder months)
* Long sleeve top (extra top layers in colder months)
* Fleece
* Thick socks (double up socks in colder months)
* Spare clothing in bags

**Daily routine**

The Forest School at the Sue Hedley Nursery School provides children with the opportunity to explore the natural world each week in a safe, calm and supportive environment. Forest School is welcoming for all children and we follow the HighScope approach to reflect the ethos of the nursery.

Children visit Forest School with their Keyworker for one session each week throughout the year. All groups are supported by our Forest School Leader.

In Forest School we encourage children’s independence in all their experiences. The children choose where to explore each session, which could be climbing trees, looking for bugs, playing with natural materials and mud or bird watching.

An important part of Forest School is encouraging children to make educated decisions of risk assessing their own capabilities, which develops over time. This builds their confidence and problem solving skills. Children are also encouraged to work together to complete tasks, supporting each other and developing teamwork skills. Children’s emotional and physical wellbeing are monitored throughout sessions by all staff.

We use a red flag system to highlight any areas not in use each session and children are very aware of this and can articulate about danger and the red flag system. We have a “1,2,3 where are you?” rule where all children will come immediately if called as part of our robust structure of keeping everyone safe in Forest School.

Welcome Time

Children are met indoors by their keyworker where the registration time will take place. We always encourage independence and in particular when getting ready for Forest School. The children will visit the toilet, put on their waterproof trousers, put on their waterproof jacket and then put on their wellies. Our goal is for the children, with the support of their key worker over time, to fully attend to all of the self-care routine independently. The children will then transition to Forest School using a buddy system. They will be encouraged to help hold doors open for their peers and risk assess crossing over to the Forest School gates. On their journey over to Forest School the children will observe their surroundings ready to contribute to our ‘what’s new in Forest School’. The children will arrive to our lovely outdoor classroom and will sing our ‘Welcome to Forest School’ song together. We will have a discussion about “What’s new outside today?” The Forest School Leader goes over any areas which may not be suitable to use due to weather or damage. Children share what they have seen on their way to Nursery and through their transition to Forest School. We talk about the weather and what we need to wear and why. We also talk about our ‘dos’ and ‘don’ts’ of Forest School as a reminder each session about keeping safe.

Small Group Time

Every session the children participate in Small Group Time. Small Group Time is an opportunity for staff to model specific skills, introduce new vocabulary and expose children to new resources and experiences. During this time the adults observe the children and assess how to move them forward in their learning and what they need support in. Small Group Time in Forest School is linked to activities inside nursery wherever possible, which has derived from children’s interests and scaffolded from adults. For example, the children would make bird feeders in nursery during a Small Group Time. They would then bring them out to Forest School where we could decide together where to hang them and have an activity around the bird food such as where it comes from and availability during seasons. This can be reversed where for example the children are harvesting rhubarb and then make rhubarb crumble in the nursery the following day. We also use Small Group Time to introduce new activities which are relevant to the time of year such as elderflower cordial when we have flowers on our elder, or planting and harvesting food.

Planning Time

At Forest School we use real photographs of our areas for children to decide where they might explore first. Using natural objects such as leaves, pine cones or pebbles children take it in turns to tell the group about their plans for the session, which builds confidence within the group. At this point children often make plans to work and explore together, building relationships and friendships.

Work Time

During Work Time in Forest School the children usually start where they planned to explore, then move on to other areas. It is a wonderful open space where children can balance on stepping stones, run through the willow tunnel, play hide and seek, get busy in the mud kitchen as well as bug hunting. The area is perfect for so much imaginative play. Children can access the climbing tree and pond with adult supervision. Our work time is the children’s time to explore freely where they can foster their own curiosity, building on their own personal goals and areas of interest. The staff will facilitate and support learning where appropriate creating awe and wonder for their natural world.

Recall Time

The children are encouraged to tell practitioners and peers where they have played in work time. Children use a natural object to pass around for the speaker. We also have an in the moment approach to plan-do-review, which incorporates investigation, problem solving, risk assessment, finding out and early life skills which children build upon as they grow.

