

# **Early Days Nursery**

## **Forest School Handbook**

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## What is Forest School?

Forest school focusses on the holistic development of children, learning through play and exploration. It gives children the opportunity to develop their confidence and self esteem through hands on learning in a woodland environment. The children are taught how to assess and manage risks, solve problems and work together. The sessions are child led and children are encouraged to explore the woodland environment, taking a lead in their own learning. Staff members act "facilitators", supporting children in their learning and helping to develop and extend their ideas.

Our Forest School sessions take place in the Formby Pinewoods and are led by our two Forest School leaders who both hold a Level 3 Forest School practitioner qualification. In addition to this, a number of other staff members from the room will also be helping with the sessions.



"Hi, I'm Becky and I work in the Playschool room. I am a qualified teacher and hold a Level 3 Forest School qualification. I am very interested in nature and studied Zoology at university. In my free time I love to cook vegan food and spend time with my husband and my two hamsters."



"Hi I'm Kathryn. I work in preschool room. I have a BA Hons degree in early childhood studies and now hold a Level 3 forest school leader qualification. In my spare time I like to exercise and go on long walks with my boyfriend who is a secondary PE teacher."

## **Health and Safety**

### **Insurance Details**

The nursery has commercial combined insurance and it covers all of the activities in the Forest School sessions.

### **Risk Management**

We believe that for children to learn how to understand and manage danger later in life, they need to be exposed to risky play. In our Forest School sessions, we provide the children with the chance to create uncertainty and unpredictability in their play as well as coming across and overcoming potential hazards and being pushed outside of their comfort zone. Children are encouraged to work together and through watching their friends take risks, many children will be more likely to take a risk themselves. Through these experiences, the children develop resilience as well as enjoying a sense of achievement and responsibility. It is the responsibility of the Forest School leaders to ensure that children feel safe enough to take risks and to reassure and support learners. They will assess each hazard or risk and weigh it up against any benefits to the children's learning. Once a risk or hazard has been identified, a risk assessment is completed which assesses the risk and states the actions which should be taken to control or limit the risk.

When arriving at the site, our Forest School leaders complete an initial risk assessment to ensure that the area is safe for play. All activities are risk assessed individually and tools also have their own risk assessments.

## **First Aid**

Both of our Forest School leaders have completed a two day outdoor First Aid course as well as a paediatric First Aid course. All other staff have completed paediatric first aid training. We carry a fully complete First Aid kit at all times. During our Forest School sessions we follow the nursery's Accidents and First Aid policy (see appendices). All accidents and incidents are reported on an accident/incident form on Family, using the nursery mobile. Parents will be informed by phone in the case of a bump to the head or a severe accident. In case of an emergency the Forest School leader will inform nursery management and follow the Emergency Action Plan as set out below.

### **Emergency Action Plan**

#### **In the case of an injured child or adult:**

- The FS leader will blow a whistle to let the other staff members know there is an emergency
- The other members of staff gather the rest of the children together in an area away from the injured child and keeps them calm
- FS leader carries out first aid, following the nursery's first aid policy and monitors casualty.
- FS leader or another member of staff calls emergency services.
- Nursery manager is called to inform parents (or next of kin) and send staff to collect other children to return to nursery
- Member of staff goes out to the main entrance to await emergency services and guide them to casualty.

#### **In the case of injured FS Leader:**

- One member of staff gathers the rest of the children together in one area and keeps them calm
- Another member of staff carries out first aid and monitors casualty.
- Member of staff calls emergency services and follows their instructions.
- Nursery manager is called to inform next of kin and send staff to collect children to return to nursery
- Member of staff goes out to the main entrance to await emergency services and guide them to casualty.

Our nearest 24 hour Accident and Emergency hospital is:

**Southport and Formby District General Hospital**

**Town Lane**

**Southport**

**PR8 6PN**

**01704 547471**

## **Poor Weather**

Our Forest School sessions go ahead in all weathers unless:

- There are strong winds which may make the woodlands dangerous due to loose branches and falling debris.
- It is dangerous to get to the woods.
- Extreme temperatures
- The children are not dressed appropriately

The Forest School leader is responsible for checking the weather forecast and National Trust website before each session and will use their judgement to make the decision to cancel a session if necessary.

Please see guidance below for how to dress the children effectively for all weathers. A limited amount of spare clothing will be taken with us in the Forest School bag in the case of toileting accidents or other emergencies.

### **Forest School Recommended Clothing List**

*“There’s no such thing as bad weather, only bad clothing!”*

As part of our Forest School experience, we will be visiting the woods in all weathers. It is important that children are dressed in suitable clothes to ensure that they are comfortable, dry, warm and ready for adventure! Please see a list of recommended clothing for the children below.

#### **Cold/Wet Weather**

- Warm, waterproof coat or all in one
- Lots of layers including a long sleeved top and a jumper
- Long trousers or leggings (waterproof if possible!)
- Trainers, walking boots or wellies
- Hat, scarf and gloves

#### **Hot Weather**

- Lightweight waterproof coat
- Long sleeved top
- Long trousers or leggings (no shorts, skirts or bare legs please)
- Trainers or walking boots (no open toed shoes please)
- Sun hat and sun cream

Please can all children bring a change of clothes and shoes for when we return from the woods!

## **Toileting and Hygiene**

All children are asked to use the toilet before leaving Nursery and all nappies are changed. If a child needs the toilet whilst in the woods, a potty is set up behind a privacy barrier for the children's use. All toileting will be supervised by a member of staff who will stand behind the barrier to give the children privacy. The waste will be buried behind a tree, away from the children. A foldable nappy mat, nappies and wipes are carried in the woods in case a nappy needs changing while we are there. Any dirty nappies will be transported back to nursery where they can be disposed of. All children's hands are wiped after using the potty or having their nappy changed. All hands are wiped before food.

Any staff members assisting with toileting or changing nappies will have completed the full recruitment process and have an enhanced clearance from the Disclosure and Barring Service (DBS).

## **Tools**

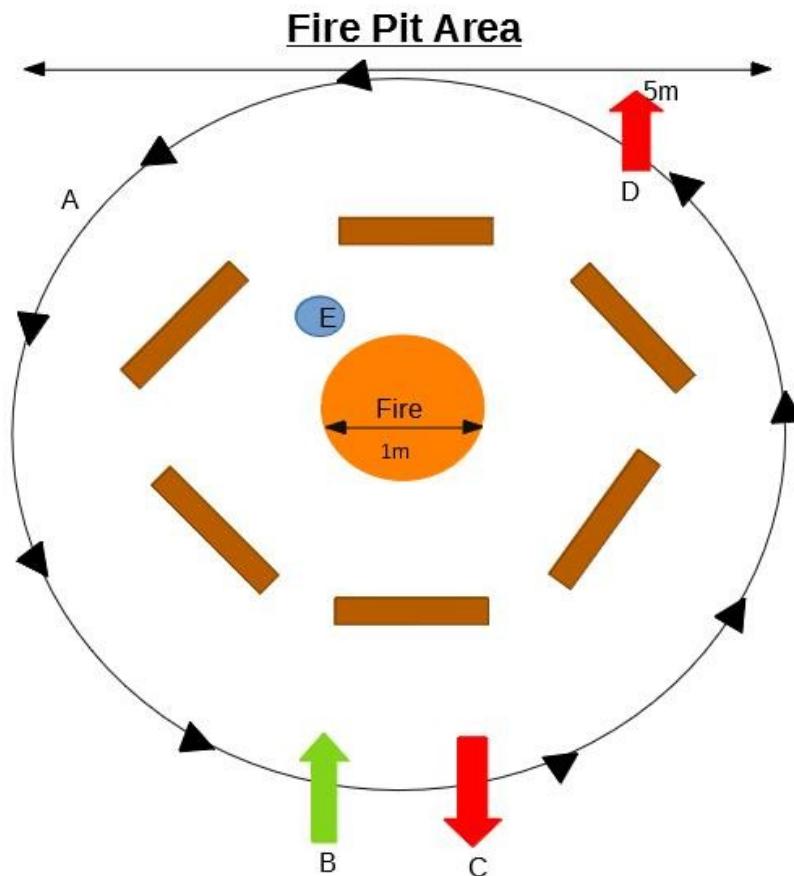
Tools will be stored in a large toolbox at nursery with a smaller toolbox used to transport the tools we need for our session to the woods. The Forest School leader will assess each tool and ensure that they are in full working order, meet the relevant safety regulations and are in their covers before packing them safely to transport. Tools will be transported in a car due to the regulations on carrying blades on public transport.

All tool use is risk assessed and supervised by a Forest School leader. All tool use is supervised at a 1:1 ratio and children are fully supported by the Forest School leader. Tools are only used where appropriate and are introduced slowly starting with potato peelers and secateurs. When children are confident in the use of these we will move on to the use of other tools such as bow saws and loppers. The Forest School leader will ensure correct personal protective equipment is used and the children will be shown how to safely use the tools through Tool Talks. Please see attached risk assessments for tool use.

## Fires and cooking

### **Location**

Fires are not prohibited in the Formby Pine Woods so all fires and cooking will take place at Nursery. Due to the flammable nature of the AstroTurf in the garden, the fire pit will be placed on the concrete at the front of the nursery.



- A – Fire circle (2m away from fire), arrows show direction of movement
- B – Entrance to fire circle
- C – Exit to fire circle
- D – Emergency exit
- E – Clean water and emergency equipment

### **Positioning of children and adults around the fire pit**

The fire will be constantly supervised by the Forest School leader who will not be included in child ratios. The fire will not be left unattended once lit. A fire circle will be set up which is 2 metres distance from the fire, as can be seen in the diagram above. This will include an entrance, exit and emergency exit. Children must ask the Forest School leader if they can enter this circle and then sit on the seats which are positioned 1.5 metres from the fire pit. Once children enter the fire circle they are to sit down straight away on the seats while the Forest School leader talks to them about how to sit safely near the fire. Any movement around the fire pit must be in a clockwise direction and anybody entering or leaving must do so through the designated entrance and exit points. The emergency exit is only to be used in the case of an emergency.

### **Starting the fire**

The Forest School leader must have everything needed before starting the fire. This includes tinder, kindling and fuel as well as enough water and emergency equipment. Only the Forest School leader will light the fire and will use approved Forest School methods of lighting. No flammable liquids or plastics will be allowed near the fire.

### **Cooking**

Our Forest School leaders hold Food Hygiene certificates. The children will be eating hot food such as bread, marshmallows, vegetable or fruit skewers etc. All children will wash their hands in nursery before eating. Food will be cooled before being handed to the children and children told to blow on the hot food before eating.

### **Extinguishing**

When the session is coming to an end, the Forest School leader will stop adding fuel to the fire. Once it is time to extinguish the fire, the embers will be spread out in the fire pit to reduce the heat. Only when the embers have stopped burning will water be added. Enough time must be allowed to safely extinguish the fire at the end of the session.

### **Kelly Kettle Use**

When the Kelly Kettle is used, it will be placed on flat ground and the cork will be removed. The Forest School leader will start the fire and place the kettle on top. The hole on the base should be facing downwind. Children can help to feed the kettle with fuel with one to one supervision from the Forest School leader after being shown how to do so safely. Children must be sat at a safe distance from the kettle, as told by the Forest School leader.

Please see attached risk assessment for fire use.

### **Food, litter and waste water disposal**

No food or litter is to be left in the woods. The Forest School leader will carry two bags, one for recyclable waste and one for non recyclable. The children are responsible for placing their own waste in the correct bag and are taught about the impacts leaving litter can have on the woodlands. In each session, a child is designated who will place the non-recyclable bag into the waste bin as we leave the woods. The recyclable bag will be brought back to nursery where the items will be recycled. We produce very little waste water as we use hand gel and wipes to clean our hands rather than soap. We bring large bottles of clean drinking water with us to the woods to drink and to use in activities. Most of this water is drunk by the children but some may be poured on the woodland floor. We are considerate where we pour any water, avoiding animal habitats and plants.

## **Water**

There are ponds and streams in the pinewoods but the Forest School leader will ensure boundaries will be set up far from any water.

## **Lifting**

When lifting heavy materials, children are encouraged to roll, pull or carry them together. Safe lifting advice will be followed including bending the knees and keeping your back straight. This applies to both children and staff. Safe lifting should be modelled by the adults.

## **Transport**

After leaving nursery, we walk to the bus stop on Sumner Road in Formby Village where we get the F3 bus. We promote good road safety with the children and teach them how to walk safely, with appropriate adult supervision depending on the ages of the children. When boarding the bus, one member of staff gets on and guides the children to their seats. The Forest School leader gets on the bus last after counting all of the children onto the bus. The children are all counted before the bus sets off. As it is a local bus service, we promote good behaviour to maintain our excellent reputation when out in the community. We get off the bus on Kirklake road and the children know to remain seated until the bus stops. One member of staff gets off the bus first and the children are counted off the bus. One member of staff stays at the back to make sure all of the children are off the bus safely with their bags. The children are lined up on the pathway and recounted before the bus sets off. We then walk to the woods and count the children again upon arrival. We follow the same procedure going back to nursery, boarding the bus on Kirklake road and leaving the bus on Sumner road before walking back.

