

Site Risk Assessment

Emergency Telephone Numbers

999 Emergency Services
School Number – 01525 712448

Location of Site

List of Directions to site: Kingsmoor Lower School
School Playground
Left hand side of KS1/KS2 playground.

What3words **clasping.innovate.finest**

Nearest Post Code: **MK45 1EY**



Activity	Forest School	Date	JUNE 2023	
Location	Forest School Area	School / Visiting Group	Kingsmoor Lower School	
Responsible staff	Sam Riley	Possible Visitors to site	N/A	
Risk Assessment written by Position Signature	Sam Riley FSL trainee	Risk Assessment Checked/Approved by	Sam Riley	
Location of nearest Defibrillator and Code (if known)	Tesco 799 yards from FS location.			
Person (s) responsible on site for 1 st Aid.	Cert. type Emergency Pediatric First Aid	Sam Riley	Date of Cert.	November 2022

Generic Site Risk Assessment

The Hazard	Who could be harmed?	How could they be harmed?	Level of risk (with no control measures in place) <i>High Medium Low</i>	Control	Who will carry out control measure and when (before or during activity)?	Level of risk (with control measures in place) <i>High Medium Low</i>
Small Pond's	Adults and children	Fall in pond Drown in water	HIGH	Adults and children will be verbally told/reminded before the start of each session. Ponds will be marked out with warning signs.	FSL will brief everyone in FS at the start of each session.	LOW
Rockery	Adults and children	Trip over rockery Fall on rockery	HIGH	Adults and children will be verbally told/reminded before the start of each session. Rockery will be marked out with warning signs. Reminder to walk around FS area at all times to be given at the start and throughout the session as required.	FSL will brief everyone in FS and give verbal reminders throughout the sessions if required.	LOW
trips	Adults and Children	Trip and fall	HIGH	Site check to be carried out by FSL before the forest school starts. Reminder to look where you are walking. Grass and plants to be regularly cut down and maintained.	Site heck to be carried out by FSL FSL to verbally remind all in FS to walk at all times before the session starts and throughout if required. Grass/plants to be cut down/maintained by Country Wide when required.	LOW

Fire pit area	Adults and Children	Trip Splinters Weathering of wood Burn	HIGH	Check FPA during site check. Ensure logs/wood are in good condition Ensure fires have been put out correctly and that there are no hot spots.	FSL to check during site check. FSL to ensure fires have been correctly extinguished.	LOW
Chair logs	Adults and children	Trip over	HIGH	Check FPA during site check. Ensure logs/wood are in good condition and not split.	FSL to check during site check. Report any damage to SLT and Site agent.	LOW
Litter	Adults, children and wildlife	Trip Slip Fall on	HIGH	Check during site check and clear away any litter in the bins located on the playground.	FSL to check and dispose of any litter during site check. Report any suspicious litter to SLT/Site agent.	LOW
Animal Faeces	Adults, children	Walk in it Slip Eat it	HIGH	FSL to check for any faeces during the site check and remove as required. Remind children and adults to look where they are walking. Remind children at the start of each session of our ' NO LICK NO PICK' rule.	FSL to check and dispose of any faeces in the hazardous bin.	LOW
Bug hotel	Adults, Children	Stings or bites from insects.	HIGH	FSL remind children at the start of each session to not touch the insects. Have First aid kit available		LOW

Broken branches	Adults, Children	Branch could fall on someone and injure them. Could lead to concussion.	HIGH	FSL to ensure to look up during the site check. Alert SLT/site agent.	FSL to ensure to look up during the site check. Alert SLT/site agent.	LOW
Over grown plants	Adults, Children	Stung Trip Allergic reaction	HIGH	FSL to check plant other growth as part of site check and cut back as needed. Poisonous plants to be identified and removed.	FSL to maintain as needed.	LOW

Activity Risk/Benefit Assessment

Which activity is this assessment for?		Fire				
Consider the benefits to the children of allowing this activity to take place:		Independent learner being able to apply skills taught				
		Able to problem solve - what went well, what needs to change to improve?				
		Sense of achievement				
		Working as a team				
		Being able to take part in a 'risky' activity in a safe environment.				
		Practice their large and fine motor skills				
The Hazard	Who could be harmed?	How could they be harmed?	Level of risk (with no control measures in place)	Control	Who will carry out control measure and when (before or during activity)?	Level of risk (with control measures in place)
Burns	Children, Adults and plants.	Burns	HIGH	Respect position to be taught and reminder of fire safety rules at the start of the session where we are using fire. Fire first aid box onsite, contents to be checked before each session. Fire gloves to be used. Long sleeved tops and trousers to be worn. Tassels and ties tucked away and scarves removed. Fires only to be lit in the fire pit area.	FSL will remind staff and children of the fire safety rules at the start of any session with fires. FSL will check and bring out fire first aid box. Fire gloves to be used.	LOW
Fire out of control	Children, Adults, forest school area,	Burns Smoke inhalation	HIGH	Water buckets, sand and fire blanket will be next to fire pit when fires are in use.	FSL to ensure fire safety equipment is out	LOW

	wildlife, school grounds and residents.			FSL will be present at all times and will not leave the fire unattended.	before the session starts. FLS to stay with fire at all times and manage it.	
Fire not put out properly	Children, Adults, forest school area and wildlife.	Burns Fire to spread	HIGH	Water, sand and fire blanket will be next to fire pit when sessions have fires in. FSL will be present at all times and will not leave the fire unattended. Using the palm of hand, FSL will check for hot spots.	Water, sand and fire blankets to be brought out to the forest school fire pit area before the start of the session by the FSL.	LOW
Smoke inhaled	Children and adults	Smoke inhalation	HIGH	Safely move away from the direction of the smoke.	FSL to check wind direction.	LOW
Weather	Children and adults	Fire out of control. Burns	HIGH	If it is high winds, fires will not be available for the session.	FSL to check the weather using the BBC weather for the day.	LOW