Snack Time

Snack time in Forest School allows children to enjoy a warm hot chocolate, milk or water. They are also offered fruit picked off the fruit trees during their harvest period. The children also may try new foods that are linked to what we are exploring. For example if we are exploring rosemary in the allotment, we may provide rosemary focaccia bread. All children’s dietary requirements are met. This time supports social interactions with peers and is a relaxed part of the session.

Stories and Songs

We incorporate fiction and non fiction books in every session in Forest School to help support learning taking place that week. It may be a fact book looking at a child’s area of interest or a fiction story to promote the use of natural materials in their imaginative play, for example ‘Stickman.’ Songs are used throughout our session. We have our ‘Welcome to forest school’ song, our fire pit safety song and our ‘goodbye’ song. We also sing songs related to what we are looking at, for example, ‘5 little speckled frogs’ and ‘Theres a worm at the bottom of my garden’

Assessment

We conduct on going formative assessments each session, this is used to scaffold learning in the moment and to extend learning in future sessions. We use a Forest School summative assessment tool looking at levels of well-being, problem solving, resilience and involvement. This assessment tool is conducted at the end of each term to monitor progress and inform us areas of learning that may need to be a focus.

**School policies and procedures**

Behaviour

All staff members will be familiar with our school’s behaviour policy. It is our responsibility to ensure all children feel safe, respected and valued. Agreements and expectations will be made clear at the beginning of the Forest School session. Staff will be aware of any individual social and emotional needs within the group and strategies will be put into place as a preventative measure. If a child’s behaviour puts themselves or others at risk we will intervene and reenforce expectations. If behavior continues, either other children will be taken to a safer area or the child will be taken to a safe area. If unsafe behaviour is displayed through tool use, the activity will be immediately stopped temporarily and restarted only if deemed safe.

We expect everyone to respect the surroundings, the equipment, the plants and animals and help us to look after the entire site.

Safeguarding

All staff members attending Forest School have completed our safeguarding training and have read our safeguarding policy as well as the most recent updated document on Keeping Children Safe in Education.

Staff will always follow our school safeguarding procedure and will know who the school’s designated and deputy safeguarding leads are.

Lost/missing child

Our site has secure fencing surrounding its perimeter. This will be checked regularly by our Caretaker and Forest School leader in case of any damage. Children will be counted when leaving the school building and when entering Forest School. Children will be counted regularly throughout the session. Children will be taught 1,2,3 where are you, where they will all meet at a designated area. Headcount again will be completed. The number of children in Forest School will be documented on our whiteboard in the main shed. If a child has left early or a child has arrived midsession, this will be adjusted on the board and radios used to communicate with office.

If a child has gone missing all children will be kept in designated area and allocated staff will search the grounds. Radio will be used to contact the office if needed. If child has not been found by 10 minutes, the parents and police will be contacted.

Health and Safety

A daily safety checklist will be completed before every session and all staff member will be familiar with this checklist to ensure vigilance throughout the session. A copy will always be displayed / accessible in the outdoor classroom and in the school office. All staff members will be familiar with our full forest school risk assessment and will sign to say they have read and understood it. Children are always encouraged throughout their session to begin to manage their own risks and to take more responsibility to keep themselves safe that is age appropriate for them. During our welcome time, we discuss any health and safety points and always discuss dangers around our site to be aware of. We use a red flag system for things that should not be climbed on, touched or to be aware of that may be unsafe.

There will always be a first aid box at Forest School, located in the outside classroom shed and in the allotment shed when open.