## **Missing children**

We adhere to strict ratios of adults to children and each member of staff is allocated certain children to monitor. The children wear hi vis vests with the Nursery's name and phone number on the back. A head count is carried out before we leave nursery and again when getting on and off the bus and the bus driver waits while we ensure all of the children are safely on the bus and sitting down. We regularly carry out head counts whilst in the woods, using the "1,2,3 look at me" procedure that the children are used to from nursery. A boundary is put up in the woods before the children are allowed to play and the children know not to go past the blue rope.

In the unlikely event that a child goes missing, we follow these procedures:

- The FS leader will blow the emergency whistle and the children will be counted and gathered together by two members of staff
- An immediate search of the vicinity will take place by the Forest School leader and the other members of staff
- If the child is not found immediately a call will be made to nursery management who will inform the police and the child's parents.

## **Daily procedures**

### **Before we go**

- Parents will be reminded of the Forest School session the day before we go on the Family app as well as verbally when the children are picked up.
- The kit and equipment will be checked the day before the session by the Forest School leader and numbers of children and staff will be finalised.
- The Forest School leader will check the weather forecast and National Trust website to make sure the site is open. The session may be cancelled in the event of high winds or extreme weathers.
- Collect the Emergency bag with the emergency contacts and First Aid Kit
- Collect the Forest School bag with equipment, snack and water
- Collect the Toileting bag with potty, wipes, antibac spray, antibac gel, nappies and nappy sacks
- Complete an outings risk assessment and allocate children to staff
- Check all children are appropriately dressed and have been to the toilet/had their nappy changed
- Ensure all children are wearing hi vis jackets
- Inform management that we are leaving

### **Typical session**

- Walk to the bus stop in Formby village and board the F3 bus
  - children are counted before leaving
  - allocated children are to stay with their staff member
  - children are counted before boarding bus
  - children are counted before bus leaves
  - children are counted off the bus and lined up before being counted again before the bus leaves
  - allocated children go back to their staff member and we walk to the woods
- Forest school leader puts up boundaries while risk assessing the area. Other staff members keep all children together until this is done and safety is discussed with the children.
- Each session will have been planned in advance by the Forest School leader based on evaluation of the previous session and knowledge of the children's interests and needs. Session plans will be adapted if needed based on children's interests.

### **After the session**

- The area is tidied and kit packed away by staff and children, ensuring the area is left as we found it.
- Children are gathered together and counted.
- Plenary of session takes place, allowing the children to share what they enjoyed the most and reflect on the session, while boundaries are taken down and packed away.
- Walk back to the bus stop and get the F3 back to the village. Walk back to nursery following the procedures listed above.
- Children are changed into clean and dry clothes if needed.
- Forest School leader evaluates the session.

## **Child protection and confidentiality**

### **Staffing**

- All staff will have completed the full recruitment process and who has an enhanced clearance from the Disclosure and Barring Service (DBS) before they are allowed to work unsupervised with the children.
- The Forest School leader will talk to the other members of staff while creating the session plans to allow them to have input. All staff will then be briefed before leaving for the session so that they understand the aims of the session and can support children's learning and development in line with the Forest School ethos.
- All staff will be briefed on the session risk assessment by the Forest School leader so that they are aware of their responsibilities and any potential risks.
- Adult/young person ratios will be maintained on site at all times.
- Volunteers and students do not work with children unsupervised.

### **Safeguarding Children**

- All Forest School sessions will be led by a trained Forest School leader and supported by members of staff with a minimum of a level 3 in Childcare.
- Adult/young person ratios will be maintained at all times.
- Whilst at Forest School we follow the Nursery's Safeguarding Policy (see appendices).

### **Disclosures**

- Any disclosure by a child will be recorded and passed onto the Designated Safeguarding Lead as soon as we return to nursery
- If a child starts to talk to an adult about potential abuse it is important not to promise the child complete confidentiality.
- The child must be allowed to talk openly and disclosure not be forced or words put into the child's mouth.
- Disclosure details must be logged accurately as soon as possible and an objective record made on return to nursery.
- Staff should make an objective record of any observation or disclosure, supported by the nursery manager or designated safeguarding lead (DSL). This record should include:
  - Child's name
  - Child's address
  - Age of the child and date of birth
  - Date and time of the observation or the disclosure
  - Exact words spoken by the child
  - Exact position and type of any injuries or marks seen
  - Exact observation of any incident including any concern was reported, with date and time; and the names of any other person present at the time
  - Any discussion held with the parent(s) (where deemed appropriate)
- If there are any concerns about a child's behaviour, physical condition or appearance, these will be recorded and passed onto the Designated Safeguarding Lead as soon as we return to nursery.
- The DSL's for the nursery are **Victoria Blundell and Natalie Lowe**

## **Equal opportunities**

All children will be given the opportunity to participate in Forest School sessions and activities, regardless of their abilities, gender or special educational needs. Each Forest School session is carefully planned by the Forest School leader, taking into consideration every child's needs and abilities. The Forest School ethos recognises and celebrates that every child is different and that staff have a good knowledge of how to motivate and interest each child in their care.

## **Behaviour and Antibullying**

### **Behaviour**

- The Forest School leader and other staff members have a responsibility to ensure the children's behaviour does not impact on their safety.
- When the children first start attending Forest School sessions, the Forest School leader will talk with them about how to keep safe in the woods and will support them in creating a list of rules to keep them safe.
- Good behaviour is to be modelled by the Forest School leader and other staff members at all times. Children are shown respect and their individual personalities are valued.
- If children exhibit unsafe behaviours the Forest School leader may decide to stop them from using tools and other risky equipment.
- Children are praised and their positive actions and attitudes are acknowledged. This shows the children that we value and respect them.
- Children are encouraged to take appropriate risks in a safe way to develop their resilience, confidence and positive behaviour.
- Children are supported in developing a sense of the significance of their own behaviour, both on the environment and on others around them.
- We follow the nursery's Promoting Positive Behaviour policy during our Forest School sessions (see appendices).

### **Bullying**

- Forest School sessions help to develop children's social skills and the ability to empathise with their peers.
- We promote inclusion of all children and therefore any type of bullying will not be tolerated during our sessions.

## **Appendices – Early Days Nursery Policies and Forest School Risk Assessments**

# Appendix 1 - Early Days Accidents and First Aid Policy

EYFS: 3.25, 3.50, 3.51

At Early Days we aim to protect children at all times. We recognise that accidents or incidents may sometimes occur. We follow this policy and procedure to ensure all parties are supported and cared for when accidents or incidents happen; and that the circumstances of the accident or incident are reviewed with a view to minimising any future risks.

## Accidents

Location of accident files: **Electronically Stored**

- The person responsible for reporting accidents, incidents or near misses is the member of staff who saw the incident or was first to find the child where there are no witnesses. They must record it on an Accident Form and report it to the nursery manager. Other staff who have witnessed the accident may also countersign the form and, in more serious cases, provide a statement. This should be done as soon as the accident is dealt with, whilst the details are still clearly remembered. Parents must be shown the Accident Report, informed of any first aid treatment given and asked to sign it on the same day, or as soon as reasonably practicable after
- The nursery manager reviews the accident forms at least monthly for patterns, e.g. one child having a repeated number of accidents, a particular area in the nursery or a particular time of the day when most accidents happen. Any patterns will be investigated by the nursery manager and all necessary steps to reduce risks are put in place
- The nursery manager will report serious accidents to the registered person for investigation for further action to be taken (i.e. a full risk assessment or report under Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR))
- The Accident File will be kept for at least 21 years and three months
- Where medical attention is required, a senior member of staff will notify the parent(s) as soon as possible whilst caring for the child appropriately
- Where medical treatment is required the nursery manager will follow the insurance company procedures, which may involve informing them in writing of the accident
- The nursery manager will report any accidents of a serious nature to Ofsted and the local authority children's social care team (as the local child protection agency), where necessary. Where relevant such accidents will also be reported to the local authority environmental health department or the Health and Safety Executive and their advice followed. Notification must be made as soon as is reasonably practical, but in any event within 14 days of the incident occurring.

Organisation	Contact
Ofsted	0300 123 1231
Local authority children's social care team	0151 934 4013/ 4481
Local authority environmental health department	0151 934 3308
Health and Safety Executive	0345 300 9923
RIDDOR report form	<a href="http://www.hse.gov.uk/riddor/report.htm">http://www.hse.gov.uk/riddor/report.htm</a>

## Head injuries

If a child has a head injury in the setting then we will follow the following procedure:

- Calm the child
- Assess the child's condition to ascertain if a hospital or ambulance is required. We will follow our procedure for this if this is required (see below)
- If the skin is not broken we will administer a cold compress for short periods of time, repeated until the parent arrives to collect their child
- If the skin is broken then we will follow our first aid training and stem the bleeding
- Call the parent and make them aware of the injury
- Complete the accident form
- Keep the child in a calm and quiet area whilst awaiting collection
- We will follow the advice on the NHS website as per all head injuries <https://www.nhs.uk/conditions/minor-head-injury/>
- For major head injuries we will follow our first aid training.

## Transporting children to hospital procedure

The nursery manager/staff member must:

- Call for an ambulance immediately if the injury is severe. DO NOT attempt to transport the sick child in your own vehicle
- Whilst waiting for the ambulance, contact the parent(s) and arrange to meet them at the hospital
- Arrange for the most appropriate member of staff to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter
- Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together
- Inform a member of the management team immediately

- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the accident.

### **First aid**

The first aid boxes are located in: **every play room, kitchen and office**

These are accessible at all times with appropriate content for use with children.

The appointed person(s) responsible for first aid checks the contents of the boxes regularly and replaces items that have been used or are out of date.

The staff first aid box is kept in the office. This is kept out of reach of the children.

First aid boxes should only contain items permitted by the Health and Safety (First Aid) Regulations Act 1981, such as sterile dressings, bandages and eye pads. No other medical items, such as paracetamol should be kept in them.

**The appointed person(s) responsible for first aid is: Vicki, Natalie, Alex and Becky T**

Most of the staff are trained in paediatric first aid and this training is updated every three years.

All first aid trained staff are listed in every room. When children are taken on an outing away from our nursery, we will always ensure they are accompanied by at least one member of staff who is trained in first aid. A first aid box is taken on all outings.

### **Food Safety and play**

Children are supervised during meal times and food is adequately cut up to reduce choking. The use of food as a play material is discouraged. However, as we understand that learning experiences are provided through exploring different malleable materials the following may be used. These are risk assessed and presented differently to the way it would be presented for eating e.g. in trays,

- Playdough
- Cornflour
- Dried pasta, rice and pulses.

Food items may also be incorporated into the role play area to enrich the learning experiences for children, e.g. Fruits and Vegetables. Children will be supervised during these activities.

### **Personal protective equipment (PPE)**

The nursery provides staff with PPE according to the need of the task or activity. Staff must wear PPE to protect themselves and the children during tasks that involve contact with bodily fluids. PPE is also provided for domestic tasks. Staff are consulted when choosing PPE to ensure all allergies and individual needs are supported and this is evaluated on an ongoing basis.

## **Dealing with blood**

We may not be aware that any child attending the nursery has a condition that may be transmitted via blood. Any staff member dealing with blood must:

- Always take precautions when cleaning wounds as some conditions such as hepatitis or the HIV virus can be transmitted via blood.
- Wear disposable gloves and wipe up any blood spillage with disposable cloths, neat sterilising fluid or freshly diluted bleach (one part diluted with 10 parts water). Such solutions must be carefully disposed of immediately after use.

## **Needle punctures and sharps injury**

We recognise that injuries from needles, broken glass and so on may result in blood-borne infections and that staff must take great care in the collection and disposal of this type of material. For the safety and well-being of the employees, any staff member dealing with needles, broken glass etc. must treat them as contaminated waste. If a needle is found the local authority must be contacted to deal with its disposal.

At Early Days we treat our responsibilities and obligations in respect of health and safety as a priority and we provide ongoing training to all members of staff which reflects best practice and is in line with current health and safety legislation.

# Appendix 2 - Early Days Safeguarding Children Policy

EYFS: 3.4-3.18, 3.19, 3.21, 3.22

At Early Days we work with children, parents, external agencies and the community to ensure the welfare and safety of children and to give them the very best start in life. Children have the right to be treated with respect, be helped to thrive and to be safe from any abuse in whatever form.

We support the children within our care, protect them from maltreatment and have robust procedures in place to prevent the impairment of children's health and development. In our setting we strive to protect children from the risk of radicalisation and we promote acceptance and tolerance of other beliefs and cultures (please refer to our inclusion and equality policy for further information). Safeguarding is a much wider subject than the elements covered within this single policy, therefore this document should be used in conjunction with the nursery's other policies and procedures.

