



# WildNurture CIC

Discover, Explore, Thrive in Nature's Classroom



DISCOVER  
EXPLORE  
THRIVE IN NATURE'S CLASSROOM

Risk Assessments 2025/26



# Medical and Emergency Procedures

Children's medical details can be obtained from the Forest School office at all times, at least one week in advance parents/carers are to complete a permission form and outline any new medical information.

It is the responsibility of the parents/carers to ensure the Forest School has up to date information on their child at all times.

It is the responsibility of volunteers and additional adults to inform the Forest School leader of any personal medical concerns.

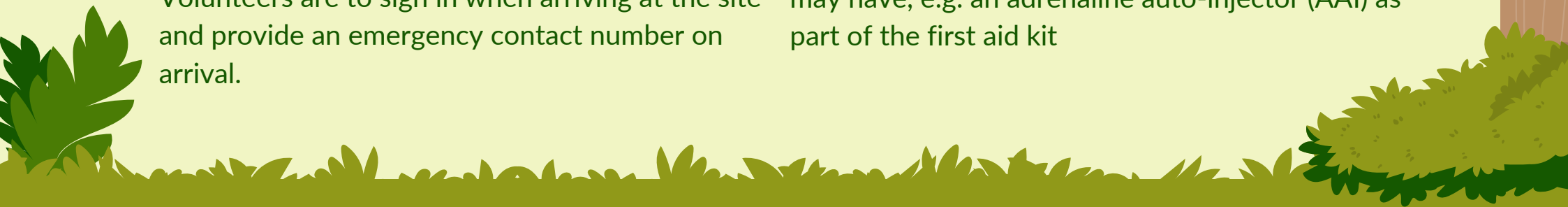
Volunteers are to sign in when arriving at the site and provide an emergency contact number on arrival.

In the case of a medical emergency (i.e. serious injury, poisoning or illness). The Forest School leader is trained in Outdoor first aid.

The Forest School leader will carry a fully stocked outdoor first-aid kit at all times during Forest School sessions.

All incidents, injuries and illnesses will be managed in line with the First Aid Policy.

Staff accompanying any school classes will be required to carry the first aid box of medications and they will be aware of any allergies children may have, e.g. an adrenaline auto-injector (AAI) as part of the first aid kit



# Missing Children

In the event of a missing child at a non-school site, follow these procedures:

## Immediate Response

- Gather all children at a designated meeting point (MUSTER POINT) and conduct a head count.
- One staff member supervises the group while others search the immediate area.
- Call out the missing child's name during the search.

## Escalation (After 5 Minutes)

- If the child is not found within 5 minutes, contact the site director or manager immediately.
- Provide all necessary details about the missing child and circumstances.

## Expanded Search

- Continue searching the wider area while maintaining supervision of the other children.
- Check all possible hiding spots, facilities, and nearby locations.

## Notification

- The director/manager will contact the child's parents or guardians.
- If the child is not located within 10 minutes, the director/manager will notify local authorities/police.

## Documentation

- Record all actions taken, including times and details of the search.
- Prepare a detailed description of the child, including clothing and last known location.

## Ongoing Management

- Designate a staff member to liaise with authorities upon their arrival.
- Ensure remaining children are kept calm and supervised.
- Continue search efforts as directed by authorities.

## Post-Incident

- Once the child is found, notify all involved parties immediately.
- Conduct a thorough review of the incident and update procedures if necessary.

# Behaviour expectations for children and Adults

At forest school, we expect everyone to be kind and respectful to each other and to nature.

Children should **listen** to their teachers and our staff, stay within set boundaries, and follow safety rules, especially when using tools or near fires.

They're encouraged to explore, learn on their own, and join in activities, but should **always ask** before eating anything they find.

We want kids to have fun and take supported risks, but **never to hurt others or damage the environment**.

Adults, including staff, volunteers, and parents, should **set a good example** by following all rules and showing the same respect we expect from the children.

They should let children learn through their own experiences when it's safe, and **use positive words** to encourage good behavior.

Adults need to **keep everyone safe** by watching carefully, knowing first aid, and regularly checking for risks. We want everyone to keep learning and improving, so we can make forest school better for all.





# Tree climbing

1. Ask for Permission: Always ask a teacher or adult before climbing a tree.
2. Choose Safe Trees: Only climb trees that have been checked and approved by an adult. Look for trees that are strong and healthy.
3. Climb Together: Never climb alone! Always have a buddy with you when you're in the tree.
4. Stay Low: Climb only as high as you can safely reach. If you can't touch the ground, it's too high!
5. Use Hands and Feet: Always use your hands and feet to climb. No jumping or swinging from branches.
6. Listen to Your Body: If you feel scared or unsure, come down slowly and ask for help.
7. Respect Nature: Be gentle with the tree and its branches. Don't break off any leaves or twigs.