Which activity is this assessment for?		Tools Bowsaw				
Consider the benefits to the children of allowing this activity to take place:		Independent learner being able to apply skills taught				
		Able to problem solve - what went well, what needs to change to improve?				
		Sense of achievement				
		Being able to take part in a 'risky' activity in a safe environment.				
		Practice their large and fine motor skills				
		Being able to model correct and safe tool use, storage and transportation to peers				
The Hazard	Who could be harmed?	How could they be harmed?	Level of risk (with no control measures in place)	Control	Who will carry out control measure and when (before or during activity)?	Level of risk (with control measures in place)
Bow Saw	Adults/Children	Cutting injury from saw whilst in storage	HIGH	Blades to be checked for wear or damage before storing. Blade guards to be checked and secured before storing. Saws to be stored within our dry and lockable Forest school Shed	FS leader to check equipment before and after use.	LOW
Incorrect Bow saw safe working use	Adults/Children	Cutting injury	HIGH	SAFE WORKING USE: Student to hold handle of saw (young children hold with both hands) Free hand passed through bow over back of blade to hold wood if this is comfortable. Greenwood to be supported by 2 log supports and wood to be braced by other participants. (Alternatively, a saw horse may be used) Body to be positioned so that saw is drawn freely to the side of the body Students asked to place saw safely	FS lead to ensure safe working use is carried out. Tool safety use to be reminder at the start of any session with tools in. FS lead will remain with Children using	LOW

				down before retrieving cut section of wood Adult to hold other end of the saw during working if group is young or inexperienced Participants advised to tie back dangling clothing or hair Glove must be worn on supporting hand	tools on a 1:1 ratio.	
Injury from others using Bow saw	Adults/ Children	Injury from others using Bow saw	HIGH	Tools to be used only in area designated to tools. Children to be reminded and aware of 'blood circle' and stay a safe distance away from the person using tools.	FS lead to demonstrate safe distance space (blood circle) Children to be reminded of safety of tools at the start of the session. FS lead to remain with Children using tools on a 1:1 ratio.	LOW
Bow Saw transportation	Adults/ Children	Cutting injury during transportation to and from site	HIGH	Bow saws to be carried at arms-length, arm hanging down. Hold like a handbag. Blade guards must be in place. On reaching site, tools to be placed in the large clear plastic storage box so that they are clearly visible and not left on the floor.	FS leader will model correct use of how to hold bow saw.	LOW
Bow saw use	Adults/Children	Cut injury during use of saw.	HIGH	Group briefed with safe working use of saw, and demonstration given by FS leader. FS leader to monitor and advise on use of saw. After use, blade guard to be put back on blade and saw put back in pre-arranged safe place. (clear plastic storage box)	FS lead to model correct use of tools. Safety reminders to be given at the beginning of	LOW

				1:1 ratio Forest school lead to support Children using bow saw. Glove must be worn on supporting hand at all times.	session. FS lead to assist Children using bow saw on a 1:1 ratio.	
Injury from damaged tool	Adults and Children	Saw to be examined for damage before and after use. Worn or damaged blades to be replaced	HIGH	Saw to be examined for damage before and after use. Worn or damaged blades to be replaced	FS lead to check tools before and after use. Replace blades when required.	LOW

Which activity is this assessment for?		Tools Loppers				
Consider the benefits to the children of allowing this activity to take place:		Independent learner being able to apply skills taught				
		Able to problem solve - what went well, what needs to change to improve?				
		Sense of achievement				
		Being able to take part in a 'risky' activity in a safe environment.				
		Practice their large and fine motor skills				
		Being able to model correct and safe tool use, storage and transportation to peers				
The Hazard	Who could be harmed?	How could they be harmed?	Level of risk (with no control measures in place)	Control	Who will carry out control measure and when (before or during activity)?	Level of risk (with control measures in place)
Incorrect storage of loppers	Adults	Injury during storage	MED	Store loppers in lockable FS shed on the hook. Blades facing up when not in use. On a day where loppers are to be used in FS session, Loppers to be kept in clear plastic storage box when not in use, blade facing down.	FS lead to ensure tool safety talk has been given at the start of each session and over see correct handling and storage of tools is carried out. FS lead to put all tools away at the end of each session correctly.	LOW