This policy works alongside these other specific policies to cover all aspects of child protection:

- Online safety
- Human Trafficking and Modern Slavery
- Prevent Duty and Radicalisation
- Domestic Violence, Honour Based Violence (HBV) and Forced Marriages
- Looked After Children

## Legal framework and definition of safeguarding

- Children Act 1989 and 2004
- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Children and Social Work Act 2017
- The Statutory Framework for the Early Years Foundation Stage (EYFS) 2017
- Working together to safeguard children 2018
- Keeping children safe in education 2018
- Data Protection Act 2018
  
- What to do if you're worried a child is being abused 2015
- Counter-Terrorism and Security Act 2015.

Safeguarding and promoting the welfare of children, in relation to this policy is defined as:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

*(Definition taken from the HM Government document 'Working together to safeguard children 2018).*

## Policy intention

To safeguard children and promote their welfare we will:

- Create an environment to encourage children to develop a positive self-image
- Provide positive role models and develop a safe culture where staff are confident to raise concerns about professional conduct
- Support staff to notice the softer signs of abuse and know what action to take
- Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development
- Provide a safe and secure environment for all children
- Promote tolerance and acceptance of different beliefs, cultures and communities
- Help children to understand how they can influence and participate in decision-making and how to promote British values through play, discussion and role modelling
- Always listen to children
- Provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help they need
- Share information with other agencies as appropriate.

The nursery is aware that abuse does occur in our society and we are vigilant in identifying signs of abuse and reporting concerns. Our practitioners have a duty to protect and promote the welfare of children. Due to the many hours of care we are providing, staff may often be the first people to identify that there may be a problem. They may well be the first people in whom children confide information that may suggest abuse or to spot changes in a child's behaviour which may indicate abuse.

Our prime responsibility is the welfare and well-being of each child in our care. As such we believe we have a duty to the children, parents and staff to act quickly and responsibly in any instance that may come to our attention. This includes sharing information with any relevant agencies such as local authority services for children's social care, health professionals or the police. All staff will work with other agencies in the best interest of the child, including as part of a multi-agency team, where needed.

The nursery aims to:

- Keep the child at the centre of all we do
- Ensure staff are trained right from induction to understand the child protection and safeguarding policy and procedures, are alert to identify possible signs of abuse (including the signs known as softer signs of abuse), understand what is meant by child protection and are aware of the different ways in which children can be harmed, including by other children through bullying or discriminatory behaviour
- Be aware of the increased vulnerability of children with Special Educational Needs and Disabilities (SEND) and other vulnerable or isolated families and children
- Ensure that all staff feel confident and supported to act in the best interest of the child, share information and seek the help that the child may need
- Ensure that all staff are familiar and updated regularly with child protection training and procedures and kept informed of changes to local/national procedures, including thorough annual safeguarding newsletters and updates
- Make any child protection referrals in a timely way, sharing relevant information as necessary in line with procedures set out by Sefton LSCB (Sefton Local Safeguarding Children's Board)
- Ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest

- Keep the setting safe online using appropriate filters, checks and safeguards, monitoring access at all times
- Ensure that children are never placed at risk while in the charge of nursery staff
- Identify changes in staff behaviour and act on these as per the Staff Behaviour Policy
- Take any appropriate action relating to allegations of serious harm or abuse against any person working with children or living or working on the nursery premises including reporting such allegations to Ofsted and other relevant authorities
- Ensure parents are fully aware of child protection policies and procedures when they register with the nursery and are kept informed of all updates when they occur
- Regularly review and update this policy with staff and parents where appropriate and make sure it complies with any legal requirements and any guidance or procedures issued by the Sefton LSCB.

We will support children by offering reassurance, comfort and sensitive interactions. We will devise activities according to individual circumstances to enable children to develop confidence and self-esteem within their peer group and support them to learn how to keep themselves safe.

### **Contact telephone numbers**

Local authority children's social care team: 0845 140 0845

Designated Officer for the Local Authority Pauline Trubshaw 0151 934 3783 MOB 07739-920881

[Pauline.Trubshaw@sefton.gov.uk](mailto:Pauline.Trubshaw@sefton.gov.uk)

OfstedTelephone: **0300 123 1231**

Local Safeguarding Children Board (LSCB): 0151 934 4706/3366

Multi agency safeguarding hub: 0151 934 3319/4013

Non-emergency police **101**

Government helpline for extremism concerns **020 7340 7264**

e-referral: <http://seftonlscb.co.uk>

### **Types of abuse and particular procedures followed**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by harming them or by failing to act to prevent harm. Children may be abused within a family, institution or community setting by those known to them or a stranger. This could be an adult or adults, another child or children.

*What to do if you're worried a child is being abused (advice for practitioners) 2015.*

The signs and indicators listed below may not necessarily indicate that a child has been abused, but will help us to recognise that something may be wrong, especially if a child shows a number of these symptoms or any of them to a marked degree.

### **Indicators of child abuse**

- Failure to thrive and meet developmental milestones
- Fearful or withdrawn tendencies
- Unexplained injuries to a child or conflicting reports from parents or staff
- Repeated injuries
- Unaddressed illnesses or injuries
- Significant changes to behaviour patterns.

Softer signs of abuse as defined by National Institute for Health and Care Excellence (NICE) include:

- Low self-esteem
- Wetting and soiling
- Recurrent nightmares
- Aggressive behaviour
- Withdrawing communication
- Habitual body rocking
- Indiscriminate contact or affection seeking
- Over-friendliness towards strangers
- Excessive clinginess
- Persistently seeking attention.

### **Peer on peer abuse**

We are aware that peer on peer abuse does take place, so we include children in our policies when we talk about potential abusers. This may take the form of bullying, physically hurting another child, emotional abuse, or sexual abuse. We will report this in the same way as we do for adults abusing children, and will take advice from the appropriate bodies on this area.

### **Physical abuse**

Action needs to be taken if staff have reason to believe that there has been a physical injury to a child, including deliberate poisoning, where there is definite knowledge or reasonable suspicion that the injury was inflicted or knowingly not prevented. These symptoms may include bruising or injuries in an area that is not usual for a child, e.g. fleshy parts of the arms and legs, back, wrists, ankles and face.

Many children will have cuts and grazes from normal childhood injuries. These should also be logged and discussed with the nursery manager or room leader.

Children and babies may be abused physically through shaking or throwing. Other injuries may include burns or scalds. These are not usual childhood injuries and should always be logged and discussed with the designated safeguarding lead (DSL) and/or nursery manager.

### **Female genital mutilation**

This type of physical abuse is practised as a cultural ritual by certain ethnic groups and there is now more awareness of its prevalence in some communities in England including its effect on the child and any other siblings involved. This procedure may be carried out shortly after birth and during childhood as well as adolescence, just before marriage or during a woman's first pregnancy and varies widely according to the community<sup>1</sup>. Symptoms may include bleeding, painful areas, acute urinary retention, urinary infection, wound infection, septicaemia, incontinence, vaginal and pelvic infections with depression and post-traumatic stress disorder as well as physiological concerns. If you have concerns about a child relating to this area, you should contact children's social care team in the same way as other types of physical abuse. There is a mandatory duty to report to police any case where an act of female genital mutilation appears to have been carried out on a girl under the age of 18, we will ensure this is followed in our setting.

### **Breast Ironing**

Breast ironing also known as "breast flattening" is the process where young girls' breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the

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1 [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/512906/Multi\\_Agency\\_Statutory\\_Guidance\\_on\\_FGM\\_-\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf)

breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage. Although this is unlikely to happen to children in the nursery due to their age, we will ensure any signs of this in young adults or older children are followed up using the usual safeguarding referral process.

### **Fabricated illness**

This is also a type of physical abuse. This is where a child is presented with an illness that is fabricated by the adult carer. The carer may seek out unnecessary medical treatment or investigation. The signs may include a carer exaggerating a real illness or symptoms, complete fabrication of symptoms or inducing physical illness, e.g. through poisoning, starvation, inappropriate diet. This may also be presented through false allegations of abuse or encouraging the child to appear disabled or ill to obtain unnecessary treatment or specialist support.

### **Sexual abuse**

Action needs be taken if the staff member has witnessed an occasion(s) where a child indicated sexual activity through words, play, drawing, had an excessive preoccupation with sexual matters or had an inappropriate knowledge of adult sexual behaviour or language. This may include acting out sexual activity on dolls/toys or in the role play area with their peers, drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual language or words. The child may become worried when their clothes are removed, e.g. for nappy changes.

The physical symptoms may include genital trauma, discharge and bruises between the legs or signs of a sexually transmitted disease (STD). Emotional symptoms could include a distinct change in a child's behaviour. They may be withdrawn or overly extroverted and outgoing. They may withdraw away from a particular adult and become distressed if they reach out for them, but they may also be particularly clingy to a potential abuser so all symptoms and signs should be looked at together and assessed as a whole.

If a child starts to talk openly to an adult about abuse they may be experiencing the procedure below will be followed:

#### **Procedure:**

- The adult should reassure the child and listen without interrupting if the child wishes to talk
- The observed instances will be detailed in a confidential report
- The observed instances will be reported to the nursery manager or DSL
- The matter will be referred to the local authority children's social care team (see reporting procedures).

### **Child sexual exploitation (CSE)**

Working Together to Safeguard Children defines CSE as “...a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.”

We will be aware of the possibility of CSE and the signs and symptoms this may manifest as. If we have concerns we will follow the same procedures as for other concerns and we will record and refer as appropriate.

### **Emotional abuse**

Action should be taken if the staff member has reason to believe that there is a severe, adverse effect on the behaviour and emotional development of a child, caused by persistent or severe ill treatment or rejection.

This may include extremes of discipline where a child is shouted at or put down on a consistent basis, lack of emotional attachment by a parent, or it may include parents or carers placing inappropriate age or developmental expectations upon them. Emotional abuse may also be imposed through the child witnessing domestic abuse and alcohol and drug misuse by adults caring for them.

The child is likely to show extremes of emotion with this type of abuse. This may include shying away from an adult who is abusing them, becoming withdrawn, aggressive or clingy in order to receive their love and attention. This type of abuse is harder to identify as the child is not likely to show any physical signs.

### **Neglect**

Action should be taken if the staff member has reason to believe that there has been any type of neglect of a child (for example, by exposure to any kind of danger, including cold, starvation or failure to seek medical treatment, when required, on behalf of the child), which results in serious impairment of the child's health or development, including failure to thrive.

Signs may include a child persistently arriving at nursery unwashed or unkempt, wearing clothes that are too small (especially shoes that may restrict the child's growth or hurt them), arriving at nursery in the same nappy they went home in or a child having an illness or identified special educational need or disability that is not being addressed by the parent. A child may also be persistently hungry if a parent is withholding food or not providing enough for a child's needs.

Neglect may also be shown through emotional signs, e.g. a child may not be receiving the attention they need at home and may crave love and support at nursery. They may be clingy and emotional. In addition, neglect may occur through pregnancy as a result of maternal substance abuse.

### **Domestic Abuse / Honour Based Violence / Forced Marriages**

We look at these areas as a child protection concern. Please refer to the separate policy for further details on this.

### **Reporting Procedures**

All staff have a responsibility to report safeguarding concerns and suspicions of abuse. These concerns will be discussed with the designated safeguarding lead (DSL) as soon as possible.

- Staff will report their concerns to the DSL (in the absence of the DSL they will be reported to the Deputy DSL)
- Any signs of marks/injuries to a child or information a child has given will be recorded and stored securely
- If appropriate, the incident will be discussed with the parent/carer, such discussions will be recorded and the parent will have access to these records on request
- If there are queries/concerns regarding the injury/information given then the following procedures will take place:

The designated safeguarding lead will:

- Contact the local authority children's social care team to report concerns and seek advice (if it is believed a child is in immediate danger we will contact the police)
- Inform Ofsted
- Record the information and action taken relating to the concern raised
- Speak to the parents (unless advised not do so by LA children's social care team)
- The designated safeguarding lead will follow up with the Local Authority children's social care team if they have not contacted the setting within the timeframe set out in Working Together to Safeguarding Children (2018). We will never assume that action has been taken,

Keeping children safe is our highest priority and if, for whatever reason, staff do not feel able to report concerns to the DSL or deputy DSL they should call the Local Authority children's social care team or the NSPCC and report their concerns anonymously.

These contact numbers are displayed in each play room, in the office and on staff lanyards. The numbers are also available on the Sefton LSBC website <https://seftonlscb.org.uk/lscb>

### **Recording Suspicions of Abuse and Disclosures**

Staff should make an objective record of any observation or disclosure, supported by the nursery manager or designated safeguarding lead (DSL). This record should include:

- Child's name
- Child's address
- Age of the child and date of birth
- Date and time of the observation or the disclosure
- Exact words spoken by the child
- Exact position and type of any injuries or marks seen
- Exact observation of any incident including any concern was reported, with date and time; and the names of any other person present at the time
- Any discussion held with the parent(s) (where deemed appropriate).

These records should be signed by the person reporting this and the DSL, deputy DSL or the manager in charge, dated and kept in a separate confidential file.

If a child starts to talk to an adult about potential abuse it is important not to promise the child complete confidentiality. This promise cannot be kept. It is vital that the child is allowed to talk openly and disclosure is not forced or words put into the child's mouth. As soon as possible after the disclosure details must be logged accurately.