## Remember

**Tree climbing is an exciting adventure, but safety comes first! Follow these rules, and let's have fun exploring the trees together!**

# Fires

1. Ask First: Always get permission from a teacher before going near the fire.
2. Fire Circle: Stay outside the fire circle unless a leader/teacher invites you in.
3. Sit Safely: When sitting around the fire, keep your legs crossed or tucked in.
4. Walk Slowly: Never run near the fire. Walk carefully and calmly.
5. No Touching: Don't touch the fire or put anything in it without a teacher's help.
6. Listen Carefully: Follow all instructions from teachers about the fire.
7. Be Prepared: Wear long sleeves and tie back long hair near the fire.
8. Respect the Fire: Treat the fire with care and respect. It's not a toy.



## Remember

**Fires can be fun and helpful, but they can also be dangerous. By following these rules, we can all enjoy the fire safely and learn together!**



# Tool use

1. Ask First: Always ask a teacher before using any tool.
2. Learn How: Listen carefully to instructions on how to use each tool safely.
3. Tool Zone: Only use tools in the designated tool area.
4. One at a Time: Use just one tool at a time, and put it away before getting another.
5. Space Bubble: Keep a safe distance from others when using tools. No one should be in your "tool space bubble."
6. Walking Only: Always walk when carrying tools. No running!
7. Carry Safely: Hold tools pointing down and away from your body when moving.
8. Clean and Return: Clean your tool after use and put it back in its proper place.
9. Report Problems: Tell a teacher right away if a tool breaks or if you get hurt.
10. Be Focused: Pay attention to what you're doing. If you feel tired or distracted, stop and take a break.



**Remember**  
**Using tools is a big responsibility. By following these rules, we can all have fun and stay safe while we create amazing things!**

# Moving materials

1. Ask First: Always check with a teacher before moving big or heavy things.
2. Team Up: If something feels heavy, ask a friend to help. Two heads (and hands) are better than one!
3. Lift Smartly: Bend your knees and lift with your legs, not your back. Keep your back straight.
4. Look Around: Before you move, make sure no one is in your way.
5. Walk Carefully: Take slow, steady steps when carrying things. No running!
6. Watch Your Toes: Wear closed-toe shoes to protect your feet.
7. Size Matters: Only carry what you can handle comfortably. If it's too big or heavy, ask an adult for help.
8. Be Aware: Pay attention to what's around you, including other people and the ground.
9. Put Down Gently: When setting things down, be careful not to drop them on your toes or fingers.
10. Keep It Clean: After moving materials, help tidy up the area.



## Remember

**Moving materials can be fun and help us build amazing things. By following these rules, we can all stay safe while we work and play together!**



# Rope and string use

1. Ask First: Always check with a teacher before using ropes or string.
2. Safe Tying: You can tie things like tarps or sticks, but never tie up yourself or others.
3. Knot Know-How: Learn some simple knots from your teacher to use in activities.
4. Stay in Sight: Only use ropes and strings where teachers can see you.
5. Keep It Low: Don't hang ropes or strings higher than you can reach.
6. Gentle Use: Be careful not to pull or yank on ropes too hard.
7. Clean Up: Always untie your knots and return ropes and strings when you're done.
8. No Swinging: Ropes aren't for swinging or making traps.
9. Ask for Help: If you get tangled or stuck, ask a teacher for help right away.
10. Count and Return: Help teachers count the ropes at the end to make sure we have them all.



## Remember

**Ropes and strings are tools for creating and learning, not for playing rough. By following these rules, we can have fun and stay safe while we build and explore!**

# Collecting materials

1. Ask First: Always check with a teacher before collecting anything.
2. Ground Rules: Only collect things that are already on the ground. Don't pick living plants or flowers.
3. Small Amounts: Take just a little bit of each thing. Leave plenty for animals and other forest friends.
4. Look, Don't Lick: Remember our rule: "Don't Pick It, Don't Lick It." Some things in nature can make us sick if we eat them.
5. Gentle Hands: Be careful when picking things up. Some natural objects can be sharp or prickly.
6. Home Sweet Home: Before taking something, think if it might be a home for tiny creatures.
7. Share the Fun: If you find something cool, share the discovery with your friends instead of keeping it all.
8. Leave No Trace: At the end of the day, return natural objects to where you found them.
9. Clean Hands: Always wash your hands after handling natural materials.
10. Ask if Unsure: If you're not sure if you can collect something, always ask a teacher first.



