

Identified Hazard/ Risk	Level	Control/ Action Taken	Risk Benefit
Fire lighting <i>Splinters, flint grazes, char cloth residue, smoke inhalation, burns and scolds, falling on the fire, tripping near fire, fire spreading</i>	High	- Raised fire pit made with appropriate green wood to prevent catching fire - Fire pit filled packed soils, clay, and sand to absorb heat and prevent spreading - Fire pit 1m square to prevent embers fall off the edge onto the ground - Fire circle positioned 2m from fire pit - Children trained to walk behind the fire circle, not in front of it - No one to walk through the fire circle when fires are lit or not - Always have Watering can with rose head for safe extinction - Always have bucket of cold water for burn or scolds - Always have bucket of sand for quick extinction - Burns kit hanging nearby for easy access and to prevent water damage - First aider with full first aid kit present at all times - Fire gloves worn when working with fire	The children learn to respect and understand the use of fire in a Forest School context. Children are introduced to the safety and expectations of using fires before a fire is lit, to ensure their understanding. Children learn the processes of fire lighting, uses, maintenance and extinction with constant adult supervision over a gradual period.
Cooking <i>Hot utensils, hot pots/ pans, sharp utensils e.g. knives, peelers, etc. spitting water/ oil, burns and scolds,</i>	High	- Children will always be supervised when preparing or cooking food at Forest School - Flat, clean surfaces to be prepared for children to work on - Utensils kept in locked box and accessed with an adult present, children to make sure they count utensils in and out for use - Fire gloves worn when working with fire - Children supported to lift heavy pots - Children to always have one knee on the floor when working at the fire	Children given the opportunity to contribute to the Forest School team. Preparing and cooking food for them and their peers. Life skills including knowing foods, peeling and cutting vegetables, serving food and cleaning up after themselves.
Stinging nettles and brambles <i>Cuts, stings, grazes, trips, and falls.</i>	Medium	- All hedgerows maintained throughout the school grounds by forest school leaders, site staff and outside agencies - Children taken to the different patches of nettles and brambles on the grounds and explained the risk - Children supervised by first aiders at all time - Children included in the maintenance of nettles and brambles - Floors cleared and levelled on paths near stinging nettles and brambles	Nettles and brambles used in every day life e.g. picking berries to make jam and using nettles to make soup. Children learn about the different animals they may find in these habitats. Children observe the change in nettles and brambles over time.

Use of tools <i>Bow saws, hand saws, knives, hammers, mallets, shears, loppers, secateurs</i> <i>Cuts, bruises, injuries to hands, feet.</i>	High	- Children involved in the maintenance of tools including checking in and out, cleaning, storage, and appropriate, safe use - Tools kept in locked bag out of reach of participants - Tools used in designated area with adult supervision - Children introduced to tools when appropriate	Children to have respect and understanding for how tools are used. Children to develop their gross and fine motor skills to use tools effectively with growing independence.
Uneven ground - Fallen trees/ branches and hanging foliage <i>Trips, slips and falls from uneven soil, fallen trees, stumps, weeds, roots.</i>	Low	- Forest school leaders conduct site walk before sessions begin to identify any new risks - Children taken on grounds walk at the start of their sessions to identify any new risks/ changes to the grounds - Children encouraged to look where they are going carefully as they move around the site	Children's gross motor skills develop as they manipulate and move around uneven terrain and children's confidence in identifying risks grows as they observe the woodland changing throughout the seasons.
Fungi/ poisonous berries and plants <i>Stings, food poisoning, allergic reaction, sickness.</i>	Medium	- Children are not to forage unless with an adult - All mushrooms are avoided - Appropriate textbooks and identification applications used to identify new or unknown plants with an adult - Children encouraged to enquire about new things in the woodland and take their questions to an adult when they see something different - Grounds walk carried out with local plant specialist to identify any plants which should be removed or avoided by humans - Large patches of fungi or dangerous plants barriered off	Children are taught from a young age that lots of what the earth offers us is good and lots can be bad for us and we must be careful.
Tree climbing <i>Injuries from falling, slips, cuts, and grazes, torn clothing, broken footwear</i>	High	- Children are introduced to designated trees for climbing - Tree climbing trees identified as being strong and providing children will lots of platforms to stand and hold onto - 3 parts of the body always touching the tree - Children not to climb higher than 2m off the forest floor, this is identified by chalk line - Adult supervision at all times - Appropriate footwear and clothing to avoid slips, falls, caught clothing and tears	Tree climbing supports the development of children's fine and gross motor skills, forward thinking and planning, risk assessment, concentration and respect for trees and the views from above.