Incorrect Safe working use	Adults/Children	Injury from blades	HIGH	Always hold by handles Ensure that others do not place hands near to cutting edges whilst holding branches for cutting Only attempt to cut wood up to 2 centimetres diameter (dependent on cutting power of loppers and of user) If assisting young children, ensure whole body is kept away from blades and from the closing of lopper arms Carry with blade pointing downwards by lower arm of loppers to ensure that arms do not open When not in use, return tool into the clear plastic storage box.	FS lead to model correct use of tool at the start of session with tools in. Reminders to be given when needed.	LOW
Transportation of tools	Adults/Children	Cutting or stabbing injury during transportation to, from and around site.	HIGH	Carry by holding the bottom handle and carry like a handbag with blades facing downwards. Be aware of blood circle	FS lead to demonstrate safe tool transportation. Tool safety use to be given at the start of any session with tools.	LOW
Using tools	Adults and Children	Cutting injury during use of tool	HIGH	Always hold by handles. Ensure that others do not place hands near to cutting edges whilst holding branches for cutting. Only attempt to cut wood up to 2 cm diameter (dependent on cutting power of loppers and of user) If assisting young children, ensure whole body is kept away from blades and from the closing of lopper arms. Be aware of blood circle	FS lead to model correct use of tools and remind group of tool use at the start of session with tools. Tools to be used in tool area of FS. FS lead to remain with Children using tools on a 1:1	LOW

					ratio.	
Maintenance of tools	Adults/ Children	Injury from using damaged or broken tool	MED	Keep tools regularly maintained and sharpened. (Termly) Any damaged tool to be repaired or safely discarded.	FS lead to check tools before use and maintained termly as required.	LOW

Which activity is this assessment for?		Tools Palm Drill				
Consider the benefits to the children of allowing this activity to take place:		Independent learner being able to apply skills taught				
		Able to problem solve - what went well, what needs to change to improve?				
		Sense of achievement				
		Being able to take part in a 'risky' activity in a safe environment.				
		Practice their large and fine motor skills				
		Being able to model correct and safe tool use, storage and transportation to peers				
The Hazard	Who could be harmed?	How could they be harmed?	Level of risk (with no control measures in place)	Control	Who will carry out control measure and when (before or during activity)?	Level of risk (with control measures in place)
Incorrect use of tools	Adults/Children	Cutting injury during use	HIGH	Always work onto a secure work stump Keep loose hair and clothing tied back Wear a glove on the helping hand Assistant holding work to wear glove on supporting hand (or both as needed) FS lead to model correct and safe use of tools. Remind Children of blood circle. FS lead to remain with Children using tools and work 1:1 ratio.	FS lead to model correct use of tools. Tool safety talk to be given at the start of session with tools in. Reminder of blood circle. Gloves to be worn on supporting hand.	LOW
Transportation of tools	Adults/Children	Cutting or stabbing injury during transportation	HIGH	Drills always carried in their own closed container (Clear plastic storage box.)	FS lead to bring out box of tools. Tools to be counted in and	LOW

		to, from and around site.			out before and after use and returned to lockable FS shed after each session.	
Broken tools during use	Adults/Children	Injury from broken or damaged tool	HIGH	All breakages / damage to be reported immediately to group leader. Damaged tools to be repaired or discarded safely.	FS lead to check tools before and after use. Tools to be, checked, maintained and cleaned termly as required.	LOW
Maintenance of tools	Adults/Children	Injury from broken or damaged tool	HIGH	Tools to be checked and maintained termly.	FS lead to check tools before and after use. Tools to be, checked, maintained and cleaned termly as required.	LOW
Storage of tools	Adults/Children	Injury from incorrect storage of tools	HIGH	Tools to be stored in clear plastic storage box with lid. Tools to be stored in lockable FS shed when not in use. Tools to be counted in and out before and after each session.	FS lead to count tools in and out at the end of each session and return to lockable FS shed.	LOW

Which activity is this assessment for?		Tools Knives				
Consider the benefits to the children of allowing this activity to take place:		Independent learner being able to apply skills taught				
		Able to problem solve - what went well, what needs to change to improve?				
		Sense of achievement				
		Being able to take part in a 'risky' activity in a safe environment.				
		Practice their large and fine motor skills				
		Being able to model correct and safe tool use, storage and transportation to peers				
The Hazard	Who could be harmed?	How could they be harmed?	Level of risk (with no control measures in place)	Control	Who will carry out control measure and when (before or during activity)?	Level of risk (with control measures in place)
Incorrect use of knife	Adults/Children	Cut/stabbed	HIGH	Knife only to be removed from sheath whilst sitting. Hold sheath at end whilst removing knife. Use of Clipper Knife to be within a 'Safety Bubble' (blood bubble). FS lead to support 1:1 ratio Glove to be worn on helping hand Always work in 'safe working position' All parts of the body to be kept behind the tool whilst working Either sit with elbows on knees, working away from the body, twist and work away from the body to the side, or kneel behind stable and flat working log, with knees behind the log Strokes of the knife should always be away from the body. Adults to be informed of any difficulty whilst working. All knives to be returned	FS lead will give model correct use of knives. Tool safety talk will be given at the start of a session where using tools. Safe sitting and blood bubble to be reminded.	LOW