It may be thought necessary that through discussion with all concerned the matter needs to be raised with the local authority children's social care team and Ofsted. Staff involved may be asked to supply details of any information/concerns they have with regard to a child. The nursery expects all members of staff to co-operate with the local authority

children's social care, police, and Ofsted in any way necessary to ensure the safety of the children.

Staff must not make any comments either publicly or in private about the supposed or actual behaviour of a parent or member of staff.

### **Informing parents**

Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the local authority children's social care team/police does not allow this. This will usually be the case where the parent or family member is the likely abuser or where a child may be endangered by this disclosure. In these cases the investigating officers will inform parents.

### **Confidentiality**

All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information is shared in line with guidance from the local authority.

### **Support to families**

The nursery takes every step in its power to build up trusting and supportive relations among families, staff, students and volunteers within the nursery.

The nursery continues to welcome the child and the family whilst enquiries are being made in relation to abuse in the home situation. Parents and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interest of the child.

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, only if appropriate in line with guidance of the local authority with the proviso that the care and safety of the child is paramount. We will do all in our power to support and work with the child's family.

### **Allegations against adults working or volunteering with children**

If an allegation is made against a member of staff, student or volunteer or any other person who lives or works on the nursery premises regardless of whether the allegation relates to the nursery premises or elsewhere, we will follow the procedure below.

The allegation should be reported to the senior manager on duty. If this person is the subject of the allegation then this should be reported to the owner or deputy manager instead.

The Designated Officer (DO) and Ofsted will then be informed immediately in order for this to be investigated by the appropriate bodies promptly:

- The DO will be informed immediately for advice and guidance
- If as an individual you feel this will not be taken seriously or are worried about the allegation getting back to the person in question then it is your duty to inform the DO yourself directly
- A full investigation will be carried out by the appropriate professionals (DO, Ofsted) to determine how this will be handled
- The nursery will follow all instructions from the DO and Ofsted and ask all staff members to do the same and co-operate where required
- Support will be provided to all those involved in an allegation throughout the external investigation in line with DO support and advice

- The nursery reserves the right to suspend any member of staff during an investigation
- All enquiries/external investigations/interviews will be documented and kept in a locked file for access by the relevant authorities
- Unfounded allegations will result in all rights being reinstated
- Founded allegations will be passed on to the relevant organisations including the local authority children's social care team and where an offence is believed to have been committed, the police, and will result in the termination of employment. Ofsted will be notified immediately of this decision. The nursery will also notify the Disclosure and Barring Service (DBS) to ensure their records are updated
- All records will be kept until the person reaches normal retirement age or for 21 years and 3 months years if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids any unnecessary reinvestigation
- The nursery retains the right to dismiss any member of staff in connection with founded allegations following an inquiry
- Counselling will be available for any member of the nursery who is affected by an allegation, their colleagues in the nursery and the parents.

### **Monitoring children's attendance**

As part of our requirements under the statutory framework and guidance documents we are required to monitor children's attendance patterns to ensure they are consistent and no cause for concern.

Parents should please inform the nursery prior to their children taking holidays or days off, and all sickness should be called into the nursery or recorded on the family app on the day so the nursery management are able to account for a child's absence.

If a child has not arrived at nursery within one hour of their normal start time the parents may be called or messaged to ensure the child is safe and healthy.

Where a child is part of a child protection plan, or during a referral process, any absences will immediately be reported to the local authority children's social care team to ensure the child remains safeguarded.

This should not stop parents taking precious time with their children, but enables children's attendance to be logged so we know the child is safe.

### **Looked after children**

As part of our safeguarding practice we will ensure our staff are aware of how to keep looked after children safe. In order to do this we ask that we are informed of:

- The legal status of the child (e.g. whether the child is being looked after under voluntary arrangements with consent of parents or on an interim or full care order)
- Contact arrangements for the biological parents (or those with parental responsibility)
- The child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her
- The details of the child's social worker and any other support agencies involved

- Any child protection plan or care plan in place for the child in question.

Please refer to the Looked After Children policy for further details.

### **Staffing and volunteering**

Our policy is to provide a secure and safe environment for all children. We only allow an adult who is employed by the nursery to care for children and who has an enhanced clearance from the Disclosure and Barring Service (DBS) to be left alone with children. We will obtain enhanced criminal records checks (DBS) for all volunteers and do not allow any volunteers to be unsupervised with children.

All staff will attend child protection training and receive initial basic child protection training during their induction period. This will include the procedures for spotting signs and behaviours of abuse and abusers/potential abusers, recording and reporting concerns and creating a safe and secure environment for the children in the nursery. During induction staff will be given contact details for the DO (Designated officer), the local authority children's social care team and Ofsted to enable them to report any safeguarding concerns, independently, if they feel it necessary to do so.

We have named persons within the nursery who take lead responsibility for safeguarding and co-ordinate child protection and welfare issues, known as the Designated Safeguarding Leads (DSL), there is always at least one designated person on duty during all opening hours of the setting. These designated persons will receive comprehensive training at least every two years and update their knowledge on an ongoing basis, but at least once a year.

The nursery DSL's liaise with the local authority children's social care team, undertakes specific training, including a child protection training course, and receives regular updates to developments within this field. They in turn support the ongoing development and knowledge update of all staff on the team.

Although, under the EYFS, we are only required to have one designated lead for safeguarding, for best practice and to ensure cover at all times, we have two designated leads in place. This enables safeguarding to stay high on our priorities at all times. There will always be at least one designated lead on duty at all times our provision is open. This will ensure that prompt action can be taken if concerns are raised.

The Designated Safeguarding Leads (DSL) at the nursery are: **Victoria Blundell and Natalie Lowe**

- We provide adequate and appropriate staffing resources to meet the needs of all children
- Applicants for posts within the nursery are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information
- We give staff members, volunteers and students regular opportunities to declare changes that may affect their suitability to care for the children. This includes information about their health, medication or about changes in their home life such as child protection plans for their own children
- We request DBS checks on an a 5 year basis/or we use the DBS update service (with staff consent) to re-check staff's criminal history and suitability to work with children

- We abide by the requirements of the EYFS and any Ofsted guidance in respect to obtaining references and suitability checks for staff, students and volunteers, to ensure that all staff, students and volunteers working in the setting are suitable to do so
- We ensure we receive at least two written references for new member of staff.
- All students will have enhanced DBS checks conducted on them before their placement starts
- Volunteers, including students, do not work unsupervised
- We abide by the requirements of the Safeguarding Vulnerable Groups Act 2006 and the Childcare Act 2006 in respect of any person who is disqualified from providing childcare, is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern
- We have procedures for recording the details of visitors to the nursery and take security steps to ensure that we have control over who comes into the nursery so that no unauthorised person has unsupervised access to the children
- All visitors/contractors will be supervised whilst on the premises, especially when in the areas the children use
- As a staff team we will be fully aware of how to safeguard the whole nursery environment and be aware of potential dangers on the nursery boundaries such as drones or strangers lingering. We will ensure the children remain safe at all times
- The Staff Behaviour Policy sits alongside this policy to enable us to monitor changes in behaviours that may cause concern. All staff sign up to this policy too to ensure any changes are reported to management so we are able to support the individual staff member and ensure the safety and care of the children is not compromised
- All staff have access to and comply with the whistleblowing policy which will enable them to share any concerns that may arise about their colleagues in an appropriate manner
- Signs of inappropriate staff behaviour may include inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images. This is not an exhaustive list, any changes in behaviour must be reported and acted upon immediately
- All staff will receive regular supervision meetings where opportunities will be made available to discuss any issues relating to individual children, child protection training and any needs for further support
- We use peer on peer and manager observations in the setting to ensure that the care we provide for children is at the highest level and any areas for staff development are quickly highlighted. Peer observations allow us to share constructive feedback, develop practice and build trust so that staff are able to share any concerns they may have. Any concerns are raised with the designated lead and dealt with in an appropriate and timely manner
- The deployment of staff within the nursery allows for constant supervision and support. Where children need to spend time away from the rest of the group, the door will be left ajar or other safeguards will be put into action to ensure the safety of the child and the adult.

We also operate a Phones and Other Electronic Devices and Social Media policy which states how we will keep children safe from these devices whilst at nursery. This also links to our Online Safety policy.

### **Extremism – the Prevent Duty**

Under the Counter-Terrorism and Security Act 2015 we have a duty to refer any concerns of extremism to the police (In Prevent priority areas the local authority will have a Prevent lead who can also provide support).

This may be a cause for concern relating to a change in behaviour of a child or family member, comments causing concern made to a member of the team (or other persons in the setting) or actions that lead staff to be worried about the safety of a child in their care. We have a Prevent Duty and Radicalisation policy in place. Please refer to this for specific details.

### **Online Safety.**

We take the safety of our children very seriously and this includes their online safety. Please refer to the Online Safety policy for details on this.

### **Human Trafficking and Slavery**

Please refer to our Human Trafficking and Slavery policy for detail on how we keep children safe in this area.

Our nursery has a clear commitment to protecting children and promoting welfare. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the nursery manager/owner/DSL at the earliest opportunity.

## Appendix 3 – Early Days Promoting Positive Behaviour Policy

EYFS: 3.2, 3.52, 3.53

At Early Days we believe that children flourish best when they know how they and others are expected to behave. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. The nursery actively promotes British values and encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the nursery we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both in their own environment and that of others around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

We aim to:

- Recognise the individuality of all our children and that some behaviours are normal in young children e.g. biting
- Encourage self-discipline, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children
- Encourage parents and other visitors to be positive role models and challenge any poor behaviour shown
- Work in partnership with parents by communicating openly
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate
- Supporting and developing self-regulation and empathy as appropriate to the stage of development
- Have a named person who has overall responsibility for behaviour management.

**The named person (Victoria Blundell) for managing behaviour will:**

- Advise and support other staff on behaviour issues

- Along with each room leader, keep up to date with legislation and research relating to behaviour
- Support changes to policies and procedures in the nursery
- Access relevant sources of expertise where required and act as a central information source for all involved
- Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. Keep a record of staff attendance at this training.

Our nursery rules are concerned with safety, care and respect for each other. We keep the rules to a minimum and ensure that these are age and stage appropriate. We regularly involve children in the process of setting rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

Children who behave inappropriately, for example, by physically abusing another child or adult e.g. biting, or through verbal bullying, are helped to talk through their actions and apologise where appropriate. We make sure that the child who has been upset is comforted and the adult will confirm that the other child's behaviour is not acceptable. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child.

#### **When children behave in unacceptable ways:**

- We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking
- We will only use physical intervention for the purpose of averting immediate danger or personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary and in accordance with the EYFS statutory framework (3.52). We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable
- We recognise that for some children there may be specific development needs that mean regular and ongoing restraint may be necessary to keep themselves and others safe from harm. Any restraint used will be carried out by staff who have received specialist restraint training and staff will use techniques and guidance recommended by the approved training provider. Specialist restraint arrangements will be agreed with parents and recorded. We will complete an incident form following any use of restraint and notify the parents the same day
- We do not single out children or humiliate them in any way. Where children use unacceptable behaviour they will, wherever possible, be re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
- Staff will not raise their voices (other than to keep children safe)
- In any case of misbehaviour, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- We decide how to handle a particular type of behaviour depending on the child's age, level of development and the circumstances surrounding the

behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate

- We help staff to reflect on their own responses towards challenging behaviours to ensure that their reactions are appropriate
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with inappropriate behaviour in nursery at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between their home and the nursery. In some cases we may request additional advice and support from other professionals, such as an educational psychologist
- We support children in developing non-aggressive strategies to enable them to express their feelings
- We keep confidential records on any inappropriate behaviour that has taken place. We inform parents and ask them to read and sign any incidents concerning their child
- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour modification plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The manager will complete risk assessments identifying any potential triggers or warning signs ensuring other children's and staff's safety at all times. In these instances we may remove a child from an area until they have calmed down.

### **Anti-bullying**

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years.

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling.

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

At our nursery, staff follow the procedure below to enable them to deal with challenging behaviour:

- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way

- Children are helped to understand that using aggression to get things, is inappropriate and they will be encouraged to resolve problems in other ways
- Our staff will intervene when they think a child is being bullied, however mild or harmless it may seem
- Staff will initiate games and activities with children when they feel play has become aggressive, both indoors or out
- Staff will sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour
- We will ensure that this policy is available for staff and parents
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the nursery
- All concerns will be treated in the strictest confidence.

By positively promoting good behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop as responsible members of society.



