



Forest School Handbook 2023



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1. Declaration of Review Date

This handbook will be reviewed annually and more regularly if circumstances change by the on-site Forest School Leader/s alongside Abbeys Primary School Management Team.

Last Review 09/05/2023 - VLC. JD

2. Site Map

Abbeys Primary School's Forest School takes place weekly in the Outdoor Classroom area of Abbeys Primary School, Melrose Avenue, Bletchley, Milton Keynes, MK3 6PS for all pupils of the school ranging from EYFS to Year 6.



Grid reference: SP 86160 34903

3. Vision Statement

Forest School is an inspirational, non-outcome based process that uses holistic learning methods to give all children the opportunity to take supported risks, foster resilience, build confidence, nurture independence and explore their creativity through problem solving and gaining hands-on experiences with the natural world.

Abbeys Primary School will provide a quality Forest School experience by following these six principles:

1. Forest school is a long-term process; weekly sessions during term time will ensure it remains frequent and regular.



2. Forest school must take place outside; we will utilise our on site field and outdoor classroom area.
3. Multiple areas of learning will be explored including but not limited to intellectual, emotional, social, physical, creative and spiritual.
4. We will help the children to take supportive risks suitable to their environment and themselves. We will not however push them beyond their own capabilities and potentially put them in danger.
5. Forest school is a child-led learner centred process and we will do our best to follow what the children are interested in. This may mean us disregarding part or whole lesson plans if they are not interested in the activities.
6. There will be a qualified Forest School practitioner leading the sessions at all times and continuing professional development is very much encouraged to enhance the experience for the learners.

4. Pedagogy of Forest School

We have known for centuries how good for you fresh air can be and humans have been educating each other outdoors since the beginning of time. Organisations such as Guides, Eco Therapy and Scouts have been used to increase our knowledge and skills within the natural world whilst boosting our mental health. Forest school is slightly different as it is not connected to any specific religion country or outcome. It is a child-led none outcome-based practice that can help children and adults alike with resilience, problem solving and an boost emotional wellbeing.

Boosting Emotional Wellbeing

As mentioned above Forest school is non-assessment driven, this immediately helps boost the emotional wellbeing of all those taking part as any extra pressure is removed. There is however more we can do



within the sessions and if the children are engaging, the following activities should be encouraged:

1. Giving the children a voice, letting each of them talk for at least 30 seconds to get their story or point across.
2. Silent moments in the woods or "sit stops", children can listen to nature, add to a journal or just enjoy the moment of calm and stillness.
3. Weekly reflection for the children and Forest School leaders.
 - Can start with the children saying or drawing one thing they liked and one thing they disliked about Forest School and build it from there. This means we can plan the next session on what the children enjoyed and need, we can also assess their reactions to what we did and highlight any missed opportunities.

It offers an opportunity to celebrate our experiences as well as a safe space to support each other.

Importance of Play

Play is an integral part of our development, socially it helps develop friendships, empowers us to take risks and helps us to become self aware. It can also boost creativity, positive energy and often includes a form of exercise which can help with both gross and fine motor development. Below are some of the types of play and how we can incorporate them into our Forest School activities:

- **Role Play**
 - Interpreting the adult world which can easily be promoted by weekly activities such as Mud Kitchen.
- **Imaginative Play**
 - Creating fantasy worlds and characters often with their friends, sticks can become swords or fairy wands, leaves can become gold or other treasures.
- **Creative Play**
 - Arts and crafts. Our weekly planning will always incorporate an optional arts and crafts activity such as weaving, leaf pictures or clay moulding.
- **Locomotion Play**
 - The most likely to boost our motor development. Tag, hide



- and seek, log balancing, tree Climbing and experiencing tools.
- **Recapitulative Play**
 - Exploring ancestry or rituals such as fire.

The role of the Forest School staff and leader is to facilitate the play, make sure any risks are taken safely and to provide the children with a range of different play-based activities to explore.

Forest School Rules

At the beginning of each session we will recap the rules that keep us safe at Forest School. Once the children have established themselves they should be able to recap the rules for us.