Which activity is this assessment for?		Tools Potato Peelers				
Consider the benefits to the children of allowing this activity to take place:		Independent learner being able to apply skills taught				
		Able to problem solve - what went well, what needs to change to improve?				
		Sense of achievement				
		Being able to take part in a 'risky' activity in a safe environment.				
		Practice their large and fine motor skills				
		Being able to model correct and safe tool use, storage and transportation to peers				
The Hazard	Who could be harmed?	How could they be harmed?	Level of risk (with no control measures in place)	Control	Who will carry out control measure and when (before or during activity)?	Level of risk (with control measures in place)
Tool use	Adults/ Children	Cut/stabbed	HIGH	Peelers may be used as a tool for peeling bark from green sticks and very light whittling tasks They should not be used for whittling tasks which require strength. Glove to be worn on helping hand. Peelers to be used only whilst seated and at a safe distance from others (blood bubble) Direction of work should be away from the body and whilst seated with elbows on knees or whilst kneeling behind a block and working onto it.	FS lead to model correct use of tools and remind Children of tool safety at the start of any session with tools.	LOW
Tool storage	Adults -FS lead	Cutting or stabbing injury from peeler whilst in storage	HIGH	Peelers to be stored in clear plastic storage box. FS lead to count peelers and out of the box and return to lockable FS shed.	FS lead to ensure all peelers are counted in and out of the clear plastic storage	LOW

					box and returned to lockable FS shed.	
Transportation of peelers	Adults – FS leader	Cutting or stabbing injury during transportation to and from site	HIGH	Peelers to remain in clear plastic storage box when being transported. Peelers to be returned to clear plastic storage box and lid put on when not in use during FS session.	FS leader to bring tools from FS shed when needed for session.	LOW
Tool maintenance	Adults/Children	Injury due to using damaged peeler	HIGH	Peelers should always be inspected for damage before and after use. If damaged they should be discarded safely and replaced.	FS to check all tools before and after each session. Tools to be maintained and cleaned termly as required.	LOW

Which activity is this assessment for?		Tree Climbing				
Consider the benefits to the children of allowing this activity to take place:		Independent				
		Able to problem solve - what went well, what needs to change to improve?				
		Sense of achievement				
		Being able to take part in a 'risky' activity in a safe environment.				
		Practice their large and fine motor skills				
		Build on self-confidence and self -esteem				
The Hazard	Who could be harmed?	How could they be harmed?	Level of risk (with no control measures in place)	Control	Who will carry out control measure and when (before or during activity)?	Level of risk (with control measures in place)
Broken branches	Adults and Children	Scratched/cut/injury	HIGH	FS Lead to check trees are safe for Children to use. Look for broken branches or weakness in tree.	FS Lead to check trees are safe for Children to use.	LOW
Too high	Adults and Children	Fall Be unable to climb down	HIGH	Not to climb higher than adults reach. FS lead to stay with Children	FS lead will remind Children of climbing rules before start.	LOW
Surfaces/ground	Adults and Children	Stung Land on sharp objects – rocks, stones	HIGH	FS Lead to check area before FS session starts and remove any hazardous items.	FS lead to check during site check.	LOW
Weather	Adults/Children	Too windy, too wet leading to falls and slips.	HIGH	FS lead to check weather using MET weather app. If weather isn't suitable, activity will not run.	FS lead to check weather using MET weather app.	LOW

Clothing/footwear	Adults/Children	Slip, poor grip	HIGH	FS lead to ensure suitable clothing and footwear are worn for the activity. Letter will be sent to parents/carers re suitable clothing/footwear before FS session regarding appropriate clothing. Children without suitable clothing/footwear will not be able to take part.	FS lead to ensure children are wearing suitable clothing and footwear.	LOW
-------------------	-----------------	-----------------	------	--	--	-----

Which activity is this assessment for?		Shelter/Den building				
Consider the benefits to the children of allowing this activity to take place:		Team work				
		Able to problem solve - what went well, what needs to change to improve?				
		Sense of achievement				
		Knots skills				
		Practice their large and fine motor skills				
		Build on self-confidence and self -esteem				
The Hazard	Who could be harmed?	How could they be harmed?	Level of risk (with no control measures in place)	Control	Who will carry out control measure and when (before or during activity)?	Level of risk (with control measures in place)
Injury from long sticks	Adults and Children	Injury from sticks, cut, stabbed.	MED	Discuss and demonstrate safe ways to carry long sticks. ie: vertical like a walking stick. If stick needs carrying horizontally, one person at each end. Raise awareness of ends of stick as being where danger is. Discuss always knowing where both ends of stick are.	FS lead to remind Children of safety rules before session starts.	LOW
Collapse of shelter	Adults and Children	Tarp/sticks could fall on adults/Children	MED	Demonstrate how to tie sticks/ attach to a tree or log and check for stability. With younger children adult supervision throughout construction to ensure knots secure.	FS lead to assist group/children making shelters.	LOW
Uneven ground	Adults and Children	Trip over	MED	Reminder given to check ground before constructing shelter	FS leader to check ground during site sweep.	LOW

Heavy lifting	Adults and Children	Injury from heavy lifting	MED	Correct lifting position – bend knees, not back. Do not lift logs thicker than your leg. Roll logs using hands, not feet.		LOW
Rope Burn	Adults and Children	Burn from rope	MED	Gloves to be provided to avoid rope burn. When using rope, ensure communication between group is clear to avoid over pulling/friction of rope to reduce the risk of rope burn.	FS lead to provide gloves. FS lead to assist with construction of shelters.	LOW
Falling objects	Adults and Children	Injury from falling object.	HIGH	Site sweep to be completed before each session.	FS lead to complete Site check before each session.	LOW
Tool injuries	Adults and Children	Injury from tool	HIGH	See separate tool RA when using tools to help construct shelter.	FS lead to remind group of safe tool use at the start of the session.	LOW