Christina Guthrie – Level 3 forest school first aid and pediatric first aid trained

Kate Birtles and Karen Woodhouse – first aid at work and pediatric first aid trained

All teachers and key workers - pediatric first aid trained

In case of a serious medical emergency our procedure will be as follows;

* A mobile phone will carried on Forest School site (in order to call 999 without delay)
* All other children will be called using 1,2,3 where are you and taken to the shed. Radio used to call for assistance if needed.
* Forest School first aider and/or those first aid at work will organise First Aid arrangements
* Radios used to communicate with office and the office will make communication with parents or emergency contact if adult is injured.
* Ambulance/paramedic access points will be through the main Forest School gate or through the double Forest School gate.
* All relevant documentation will be completed by the person in control of the first aid arrangements.

Incase of a fire, all children will be called by 1,2,3 where are you and initial headcount will be taken. Children to exit by main gate or double Forest School gate (only if main gate is not safe). Adults and children to meet at designated area.

No adult will be on their own in Forest School with children. A radio will be carried by Forest School leader and key worker. One radio will be left in the main shed.

Heath and Hygiene

All staff will be familiar with out health and hygiene policy. The list below are additional measures put into place for Forest School sessions.

* Staff will ensure adequate handwashing before handling food and after the toilet. Handwipes and hand sanitiser are available in dunny and main shed.
* All food should be concealed in tight lock container. All food products will be checked to make sure they are in date.
* All cups or plates to be taken inside building to be washed with warm soapy water at the end of the session.
* Handwashing to be completed where appropriate throughout the session depending on what has been handled.