**Remember**  
**We're guests in nature's home. By following these rules, we can enjoy exploring and collecting while keeping the forest healthy and happy for everyone!**



# Eating at Forest School

1. Ask First: Always check with a teacher before eating anything, including snacks.
2. No Picking: Remember our rule: "No picking, no licking." Don't eat anything found in the woods unless a teacher says it's safe.
3. Wash Hands: Before eating, wash your hands with soap and water or hand sanitiser to keep germs away.
4. Sit Together: When it's snack time, we sit in a designated area to eat and drink together.
5. Supervised Cooking: If we're cooking over a fire, only teachers will handle the food. They will make sure everything is safe to eat.
6. Healthy Snacks: Bring healthy snacks from home, like fruit or granola bars, and a named water bottle for each session.
7. Clean Up: After eating, help clean up by throwing away any trash and putting away leftover food.
8. Stay Safe: If you feel unwell or have an allergy, let a teacher know right away.



**Remember**  
**By following these rules, we can enjoy our food safely while having fun at forest school!**

# Site Risk assessment documentation

## Risk Assessment Formula

At Wild Nurture we use the formula

$$\text{Risk} = \text{Likelihood} \times \text{Severity}$$

to quantify risks:

- Likelihood (1–5): From "Improbable" (1) to "Almost Certain" (5).
- Severity (1–5): From "Trivial" (1) to "Fatal" (5).

Example Scale:

- Low Risk: 1–81–8
- Medium Risk: 9–129–12
- High Risk: 13–1513–15
- Severe Risk: 16–2516–25

This system ensures clarity in defining risks while allowing for appropriate actions to mitigate them effectively

## Risk Assessment Definitions

### SEVERE

**Definition:** A hazard with a high likelihood of occurrence and severe consequences, such as fatality or multiple serious injuries.

**Example:** A falling tree in an area where children are actively playing.

### HIGH

**Definition:** A hazard with a moderate to high likelihood of occurrence and serious consequences, such as injuries requiring immediate medical attention.

**Example:** Using tools like knives or saws without proper supervision or training.

### MEDIUM

**Definition:** A hazard with a low to moderate likelihood of occurrence and moderate consequences, such as minor injuries requiring first aid.

**Example:** Tripping hazards from exposed tree roots or uneven ground.

### LOW

**Definition:** A hazard with a very low likelihood of occurrence and minimal consequences, such as discomfort or slight bruising.

**Example:** Handling small sticks or leaves during craft activities.



# Site Risk assessment documentation

<b>Activity Assessed -</b> General Site	<b>Assessed by -</b> Mr Hal Eccles	<b>Approved by -</b> HE	<b>Reviewed by -</b> Mr. H Eccles
<b>Activity Location -</b> Pennington Hall Forest School Site Pennington Flash Forest School Site	<b>Date Assessed -</b> 1 <sup>st</sup> June 2025	<b>Date Approved -</b> 1 <sup>st</sup> June 2025	<b>Date Reviewed -</b> N/A <b>Next Review -</b> 1st June 2026

Hazard	Who is at risk?	Risk Level without precautions	PRECAUTIONS To reduced the risk level	Who will do them?	When? Before , During, or After	Risk Level with precautions
Adverse weather conditions	All	High	1. Check weather forecast before activity & monitor conditions throughout. 2. Make sure all participants are wearing appropriate clothing and footwear for conditions. 3. Modify or cancel activities when: Temperature below 0°C or above 30°C; Wind speeds exceed 25mph/40kph; Thunder/lightning forecast or visible; Heavy rain causing poor visibility 4. For lightning: Follow 30/30 rule (if thunder heard within 30 seconds of lightning, seek shelter for 30 minutes); Identify nearest safe shelter location before session; Evacuate to indoor space if lightning threatens 5. For extreme temperatures: Schedule strenuous activities during cooler parts of day; Ensure regular water/shade breaks above 25°C; Provide indoor/sheltered alternatives below 5°C 6. For high winds: Avoid wooded areas in winds above 20mph; Check for loose branches/debris; Relocate to sheltered areas 7. Monitor participants for signs of: Heat exhaustion (fatigue, excessive sweating, headache); Cold stress (shivering, confusion, pale skin); Weather-related distress 8. Maintain clear communication system for weather evacuations 9. Keep emergency shelter/equipment accessible 10. Document weather-related incidents/near misses	FS leader, School Staff, volunteers & participant group leaders	B & D	LOW