## Appendix 4 – General Welfare and Weather Risk Assessment

**Assessor:** Rebecca Guinness and Kathryn Wilson

**Date:** 18/04/20

**Review Date:** 18/04/21

	Hazard	Persons at risk	Existing Preventative Measures	Probability (P) 1-5	Severity (S) 1-5	Rating (P) x (S) 1-25	What measures need to be taken	By who/confirmation of understanding or completion
1	Weather	Children and staff	<ul style="list-style-type: none"> <li>Leaders check local weather forecast and check if site is open on the National Trust website before leaving nursery.</li> <li>Visit will be cancelled if deemed unsafe due to high winds or extreme temperatures.</li> </ul>	4	1	4	<ul style="list-style-type: none"> <li>Explain to the children the effects of weather and any risks involved in visiting the woods during bad weather</li> </ul>	Forest School Leader
2	High winds	Children and staff	<ul style="list-style-type: none"> <li>Leaders check local weather forecast and check if site is open on the National Trust website before leaving nursery.</li> <li>Group will not leave nursery if the wind is deemed too high</li> </ul>	2	4	8	<ul style="list-style-type: none"> <li>Forest School Leader collaborates with nursery management to make a decision on weather before group leaves nursery</li> </ul>	Forest School Leader
3	Inappropriate footwear and clothing	Children and staff	<ul style="list-style-type: none"> <li>A list of appropriate clothing is given to parents in advance of</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>The visit will be cancelled if group are inadequately equipped</li> </ul>	Forest School Leader

			<p>sessions.</p> <ul style="list-style-type: none"> <li>Parents are advised the day before what the weather forecast says and which clothes are appropriate.</li> </ul>					
4	General health and welfare	Children and staff	<ul style="list-style-type: none"> <li>Warm drinks are provided in cold weather (using flasks) and cold drinks provided in warm weather</li> <li>Snack is provided</li> <li>Leader manages the group depending on knowledge of the children and their feelings such as tiredness or hyperactivity</li> </ul>	1	4	4	<ul style="list-style-type: none"> <li>Ensure medical information, emergency contact details and first aid kit is taken to the woods.</li> <li>Ensure all staff are aware of any food/drink allergies and any other health issues.</li> </ul>	Forest School Leader
5	The sun	Children and staff	<ul style="list-style-type: none"> <li>Staff, parents and guardians will be advised to bring sun cream, hats and sunglasses for their children.</li> <li>Parents will be asked for children to arrive with sun cream already on.</li> </ul>	2	2	4	<ul style="list-style-type: none"> <li>Group advised to wear appropriate clothing, hats and sun protection.</li> <li>Children to be taught about how to recognise signs of sunburn/heatstroke and how to minimise risk by having keeping hydrated or sitting in the shade.</li> </ul>	Forest School Leader

			<ul style="list-style-type: none"> <li>• Staff will carry nursery sun cream for reapplication.</li> <li>• Plenty of water will be available for the children to drink.</li> <li>• Forest School leader will try and find a sheltered area for the session. If this is not possible then a sheltered area will be made for the children to sit under.</li> </ul>					
6	Medical problems	Children and staff	<ul style="list-style-type: none"> <li>• Leader to ensure all parents are aware of the trip and all staff are aware of any allergies/medical considerations.</li> <li>• Any medication which is to be taken to the woods must have a medicine form.</li> </ul>	3	3	6	<ul style="list-style-type: none"> <li>• Leader will keep a record of consent form information e.g. application of plasters.</li> <li>• Medical information to be taken with us to the woods.</li> </ul>	Forest School Leader
7	Accident or health problem occurring	Children and staff	<ul style="list-style-type: none"> <li>• Leader trained in Rescue Emergency Care (outdoor first aid), group leadership, hazard perception and carry first aid kits and emergency shelters.</li> <li>• Staff trained in paediatric first aid.</li> <li>• Leader to use mobile phone to contact emergency services and</li> </ul>	2	4	8	<ul style="list-style-type: none"> <li>• The leader will take control of any accident/health situations</li> <li>• In the case of an emergency, the Emergency Action Plan will be followed which can be found in our First Aid policy</li> </ul>	Forest School Leader

			nursery management						
			• Leaders carry medical information provided by parents and emergency contact forms.						

## Appendix 5 – Site Risk Assessment

**Location:** Sefton Coast Woodlands, St Luke's Church Road (grid ref 27982 06816)

**Assessor:** Rebecca Guinness and Kathryn Wilson

**Date:** 20/04/20

**Review Date:** 20/04/21

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### **DESCRIPTION OF SITE:**

**Owner:** Sefton Metropolitan Borough Council

**Managed By:** National Trust

**Address:** Victoria Road, Formby, Merseyside, L37 1JL

**Contact Names and Details:** Sally Orritt – 07483355985

The woodland is dominated by coniferous trees with a small number of broad-leaved trees mixed in. The wood is accessed extensively by dog walkers and visitors interested in conservation and wildlife.

**Shooting:** No access

**Debris:** Some litter may be present but litter bins are provided

**Animals:** The woodland is a conservation area for Red Squirrels. Other small mammals, birds and insects are also present.

**Dogs:** The site is open to the public and used for dog walking. Dog faeces may be present although visitors usually clean up after themselves.

**Flora and Fauna:** The woodland is mostly made up of pine trees with some broad-leaved trees and a variety of brambles, bushes and nettles. These provide a habitat for Red Squirrels as well as a number of birds, insects and other small mammals. The soil is very sandy as the woods lead onto the sand dunes and beach.

**Access:** There are a large number of public footpaths and access points. We will access the woods through the entrance on St Luke's Church Road and move off the footpaths into the woods.

**Vehicles:** Only authorised vehicles access the site

**Water:** There is a shallow pond in the woodlands. We do not use this area.

**Interesting features:** The woodland dates back to 1784 and was originally built to stabilise the sand dunes. It is now used as a conservation area for red squirrels.

**Telephone access:** Mobile phone signal is full strength.

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	Hazard	Persons at Risk	Existing Preventative Measures	Probability (P) 1-5	Severity (S) 1-5	Rating (P) x (S) 1-25	What measures need to be taken	By who/confirmation of understanding or completion
1	<b>Vehicles on site</b>	Children and staff	<ul style="list-style-type: none"> <li>The area we use has no access for public vehicles but sometimes National Trust vehicles may enter for maintenance reasons</li> <li>On the paths we use to walk to our area, the adults are aware of any vehicles approaching</li> </ul>	1	4	4	<ul style="list-style-type: none"> <li>Ensure that the group knows what to do if a vehicle is approaching, stand out of the way of the vehicle so it can pass and using "looking eyes" to watch for approaching vehicles</li> </ul>	<ul style="list-style-type: none"> <li>Forest School leader to ensure that the group know what to do if a vehicle approaches</li> </ul>
2	<b>Litter and debris</b> Cut Trip Entrapment Suffocation	Children and staff	<ul style="list-style-type: none"> <li>There is minimal litter in the woods</li> <li>there are plenty of bins available</li> </ul>	3 2 2 1	3 2 2 5	9 4 4 5	<ul style="list-style-type: none"> <li>Ensure the children know not to touch any litter or debris</li> <li>ensure that children report any litter or debris so it can be removed safely</li> <li>Encourage the children to put any litter they have in the bins provided</li> </ul>	<ul style="list-style-type: none"> <li>Forest School leader to ensure that the children are aware of the dangers</li> <li>Leader and staff to safely remove any litter, wearing gloves</li> </ul>
3	<b>Paths &amp; Tracks</b> Broken, trip Uneven, trip Slippery, slip	Children and staff	<ul style="list-style-type: none"> <li>The main paths are maintained by the National Trust</li> </ul>	2 2 2	2 2 3	4 6 6	<ul style="list-style-type: none"> <li>Ensure the children take care and don't run</li> <li>ensure FS leader is at the front at all times to identify hazards and inform the rest of the group</li> </ul>	<ul style="list-style-type: none"> <li>Leader to warn of potential dangers</li> <li>leader to report any broken pathways to National Trust</li> </ul>

							<ul style="list-style-type: none"> <li>• Make sure children are using their “looking eyes” when walking on the paths to avoid injuries</li> </ul>	
4	<b>Exposed roots &amp; other hazards off main paths</b> Trip Slip	Children and staff	<ul style="list-style-type: none"> <li>• Main hazards: dead wood, debris, rootstock and brambles</li> </ul>	3 4	2 3	6 12	<ul style="list-style-type: none"> <li>• ensure FS leader is at the front at all times to identify hazards and inform the rest of the group</li> </ul>	<ul style="list-style-type: none"> <li>• Leader to warn of potential dangers</li> </ul>
5	<b>Broken, steps and steep paths</b> trip slip fall	Children and staff	<ul style="list-style-type: none"> <li>• The paths are well maintained and flat</li> <li>• no steps</li> </ul>	1 1 1	2 2 3	2 2 3	<ul style="list-style-type: none"> <li>• Ensure the group are aware of any path gradient changes in advance</li> <li>• ensure children are using their “walking feet” when on the paths</li> </ul>	<ul style="list-style-type: none"> <li>• Leader to ensure that the gradient of the path is appropriate to the group</li> </ul>
6	<b>Holes, animal burrows, ditches</b> falling getting trapped	Children and staff	<ul style="list-style-type: none"> <li>• Risk assessment carried out before setting up to spot any holes</li> </ul>	1 1	4 4	4 4	<ul style="list-style-type: none"> <li>• Ensure the group know to come away from any holes and inform the FS leader</li> </ul>	<ul style="list-style-type: none"> <li>• If an area is found then the leader will remove the children from risk</li> </ul>
7	<b>Broken walls, fences and boundaries</b> cut crushing tripping entrapment	Children and staff	<ul style="list-style-type: none"> <li>• Boundaries are in good repair</li> </ul>	1 1 1 1	2 4 2 2	2 4 2 2	<ul style="list-style-type: none"> <li>• Ensure area chosen does not contain broken fences</li> </ul>	<ul style="list-style-type: none"> <li>• The leader to find any broken fences when marking out boundary</li> </ul>
8	<b>Low branches on paths</b> banging head poking in eyes	Children and staff	<ul style="list-style-type: none"> <li>• Trees and branches are kept clear from over paths</li> </ul>	1 1	4 4	4 4	<ul style="list-style-type: none"> <li>• Leader is at the front to warn of any low branches</li> <li>• ensure children are constantly looking</li> </ul>	<ul style="list-style-type: none"> <li>• Leader at the front</li> </ul>

							ahead when walking to avoid injuries using their “looking eyes”	
9	<b>Low branches on site</b> banging head poking in eyes	Children and staff	<ul style="list-style-type: none"> <li>Children are warned to avoid low branches</li> </ul>	1 3	4 4	4 <b>12</b>	<ul style="list-style-type: none"> <li>Leader to assess area and warn of any low hanging branches</li> </ul>	<ul style="list-style-type: none"> <li>Leader to risk assess area before play</li> </ul>
10	<b>Dead trees and branches</b> Impact crush tripping	Children and staff	<ul style="list-style-type: none"> <li>There may be dead branches hanging from the trees or on the ground</li> </ul>	2 1 3	4 5 2	8 5 6	<ul style="list-style-type: none"> <li>Leader to assess area and warn of any dead branches</li> <li>making sure children don't climb on any deadwood</li> </ul>	<ul style="list-style-type: none"> <li>Leader to risk assess area before play</li> </ul>
11	<b>Dogs</b> attack faeces	Children and staff	<ul style="list-style-type: none"> <li>Dog walkers are encouraged to pick up faeces and bins are present</li> </ul>	1 2	4 2	4 4	<ul style="list-style-type: none"> <li>Formby pinewoods are regularly used by dog walkers.</li> <li>Children are aware of hazards and know to cross arms when dogs approach.</li> <li>Leader to check for faeces during risk assessment and remove</li> <li>Children and staff to report any faeces to leader for removal</li> </ul>	<ul style="list-style-type: none"> <li>The leader</li> </ul>
12	<b>Members of the public</b> Interference Abduction Attack	Children and staff	<ul style="list-style-type: none"> <li>Procedures ensuring correct ratios of adults to children</li> </ul>	2 2 2	4 5 5	8 10 10	<ul style="list-style-type: none"> <li>Ensure all procedures are followed to prevent interference from the general public</li> </ul>	<ul style="list-style-type: none"> <li>The leader to ensure procedures are followed at all times</li> </ul>
13	<b>Pond</b> Drowning	Children and staff	<ul style="list-style-type: none"> <li>Area chosen for play is away from any water</li> </ul>	1	5	5	<ul style="list-style-type: none"> <li>FS leader to set up boundaries far away from any water</li> </ul>	<ul style="list-style-type: none"> <li>The leader to ensure area chosen is safe</li> </ul>

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## **ASSESSORS COMMENTS**

The Formby Pinewoods is an interesting example of a coniferous woodland with a variety of uses. The general public access the woodland on a regular basis for recreational purposes such as dog walking.

When using this site the **ASSESSORS RECOMMENDATIONS** will be followed.

Assessors main concerns:

- Public access to the wood means that there is open access to the site. Area chosen for the session must be off the main pathways.
- Fire is prohibited and therefore all Forest School fires will be done back at Nursery.
- Dog walkers are very common in the woods. All leaders and staff should be vigilant for dogs entering our area and follow procedures. Leaders and staff must also be aware that faeces may be in our area and must remove it wearing gloves if found.
- The pond, although it is shallow, poses a minor hazard. The area chosen by the Forest School leader will be far away from the pond.
- The area chosen for play may change each week. The Forest School leader must complete an initial risk assessment before the children are let to play. This risk assessment should be ongoing throughout the session.