1. Stay within the boundaries; we do not go beyond or on to the public footpath, selected members of the Forest School staff will move to the edges of our boundaries and wave back to the children.
2. You must make sure you can always see a teacher.
3. You must not go off on your own.
4. No picking, no licking.
5. No touching of anything sharp or prickly (we normally identify the holly bush).
6. We do not take things, including sticks home with us from the outside area unless directed by the teacher.
7. During the mud kitchen we are kind to the soil and do not dig huge holes.
8. We share our Forest School with nature, bugs and animals and must be respectful as we are now in their home.
9. Ask a teacher for assistance before attempting to climb.

6.Forest School Staff and Visitor Expectations



Abbeys Primary School

This is a declaration confirming that all members of staff with a regular role in Forest School have read the most up to date version of the Forest School handbook.

Adults Qualifications and Training

Victoria Currie - Forest School Leader Level 3 and Reception Teacher
(Forest School First Aid, Pediatric First Aid)

Jodie Dunnett - Forest School Leader Level 3 and TA (Pediatric First Aid)

Jo Cahill- Key stage 1 Leader Reception Teacher

Lauren Brown-TA

Eve Vicarage-Specialist SEND TA

Ayla Craig- Specialist SEND TA

Jess Fellowes-Headteacher

Claire Louis white - Deputy head / SENCO

The staff responsible for planning and leading sessions are Miss Currie, and Mrs Dunnett. They are also responsible for allocating activities/roles to other members of staff week by week either as part of the planning or verbally when at Forest School.

Staff member duties will be allocated weekly by the Forest School Leader and are dependent on the activities we have planned for our session.

Every member of staff is responsible for safety, following the risk assessment, encouraging the six principles and pedagogy of Forest School and allowing the session to be child led.

First Aid will be carried out by the qualified First Aiders.

- All staff members, visitors and observers are to be verified by the school senior leadership team and at the very minimum DBS checked, please see our online safeguarding policy (7) for more



information.

- As many members of staff as possible at Forest School will be First Aid trained. The school provides annual opportunities for staff members to gain their Paediatric First Aid Certificate and we very much encourage all Forest School staff to do so.
- At least one member of staff is to hold a Forest School First Aid certificate and Level 3 Forest School Qualification to run Forest School.

Only staff with Forest school training are to take part, lead and assist more high-risk Forest School activities, e.g using tools.

All staff will be encouraged to keep learning. Continuing professional development will only enhance the Forest School experience for everyone.

Staff expectations will be reviewed annually. Last reviewed 09.05.2023

7. Communication strategies

Forest School Leader's and school office have access to parents' information if needed to be contacted.

Children - Children will be contacted via their parents, class teachers or spoken too during the Forest School session.

Parents - Parents will be contacted as appropriate either by email, phone or spoken to on the school gate. Information about Forest School will be available through our handbook and letters to parents. **If parental permission is given some photos may be used to promote Forest School on social media** and through the classrooms and corridors of our school.

Between teachers, school and assistants - via school email, or face to



face in the classroom. Planning for the session will be made available on the shared google drive weekly and printed and displayed in the classrooms.

Cancellations - There are several reasons why we would not be able to go to or run Forest School as planned, these include and are not limited to problems with severe weather, there no longer being the required staff ratio.

If Forest School has to be cancelled all together the children will return to their classrooms and normal afternoon continuous provision will resume. In both these instances the parents will be informed on the gate when collecting their child and via email.

These will be reviewed annually. Last reviewed 09.05.2023 JD

Policies and Procedures

The following policies for Abbeys Primary school can be found at

All staff will be required to read these policies and procedures by following the link above as they are an integral part of the Forest School Handbook.

8. Child Protection Policy

Please follow the link to Abbeys School Child Protection Policy which also applies at Forest School.

<https://www.abbeysprimary.milton-keynes.sch.uk/page/?title=Policies+%26amp%3B+Documents&pid=27>



This policy will be reviewed annually and followed by all members of staff present at "Forest School". Last reviewed 09.05.2023 JD

9. Positive Behaviour Policy

Please follow the link to Abbeys School Positive behaviour Policy which also applies at Forest School.