Falling / tripping on wet, slippery or uneven surfaces	All	High	1. Where possible, check the site for possible hazards before the session, complete a site sweep and take action where appropriate.	FS leader, School Staff, volunteers & participants	B & D	LOW
			2. Check the area throughout the session for any obvious obstacles or hazards, remove or re-route around them.			
			3. Participants and adults should have suitable footwear for terrain e.g. boots or wellingtons.			
			4. Inform the participants and adults of the risk, especially boggy, slippery and uneven woodland areas around the site and ask them to take care.			
			5. Warn participants to look where they are going and to be aware of low branches and brambles to trip on.			
			6. All participants informed not to run in the woodlands, unless as part of a game where the area has been deemed safe & all are informed of the risks of doing so.			
			7. Where appropriate, make trip hazards (e.g. tree stumps/roots) identifiable, by tying bright tape to them. This can be applied on a temporary basis during a morning site inspection or on a semi-permanent basis.			
			8. During adverse weather conditions (e.g. heavy rain, ice, snow, etc...) additional guidance will be given to participants including reiterating avoiding running on the site, additional areas may be designated 'out of bounds' at the FS Leader's discretion.			
Fire-related injuries and burns	All	High	1. Establish designated fire area (fire circle) with clear boundaries.	FS leader, School Staff, volunteers & participants	B & D & A	MEDIUM
			2. Fire blanket and 5L of water always present when fire lit.			
			3. Clear safety rules established including fire circle etiquette, e.g. move if the smoke is blowing towards you; or no crossing inside the fire circle, participants instructed to walk around the outside of the circle. With younger children this can be reinforced with games like 'duck, duck, goose'.			
			4. No running near fire circle.			
			5. Adult supervision at all times when fire is lit.			
			6. Safe extinguishing procedures followed.			
			7. First aid kit with burn treatment readily available.			
			8. Clear evacuation procedures established.			
			9. Weather conditions assessed before lighting fires.			
			10. Fire only lit in designated fire pit.			

Injury from branches and other plants	All	High	1. Advise participants to look where they are going and to be aware of branches, ivy, holly etc and to avoid them.	FS leader, School Staff, volunteers & participants	B & D	LOW
			2. All participants informed not to run in the woodlands, unless as part of a game where the area has been deemed safe & all are informed of the risks of doing so.			
			3. Advise caution at all heights (including head/eye level). Advise participants to look out for and avoid low-hanging branches and other obstructions, especially at head/eye level.			
			4. Where appropriate, make hazards identifiable, by tying bright tape to them.			
			5. Where possible warn the group about hazardous plants and explain which they should not touch. Any highly dangerous plants should be identified in advance, and participants prevented from coming into contact with them.			
			6. Where possible, check the route/area for possible hazards before the visit and take action where appropriate.			
			7. First aid kit and first aider available.			
			8. Participants and adults advised to wear appropriate clothing (long sleeved top and long trousers).			
Injury from tools (loppers, secateurs, hand drills)	All	High	1. Tools to be counted in and out by forest school leader.	FS leader, School Staff, volunteers & participants	B & D & A	MEDIUM
			2. Clear safety talks before tool use including proper handling and carrying position.			
			3. Establish and maintain tool-free zones.			
			4. Implement 'blood bubble' zone spacing when using tools.			
			5. Tools to be stored securely when not in use.			
			6. Regular tool maintenance and safety checks.			
			7. One-to-one adult supervision for higher risk tools.			
			8. Clear stop signals established.			
			9. First aid kit readily available.			
			10. Tools only used in designated areas.			

Injury from parachute/High Tarps in outdoor seating area (e.g. strangulation/ trip hazards/ water pooling/ collapse/ main line carabiner hitting someone)	All	High	<ol style="list-style-type: none"> <li>1. Parachute / tarps should be securely erected by the trained Sores school leader, assisted by school staff / volunteers.</li> <li>2. Where appropriate, advise the group that there may be trip / strangulation hazards from the parachute / overhead tarps and advise them to be aware of paracord tied at eye level.</li> <li>3. Any loose ends of paracord must be tied up to prevent risk of strangulation.</li> <li>4. Use brightly coloured paracord where possible.</li> <li>5. Advise the participants not to climb or swing on the parachute / Tarps.</li> <li>6. No materials should be placed or balanced on top of the parachute / Tarps.</li> <li>7. If water pools on top of the parachute / Tarps (in the occurrence of heavy rain) make sure that it's cleared regularly by an adult. Relocate where participants are sitting as required, so the water does not fall on participants.</li> <li>8. The parachute / Tarps should be taken down at the end of the session by the trained forest school leader/School Staff /volunteers and put away neatly in the bag.</li> <li>9. Parachute, tarps, paracord, and seating circle posts to be checked regularly by the forest school leader to ensure they are safe to use during sessions.</li> <li>10. When putting up the parachute / overhead tarps ensure that other people are stood away from the seating area when putting up / taking down the main line.</li> </ol>	FS leader, School Staff, volunteers & participant group leaders	B & D & A	<div>LOW</div>
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Injury resulting from transporting equipment	All	High	1. Wheelbarrows should not to be overloaded with equipment.	FS leader, School Staff, volunteers & participant group leaders	B & D & A	LOW
			2. When transporting equipment use suitable wheelbarrows that are fit for purpose.			
			3. School staff, volunteers and participants should not carry too much equipment at one time. Instead they should make multiple journeys or ask others for assistance.			
			4. Anyone transporting equipment to be vigilant of themselves and others and watch where they are going.			
			5. Take care on uneven surfaces.			
			6. Work as a team wherever possible to transport equipment and share the load.			
			7. Ensure clear instructions are given to anyone helping.			
			8. Where participants are carrying equipment, ensure this is distributed appropriately and they are instructed on how to carry it safely.			
			9. Clear instructions should be given to anyone nearby (not helping) to take care and to leave plenty of space around the wheelbarrow/rolling boxes/nets.			
Medical emergencies including pre-existing conditions	All	High	1. Obtain medical information for all participants before sessions.	FS leader, School Staff, volunteers & participants	B & D & A	LOW
			2. Keep medical forms and emergency contact details accessible at all times.			
			3. For school groups: Ensure at least one school staff member on duty is first aid trained.			
			4. Maintain fully stocked first aid kit including any participant-specific medications.			
			5. Keep mobile phone charged for emergency calls and have a power bank backup.			
			6. Establish clear evacuation routes and emergency muster points.			
			7. Share up to date information: Brief all school staff on individual medical needs and emergency procedures.			
			8. Keep emergency services access points clear at all times.			
			9. Regular checks of emergency equipment and supplies.			