Which activity is this assessment for?		Whittling				
Consider the benefits to the children of allowing this activity to take place:		Independent learner being able to apply skills taught				
		Able to problem solve - what went well, what needs to change to improve?				
		Sense of achievement				
		Being able to take part in a 'risky' activity in a safe environment.				
		Practice their large and fine motor skills				
		Being able to model correct and safe tool use, storage and transportation to peers				
The Hazard	Who could be harmed?	How could they be harmed?	Level of risk (with no control measures in place)	Control	Who will carry out control measure and when (before or during activity)?	Level of risk (with control measures in place)
Incorrect position whilst using tool	Adults and Children	Cut or injury from tool	HIGH	FS Lead to demonstrate how to use the tool. Glove on 'helping hand'. Tool to be used only whilst seated and at a safe distance from others (blood bubble). Direction of work should be away from the body and whilst seated with elbows on knees or whilst kneeling behind a block and working onto it. (See Tool -Peelers RA)	FS Lead to model how to use tool at the start or session and remind group of tool safety.	LOW
Using Tool	Adults and Children	Cut or injury from tool	HIGH	As above. Children to be aware of 'blood bubble' FS Lead to supervise Children using tool. (See Tool -Peelers RA)	FS Lead to model how to use tool at the start or session and remind group of tool safety.	LOW

Tool maintenance	Adults and Children	Injury from blunt or broken tool	HIGH	FS Lead to check tools before and after use. Safely remove any tools that are broken and replace. (See Tool - Peelers RA)	FS Lead to check tools before and after use. Tools to be, checked, maintained and cleaned termly as required.	LOW
Tool transportation	Adults and Children	Injury from tool during transportation	HIGH	Tool to be kept in clear plastic storage box. FS lead to bring tools out when required in storage box. FS lead to remind Children of how to hold tool when taking tool from the storage box to their seats. (See Tool -Peelers RA)	FS lead to transport tools to and from FS shed.	LOW

Which activity is this assessment for?		Kelly Kettles				
Consider the benefits to the children of allowing this activity to take place:		Independent learner being able to apply skills taught				
		Able to problem solve - what went well, what needs to change to improve?				
		Sense of achievement				
		Working as a team				
		Being able to take part in a 'risky' activity in a safe environment.				
		Practice their large and fine motor skills				
The Hazard	Who could be harmed?	How could they be harmed?	Level of risk (with no control measures in place)	Control	Who will carry out control measure and when (before or during activity)?	Level of risk (with control measures in place)
Burns	Children, Adults and plants.	Burns	HIGH	Respect position to be taught and reminder of fire safety rules at the start of the session where we are using fire. Fire first aid box onsite, contents to be checked before each session. Fire gloves to be used. Long sleeved tops and trousers to be worn. Tassels and ties tucked away and scarves removed. Fires only to be lit in the fire pit area.	FSL will remind staff and Children of the fire safety rules at the start of any session with fires. FSL will check and bring out fire first aid box. Fire gloves to be used.	LOW
Burns from hot water/kettle	Children, adults and plants.	Burns	HIGH	FS Lead to supervise cooking activity at all times. Keep kettle on Grill or suspended from tripod. Use fire gloves to lift from fire when seen to be ready.	FSL to remind group of fire safety rules at the start of the	LOW

				Keep in fire circle or in space not used by group to cool. Make sure group know where kettle is and when it is being moved. Dispose of any remaining hot water into ash at end of session (or away from group if disposal needed earlier)	session.	
Fire out of control	Children, Adults, forest school area, wildlife, school grounds and residents.	Burns Smoke inhalation	HIGH	Water buckets, sand and fire blanket will be next to fire pit when fires are in use. FSL will be present at all times and will not leave the fire unattended.	FSL to ensure fire safety equipment is out before the session starts. FSL to stay with fire at all times and manage it.	LOW
Fire not put out properly	Children, Adults, forest school area and wildlife.	Burns Fire to spread	HIGH	Water, sand and fire blanket will be next to fire pit when sessions have fires in. FSL will be present at all times and will not leave the fire unattended. Using the palm of hand, FSL will check for hot spots.	Water, sand and fire blankets to be brought out to the forest school fire pit area before the start of the session by the FSL.	LOW
Smoke inhaled	Children and adults	Smoke inhalation	HIGH	Safely move away from the direction of the smoke.	FSL to check wind direction.	LOW
Weather	Children and adults	Fire out of control. Burns	HIGH	If it is high winds, fires will not be available for the session.	FSL to check the weather using the BBC weather for the day.	LOW