<https://www.abbeysprimary.milton-keynes.sch.uk/attachments/download.asp?file=377&type=pdf>

These policies will be reviewed annually and followed by all members of staff present at "Forest School". Last reviewed 09.05.2023 JD

10. Equal Opportunities Policy

Please follow the link to Abbeys School Equal Opportunities Policy which also applies at Forest School.

<https://www.abbeysprimary.milton-keynes.sch.uk/attachments/download.asp?file=367&type=pdf>

This policy will be reviewed annually and followed by all members of staff present at "Forest School". Last reviewed 09.05.2023 JD

12. Control of Substances Hazardous to Health (COSHH)

Can be found on Abbeys Primary School Website in Health and Safety Policy

- Policy Statement

Abbeys Primary School and Forest School are vigilant in relation to requirements for the management of hazardous substances, this includes safe storage of substances at school and when transporting them in the Forest School Bag. We will ensure Forest School staff are aware of their obligations. Data sheets will also be stored with the chemicals and in the Forest School bag when carrying substances.

These policies will be reviewed annually and followed by all members of staff present at "Forest School". Last reviewed 09.05.2023 JD

13. Anti-Bullying Policy

Please follow the link to Abbeys School Equal Opportunities Policy which also applies at Forest School.



Please follow the link to Abbeys School Anti Bullying Policy which also applies at Forest School.

<https://www.abbeysprimary.milton-keynes.sch.uk/attachments/download.asp?file=134&type=pdf>

"Forest School". Last reviewed 09.05.2023 JD

14. Health and Safety Policy

Please follow the link to Abbeys School Health and Safety Policy which also applies at Forest School.

<https://www.abbeysprimary.milton-keynes.sch.uk/attachments/download.asp?file=199&type=pdf>

Further information including procedures can be found on the Abbeys Primary School Website (as above).

Taking Risks at Forest School

One of the purposes of Forest School is to offer the children an acceptable risk activity to enhance their learning opportunities and own coping strategies. If we only provide a sanitised environment and do not risk adverse activities children will not explore and discover the world for themselves, they will only experience a safety conscious environment. However, safeguards must be in place to ensure the activity is at an appropriate level for their abilities and understanding without turning the activity into a safety-first pursuit. These safety rules and risks are outlined in the Forest School Handbook and section 25b(Risk Assessment) both these will be read and understood in terms of Health and Safety by Forest School Staff.

This policy will be reviewed annually and followed by all members of staff present at "Forest School". Last reviewed 09.05.2023. JD

15. First Aid Policy

Please follow the link to Abbeys School Health and Safety Policy which also applies at Forest School.

<https://www.abbeysprimary.milton-keynes.sch.uk/attachments/download.asp?file=200&type=pdf>



This policies will be reviewed annually and followed by all members of staff present at "Forest School". Last reviewed 09.05.2023. JD

16. Complaints Procedure

<https://www.abbeysprimary.milton-keynes.sch.uk/attachments/download.asp?file=372&type=pdf>

Further information including procedures and the three stages can be found on the Abbeys Primary School Website (as above).

These policies will be reviewed annually and followed by all members of staff present at "Forest School". Last reviewed 09.05.2023 JD

17. Digital Photo/Video Policy

Introduction

The purpose of this document is to provide schools with general guidance and examples of good practice on the appropriate use of photographic images of children. This includes still photography, video and digital images. When using such images schools need to have regard to the law whilst protecting the safety of children.

The Data Protection Act 1998 does not prevent individual parents or carers from photographing or filming their children at school events. There is also an exemption with regard to media coverage and occasionally images of pupils may appear in local or national newspapers or on television.

Legislation gives people the right to privacy and schools must make every effort to respect this when taking and displaying images.

1. Good practice

A common-sense approach should be used with regard to the use of cameras/videos at school events, which include school



performances, sports days, school trips and assemblies.