Walking to the site	All	High	1. Advise the participants to take care when walking on the site and tell them not to run (unless a game in a designated area requires this).	FS leader, School Staff, volunteers & participant group leaders	B & D	LOW
			2. Make the participants aware of the how we will leave the site by walking in a line if we hear the fire alarm or lockdown bells.			
			3. The participants should cross the school field or playground at an appropriate time, with an adult at the front and back of the group.			
			4. Adults should stop advise participants to walk around any children who are partaking in school activities on the playground or school field. A hi-vis vest should be worn by all adults so that school School Staff can spot who is with forest school.			
			5. For school sessions: Maintain the adult to child ratio of 1:5 for KS1 and KS2 and 1:4 for EYFS School Staff and volunteers to be vigilant at all times and spaced out amongst group.			
			6. First aid kit, school radio and mobile phone should be available in case they are required.			
Eating	All	Medium	1. Warn participants not to consume anything they find, i.e. berries, fungi, flowers etc.	FS leader, School Staff, volunteers & participant group leaders	B & D & A	LOW
			2. Wash hands or use antibacterial hand gel before touching food and eating.			
			3. Adults to remain vigilant at all times.			
			4. Warn participants not to consume any food or drink during an activity as this could lead to choking or contamination from things in their environment.			
			5. Participants should only consume food at designated refreshment times or for medical reasons.			
			6. School staff and volunteers should supervise participants during refreshment time.			
			7. No games whilst eating or drinking.			
			8. All School staff and volunteers to be made aware of allergies.			



Environmental damage	All	Medium	1. Make sure all participants are aware of the countryside code – i.e. Do not handle animals, don't damage trees or pick wildflowers, don't leave litter, always close gates.	FS leader, School Staff, volunteers & participant group leaders	B & D	LOW
			2. Be sure to stick to paths wherever possible.			
Infections, disease (including Leptospirosis)	All	Medium	1. Warn participants not to consume anything they find, i.e. berries, fungi, flowers etc.	FS leader, School Staff, volunteers & participant group leaders	B & D & A	LOW
			2. Advise participants not to consume any food or drink during an activity as this could lead to contamination from things in their environment.			
			3. Warn participants not to touch fungi in the forest school.			
			4. Remind participants not to rub their eyes, nose and mouth until after the activity when their hands have been washed.			
			5. Any open cuts should be covered with a waterproof plaster available in the first aid kit on site.			
			6. Any equipment used for activities should be cleaned before use.			
			7. Advise that everyone should wash their hands at the end of the activity or use antibacterial gel.			
			8. If any animal faeces are present, warn participants against touching.			
Injury from dogs	All	Medium	1. Although dogs are <u>not</u> permitted on site, all adults are to be aware that there is a possibility that dogs could be on the public footpath on the outside of the boundary fences run over during the activity.	FS leader, School Staff, volunteers & participant group leaders	B & D	LOW
			2. If a dog should approach, tell the participants to stand still and calm, and wait for the owner to bring it under control.			
			3. Where appropriate, tell the participants not to approach dogs or poke fingers through the fence, even if the owner says they are safe.			