Assessors main positive features:

- Environmental and conservational activities can be incorporated into our programme, thus contributing to the woodland management plan and providing the group with a deeper level of understanding of the importance of this.

## **ASSESSORS RECOMMENDATIONS**

- Forest school leaders must be careful when choosing an area, keeping in mind: public access, dogs, debris and litter, poisonous plants and fungi, water and any other risks
- Forest school leaders will carry information on them to show that permission has been granted for the project and explain what the programme is about.
- Forest schools policies and procedures will be followed at all times

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## Appendix 6 – Water Risk Assessment

This activity risk assessment must be used in conjunction with:

**Risk Assessments:** **General Welfare & Weather**  
**Specific Site Woodland Assessment**  
**Related Activity Risk Assessments**

**Assessor:** Rebecca Guinness and Kathryn Wilson

**Date:** 20/04/20

**Review Date:** 20/04/21

In the event of water being found on site									
	Hazard	Harm	Persons at Risk	Existing Preventative Measures	Probability (P) 1-5	Severity (S) 1-5	Rating (P) x (S) 1-25	What measures need to be taken	By who/confirmation of understanding or completion
1	Deep Water (still)	<ul style="list-style-type: none"> <li>• Drowning</li> <li>• Disease</li> </ul>	Children and staff	<ul style="list-style-type: none"> <li>• Where water is present on site group are given a safety brief</li> <li>• Standing water to be assessed for disease</li> </ul>	2	5	10	<ul style="list-style-type: none"> <li>• The group will be made fully aware of the Forest Schools water safety procedures</li> <li>• aim to de-mystify the interest and intrigue in the water by carrying out practical safety briefs</li> <li>• groups informed of the dangers of disease from stagnant water</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders to follow policy on water and carry out appropriate safety briefs</li> </ul>
2	Shallow Water (still)								
3	Streams								
4	Rivers								
5	Getting wet	<ul style="list-style-type: none"> <li>• hypothermia</li> </ul>	Children and staff	<ul style="list-style-type: none"> <li>• Check weather and take appropriate clothing and equipment</li> <li>• see General Weather Risk Assessment</li> </ul>	2	5	10	<ul style="list-style-type: none"> <li>• Ensure that all activities involving water consider the weather conditions</li> <li>• make sure the leader has spare clothes in the general kit bag</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders to follow policy on water and carry out appropriate safety briefs</li> </ul>

## Appendix 7 – Collecting Natural Materials Risk Assessment

This activity risk assessment must be used in conjunction with:

**Risk Assessments:** General Welfare & Weather  
 Specific Site Woodland Assessment  
 Related Activity Risk Assessments

**Procedures:** Lifting  
 Site safety

**Assessor:** Rebecca Guinness and Kathryn Wilson

**Date:** 19/04/20

**Review Date:** 19/04/21

Description of activity – activities that involve collecting natural materials									
	Hazard	Harm	Persons at Risk	Existing Preventative Measures	Probability (P) 1-5	Severity (S) 1-5	Rating (P) x (S) 1-25	What measures need to be taken	By who/confirmation of understanding or completion
1	Weather	<ul style="list-style-type: none"> <li>• Hypothermia</li> <li>• sunburn</li> </ul>	Children and staff	<ul style="list-style-type: none"> <li>• General welfare and weather risk assessment completed</li> </ul>	4	1	4	<ul style="list-style-type: none"> <li>• Children to be dressed appropriately before leaving for the woods</li> <li>• Equipment carried with us for cold/hot weather including warm/cold drinks</li> </ul>	Forest School Leader
2	Woodland site	<ul style="list-style-type: none"> <li>• Slips</li> <li>• trips</li> <li>• falls</li> <li>• bangs</li> </ul>	Children and staff	<ul style="list-style-type: none"> <li>• Woodland Site specific risk assessment completed</li> </ul>	3	3	9	<ul style="list-style-type: none"> <li>• Group to be made aware of aspects highlighted in the woodlands Site Risk Assessment</li> </ul>	Forest School Leader to ensure Woodlands Risk assessment is used on site
3	Lifting materials	<ul style="list-style-type: none"> <li>• Back injury</li> <li>• muscle</li> </ul>	Children and staff	<ul style="list-style-type: none"> <li>• Correct lifting procedures used</li> </ul>	1	4	4	<ul style="list-style-type: none"> <li>• Staff to be aware of the lifting procedure</li> </ul>	Forest School Leader to ensure correct lifting

		strain injury		<ul style="list-style-type: none"> <li>(see handbook) Children encouraged to work together to carry heavy items</li> <li>Adults to model correct lifting procedures e.g. bending the knees and keeping the back straight.</li> </ul>				and model it for the children	procedures are being used
4	Insects and plants	<ul style="list-style-type: none"> <li>Stings</li> <li>anaphylactic shock</li> </ul>	Children and staff	<ul style="list-style-type: none"> <li>Avoid areas that contain stinging plants and insects</li> <li>Guide produced to help identify stinging plants and insects and carried in Forest School bag</li> </ul>	4 1	1 5	4 5	<ul style="list-style-type: none"> <li>Explain to children and staff which plants may sting and avoid areas containing them.</li> <li>Children to be told not to touch spiky plants and nettles.</li> </ul>	<ul style="list-style-type: none"> <li>Leader to ensure boundaries do not include stinging plants</li> <li>Staff to watch for stinging insects/plants</li> </ul>
5	Litter & Debris	<ul style="list-style-type: none"> <li>Cutting hands</li> </ul>	Children and staff	<ul style="list-style-type: none"> <li>Leader to risk assess area while setting up boundaries and remove any litter or sharp objects, making the area safe</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>Ensure the group are aware of potential hazards.</li> <li>If any litter is found the leader is to be informed and the children told not to touch it.</li> </ul>	<ul style="list-style-type: none"> <li>Leader to check the area while setting up boundaries</li> <li>Staff to keep an eye out for any missed litter during the session</li> </ul>
6	Uneven Ground	<ul style="list-style-type: none"> <li>Trips</li> <li>slips</li> <li>falls</li> </ul>	Children and staff	<ul style="list-style-type: none"> <li>Area to be risk assessed while leader sets up boundaries to ensure the terrain is suitable for children</li> </ul>	3	3	9	<ul style="list-style-type: none"> <li>Ensure the group are told to watch out for trip/slip hazards using their "looking eyes"</li> <li>Explain to the group how to move around</li> </ul>	<ul style="list-style-type: none"> <li>The leader to risk assess</li> <li>the leader and staff to talk to the children</li> </ul>

								safely, not running or pushing	
7	Low branches and trees	<ul style="list-style-type: none"> <li>Banging heads</li> <li>poking eyes</li> </ul>	Children and staff	<ul style="list-style-type: none"> <li>Areas are chosen to avoid sites with eye height branches</li> <li>Area is risk assessed while leader sets up the boundaries</li> </ul>	2	3	6	<ul style="list-style-type: none"> <li>Ensure the group are aware of any dangers</li> <li>Make sure the group move carefully around the woods</li> </ul>	<ul style="list-style-type: none"> <li>The Forest School leader</li> </ul>
8	Dog faeces	<ul style="list-style-type: none"> <li>Infection and disease</li> </ul>	Children and staff	<ul style="list-style-type: none"> <li>Common walkways avoided when leader is choosing an area to set up boundaries</li> <li>Area checked and risk assessed while boundaries are being set up</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>Ensure the group are aware of this potential problem and to let staff know if they come across any faeces</li> <li>Leaders to carry antibacterial wipes in case of contact with faeces</li> </ul>	<ul style="list-style-type: none"> <li>Leader to carry poo bags and antibacterial wipes</li> </ul>
9	Lifting and swinging sticks	<ul style="list-style-type: none"> <li>Bangs</li> <li>scrapes</li> </ul>	Children and staff	<ul style="list-style-type: none"> <li>The group are shown how to lift and carry sticks carefully</li> </ul>	3	3	9	<ul style="list-style-type: none"> <li>Leader or staff to step in when branches are not being carried correctly and could potentially cause injury to other children.</li> </ul>	<ul style="list-style-type: none"> <li>Leader and staff</li> </ul>
10	Fungus	<ul style="list-style-type: none"> <li>Poison</li> </ul>	Children and staff	<ul style="list-style-type: none"> <li>Leader to choose areas without high numbers of fungi</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>Group shown a fungus or pictures of them so they can</li> </ul>	<ul style="list-style-type: none"> <li>Leader and staff</li> </ul>

				<ul style="list-style-type: none"> <li>• Leader to look for fungi when setting up boundaries</li> <li>• Staff to inform leader if they spot any fungi</li> </ul>				<ul style="list-style-type: none"> <li>• avoid touching them</li> <li>• Group to inform staff if they spot any fungi</li> </ul>	
11	Toxic plants	<ul style="list-style-type: none"> <li>• Poison</li> </ul>	Children and staff	<ul style="list-style-type: none"> <li>• Leaders to choose areas without toxic plants</li> <li>• Guide to common toxic plants in area carried in forest school bag for identification help</li> </ul>	1	4	4	<ul style="list-style-type: none"> <li>• Group to be told about the dangers of toxic plants and not to put anything in their mouths</li> <li>• Hands to be cleaned before eating</li> </ul>	<ul style="list-style-type: none"> <li>• Leader</li> </ul>

## Appendix 8 – Building Shelters Risk Assessment

This activity risk assessment must be used in conjunction with:

**Risk Assessments:**  
**General Welfare & Weather**  
**Specific Site Woodland Assessment**  
**Tools**  
**Related Activity Risk Assessments**

**Procedures:**  
**Lifting**  
**Tool use and storage**  
**Site safety**

**Assessor:** Rebecca Guinness and Kathryn Wilson

**Date:** 19/04/20

**Review Date:** 19/04/21

Description of activity – activities that involve building shelters									
	Hazard	Harm	Persons at Risk	Existing Preventative Measures	Probability (P) 1-5	Severity (S) 1-5	Rating (P) x (S) 1-25	What measures need to be taken	By who/confirmation of understanding or completion
1	Weather	Hypothermia Sunburn	Children and staff	<ul style="list-style-type: none"> <li>General welfare and weather risk assessment completed</li> </ul>				<ul style="list-style-type: none"> <li>Group to be fully equipped to deal with dangers arising from poor weather and welfare issues</li> </ul>	<ul style="list-style-type: none"> <li>Leader to check weather forecasts</li> </ul>
2	Woodland site	Slips Trips Falls Bangs	Children and staff	<ul style="list-style-type: none"> <li>Woodland Site specific risk assessment completed</li> </ul>				<ul style="list-style-type: none"> <li>Group to be made aware of aspects highlighted in the woodlands Site Risk Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Leader to ensure Woodlands Risk assessment is used on site</li> </ul>
3	Collecting natural	Muscle injury stings	Children and staff	<ul style="list-style-type: none"> <li>Collecting Natural Materials risk assessment completed</li> </ul>				<ul style="list-style-type: none"> <li>Group to be made aware of</li> </ul>	<ul style="list-style-type: none"> <li>Leader to ensure all areas in</li> </ul>

	materials	cuts trips, slips, falls						aspects highlighted in the Collecting Natural Materials Activity risk assessment	Collecting Natural Materials activity risk assessment are covered
4	Knots slipping	strangulation tripping falling	Children and staff	<ul style="list-style-type: none"> <li>Forest School Leader to use the correct knot for the purpose and ensure the knots are secure</li> </ul>	1	4	4	<ul style="list-style-type: none"> <li>Only teachers to tie knots for shelters</li> <li>Children to practice and understand lashings on smaller projects before being involved in construction</li> </ul>	<ul style="list-style-type: none"> <li>Leader to ensure knots are secure and safe before shelter is used</li> </ul>
5	Shelter collapsing	Banged heads	Children and staff	<ul style="list-style-type: none"> <li>Leader to assess where shelters are built</li> <li>Leader to assess safety of shelter before it is used or children enter</li> </ul>	2	3	6	<ul style="list-style-type: none"> <li>Sites chosen and materials used must be appropriate to the type of shelter being made</li> </ul>	<ul style="list-style-type: none"> <li>The leader to control the activity, ensuring that the group and staff are aware of potential dangers</li> </ul>
6	Sharp edges on shelter	Poked eyes Scratches	Children and staff	<ul style="list-style-type: none"> <li>Group are advised to avoid using materials with potential dangerous spikes on them</li> </ul>	2	4	8	<ul style="list-style-type: none"> <li>Leader to monitor materials used to avoid sharp points</li> <li>Children to move around carefully</li> </ul>	<ul style="list-style-type: none"> <li>Leader to monitor all shelter making closely and identify potentially dangerous areas</li> </ul>

								around shelters	and materials
7	Low shelters	banged heads bumps concussion	Children and staff	<ul style="list-style-type: none"> <li>Children are advised to use “walking feet”, not running or moving quickly inside or in and out of shelters</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>Children to move around carefully around shelters</li> </ul>	<ul style="list-style-type: none"> <li>The leader monitors shelter making closely, highlighting potential dangers</li> </ul>
8	Trip hazards	Trips slips bumps grazes bruises	Children and staff	<ul style="list-style-type: none"> <li>Procedures are followed to ensure equipment used for shelter making is stored appropriately</li> <li>Leader to assess the ground before putting up a shelter to make sure there are no exposed roots etc.</li> </ul>	2	2	4	<ul style="list-style-type: none"> <li>Group to be made aware of procedures for equipment and building materials to avoid trip hazards occurring</li> </ul>	<ul style="list-style-type: none"> <li>Leader and staff to ensure that the area is kept tidy and free from potential trip hazards</li> </ul>
9	Injury from tool use	Cuts bleeding	Children and staff	<ul style="list-style-type: none"> <li>Procedures are followed for tool use including <ul style="list-style-type: none"> <li>children being in the correct position</li> <li>correct PPE used</li> <li>correct tool used for job</li> </ul> </li> </ul>	1	5	5	<ul style="list-style-type: none"> <li>Group to follow Safe Tool Use procedures to ensure the area is kept safe and ensure proper tool handling occurs</li> </ul>	<ul style="list-style-type: none"> <li>Leader to monitor all tool use to ensure procedures are followed and safety equipment is worn</li> </ul>
10	Lifting heavy items	Back strain muscle strain	Children and staff	<ul style="list-style-type: none"> <li>Lifting procedures are to be followed</li> <li>medical forms filled in that highlight any potential problems such as back/knee injuries</li> <li>all staff to be made aware of any such problems</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>Children and staff to practice lifting techniques and be encouraged to work together to carry heavier items</li> <li>staff to model correct lifting techniques</li> </ul>	<ul style="list-style-type: none"> <li>Leader</li> <li>staff</li> </ul>