THE SUE HEDLEY NURSERY SCHOOL FULL RISK ASSESSMENT Updated 20/05/24

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| --- | --- | --- | --- | --- |
| Risk Assessment of the Allotment and Forest School in the grounds of  The Sue Hedley Nursery School  ACTIVITIES  Forest School activities, using small tools. Gardening and using the allotment space to explore the outdoor environment. Separate Risk Ass for calor gas fire and camp fires.  Staff Ratio: 1:13 3&4 year olds. 1:5 2 year olds. Forest School Leader in addition to staff. | | | | |
| POTENTIAL HAZARDS | POSSIBLE RISKS POSED TO THOSE TAKING PART IN ACTIVITY | CONTROLS IN PLACE | Risk level (high, medium or low) | Additional information  (If risk level is ‘high’, provide justification for inclusion in project) |
| School Traffic/car park | Being hit by a car in the car park. | Children walk, (no running) wait for adults and hold hands.  Staff to check areas clear before moving children from nursery building to FS. | L | Staff to count children in and out at  1) Inside door 2) outside door 3 )FS gate. |
| Tools | Major and minor injuries due to improper use of tools.  Cuts and grazes, splinters.  Trips and falls if tools are left unattended. | Talk with the children before commencing activity about how to handle tools correctly and safely and how to carry and store them correctly.  Reinforced each time used.  Tools locked away and only out when needed  Check tools before each use for any damage, loose parts or risk of splinters.  Count tools in and out of the shed before and after each session.  Health and safety reinforced whenever using tools. | M  L  L | Staff ratios will be adhered to at all times.  Staff will have a walkie-talkie in case of emergency.  There will always be a member of staff on the nursery site who is a first aider.  First aid kits are available in both sheds on the left hand side.  Brief behaviour agreement at beginning of sessions to reinforce safety.  Any misbehaviour whatsoever = immediate removal from activity. |
| POTENTIAL HAZARDS | POSSIBLE RISKS POSED TO THOSE TAKING PART IN ACTIVITY | CONTROLS IN PLACE | Risk level (high, medium or low) | Additional information  (If risk level is ‘high’, provide justification for inclusion in project) |
| Hot water  Flasks  Porta shower | Risk of burning/scalding  Risk of burning/scalding | FS leader is responsible for boiling water/filling flasks and carrying them to FS site.  Children do not have access to flasks.  FS leader is responsible for filling the porta shower and checking the temperature. | L  L | Kettle boiled in the shed behind shelving with closed gate. Adult to be present at all times and kettle not to be left. No child in the shed on their own.  Do not overfill the kettle. Pour carefully into flasks. No children present when pouring water.  Do not overfill flasks  When in transit and not being used flasks must be turned to the close setting.  Flasks to be stored up high out of reach of children.  In the outdoor classroom = on the snack table.  In the allotment = inside allotment shed on top shelf on left hand side.  Porta showers will only be used after very muddy/dirty activities for hand washing. The water will only be warm and NEVER HOT. |
| Sharp knives | Cuts/stab wounds | Knives must ALWAYS be kept in Key workers' bum bag and NEVER be left where children have access to them. | L | Key workers carry a sharp knife each for snack time and for cutting vegetables. Knives must ALL have a sheath cover.  Knives must NEVER be stored in the FS boxes. |
| POTENTIAL HAZARDS | POSSIBLE RISKS POSED TO THOSE TAKING PART IN ACTIVITY | CONTROLS IN PLACE | Risk level (high, medium or low) | Additional information  (If risk level is ‘high’, provide justification for inclusion in project) |
| Food & drink  Snacks/fruit  Milk | Allergies  Food poisoning | Do not give children any food they are allergic to, have an agreed alternative available.  Snacks freshly prepared  Clean hands  All “use by dates” will be checked on all milk cartons prior to using.  All staff will be aware of all children’s food allergies in their care. | L  L | Lactose intolerance =Water or an agreed alternative drink will be available for any such children.  Staff use wet wipes and hand gel before preparing snacks and drinks.  The FS boxes need to be emptied and repacked before each session to confirm that there is no out of date milk. |