Lack of access and exclusion	All	Medium	1. Ensure all activities are inclusive where practical.	FS leader, School Staff, volunteers & participant group leaders	B & D	LOW
			2. Ensure participants are able to access the activity areas, if necessary remove obvious obstacles or re-route around them to allow wheelchair access where possible.			
			3. The forest school leader should be informed in advance of any accessibility requirements via the class teacher or class TA.			
Litter e.g. glass and sharps	All	Medium	1. Warn participants what they should and should not touch.	FS leader, School Staff, volunteers & participant group leaders	B & D	LOW
			2. Check the route/area for possible hazards before activity, and remove or block off where appropriate.			
			3. Advise everyone not to pick up litter unless using a litter picker, but to inform the Forest School leader who will remove it if it is safe to do so.			
			4. Adults should remove litter where appropriate, washing their hands afterwards.			
			5. Adults to use gloves where appropriate.			
			6. If sharps are found, try to find something to cover it / cordon off the area and notify the school site manager who will use the sharps kit to safely remove it.			
			7. Advise participants to remove any litter that they have dropped.			
Losing participants/children wandering off, entering restricted areas	Participants	Medium	1. For School groups: Maintain the School Staff to child ratio of 1:5 for KS1 and KS2 and 1:4 for EYFS.	FS leader, School Staff, volunteers & participants	B & D & A	LOW
			2. Regular head counts before, during and after the activity.			
			3. Forest school leader to maintain contact with Forest School Director.			
			4. Forest school leader to carry sufficiently charged mobile phone.			
			5. Have school staff and volunteers spaced out amongst the group of participants and be vigilant at all times. Always have an adult at the front and back of the group when moving between locations.			
			6. Inform the participants to keep within the sight of an adult and not to wander off.			
			7. Give clear instructions about the route of walk or boundaries for the activity.			
			8. Advise participants to stay on paths / in designated area & not to go through the gate or exit the site without an adult's permission.			
			9. Introduce and use a recall instruction / sign e.g. Wolf Call to return to base camp and 'Emergency Bell' to assemble at the muster point.			



# Tool Risk assessment documentation

<b>Activity Assessed -</b> Tools	<b>Assessed by -</b> Mr. H Eccles	<b>Reviewed by -</b>
<b>Activity Location -</b> Pennington Hall Forest School Site Pennington Flash Forest School Site	<b>Date Assessed -</b> June 2025	<b>Next Review -</b> 1st June 2026

Hazard	Who is at risk?	Risk Level without precautions	PRECAUTIONS To reduced the risk level	Who will do them?	When? Before , During, or After	Risk Level with precautions
Tool Selection and Maintenance	Participants, supervisors	High	1) Use tools appropriate for age and skill level. 2) Inspect tools before and after use for damage or wear. 3) Maintain tools regularly (cleaning, sharpening). 4) Store tools securely.	FS leader, School Staff & volunteers	B & A	LOW
Safety Equipment	Participants, supervisors	High	1) Provide appropriate PPE for each tool. 2) Ensure a first aid kit is available during sessions.	FS leader, School Staff & volunteers	B & D	LOW
Tool Introduction and Training	Participants	High	1) Demonstrate proper tool use before participants use them. 2) Teach the "blood circle" concept (safe working distance). 3) Instruct on proper carrying and passing techniques.	FS leader, School Staff & volunteers	B & D	LOW
Supervision and Ratios	Participants, supervisors	High	1) Maintain suitable adult-to-child ratios. 2) Ensure constant supervision during tool use. 3) Conduct a "tool talk" to review safety rules at the start of each session.	FS leader, School Staff & volunteers	B & D	LOW

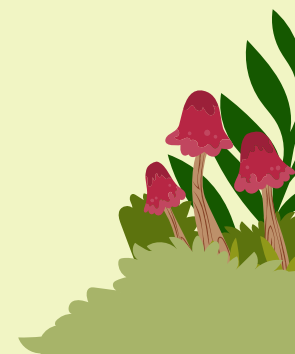
Working Area Setup	Participants, supervisors	Medium-High	1) Define clear boundaries for tool use areas. 2) Ensure adequate spacing between participants. 3) Arrange workstations based on specific tool requirements.	FS leader, School Staff & volunteers	B & D	LOW
Participant Guidelines	Participants, supervisors	Medium-High	1) Establish clear rules (e.g., no running with tools). 2) Implement a permission system for tool access. 3) Encourage participants to self-assess readiness for tool use.	FS leader, School Staff & volunteers	B & D	LOW
Specific Tool Procedures (Knives)	Participants, supervisors	High-Critical (cuts, punctures)	1) Use knives only in designated areas with supervision. 2) Keep fingers behind cutting lines; use stable surfaces. 3) Wear protective gloves on the non-tool hand. 4) Carry knives with blades pointing down; store securely when not in use. 5) Maintain safe distances from others while using knives.	FS leader, School Staff, volunteers & Participants	B, D & A	LOW
Specific Tool Procedures (Saws)	Participants, supervisors	High-Critical (cuts, slips)	1) Use saws appropriate for the task; ensure they are in good condition. 2) Operate saws with two hands; maintain proper body positioning. 3) Cut away from the body; use guards when not in use. 4) Start with a small nick before full sawing motion.	FS leader, School Staff, volunteers & Participants	B, D & A	LOW
Specific Tool Procedures (Hand Drills /Augers)	Participants, supervisors	High	1) Wear appropriate PPE (safety goggles, hard hat, gloves, steel-toed boots). 2) Inspect auger before use for damage or loose parts. 3) Clear work area of debris and check for underground utility lines. 4) Maintain stable stance and firm grip with both hands. 5) Use correct auger bit for the job and material. 6) Keep hands and feet away from operating bit. 7) Turn off auger before adjustments or clearing debris.	FS leader, School Staff, volunteers & Participants	B, D & A	MEDIUM
Specific Tool Procedures (Mallet)	Participants, supervisors	Medium-High	1) Inspect the mallet before use for loose heads. 2) Place the mallet on the bench carefully to avoid falling.	FS leader, School Staff, volunteers & Participants	B, D & A	LOW