Which activity is this assessment for?		Tools -Mallet				
Consider the benefits to the children of allowing this activity to take place:		Independent learner being able to apply skills taught				
		Able to problem solve - what went well, what needs to change to improve?				
		Sense of achievement				
		Being able to take part in a 'risky' activity in a safe environment.				
		Practice their large and fine motor skills				
		Being able to model correct and safe tool use, storage and transportation to peers				
The Hazard	Who could be harmed?	How could they be harmed?	Level of risk (with no control measures in place)	Control	Who will carry out control measure and when (before or during activity)?	Level of risk (with control measures in place)
Tool transportation	Adults	Injury sustained during transportation	HIGH	Tools to be transported securely within clear plastic storage box.	FS lead to bring tools from FS shed when required.	LOW
Tool use	Adults/Children	Injury sustained during use as aid for splitting wood with knife or billhook	HIGH	Do not wear gloves whilst using tool. To be used only with FS lead and maintain good communication and only hit work piece when both are ready. Ensure all participants understand that mallet only used for purpose specified above, or for knocking in stakes or tent pegs.	FS lead to remind Children of tool safety at the start of a session with tools in.	LOW
Tool maintenance	Adults/Children	Injury caused by using damaged or broken tool	HIGH	FS lead to inspect tools at each session. Any defective tool to be discarded safely.	FS to check tools before and after use.	LOW

Which activity is this assessment for?		Foraging				
Consider the benefits to the children of allowing this activity to take place:		Gain self-confidence in being able to correctly identify plants.				
		Independent learner				
		Develop fine and gross motor skills				
		Exploring the natural environment				
		Learn how to gather plants in sustainable ways - gathering only enough for need				
The Hazard	Who could be harmed?	How could they be harmed?	Level of risk (with no control measures in place)	Control	Who will carry out control measure and when (before or during activity)?	Level of risk (with control measures in place)
Poisonous plants	Adults/Children	Stung Allergic reaction	MED	No lick rule. FS lead to check site before session and section off areas with risky plants in. Children to be made aware of any 'no go zones' at the start of the session. Gloves to be available. FS lead to support Children whilst foraging. Medical needs/allergies list to be on site.	FS lead to remind the group of rules before the start of the session.	LOW
Tripping over over grown plants	Adults/Children	Fall over Trip up	MED	Council grounds will cut/trim FS area monthly. FS lead will check plant growth during site check before each session. Children will be reminded of safety and warning triangles will be put around areas to avoid.	Council grounds will cut/trim FS area monthly. FS lead will check plant growth during site check before each session.	LOW

Thorns/ nettles/ splinters	Adults/Children	Injury from touching thorn/nettles/splinter	MED	FS lead to check site before each session. FS lead to remind Children of safety rules. Gloves to be provided. First aid kit to be on site. Warning triangles to be placed next to 'no go zones'.	FS lead to check during site sweep before each session.	LOW
Bites from insects	Adults/Children	Allergic reaction/ Itching	MED	Long sleeved clothing to be worn at forest school. 1 st aid kit on site. Medical list/allergies list on site.	FS lead to ensure first aid kit is available and up to date.	LOW
Falling objects	Adults/Children	Injury from falling object	MED	FS lead to check and look up when completing site check. Report any branches to Site agent/ Slt and not use area until safe to do so.	FS lead to check during site check.	LOW

Which activity is this assessment for?		Mud Kitchen				
Consider the benefits to the children of allowing this activity to take place:		Creative				
		Develops imagination and role play				
		Child led				
		Sensory				
		Develops social skills				
		Develops communication and language				
The Hazard	Who could be harmed?	How could they be harmed?	Level of risk (with no control measures in place)	Control	Who will carry out control measure and when (before or during activity)?	Level of risk (with control measures in place)
Eating soil/plants	Children	Upset stomach Allergic reaction	MED	FS Lead to remind Children of 'NO LICK' rule. Adult to be near the mud kitchen area to oversee that	FS lead to remind Children of 'no lick' rule	LOW
Soil in eye	Adults and Children	Eye irritation/eye injury	HIGH	No throwing mud. First aid kit on site with eye bath and fresh water if needed. FS lead to remind Children not to throw mud. Only 3 Children in the mud kitchen area at a time.	FS lead to remind Children of rules when using the mud kitchen. 1 st aid kit to be available in every session.	LOW
Broken pots/pans/equipment	Adults and Children	Injury from broken equipment	MED	FS lead to check mud kitchen before every session. Report and remove any broken equipment safely.	Mud kitchen to be checked by FS school before every	LOW

					session. SLT/Site agent to be made aware of any broken equipment	
Animal faeces	Adults and Children	Digest faeces	HIGH	FS lead to check for faeces before each session and remove safely. If faeces is discovered during session, FS to be told and remove. Reminder of 'NO LICK' rule.	FS lead to remove any faeces during site check.	LOW

Which activity is this assessment for?		Pond dipping				
Consider the benefits to the children of allowing this activity to take place:		Developing knowledge of animals/insects and their habitats				
		Exploring				
		Science				
		Sensory				
		Develops social skills				
		interactive				
The Hazard	Who could be harmed?	How could they be harmed?	Level of risk (with no control measures in place)	Control	Who will carry out control measure and when (before or during activity)?	Level of risk (with control measures in place)
Drowning	Adults and Children	Fall into the water	HIGH	Only dip from open areas, warn of dangers of deep water, no running, demonstrate safe dipping techniques. Children to be supervised by FS leader or adult helper at all times when pond dipping.	FS lead to remind Children of pond dipping rules.	LOW
Sharp debris in pond	Adults and Children	Cut/ injury from sharp debris	MED	FS lead to check ponds during Site RA. Safely remove any sharp debris.	FS lead to check during site RA	LOW
Slippery Surfaces	Adults and Children	Slipping / falling into Pond	MED	Verbally remind Children of safe position (respect position) when around the pond. Only 3 Children to be around the pond at a time. FS lead or adult helper to supervise.	FS leader to remind Children of safety at the start of the session.	LOW

