

ST LUKE'S C of E FOREST SCHOOL SITE ASSESSMENT FORM

LOCATION:	St Luke's CE Primary School	NAME:	Katie Burns	DATE:	April 2023
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Description of site / activity / tools:

(owner, debris, dogs, flora & fauna, access, vehicles, water, interesting features, other comments)

A range of flora in the area, including brambles and nettles. 4 nature beds containing herbs and produce. No bodies of water present. One bug hotel and a tree stump housing insects. Lichen and fungi present. One concrete path to access the area. Fallen leaves cover the grassed areas. Fire pit to use, but no tool use.

	Hazard	Harm	People at risk	Existing Preventative Measures	Probability (P) 1-5	Severity (S) 1-5	Rating (Pxs) 1-25	New Preventative Measures	Who? When?	Benefits
1	Falling branches	Head injury	Staff and children	Site management and maintenance	2	2	4	Highlight risk to children and staff in certain areas. Move session to a different area. Inform site manager that maintenance is needed.	Forest school practitioner, head teacher, site manager. Regular exploration and maintenance as required.	Benefits of exploring the natural woodland.
2	Slippery ground – slips, trips and falls	Bumps, cuts and bruises	Staff and children	Appropriate footwear. Site maintenance – clearing of fallen leaves. First Aid kit to hand.	2	2	4	Highlight risk to staff and children during certain weather conditions.	Forest school practitioner, head teacher, site manager. Regular exploration and maintenance as required.	Increased balance, motor skill development. Increased awareness of surroundings.
3	Insect bites and stings	Bites and stings	Staff and children	First Aid kit to hand.	2	2	4	Long trousers to be worn for sessions instead of shorts.	Forest school practitioner, head teacher.	Observe and investigate insects and habitats. Interaction with different insects – eliminate fear.
4	Allergic reaction	Anaphylaxis, allergic reaction, rashes.	Staff and children	First Aid kit to hand. Awareness of known allergies and allergy plans, including medications to hand. Avoidance of known triggers.	1	5	5	Hand gel and hand washing facilities available at all times.	Forest school practitioner, head teacher, site manager.	Education and exploration of different plants and wild produce. Awareness of site biodiversity.

				Regular hand washing. No ingestion of berries or other flora/fauna.				Site maintenance to clear any poisonous plant materials.	Regular exploration and maintenance as required.	
5	Animal faeces, mud, dirt etc.	Infection in cuts etc.	Staff and children	First Aid kit to hand. Cuts should be covered with waterproof plasters and replaced if needed. Children avoid putting their hands near their mouths before washing.	1	5	5	Hand gel and hand washing facilities available at all times. Site maintenance to clear any animal faeces before sessions begin.	Forest school practitioner, head teacher, site manager. Regular exploration and maintenance as required.	Benefits of exploring a woodland environment.
6	Poor behaviour	Injury such as cuts and falls.	Children	First Aid kit to hand. Activity to be stopped if behaviour makes it unsafe. Clear guidelines given on appropriate behaviour for each activity.	3	2	6	Multiple staff members to reduce child:staff ratios.	Forest school practitioner, head teacher. Ratios should be discussed during planning stages of activities.	Teamwork and communication opportunities. Conflict resolution strategy development.
7	Woodland fire	Burns	Staff and children	Burns kit available. Water buckets on hand. Fire circle boundary identified and reinforced. Adult supervision at all times. Heat proof gloves and fire blanket available. Safety talk before fire lighting. Clear ground and shrub layers around fire area. Contain fire in a fire pit.	1	5	5	Multiple staff members to reduce child:staff ratios.	Forest school practitioner, head teacher. Ratios should be discussed during planning stages of activities.	Communication opportunities and develop a sense of community. Resilience and determination with fire lighting. Develop sense of respect for the fire. Awareness of the environment around them. Teamwork and opportunities for identification of appropriate wood when collecting.
8	Den/shelter building	Rope burns, cuts, scratches, bumps and bruises.	Staff and children	Safe and effective knot tying techniques are taught. Light weight tarpaulin used. First Aid kit to hand at all times.	3	2	6	Multiple staff members to reduce child:staff ratios.	Forest school practitioner, head teacher. Ratios should be discussed	Opportunities to practice knots. Fine and gross motor skill development – knot tying, collecting materials. Sense of achievement when