| Hand warmers | Burns/leaks  Poisoning through ingestion of contents | Hand warmer activated only by an adult.  When the hand warmer is activated it MUST be placed in the provided cover.  Hand warmers only used under adult supervision. | L  L | Talk to children about not removing it from cover and risk assess together to increase their understanding.  Must never be put in mouth, even when in cover. Discuss with children and risk assess together.  FS leader responsible for reactivating hand warmers either at home due to boiling water.  The hand warmers will be stored on the top shelf in the outdoor classroom. |
| Shed doors | Fingers trapped  Child trapped inside sheds  Outdoor classroom  Allotment shed | Both shed doors have plastic covers on hinge sides to eliminate the risk of fingers being trapped.  Always count children in and out of the outdoor classroom.  Secure hook to prevent banging shut. | L  L | Covers should be checked regularly for splits/tears.  Check no one left inside alone.  Door MUST be secured closed at all times when no adult is in the outdoor classroom.  If the allotment shed is to be open for access to equipment during a session it MUST be hooked back with catch. Children should be supervised while in the shed. |
| POTENTIAL HAZARDS | POSSIBLE RISKS POSED TO THOSE TAKING PART IN ACTIVITY | CONTROLS IN PLACE | Risk level (high, medium or low) | Additional information  (if risk level is ‘high’, provide justification for inclusion in project) |
| Allergies  Plants | Various reactions if ingested.    Skin irritation | All FS staff must be made aware of any children with specific allergies.  Keep an up to date list of allergies in each group file.  Children must not eat parts of plants or fungi or berries unless instructed to do so.  Good hygiene. | L  L  L | Staff to be aware of who is responsible for administering any medication.  Discussion at beginning of sessions to reinforce plant safety and self-risk assessment.  Children and adults must wash hands after sessions in the garden. Wet wipes and antibacterial hand gel readily available.  There will always be a member of staff on the nursery site who is a first aider. |
| Bees, wasps and insects.  Ticks | Stings  Bite/ attachment | These are natural inhabitants of the garden and pose no risk unless provoked.  Teachers are aware of any children with allergy to stings or specific insects.  Staff aware to look out for ticks on themselves and children. | L  L | Discuss wasp and bee habitat/habits.  Allergy list in each groups’ file.  If stung children to seek 1st aid from a first aider.  Tick remover in main shed 1st aid kit. |
| Mushrooms/  fungi | Possible poisoning if ingested.  Skin irritation | Do not touch, just look.  Naturally occurring in all woodlands. | L | Discuss with children, look at fungi but not touch them. Put red flag in place.  Reinforce above whenever fungi are visible  Self risk-assess, do not climb on logs with fungi on.  If an excessive amount around adults can be remove prior to children visiting (use gloves and dispose in a covered dustbin.) |
| POTENTIAL HAZARDS | POSSIBLE RISKS POSED TO THOSE TAKING PART IN ACTIVITY | CONTROLS IN PLACE | Risk level (high, medium or low) | Additional information  (If risk level is ‘high’, provide justification for inclusion in project) |
| Hand gel | Poisoning through ingestion. | Hand gel will NOT be stored in FS boxes at any time.  Gel will be safely stored. | L | Staff may also have hand gel in their bum bags or pockets but never be left where children have access to it unsupervised.  Outdoor classroom = on shelf above the snack table.  Allotment = inside allotment shed on top shelf on left hand side.  Dunny = top shelf on left hand side. |
| Soil, animal faeces and water (e.g. puddles) | Infection through cuts or grazed skin  Tetanus  Infection through ingestion  \*\*Weils disease (Leptospirosis) From any rats in area  \*\*Roundworm (Toxocariasis) from animal faeces | Use of allowable plasters over any cuts  Use of gloves over plasters and grazes.  Remove any animal faeces before each session, wear gloves, pick up in a nappy sack/poo bag, tie and throw away in a covered dustbin.  Staff need a pair of gloves and poo bags in bum bags at all times.  Wet wipes and antibacterial hand gel readily available.  ALWAYS use the wet wipes and antibacterial gel after playing and before snack. | L | Check with Centre staff if there are any cuts/ grazes to be aware of before each session starts.  Gloves made available. Always a box in the dunny.  Sign on gate stating no dogs.  In the event of an injury encourage parents to check their child has an up to date tetanus jab.  \*\*Guidance sheets available for staff to use |
| POTENTIAL HAZARDS | POSSIBLE RISKS POSED TO THOSE TAKING PART IN ACTIVITY | CONTROLS IN PLACE | Risk level (high, medium or low) | Additional information  (if risk level is ‘high’, provide justification for inclusion in project) |