Pond water	Adults and Children	Potential infection from diseases via open cuts or putting hands in mouth during dipping	HIGH	Verbal warning of dangers of pond water at start of activity. Warn not to put fingers in mouths whilst dipping. 'NO LICK' rule. Cover fresh/open cuts with 'micro-pore' tape or disposable gloves before dipping. Wash hands after activity and before eating.	FS to check Children do not have any uncovered cuts and provide gloves for the activity.	LOW
Pond Dipping nets	Adults and Children	Knocks from handles / heads when children working in close proximity to one another	HIGH	Remind Children to take care and be aware of who is around them/near end of net etc. Only 3 Children to be around the mini pond. 1 net per group.	FS lead to remind Children of net use.	LOW

Which activity is this assessment for?		Fire steels				
Consider the benefits to the children of allowing this activity to take place:		Independent learner being able to apply skills taught				
		Able to problem solve - what went well, what needs to change to improve?				
		Sense of achievement				
		Being able to take part in a 'risky' activity in a safe environment.				
		Practice their large and fine motor skills				
		Being able to model correct and safe tool use, storage and transportation to peers				
The Hazard	Who could be harmed?	How could they be harmed?	Level of risk (with no control measures in place)	Control	Who will carry out control measure and when (before or during activity)?	Level of risk (with control measures in place)
Incorrect use of tools	Adults/Children	Spark injury/ burns	HIGH	FS lead to ensure long hair to be tied back before using tool Loose clothing (e.g. overlong sleeves) to be folded back Place tinder on non-flammable surface, or securely on top of fire stack if lighting fire directly Striking action should be away from the body and upwind of tinder to prevent burns from lighted tinder Only use tinder as approved by group leader	FS lead to model correct use of fire steels and remind Children of correct use of tools at the start of any session using these tools.	LOW
Fire steel transportation	Adults/Children	Spark injury sustained during transport	HIGH	Fire steels to be kept in fire box (clear plastic storage box with lid) until required for use	FS lead to bring fire box out when needed.	LOW

Creating sparks	Adults/Children	Spark or burn injury during use	HIGH	Only to happen in Place tinder on non-flammable surface, or securely on top of fire stack if lighting fire directly. Striking action should be away from the body and upwind of tinder to prevent burns from lighted tinder. Only use tinder as approved by group leader. For some children, it may be advised to: 1:1 trained person and child. Char cloth or cotton wool on non-flammable surface secured by stick. Tinder added to fire by trained person only. No children or other adults in fire circle.	FS lead to remind Children of fire safety. FS lead to work 1:1 with Children and not leave area when sparks are being created.	LOW
Tool maintenance	Adults/Children	Cut or other injury from damaged tool	HIGH	FS lead to check tools before and after use. Discard safely and replace when needed.	FS lead to check tools before and after use.	LOW

Which activity is this assessment for?		Tools – Secateurs				
Consider the benefits to the children of allowing this activity to take place:		Independent learner being able to apply skills taught				
		Able to problem solve - what went well, what needs to change to improve?				
		Sense of achievement				
		Being able to take part in a 'risky' activity in a safe environment.				
		Practice their large and fine motor skills				
		Being able to model correct and safe tool use, storage and transportation to peers				
The Hazard	Who could be harmed?	How could they be harmed?	Level of risk (with no control measures in place)	Control	Who will carry out control measure and when (before or during activity)?	Level of risk (with control measures in place)
Incorrect tool use	Adults/ Children	Cut	HIGH	FS lead to remind Children Always hold by handles Ensure that others do not place hands near to cutting edges whilst holding branches for cutting Wear glove on helping hand Only attempt to cut wood up to 1cm diameter (dependent on cutting power of tool and of user) When assisting younger children, ensure whole body is kept away from blades and from closing of tool handles	FS lead to remind Children of correct tools use. FS lead to be with Children using tools.	LOW
Tool storage	Adults – FS lead	Injury during storage	HIGH	Tools to be stored in clear plastic storage box with lid and kept in lockable FS shed when not in use. Tools to be returned to storage box once finished with during FS session.	FS lead to ensure tools are stored correctly and returned to lockable FS shed after each	LOW

					use.	
Tool transport around FS site	Adults/Children	Cutting or stabbing injury during transportation around site.	HIGH	Carry with blade pointing downwards ensuring safety clasp is holding blades closed. When not in use, return the tools to clear plastic storage box with lid.	FS lead to remind Children about tool safety. Blood bubble	LOW
Tool maintenance	Adults/Children	Injury from using damaged or broken tool	HIGH	Keep tools regularly maintained and sharpened, any damage to be reported to group leader and tool repaired or replaced	FS lead to, check, maintain and cleaned termly as required.	LOW