## Appendix 9 – Using Rope or String Risk Assessment

This activity risk assessment must be used in conjunction with:

**Risk Assessments:** General Welfare & Weather  
Specific Site Woodland Assessment  
Related Activity Risk Assessments

**Procedures:** Blindfold Activities  
Tools  
Site safety

**Assessor:** Rebecca Guinness and Kathryn Wilson

**Date:** 20/04/20

**Review Date:** 20/04/21

Description of activity – activities that involve the use of rope, string, straps, or other materials that could be used to tie or loop which could cause the possibility of entanglement									
	Hazard	Harm	Persons at Risk	Existing Preventative Measures	Probability (P) 1-5	Severity (S) 1-5	Rating (P) x (S) 1-25	What measures need to be taken	By who/confirmation of understanding or completion
1	Weather	<ul style="list-style-type: none"> <li>• Hypothermia</li> <li>• sunburn</li> </ul>	Children and staff	<ul style="list-style-type: none"> <li>• General welfare and weather risk assessment completed</li> </ul>				<ul style="list-style-type: none"> <li>• Group to be fully equipped to deal with dangers arising from poor weather and welfare issues</li> </ul>	<ul style="list-style-type: none"> <li>• Leader to check weather forecasts</li> <li>• Check national trust website to see if the site is open</li> </ul>
2	Woodland site	<ul style="list-style-type: none"> <li>• Slips</li> <li>• trips</li> <li>• falls</li> <li>• bangs</li> </ul>	Children and staff	<ul style="list-style-type: none"> <li>• Woodland Site specific risk assessment completed</li> </ul>				<ul style="list-style-type: none"> <li>• Group to be made aware of aspects highlighted in the woodlands Site Risk Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Leader to ensure Woodlands Risk assessment is used on site</li> </ul>
3	Visibility	<ul style="list-style-type: none"> <li>• trips</li> </ul>	Children and staff	<ul style="list-style-type: none"> <li>• Rope that is used to create boundaries that may cause a hazard is bright blue nylon</li> <li>• rope is eye height so children can see it</li> </ul>	3	3	9	<ul style="list-style-type: none"> <li>• Other markers could be used to increase visual impact by hanging things off the rope or string</li> </ul>	<ul style="list-style-type: none"> <li>• Leader to ensure that any rope that could cause a hazard is made of bright blue nylon so it is easily seen</li> </ul>
4	Rope burn	<ul style="list-style-type: none"> <li>• Burnt hands</li> </ul>	Children	<ul style="list-style-type: none"> <li>• Gloves to be worn</li> </ul>	2	2	4	<ul style="list-style-type: none"> <li>• Activities involving</li> </ul>	<ul style="list-style-type: none"> <li>• Leader to ensure</li> </ul>

			and staff	when pulling a heavy rope				pulling rope need to be controlled by leader	gloves are available and the correct safety procedures are in place
5	Entanglement	<ul style="list-style-type: none"> <li>• Rope burns</li> <li>• cut off circulation</li> <li>• tripping</li> <li>• strangulation (extreme cases)</li> </ul>	Children and staff	<ul style="list-style-type: none"> <li>• Ropes are made out of bright materials to help children to see them</li> </ul>	1	5	5	<ul style="list-style-type: none"> <li>• Activities involving using ropes are supervised by the Forest School leader</li> </ul>	<ul style="list-style-type: none"> <li>• Leader to carry an effective cutting blade at all times</li> </ul>
6	Catching neck in rope	<ul style="list-style-type: none"> <li>• Cut off circulation</li> <li>• trips</li> <li>• strangulation (extreme cases)</li> </ul>	Children and staff	<ul style="list-style-type: none"> <li>• Ropes are made out of bright materials</li> </ul>	2	3	6	<ul style="list-style-type: none"> <li>• Groups using ropes will avoid putting them at a height where people can walk into them</li> </ul>	<ul style="list-style-type: none"> <li>• Leader to advise group of how to avoid putting ropes at neck height</li> </ul>
7	Pulleys failing	<ul style="list-style-type: none"> <li>• Items falling on people</li> <li>• bangs</li> </ul>	Children and staff	<ul style="list-style-type: none"> <li>• All equipment is checked regularly to meet specified health and safety standards</li> </ul>	1	4	4	<ul style="list-style-type: none"> <li>• Leaders to inspect any pulleys being used and decommission a pulley if a defect is found</li> </ul>	<ul style="list-style-type: none"> <li>• The leader to check equipment before use</li> </ul>

## Appendix 10 – Using Blindfolds Risk Assessment

This activity risk assessment must be used in conjunction with:

**Risk Assessments:** General Welfare & Weather  
 Specific Site Woodland Assessment  
 Related Activity Risk Assessments

**Procedures:** Site safety

**Assessor:** Rebecca Guinness and Kathryn Wilson

**Date:** 19/04/20

**Review Date:** 19/04/21

Description of activity – activities that involve members of the group wearing blindfolds									
	Hazard	Harm	Persons at Risk	Existing Preventative Measures	Probability (P) 1-5	Severity (S) 1-5	Rating (P) x (S) 1-25	What measures need to be taken	By who/confirmation of understanding or completion
1	Weather	<ul style="list-style-type: none"> <li>• Hypothermia</li> <li>• sunburn</li> </ul>	Children and staff	<ul style="list-style-type: none"> <li>• General welfare and weather risk assessment completed</li> </ul>				<ul style="list-style-type: none"> <li>• Group to be fully equipped to deal with dangers arising from poor weather and welfare issues</li> </ul>	<ul style="list-style-type: none"> <li>• Leader to check weather forecasts</li> <li>• Also to check the National Trust website to see if the site is open</li> </ul>
2	Woodland site	<ul style="list-style-type: none"> <li>• Slips</li> <li>• trips</li> <li>• falls</li> <li>• bangs</li> </ul>	Children and staff	<ul style="list-style-type: none"> <li>• Woodland Site specific risk assessment completed</li> </ul>				<ul style="list-style-type: none"> <li>• Group to be made aware of aspects highlighted in the woodlands Site Risk Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Leader to ensure Woodlands Risk assessment is used on site</li> </ul>
3	Tying the blindfold	<ul style="list-style-type: none"> <li>• Could cause pain to child's</li> </ul>	Children	<ul style="list-style-type: none"> <li>• Blindfolds made from soft materials</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>• Use a child to model to the rest of the</li> </ul>	<ul style="list-style-type: none"> <li>• The leader</li> </ul>

	too tight	<ul style="list-style-type: none"> <li>face injury to eyes</li> </ul>						group to demonstrate safe procedure of putting on a blindfold and explain the risks of tying a blindfold too tight	
4	Walking into a branch or tree	<ul style="list-style-type: none"> <li>Bangs</li> <li>grazes</li> <li>bumps to the head</li> </ul>	Children	<ul style="list-style-type: none"> <li>Area to be risk assessed while leader sets up boundaries, considering the activity planned</li> </ul>	3	3	9	<ul style="list-style-type: none"> <li>Group to be made aware of the dangers and considerations of leading someone who is blindfolded</li> </ul>	<ul style="list-style-type: none"> <li>Leader ensures the group consider communication safety and physical contact</li> </ul>
5	Trip/Slip	<ul style="list-style-type: none"> <li>Bangs</li> <li>scrapes</li> <li>cuts</li> </ul>	Children and staff	<ul style="list-style-type: none"> <li>Area to be risk assessed while leader sets up boundaries, considering the activity planned</li> </ul>	3	3	9	<ul style="list-style-type: none"> <li>Ensure group are told to watch out for trip/ slip hazards before activity</li> <li>explain to the group how to communicate effectively and move around safely</li> </ul>	<ul style="list-style-type: none"> <li>The leader</li> <li>the staff</li> </ul>
6	Cutting hand on sharp item	<ul style="list-style-type: none"> <li>Cuts</li> <li>grazes</li> </ul>	Children	<ul style="list-style-type: none"> <li>Area to be risk assessed while leader sets up boundaries, considering the activity planned</li> </ul>	3	3	9	<ul style="list-style-type: none"> <li>Explain to group to investigate items gently. Tell them there may be rough or sharp parts so to move slowly.</li> </ul>	<ul style="list-style-type: none"> <li>The leader</li> </ul>
7	Bending over and banging head	<ul style="list-style-type: none"> <li>Banging</li> </ul>	Children	<ul style="list-style-type: none"> <li>Area to be risk assessed while leader sets up boundaries, considering the activity planned</li> </ul>	3	3	9	<ul style="list-style-type: none"> <li>Ensure the group are aware of dangers of leading someone who is blindfolded</li> </ul>	<ul style="list-style-type: none"> <li>The leader</li> </ul>

## Appendix 11 – Leaving the Ground Risk Assessment

This activity risk assessment must be used in conjunction with:

**Risk Assessments:** General Welfare & Weather  
 Specific Site Woodland Assessment  
 Related Activity Risk Assessments

**Procedures:** Lifting  
 Site safety

**Assessor:** Rebecca Guinness and Kathryn Wilson

**Date:** 19/04/20

**Review Date:** 19/04/21

Description of activity – activities that involve any individuals leaving the ground									
	Hazard	Harm	Persons at Risk	Existing Preventative Measures	Probability (P) 1-5	Severity (S) 1-5	Rating (P) x (S) 1-25	What measures need to be taken	By who/confirmation of understanding or completion
1	Weather	<ul style="list-style-type: none"> <li>• Hypothermia</li> <li>• sunburn</li> </ul>	Children and staff	<ul style="list-style-type: none"> <li>• General welfare and weather risk assessment completed</li> </ul>				<ul style="list-style-type: none"> <li>• Group to be fully equipped to deal with dangers arising from poor weather and welfare issues</li> </ul>	<ul style="list-style-type: none"> <li>• Leader to check weather forecasts</li> <li>• check national trust website to see if the site is open</li> </ul>
2	Woodland site	<ul style="list-style-type: none"> <li>• Slips</li> <li>• trips</li> <li>• falls</li> <li>• bangs</li> </ul>	Children and staff	<ul style="list-style-type: none"> <li>• Woodland Site specific risk assessment completed</li> </ul>				<ul style="list-style-type: none"> <li>• Group to be made aware of aspects highlighted in the woodlands Site Risk Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Leader to ensure Woodlands Risk assessment is used on site</li> </ul>
3	Head injury	<ul style="list-style-type: none"> <li>• Head injury</li> <li>• bump</li> <li>• graze</li> <li>• bruise</li> </ul>	Children and staff	<ul style="list-style-type: none"> <li>• Any person leaving the ground any distance must wear a helmet</li> </ul>	2	4	8	<ul style="list-style-type: none"> <li>• The group need to understand that a helmet will be worn</li> <li>• all helmets will have an effective chin strap</li> </ul>	<ul style="list-style-type: none"> <li>• Leader to ensure helmets are worn correctly</li> </ul>
4	Lifting	<ul style="list-style-type: none"> <li>• Muscle</li> </ul>	Children	<ul style="list-style-type: none"> <li>• Lifting procedure is</li> </ul>	1	4	4	<ul style="list-style-type: none"> <li>• Group need to know</li> </ul>	<ul style="list-style-type: none"> <li>• Leader to ensure</li> </ul>