| Wet/boggy area  Deep puddles  Pond | Getting very wet  Possible drowning  Weils disease | \*There is a fence around area  \*Use plasters to cover any cuts or grazes.  Thoroughly wash hands after session  \*Wet wipes and antibacterial hand wash readily available.  \*As above | L  L/M | Extremely shallow area to attract frogs, just wet land due to badly draining soil  \*Seasonal- in the summer there will be more flies  Water depth of puddles tested before each visit, warm indoor areas to get changed with spare clothes always available, children reminded not to drink water or put hands in mouth.  Gate is padlocked  if having access during the session gate will be unlocked.  Gate must be clipped shut at all times if unlocked.  maximum 1adult to 2 children at any one time |
| Uneven / slippery surfaces  Wooden steps (dunny  Steppy stones)  The Rockies | Slips, trips and falls | ALWAYS walk in allotment due to many uneven surfaces.  Discuss with children about moving around the space sensibly.  . | L | Encourage and reinforce self risk-assess.  Discuss ground conditions prior to session when icy/ wet/muddy to reinforce understanding and keeping themselves and each other safe.  Roofing felt on dunny steps and steppy stones to minimise risk of slipping.  All surfaces adequately maintained and repaired when necessary.  If very wet caution on the rockies to minimise slipping. |
| POTENTIAL HAZARDS | POSSIBLE RISKS POSED TO THOSE TAKING PART IN ACTIVITY | CONTROLS IN PLACE | Risk level (high, medium or low) | Additional information  (if risk level is ‘high’, provide justification for inclusion in project) |
| Weather | Cold and chills  Sunburn, dehydration.  Wet, muddy, dry, hot, snow.  High winds | Appropriate clothing to be worn for the weather conditions.  Adequate fluids drunk when it is hot  Hot flask for cold weather.  Wear hats and long sleeves in summer. Sun cream applied when necessary  Cancel or abandon a session if winds are too high due to any items being blown about. Trees or branches falling and children being blown over. | L | wellies and waterproof clothes.  Hand warmers provided with adult supervision.  Hats and gloves provided for cold weather.  Parents/carers must apply sunscreen before arrival at nursery.  Move inside for activity if the weather is severe.  Tarpaulin is available to use in front of a shed in severe rain and hot sun.  Reccy area before each visit and factor in weather conditions before session. |
| Plant supports | Damage to eye | Cane toppers to be used where practical. | L | Children and teachers should be made aware of hazards and to take care when leaning over beds or containers. |
| Trees | Slips /trips and falls | Adequate supervision, children not to climb trees unsupervised.  Cut off snapped or damaged branches as required.  Children stay clear away from trees when others are climbing. | M | Adopt a behaviour agreement with children. Self risk-assess Don’t climb with anything in hand. 1 child at a time.  Check branches are not brittle or dead and are safe for climbing. |
| POTENTIAL HAZARDS | POSSIBLE RISKS POSED TO THOSE TAKING PART IN ACTIVITY | CONTROLS IN PLACE | Risk level (high, medium or low) | Additional information  (if risk level is ‘high’, provide justification for inclusion in project) |
| Chemicals | Possible inhalation of or contact with chemicals | We have adopted an environmentally friendly approach to the garden without using chemicals.  Use only organic, children safe products. | L  (H,if chemicals used) | If chemicals are used, they must be used by a qualified operator, wearing the relevant PPE and adhering to the COSHH data sheet for said chemical.  Do not store ANY chemicals in the allotment |
| Heavy objects | Injury caused from lifting. | Don’t lift heavy objects above head height.  Do not overfill wheelbarrows. | L | Manual handling techniques available for staff under direction of the Caretaker.  Use small watering cans, as not heavy when full or bulky and children can use both hands. |
| Glass and other litter | May find unsuitable objects, sharp, litter etc. | Remove all visible litter from the garden prior to children’s sessions.  Instruct children that if they do find any sharps in garden they call and adult and do not touch the object | L | Wear gloves when clearing areas. Wrap found items in paper and dispose of in a covered dustbin.  In the event of an injury encourage parents to check their child has an up to date tetanus jab. |
| Playing with found objects- sticks, stones etc |  | Adults help to ‘edit’ collections. | L | Rules verbally reinforced, no throwing anything, children instructed how to carry things safely. No running with tools or sticks, no hitting with or without found objects. |