Minibeast hunting <i>Splinters, cuts, grazes, disturbing habitats, animal bites/ stings</i>	Low	- Appropriate hunting equipment used e.g. pots with air holes, magnifying glasses, viewing slides - Children work with adults to use identification books and online applications to know about the creatures - Children trained and supported to disturb habitats sensibly and calmly to find creature e.g. lifting logs and moving foliage	Children learn about wildlife found on the school site and learn to respect the minibeasts and avoid disturbing habitats.
Pond <i>Slips, trips, falls, drowning, disturbed wildlife, stagnant water, legionnaires disease</i>	High	- Pond area is gated so children do not have direct access to pond - Correct equipment worn and used when pond dipping - Children always supervised by an adult when near the pond - Designated member of staff to maintain pond and carry out regular safety checks - Fresh water put in pond each year due to drought/ evaporation	Children learn about the wildlife ponds bring to the site including less common amphibians such as frogs, toads, and newts. Children learn how to maintain man made ponds and experience pond dipping.
Horticulture – use of allotments/ gardening tools <i>Allergic reactions, stings, rashes, cuts, bruises,</i>	Low	- Children will be supervised when working with garden tools - Children will wash hands when necessary, during the gardening process and will be reminded not to touch their face throughout - Children will work with knowledgeable adults to support the processes included within gardening including digging, turning soil, sowing seeds, watering, maintaining plants (trimming/ cutting back/ digging up), picking, cleaning and preparing produce	Children will go through a seed to plate process where they will learn about where fruits and vegetables come from and experience the wonder of growing and eating their own crops.
Beehives <i>Stings, swarms</i>	Medium	- Beehives situated on the edge of school grounds where children do not have constant access to - Bee suits worn when working with the bees - Designated member of staff to maintain beehives and carry out regular safety checks - Children taught about the role of the bees to encourage respect and understanding	Children have access to the whole process of bee keeping including maintenance, wildflower planting, honey extraction, jarring up honey, designing labels and selling honey.

Swings and hammocks <i>Falls, cuts, grazes, damaged equipment, damages trees, disturbed habitats, injuring caused by falling/ collapses</i>	Medium	- After each session swings and hammocks are cleaned and stored away safely when they are dry - Strong trees will be used to erect swings and hammocks - Swings and hammocks will be tested before children can use freely - Floors below swings and hammocks will be cleared to create clean, flat, soft surfaces beneath in case of any falls - Children will be supervised by first aider when using swings and hammocks	Children develop fine and gross motor skills through erecting, climbing on and manipulating swings and hammocks. They also provide children with lots of peace, comfort and fun.
Roped barriers Rope burn, injuries caused if run into, trip hazards	Low	- Children will be introduced to the rope barriers in the first session to establish where the children can and cannot access - Ropes will be brightly coloured and at a consistent height - Ropes will be checked regularly for any damage/ loosening - Children will be reminded of barriers throughout sessions	It is crucial that children understand and respect the physical boundaries at forest school. By doing so they are learning about risk which can be taken and those that cannot and how to keep themselves safe on the forest school site.
Weather <i>Rain/snow – wet, cold, clothing, frost bite</i> <i>Sun – sunburn, heat exposure, exhaustion, dehydration</i>	Medium	- High winds and lightning will be avoided to alleviate any high risks - Children wear appropriate clothing depending on the weather - Forest School classroom available for warmth - Forest School workshop available for cover - Access to blankets, scarfs, gloves, hats, summer hats, etc. - Children will have access to food and water throughout sessions and will be encouraged to eat and drink as necessary	Children learn about different weathers and seasonal changes. Children observe how each weather contributes to life on earth and how we (and animals) rely on different weathers.