Which activity is this assessment for?		Tools - Billhook				
Consider the benefits to the children of allowing this activity to take place:		Independent learner being able to apply skills taught				
		Able to problem solve - what went well, what needs to change to improve?				
		Sense of achievement				
		Being able to take part in a 'risky' activity in a safe environment.				
		Practice their large and fine motor skills				
		Being able to model correct and safe tool use, storage and transportation to peers				
The Hazard	Who could be harmed?	How could they be harmed?	Level of risk (with no control measures in place)	Control	Who will carry out control measure and when (before or during activity)?	Level of risk (with control measures in place)
Incorrect tool use	Adults and Children	Cut/stabbed	HIGH	FS lead to model how to use tool. Respect position. Wear glove on helping hand FS Lead will assist children, ensure whole body is kept away from blade	FS Lead to model correct use of tool.	LOW
Tool storage	Adults and Children	Injury during storage	HIGH	Bill hook to be kept in clear plastic storage box with lid in lockable FS shed. Each billhook to be wrapped in a tea towel or sheaf.	FS lead to ensure all tools are counted in and out of storage box and returned to lockable shed at the end of each session.	LOW
Broken/blunt tool/tool maintenance	Adults and Children	Injury from using damaged or broken tool	HIGH	FS lead to check tools before and after use. Clean with a wire brush and sharpen with a wet/dry stone termly. Use wd40 to prevent rust.	FS lead to check tools before and after use.	LOW

					Tools to be, checked, maintained and cleaned termly as required.	
Transport of tools around FS area	Adults and Children	Cutting or stabbing injury during transportation around site.	HIGH	Bill hook to be kept in clear plastic storage box with lid. Each billhook to be wrapped in a tea towel or sheaf. FS lead to model correct carrying position. When transporting around FS area, carry billhook downwards facing the ground by your side. Be aware of blood circle.	FS lead to model correct carrying position. Return all tools to storage box and lockable shed.	LOW

Which activity is this assessment for?		Tools – Blunted tent peg				
Consider the benefits to the children of allowing this activity to take place:		Independent learner being able to apply skills taught				
		Able to problem solve - what went well, what needs to change to improve?				
		Sense of achievement				
		Being able to take part in a 'risky' activity in a safe environment.				
		Practice their large and fine motor skills				
		Being able to model correct and safe tool use, storage and transportation to peers				
The Hazard	Who could be harmed?	How could they be harmed?	Level of risk (with no control measures in place)	Control	Who will carry out control measure and when (before or during activity)?	Level of risk (with control measures in place)
Incorrect tool use	Adults and Children	Injury from tent peg	MED	Keep loose hair and clothing tied back Wear a glove on the helping hand. FS lead to model correct and safe use of tools. Remind Children of blood circle. FS lead to remain with Children using tools and work 1:1 ratio. FS Lead to model correct tool use. Correct sitting position, with tool to the side. Be aware of blood bubble.	FS lead to model correct tool use and remind group of tool safety rules.	LOW
Tool storage	Adults and Children	Injury from transporting tent pegs	MED	Tools to be kept in clear storage box when being taken from FS shed. When taking tools out of box to seat, tent peg to be held in hand like you would transport scissors.	FS lead to transport tools in storage box when needed	LOW

Broken tool	Adults and Children	Injury from broken tool	MED	FS lead to check tools before and after use. Replace and discard any broken tools safely.	FS lead to heck tools before and after use.	LOW
Transport of tools around FS area	Adults and Children	Injury when transporting tools	MED	FS lead to model how to correctly transport tools around FS tool area. Hold like a pair of scissors. Tools to be returned to clear storage box when not in use.	FS lead to model how to transport tools correctly.	

Low Risk (Something which may result in minor damage or slight harm i.e. scratch or bruise)

Medium Risk (Something which may result in a significant loss/damage or major injury i.e. broken bone or other injury which results in person being taken to hospital for treatment)

High risk (something which may result in extensive damage, multiple or major injuries or death.)

Which activity is this assessment for?		Rope				
Consider the benefits to the children of allowing this activity to take place:		Independent learner being able to apply skills taught				
		Able to problem solve - what went well, what needs to change to improve?				
		Sense of achievement				
		Practice their large and fine motor skills				
		Being able to model knots, use of rope to peers				
The Hazard	Who could be harmed?	How could they be harmed?	Level of risk (with no control measures in place)	Control	Who will carry out control measure and when (before or during activity)?	Level of risk (with control measures in place)
Tripping	Adults and Children	Injury from tripping over rope.	MED	Use bright coloured rope for easier visibility. Group to be made aware of where ropes are when in use.	FS lead to make group aware of where rope is in use. Oversee activities with rope.	LOW
Rope burn	Adults and Children	Burn from pulling/holding rope.	MED	When pulling ropes tight, wear gloves and supporting adults to monitor activity.	FS lead to model correct use of handling rope. Gloves to be worn if pulling ropes tight.	LOW
Neck getting caught in rope	Adults and Children	Strangled	HIGH	Use bright coloured rope, ensure rope is not left dangling at a height that can cause injury. Tie up any loose rope.	FS lead to teach group how to securely tie up unused rope. Make group aware of where rope is in use	LOW

					and observe children using rope.	
Loose rope	Adults and Children	Get caught in rope, trip, strangled.	MED	Loose rope to be tide up and secured.	FS lead to model how tie up loose rope. Rope to be brightly coloured. FS lead to make group aware ot where rope is when in use.	LOW

Daily/Session safety check record

Check: Weather, Poisons or toxic plants, Tree Damage, Faeces, Areas of open water, Boundary Disturbance, Litter, Other issues

[illegible]