| POTENTIAL HAZARDS | POSSIBLE RISKS POSED TO THOSE TAKING PART IN ACTIVITY | CONTROLS IN PLACE | Risk level (high, medium or low) | Additional information  (if risk level is ‘high’, provide justification for inclusion in project) |
| Water butts | Drowning from falling in | Has a lock fast / super tight lid to the top of the water butt. | L | Empty bins with standing water in. |
| Nettles/ thistles/ brambles. | Stinging and scratches from the plants | Pull out the main ones that are in the paths and tunnels regularly | L | Reccy each session and tidy up straggly ones  Use gloves Show children where any remaining ones are and encourage them to avoid them, explain why.  Regularly have sessions exploring nettles/ brambles with magnifying glasses and gloves. Discuss each session to reinforce understanding. |
| Compost | Weils disease | Add only fresh uncooked vegetation.  Good hygiene  HSE guidance sheet available for staff to use | L | No bread, eggshells or other foodstuffs that attract vermin.  Children and adults always clean hands after touching compost. (Gel, wipes)  Only Fs leader to have contact with the compost bin at this time. |
| Gate | Loss of child  Injury in car park | Always shut and lock the main gate when children are in FS.  Staff count and verbalise to each other a number of children at every gate and door.  Key worker record number of children on board at gate. | L | Reinforce to children that they NEVER open the gate themselves and ALWAYS wait at the gate for adults.  Gate must be closed and chain used on OUTSIDE as well as inside when children in FS. |
| POTENTIAL HAZARDS | POSSIBLE RISKS POSED TO THOSE TAKING PART IN ACTIVITY | CONTROLS IN PLACE | R level (high, medium or low) | Additional information  (if risk level is ‘high’, provide justification for inclusion in project) |
| Low willow branches/ brambles | Damage to eye  Scratches  Trips and falls | Forest School leader to cut when necessary. | L | Children and teachers to be made aware of hazards and to take care when under low hanging branches.  Appropriate clothing- long sleeves & trousers, arms and legs covered.  Avoid walking directly through the brambles/nettles.  Keep looking around at all levels (eye, lower and ground)- reinforce this rule often. |
| Pond / wetland area | Drowning from falling in  Weils disease | Fence around the area with locked gate (combination lock) to the correct specification of the SuDS guide.  Use plasters to cover any cuts or grazes.  Thoroughly wash hands after session  Wet wipes and antibacterial hand wash readily available. |  | Staff can see through the fence and can step over in case of emergency. Gate to be kept locked at all times when the area is not in use. |
| POTENTIAL HAZARDS | POSSIBLE RISKS POSED TO THOSE TAKING PART IN ACTIVITY | CONTROLS IN PLACE | Risk level (high, medium or low) | Additional information  (if risk level is ‘high’, provide justification for inclusion in project) |
| Treeloo/ Dunny  Kettle and hot plate in FS shed | Slip /fall on stairs  Trapped fingers  Child  falling/climbing in  Burns and scalds | Children supervised at all times by staff when using the toilet.  Steps have roofing felt on to minimise risk of slipping  Handrail on steps  Adult to open and close door  Top door fastened back correctly.  Dunny access gates into FS and allotment kept shut and clipped at all times.  Emergency hatch  Blue netting at sides of steps.  All staff aware of hot appliances area  Slide in wooden gate separates the main shed area from hot appliances  Caution signs on gate and shed wall.  Floor area free from bags and any other items  Electrical cables to be kept neat and not trailing | L  L  L  L | Let children practice the steps for balance.  Reinforce using handrail AT ALL times  Bottom door secured with three bolts, only an adult can open.  Emergency hatch on bottom outside panel in FS. The key is kept on hook inside the dunny door to the left.  Toilet seat especially made to 8 inch diameter to minimise risk of falling in.  That they do not go to Dunny alone.  Remind children that it's an adult only area  Only one adult at a time behind counter  Gate in situ at all times  Boiled water used for hot drinks  Hot plate and pan used to reactivate hand warmers in hot water  AND for warming one pot soup on for lunch.  If the hot water is used for hand washing a thermometer will be used to test temperature, mixing in bucket with cold to a maximum of |
| Staff Risk Assessment training.  During the Summer Term 2024 all members of staff will accompany FS leader on a daily risk assessment as part of their FS training. | | | |  |
| Gas fire/Camp fires  Please see separate risk assessment for calor gas fire in outdoor classroom and camp fires. | | | |  |