		<ul style="list-style-type: none"> <li>strain</li> <li>Back injuries</li> </ul>	and staff	followed to prevent back strains				<ul style="list-style-type: none"> <li>and practice the lifting procedure</li> <li>FS leader to model to group how to lift safely</li> </ul>	lifting procedure is followed and to control activity
5	Being dropped by the group	<ul style="list-style-type: none"> <li>Head injury</li> <li>bumps</li> <li>bruises</li> </ul>	Children and staff	<ul style="list-style-type: none"> <li>Lifting procedure is followed</li> </ul>	1	4	4	<ul style="list-style-type: none"> <li>Group need to know and practice the lifting procedure</li> </ul>	<ul style="list-style-type: none"> <li>Leader to ensure lifting procedure is followed and to control activity</li> </ul>
6	Hitting the ground	<ul style="list-style-type: none"> <li>Head injury</li> <li>bumps</li> <li>bruises</li> </ul>	Children and staff	<ul style="list-style-type: none"> <li>Area selected for activity needs to be soft with any stones or branches removed</li> </ul>	2	3	3	<ul style="list-style-type: none"> <li>Group need to know and practice the lifting procedure</li> </ul>	<ul style="list-style-type: none"> <li>Leader to control the activity at all times</li> </ul>
7	Walking into ropes and entanglement	<ul style="list-style-type: none"> <li>Rope burns</li> <li>cut off circulation</li> <li>tripping</li> <li>strangulation (extreme cases)</li> </ul>	Children and staff	<ul style="list-style-type: none"> <li>See Ropes and String Activity risk assessment</li> <li>all ropes to be made out of bright materials</li> </ul>	2	3	6	<ul style="list-style-type: none"> <li>Groups using ropes will avoid putting them where people could walk into them</li> </ul>	<ul style="list-style-type: none"> <li>The leader will advise the group of how to avoid putting ropes at potentially dangerous heights</li> </ul>
8	Pulleys failing	<ul style="list-style-type: none"> <li>Falling</li> <li>head injuries</li> <li>bumps and bruises</li> </ul>	Children and staff	<ul style="list-style-type: none"> <li>See Ropes and String Activity risk assessment</li> <li>all equipment checked regularly to meet health and safety standards</li> </ul>	1	4	4	<ul style="list-style-type: none"> <li>Leaders to inspect any pulleys being used and decommission a pulley if a defect is found</li> </ul>	<ul style="list-style-type: none"> <li>The leader to check equipment before use</li> </ul>
9	Ropes failing	<ul style="list-style-type: none"> <li>Falling</li> <li>bumps</li> <li>bruises</li> </ul>	Children and staff	<ul style="list-style-type: none"> <li>See Ropes and String Activity risk assessment</li> <li>all equipment checked regularly to</li> </ul>	1	4	4	<ul style="list-style-type: none"> <li>Leaders to inspect any ropes being used and decommission a pulley if a defect is found</li> </ul>	<ul style="list-style-type: none"> <li>The leader to check equipment before use</li> </ul>

				meet health and safety standards						
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## Appendix 12 – Fire Risk Assessment

This activity risk assessment must be used in conjunction with:

**Risk Assessments:**  
**General Welfare & Weather**  
**Specific Site Woodland Assessment**  
**Related Activity Risk Assessments**

**Procedures:**  
**Lifting**  
**Tool use and storage**  
**Site safety**

**Assessor:** Rebecca Guinness and Kathryn Wilson

**Date:** 19/04/20

**Review Date:** 19/04/21

Description of activity – activities that involve the lighting of fires									
	Hazard	Harm	Persons at Risk	Existing Preventative Measures	Probability (P) 1-5	Severity (S) 1-5	Rating (P) x (S) 1-25	What measures need to be taken	By who/confirmation of understanding or completion
1	Igniting the fire	• burns	Children and staff	<ul style="list-style-type: none"> <li>Fire to be lit at arms length using fire lighter kits (magnesium block and striker only)</li> <li>fires only to be lit by a Forest School leader</li> <li>Person lighting fire must be in the respect position</li> </ul>	1	1-2	2	<ul style="list-style-type: none"> <li>The group will be made fully aware of the forest schools fire policy and there is no acceptable alternative</li> </ul>	<ul style="list-style-type: none"> <li>The leader follows the fire making policy</li> </ul>
2	Cooking burns from	<ul style="list-style-type: none"> <li>Burns</li> <li>blisters</li> </ul>	Children and staff	<ul style="list-style-type: none"> <li>Leaders to remove all items from the</li> </ul>	2	3	6	<ul style="list-style-type: none"> <li>The group will be made fully aware of the forest</li> </ul>	<ul style="list-style-type: none"> <li>Leader to ensure that all children</li> </ul>

	kettles/pans, burning wood or hot water	<ul style="list-style-type: none"> <li>scalding</li> </ul>		<ul style="list-style-type: none"> <li>fire area</li> <li>children to be seated when passing hot items around</li> <li>adults/children must be in the respect position when cooking/using fire</li> </ul>				<ul style="list-style-type: none"> <li>schools fire policy</li> <li>all children to move around in fire zone in a safe and controlled manner</li> <li>children only allowed into fire circle if they are invited in by FS leader</li> </ul>	follow the policy
3	Burns from hot food	<ul style="list-style-type: none"> <li>Burnt mouth</li> <li>burnt skin</li> </ul>	Children and staff	<ul style="list-style-type: none"> <li>All children will be told about the dangers of eating food directly from fire</li> <li>staff will wait for food to cool before handing to children</li> <li>children told to blow on food to cool it down</li> </ul>	2	5	10	<ul style="list-style-type: none"> <li>Staff will explain to children about suitable time scales for eating food once removed from the fire</li> </ul>	<ul style="list-style-type: none"> <li>Leader and staff</li> </ul>
4	Setting surrounding ground and vegetation areas alight	<ul style="list-style-type: none"> <li>Uncontrolled fires</li> </ul>	Children and staff	<ul style="list-style-type: none"> <li>Fires are not to be used in the Formby pinewoods as they are prohibited</li> <li>fire pit will be strategically placed</li> </ul>	1	5	5	<ul style="list-style-type: none"> <li>Ensure that all feeding of the fire is carried out using suitable sized sticks that do not cross the barrier</li> <li>large amounts of water</li> </ul>	<ul style="list-style-type: none"> <li>Leader to control fires at all times</li> </ul>

				<p>with minimum risk of setting surroundings alight</p> <ul style="list-style-type: none"> <li>• garden to be cleared before fires</li> <li>• burning sticks are not to be removed from fire</li> </ul>				are available to extinguish fire	
5	Slipping, tripping, falling onto the fire once alight	• burns	Children and staff	<ul style="list-style-type: none"> <li>• Ensure there is a safe working distance from the fire to prevent slipping</li> <li>• seating around the fire will be at a distance of at least 2 metres and will be raised of the ground to aid easy exit and reduce the risk of falling</li> </ul>	2	5	10	<ul style="list-style-type: none"> <li>• Ensure the group understand safety zone procedures</li> <li>• ensure that the children know how to position themselves correctly when using the fire so that if they slip they will not make contact with the fire</li> </ul>	<ul style="list-style-type: none"> <li>• The leader controls activity at all times</li> </ul>

## Appendix 13 – Tools Risk Assessment - Billhook

**Assessor:** Rebecca Guinness and Kathryn Wilson

**Date:** 20/04/20

**Review Date:** 20/04/21

	Hazard	Persons at Risk	Existing Preventative Measures	Probability (P) 1-5	Severity (S) 1-5	Rating (P) x (S) 1-25	What measures need to be taken	By who/confirmation of understanding or completion
1	Injury during Bill Hook transportation	Children and staff	<ul style="list-style-type: none"> <li>• All Bill Hooks are kept in sheaths when not being used</li> <li>• Bill Hooks are kept in tool box when not being used</li> </ul>	2	2	4	<ul style="list-style-type: none"> <li>• Ensure group have a full understanding on how to carry the tool correctly</li> <li>• Model to the group how to walk/carry the tool</li> </ul>	The Leader
2	Bill Hook slipping during use	Children and staff	<ul style="list-style-type: none"> <li>• Tool maintenance to keep Bill Hook sharp and useable</li> <li>• No glove worn to prevent slipping</li> </ul>	3	4	12	<ul style="list-style-type: none"> <li>• Ensure the group have a full understanding on how to position the tool correctly when using it so if a slip occurs it will not make contact with any member of the group</li> </ul>	The Leader
3	Bill Hook bouncing off	Children and staff	<ul style="list-style-type: none"> <li>• Tool maintenance to keep Bill Hook</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>• Ensure the group have a full understanding on</li> </ul>	The Leader

			<ul style="list-style-type: none"> <li>sharp and useable no glove worn to prevent slipping</li> </ul>				<p>how to position the tool correctly when using it to reduce the likelihood of the tool bouncing and ensuring no contact with any member of the group</p> <ul style="list-style-type: none"> <li>Ensure the group know to use the respect position when using the tool</li> </ul>	
4	Bill Hook blade snapping	Children and staff	<ul style="list-style-type: none"> <li>Regular and effective maintenance of tools</li> </ul>	1	3	3	<ul style="list-style-type: none"> <li>Ensure group know that if a problem occurs with the tool it should be reported immediately to the leader so it can be decommissioned</li> </ul>	The Leader

## Appendix 14 – Tools Risk Assessment – Bow Saw

**Assessor:** Rebecca Guinness and Kathryn Wilson

**Date:** 20/04/20

**Review Date:** 20/04/21

	Hazard	Persons at Risk	Existing Preventative Measures	Probability (P) 1-5	Severity (S) 1-5	Rating (P) x (S) 1-25	What measures need to be taken	By who/confirmation of understanding or completion
1	Injury during Bow Saw transportation	Children and staff	<ul style="list-style-type: none"> <li>• All bow saws kept in sheaths when not in use</li> <li>• Bow saw to be kept in a tool box when not in use</li> </ul>	2	2	4	<ul style="list-style-type: none"> <li>• Ensure group have a full understanding on how to carry the tool correctly in its designated holder</li> </ul>	The Leader
2	Tool slipping when being used	Children and staff	<ul style="list-style-type: none"> <li>• Tool maintenance to keep bow saw sharp and useable</li> <li>• glove worn on the non sawing hand</li> </ul>	3	4	12	<ul style="list-style-type: none"> <li>• Ensure group have a full understanding on how to position the tool correctly when using so that if it slips it does not make contact with them or anyone else</li> <li>• Ensure that the children are in the respect position when using the Bow Saw and put their hands through the bow saw when starting the sawing to prevent the saw bouncing</li> </ul>	The Leader
3	Bow Saw blade snapping	Children and staff	<ul style="list-style-type: none"> <li>• Regular maintenance of tools</li> <li>• glove worn on the</li> </ul>	2	3	6	<ul style="list-style-type: none"> <li>• Ensure group know how a blade should look and to report any problems immediately to the</li> </ul>	The Leader

			non sawing hand				leader so the tool can be decommissioned	
4	Bow Saw trapping hand	Children and staff	<ul style="list-style-type: none"> <li>• Hand guards on tools</li> <li>• glove worn on the non sawing hand</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>• Ensure group know how to correctly position the saw when in use</li> </ul>	The Leader

## Appendix 15 – Tools Risk Assessment – Sheath Knife

**Assessor:** Rebecca Guinness and Kathryn Wilson

**Date:** 20/04/20

**Review Date:** 20/04/21

	Hazard	Persons at Risk	Existing Preventative Measures	Probability (P) 1-5	Severity (S) 1-5	Rating (P) x (S) 1-25	What measures need to be taken	By who/confirmation of understanding or completion
1	Injury during Sheath Knife transportation	Children and staff	<ul style="list-style-type: none"> <li>• All sheath knives are kept in sheaths when not in use</li> <li>• When not using the sheath knife, place into the designated tool box</li> </ul>	2	2	4	<ul style="list-style-type: none"> <li>• Ensure group have a full understanding on how to carry the tool correctly</li> <li>• model to group how to use/carry the tool to ensure clear understanding</li> </ul>	The Leader
2	Sheath knife slipping during use	Children and staff	<ul style="list-style-type: none"> <li>• Tool maintenance to keep the knife sharp and usable</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>• Ensure group have a full understanding on how to position the tool correctly when using so that if a slip occurs it will not make contact with themselves or any member of the group</li> <li>• Make sure children are in the correct position when using the knife, so sitting down and using the knife away from their body to avoid any injuries</li> </ul>	The Leader
3	Sheath knife storage during a session	Children and staff	<ul style="list-style-type: none"> <li>• knife stored away when not in use in the designated tool box</li> </ul>	1	3	3	<ul style="list-style-type: none"> <li>• Ensure group have full understanding on how to safely put the pen knife away</li> </ul>	The Leader

4	Sheath knife blade snapping	Children and staff	<ul style="list-style-type: none"> <li>• Regular maintenance of tools</li> </ul>	2	3	6	<ul style="list-style-type: none"> <li>• Ensure the group know to report any problems with the tool to the leader immediately so it can be decommissioned</li> </ul>	The Leader