# Knots Risk assessment documentation

<b>Activity Assessed -</b> Knots	<b>Assessed by -</b> Mr. H Eccles	<b>Reviewed by -</b>
<b>Activity Location -</b> Pennington Hall Forest School Site Pennington Flash Forest School Site	<b>Date Assessed -</b> June 2025	<b>Next Review -</b> 1st June 2026

Hazard	Who is at risk?	Risk Level without precautions	PRECAUTIONS To reduced the risk level	Who will do them?	When? Before , During, or After	Risk Level with precautions
Rope burns	All participants	Medium	1) Use soft, braided synthetic ropes. 2) Demonstrate proper rope handling. 3) Teach participants to avoid sliding hands along ropes quickly.	FS leader, School Staff, volunteers & Participants	B&D	LOW
Entanglement	Younger children (Early Years, KS1)	High	1) Use thicker, more visible ropes for younger children. 2) Maintain higher adult-to-child ratios (e.g., 1:4 for Early Years). 3) Ensure adequate space between participants.	FS leader, School Staff & volunteers	B&D	LOW
Improper knot use leading to accidents	All participants, especially older children (KS2 and above)	Medium-High	1) Teach knots in context, explaining their specific uses and limitations. 2) Supervise closely when knots are used for structural purposes. 3) Regularly check knots tied by participants.	FS leader, School Staff & volunteers	B, D & A	LOW

Choking hazard from small ropes	Early Years children	High	1) Use only larger diameter ropes (>1cm) for very young children. 2) Keep small practice ropes out of reach when not in use. 3) Maintain constant supervision.	FS leader, School Staff, volunteers & Participants	B & D	LOW
Tripping hazards from loose ropes	All participants	Medium	1) Designate clear areas for knot tying activities. 2) Teach proper rope coiling and storage techniques. 3) Regularly check and clear activity areas of loose ropes.	Forest School Leader, Assistants & Participants	B, D & A	LOW
Difficulty learning due to different abilities	Participants with special educational needs or disabilities	Medium	1) Provide one-to-one support where needed. 2) Use visual aids and tactile learning methods. 3) Adapt knots and techniques to individual abilities.	FS leader, School Staff & volunteers	D	LOW



# Arts & Crafts Risk assessment documentation

<b>Activity Assessed -</b> Arts & Crafts from woodland materials	<b>Assessed by -</b> Mr. H Eccles	<b>Reviewed by -</b>
<b>Activity Location -</b> Pennington Hall Forest School Site Pennington Flash Forest School Site	<b>Date Assessed -</b> June 2025	<b>Next Review -</b> 1st June 2026

Hazard	Who is at risk?	Risk Level without precautions	PRECAUTIONS To reduced the risk level	Who will do them?	When? Before , During, or After	Risk Level with precautions
Tool use (knives, peelers, saws)	All participants	High	SEE TOOL RA ABOVE 1) Provide tool safety talks and demonstrations 2) Maintain proper adult-to-child ratios- Ensure constant supervision 3) Implement and enforce "blood bubble" concept 4) Use safety gloves when appropriate	FS leader, School Staff & volunteers	B&D	LOW
Allergic reactions to natural materials	All participants	Medium	1) Check for known allergies beforehand 2) Teach proper plant identification 3) Supervise material collection 4) Have first aid kit and allergy medication available	FS leader, School Staff & volunteers	B&D	LOW
Eye injuries from wood chips or plant materials	All participants	Medium	1) Demonstrate proper techniques for carving and crafting 2) Ensure participants work at a safe distance from each other 3) Provide eye protection when necessary	FS leader, School Staff, volunteers & Participants	B&D	LOW