									during planning stages of activities.	shelter is complete. Problem solving and social skill enhancement.
9	Weather conditions	Sunburn/Sunstroke, hypothermia, cold	Staff and children	Appropriate clothing worn for activities. Sun cream and hats during hot weather. Extra blankets and changes of clothes available. Encourage movement to keep warm during cold weather. No gloves (except safety on helper hand) when using tools. Extra water available. If conditions are too cold/hot, session should be ended. Spare clothes for children to change into if necessary. Sessions should not take place during high winds/thunderstorms.	1	5	5	Multiple staff members to reduce child:staff ratios – staff to keep an eye on children’s conditions.	Forest school practitioner, head teacher. Ratios should be discussed during planning stages of activities.	Benefits of being in and exploring a woodland environment. Respect for changing states of nature. Problem solving as things may go differently depending on weather. Understanding of how to stay safe during different weather conditions.
10	Forest activities	Falls, cuts, scratches, bumps and bruises	Staff and children	Children are reminded to be cautious during play and activity engagement. Explore the site prior to session to check for hazards. Appropriate clothing and footwear are worn at all times. First Aid kit to hand at all times.	1	3	3	Site exploration and maintenance regularly. Any activity-specific risks are detailed in each activity plan.	Forest school practitioner, head teacher. Regular exploration and maintenance as required. Activity-related risks are detailed in plans before activity is carried out.	Benefits will vary depending upon activity. Benefits will likely include improvement of motor skills, communication, social and problem-solving skills. Teamwork will be enhanced and respect for the natural environment. The specific benefits of each activity will be detailed in the plans.
11	Tool use	Cuts	Staff and children	Tool talks are reiterated before using any tools. If children become unsafe, tool use is stopped. Safety officers appointed in teams. Supervised tool use. Increased staff:child ratios to ensure supervision. Safe tool maintenance and storage,	2	4	8	Tool maintenance and replacement.	Forest school practitioner, head teacher. Regular maintenance and blade replacements	Motor skill development. Communication skills will improve during teamwork. Develop management of their own risks. Opportunities for self-awareness and peer learning. Respect for tools and one another.

				including blade covers and a locked box. Safety glove only to be worn on helper hand (sheath knife and bowsaw). First Aid kit on hand.					when necessary.	
12	Blindfolds	Bumps, trips, slips and falls	Children	Safety talk before activity commences. Code words agreed upon for when blindfold must be removed. One 'seeing' partner for every child who is blindfolded. Prior to session, clear area of any loose branches that could cause a trip/fall. First Aid kit on hand.	1	3	3	Site exploration and maintenance regularly. Any activity-specific risks are detailed in each activity plan.	Forest school practitioner, head teacher. Regular exploration and maintenance as required. Activity-related risks are detailed in plans before activity is carried out.	Sense of direction and surroundings. Trust and communication skills enhanced with their partner.
13	Tree climbing	Falls, cuts, scratches, bumps	Children	Appropriate clothing and footwear worn at all times. Children are reminded of safe climbing and are supervised by an adult. Branches are tested for weight bearing before climbing commences. First Aid kit on hand.	2	3	6	Site exploration and maintenance regularly. Any activity-specific risks are detailed in each activity plan.	Forest school practitioner, head teacher. Regular exploration and maintenance as required. Activity-related risks are detailed in plans before activity is carried out.	Improved gross and fine motor skills. Communication and teamwork skills are improved. Children will develop their sense of self and manage own risks.

Your comments:

If visiting this site, my recommendations will be followed. The benefits to using the site for forest school sessions and activities far outweigh the potential risks. The risks of injury such as cuts and scratches are most likely to occur, but the severity of these are likely to be minimal, with first aid treatment being sufficient.

Your main concerns:

Your Recommendations

Yes, we can use this area to conduct forest school sessions and activities, including the use of a contained fire pit.

The main concern when using this area for forest school sessions is injury arising from poor behaviour or when den/shelter building. This concern can be minimised with appropriate child:staff ratios, safety discussions with children, and having a First Aid kit to hand.