Using the dunny: Children/Adults

1. Use the toilet
2. Apply antibacterial gel to hands
3. Go straight to the handwashing station located in Forest School
4. Wash hands thoroughly with soap and water from the hose
5. Dry hands thoroughly using one of the paper towels provided
6. Apply antibacterial gel again and rub hands thoroughly together until the gel is completely dry.

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| ACTIVITY: Forest School - FIRE (Page 1 of 4)December 2018 | | | | | | DATE OF ASSESSMENT 28 January 2019 | | |
| **ESTABLISHMENT/SCHOOL Sue Hedley Nursery School** | | | **SECTION/TEAM** | | | | | |
| **WHO MIGHT BE HARMED?** Employees, pupils | | | | | | **HOW MANY ARE AFFECTED?**  **At one time 26 children plus 6 adults** | | |
| **HAZARDS**  (including inadequate / lack of arrangements) | EXISTING CONTROL MEASURES | ✓ **if in place** **🗶** if not | | IF '**🗶**' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES | | | | **RESIDUAL**  **RISK RATING**  High, Medium, Low |
|  | **Forest School Leader (Level 3) to lead the group** | | | | | | |  |
| **Lighting of fire- Burns** | * Safe distances for fire pits from a building is 8m * Fire to be lit by Leader only using a fire flint/steel. * No flammable liquids are to be used to light or accelerate the fire. No plastics are to be burnt. * No treated wood to be burnt, natural wood only. * Storm kettles will not be used on the school site. * Flames only to be as high as the knee. * Check overhead branches are safe from falling. * Fire not to be left unattended. |  | | Practice how we walk into the area, sit and leave the area (in the case of emergency), before the fire is lit.  Any misbehaviour whatsoever = immediate removal from the activity.  Children to understand consequences for poor behaviour.  We have a time out area away from the fire circle but still in the enclosed fire garden. | | | | **Medium** |
| **Poor control of area/pupils - Burns** | * Clearly demarcated areas for seating 1.5m-2m away from the fire. * The fire itself in a clearly demarcated zone.2/3 adults present to supervise seating, including first aider and first aid kit. * 4 x large buckets of water present to douse as necessary. * 1 x fire blanket.1x fire extinguisher. * All staff to be briefed on the risk assessment beforehand assigned specific roles in the case of emergency (burns, other, misbehaviour etc.) so that we can act quickly. * Forest School Leader to have the access to the fire and use the fire gloves when needed. * Children thoroughly briefed about expectations, conduct and way to move in the areas demarcated. * To practice how we walk into the area, sit and leave the area (in the case of emergency), before the fire is lit. * Any misbehaviour whatsoever = immediate removal from the activity. * Children to operate a buddy system within assigned working groups. * Staff to go over expectations. * Staff to monitor behaviour. * Children to understand consequences for poor behaviour. |  | | To practice how we walk into the area, sit and leave the area (in the case of emergency), before the fire is lit.(Anti-clockwise)  Any misbehaviour whatsoever = immediate removal from the activity.  Children to understand consequences for poor behaviour.  We have a time out area away from the fire circle but still in the enclosed fire garden.  Staff to go over expectations.  Staff to monitor behaviour. | | | | **Medium** |
| **Tripping/Falls**  **within demarcated areas** | * All trip hazards to be removed from the area before the activity (including litter, any animal faeces etc). * Suitable footwear for all involved. * Firewood to be brought forward from behind 2nd demarcated area, one piece at a time for addition to the fire. * First aider with first aid kit on hand. Children thoroughly briefed about context of the activity expectations, conduct and way to move in the areas demarcated (see fire procedures). To be reminded throughout. |  | |  | | | | **Medium** |
| **Smoke**  **Pupils with asthma** | * Identify asthmatic children beforehand and ensure inhalers are on hand close to the demarcated zones. * Weather and wind direction to be checked before the event and seat children accordingly to minimise smoke inhalation |  | | If wind direction is variable, the leader should rearrange the seating if at all possible.  Advise children to turn their head to one side, place their hand across their face and close their eyes if needed or turn their back to the fire. (Swivel around) | | | | Low |
| Are there any other foreseeable hazards associated with outdoor play activities? **Please circle**  **YES / NO**  **Heavy objects – injury from lifting**  **Food – food poisoning** | List any additional control measures:  Always use bent knees.  Keep food off the ground. Wash hands using wipes and anti-bacterial gel. Keep all utensils off the ground. |  | |  | | | | Low  Low |
| **Reference Documents:** | | | | | | | | |
| **ASSESSED BY (Print name)** | | | | | **SIGNED** | | **DATE** | |
| **LINE MANAGER** | | | | | **SIGNED** | | **REVIEW DATE** | |