Sustainability and environmental impact	Environment	Medium	1) Teach "Leave No Trace" principles 2) Rotate areas used for material collection 3) Limit harvesting to sustainable levels 4) Use fallen or abundant materials when possible	FS leader, School Staff, volunteers & Participants	B, D & A	LOW
Cuts or splinters from handling raw materials	All participants	Medium	1) Demonstrate proper handling techniques 2) Provide gloves when necessary 3) Ensure proper tool maintenance and sharpness 4) Have first aid kit readily available	FS leader, School Staff & volunteers	B&D	LOW
Tripping hazards from scattered materials	All participants	Medium	1) Designate clear areas for art and craft activities 2) Teach proper material management and clean-up 3) Regularly check and clear activity areas	FS leader, School Staff, volunteers & Participants	B, D & A	LOW



# Shelters Risk assessment documentation

<b>Activity Assessed -</b> Shelters	<b>Assessed by -</b> Mr. H Eccles	<b>Reviewed by -</b>
<b>Activity Location -</b> Pennington Hall Forest School Site Pennington Flash Forest School Site	<b>Date Assessed -</b> June 2025	<b>Next Review -</b> 1st June 2026

Hazard	Who is at risk?	Risk Level without precautions	PRECAUTIONS To reduced the risk level	Who will do them?	When? Before , During, or After	Risk Level with precautions
Shelter collapsing	The Group & Leaders	High	1) Advise on proper construction techniques and appropriate materials 2) Choose suitable sites for shelter building- Monitor construction closely 3) Check stability before use	FS leader, School Staff & volunteers	B & D	LOW
Injury from tool use	All participants	High	1) Provide tool safety talks and demonstrations 2) Implement and enforce "blood circle" concept 3) Ensure proper supervision 4) Use safety equipment when necessary	FS leader, School Staff & volunteers	B & D	LOW
Branches poking eyes or body parts	The Group & Leaders	Medium	1) Advise against using materials with dangerous spikes 2) Monitor materials being used 3) Highlight potential dangers to participants	FS leader, School Staff & volunteers	D	LOW



Tripping hazards	All participants	Medium	1) Designate clear areas for shelter building 2) Teach proper material management and storage 3) Regularly check and clear activity areas	FS leader, School Staff, volunteers & Participants	B, D & A	LOW
Knots slipping	The Group & Leaders	Medium	1) Teach and practice specific knots and lashing systems 2) Ensure understanding before major construction begins 3) Regularly check knots during building	FS leader, School Staff & volunteers	B & D	LOW
Lifting heavy items	All participants	Medium	1) Demonstrate proper lifting techniques 2) Encourage teamwork for carrying heavy items 3) Monitor for appropriate material sizes for participants' abilities	FS leader, School Staff & volunteers	B & D	LOW



# Camp Cooking Risk assessment documentation

<b>Activity Assessed -</b> Campfire Cooking	<b>Assessed by -</b> Mr. H Eccles	<b>Reviewed by -</b>
<b>Activity Location -</b> Pennington Hall Forest School Site Pennington Flash Forest School Site	<b>Date Assessed -</b> June 2025	<b>Next Review -</b> 1st June 2026

Hazard	Who is at risk?	Risk Level without precautions	PRECAUTIONS To reduced the risk level	Who will do them?	When? Before , During, or After	Risk Level with precautions
Burns from fire or hot equipment	All participants	High	1) Establish clear fire safety rules and boundaries 2) Demonstrate proper handling of hot equipment 3) Use heat-resistant gloves when handling hot items 4) Maintain appropriate adult-to-child ratios	FS Leader, School Staff & Volunteers	B & D	LOW
Food poisoning or allergic reactions	All participants	Medium-High	1) Check for known allergies beforehand- Follow food safety guidelines for storage and cooking 2) Use low-risk foods when appropriate 3) Ensure proper hand washing and hygiene practices	FS Leader, School Staff & Volunteers	B & D	LOW
Fire spreading or getting out of control	All participants & Environment	High	1) Choose suitable location for fire 2) Have fire extinguishing equipment readily available 3) Maintain constant adult supervision 4) Avoid lighting fires in adverse conditions (e.g., high winds, drought)	FS Leader	B & D	LOW

Injuries from improper tool use	All participants	High	1) Provide tool safety talks and demonstrations 2) Implement and enforce "blood circle" concept 3) Ensure proper supervision 4) Use safety equipment when necessary	FS Leader, School Staff & Volunteers	B & D	LOW
Scalds from hot liquids	All participants	High	1) Demonstrate proper pouring and handling techniques 2) Use stable surfaces for hot containers 3) Ensure participants sit still while drinking hot beverages 4) Allow food and drinks to cool before consumption	FS Leader, School Staff & Volunteers	D	LOW
Tripping hazards around fire area	All participants	Medium	1) Clear the cooking area of debris and obstacles 2) Establish clear pathways around the fire pit 3) Teach proper movement techniques in the fire area 4) Ensure adequate lighting if cooking extends into darker hours	FS Leader, School Staff & Volunteers	B & D	LOW