In trying to ensure that the use of photography and digital recording is safe, the following advice represents examples of good practice:

- Always ask parents or carers to give permission for their child to be photographed whilst in school and/or involved in school activities.
- Reassure parents/carers that photography/recording will only take place in designated and adequately supervised areas, i.e. not backstage at a production where children might be changing, or in changing rooms prior to a sporting event.
- Follow the commitment stated on the consent form.
- Advise parents if media coverage is expected.
- Ensure all children are appropriately dressed and suitably supervised.
- Avoid naming individual children in full.
- Avoid images of an individual child with no surrounding context.
- Avoid using images of a child who is considered or known to be vulnerable unless specific permission is given.
- Try to represent the diversity of the pupils in the school.
- Do not use images likely to cause distress or embarrassment to the child or parent.
- Be aware of children's safety and challenge and report any inappropriate photography or intrusive photography.
- Ask parents/carers using a video camera not to obscure the view of others.
- Avoid using photographs of children after they have left the school.
- Review images regularly and delete/destroy any unwanted material.



Abbeys Primary School

2. Consent

Always obtain the permission of parents/carers to use their child's image. An example of a consent form is attached as Appendix 1. Once obtained, permission could be valid for the whole time that the child is on roll at that particular school, or for a specified period. Such a consent form could be included in admission packs.

When a child attends secondary school, in addition to obtaining permission from parents/carers, be aware that as a child matures s/he may object to the use of his/her image. If this is the case you should respect the rights of the individual.

It would be good practice to include information regarding the school's policy on the use of children's images in the school prospectus and that parents/carers will be asked to give their consent to this when their child is admitted to school.

In cases where a parent/carer does not agree to their child being photographed, staff must be informed and every effort made to comply with this wish. This can be very difficult to achieve on occasions, especially if the pupil is involved in a team sporting event. Parents/carers may well accept an exception in such cases if a compromise can be agreed, e.g. not including names of the pupils.

3. Media coverage

Images taken for the purpose of journalism are exempt from the Data Protection Act. However, those children whose parents/carers have refused permission for their child's image to be used in such a way would need to be excluded from media coverage. In any event, to reduce the risk of images being used inappropriately, ensure that children are suitably dressed. For example, don't allow photographs of children in swimming costumes.

4. School websites

We would recommend that schools avoid using personal information relating to an individual child or adult. Never include addresses, phone numbers or email addresses. Preferably, refer to children by their first names only.

The following website gives schools useful information on e-safety:

<http://www.saferinternet.org/web/guest/safety-issues>

5. Webcams

The use of webcams is covered by data protection requirements. The area where the webcam is being used must be clearly marked and people must be told of its existence and purpose. Parents/carers must give permission for their child to be involved in web cam use.

6. Children photographing each other

There may be occasions, particularly on school trips, where children take inappropriate photographs of their friends. This should be discouraged and for this reason, the use mobile phones with cameras should



not be permitted in changing rooms, toilets, etc.

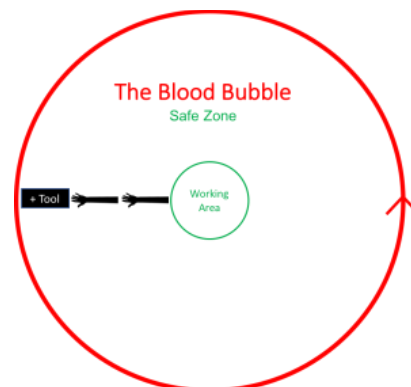
These policies will be reviewed annually and followed by all members of staff present at "Forest School". Last reviewed 09.05.2023 JD

20. Tools Policy

For the safe Use of Tools within Abbeys Primary School EYFS Forest School.

Rules for All Tools

- Adult to child ratio 1:1
- "Safety talk" before each tool is used.
- All adults should model correct and safe tool use, storage and transportation at all times.
- Adults leading the tool activity will always stay with the child during the activity and when the tools are out.
- Only Forest School staff are allowed to take tools in and out of the Forest school shed
- There must be a specified area for using tools.
- Forest School staff must return and count the tools into the Forest School shed immediately after each activity.
- The tools will be stored in the locked sheds in the Forest school shed.
- Before starting we will ensure the ground is clear of obstructions and the tools that you are using are in good condition.
- Children and adults must understand and use the "blood bubble" to protect themselves and others.
- If someone wished to pass through a blood bubble they must verbally ask the person using the tool to stop whilst they pass.





All tool rules and policies will be reviewed annually. Last reviewed 09.05.2023 JD

Sawing Policy

Under supervision reception children can start to use Bow Saws for cross cutting wood up to 12cm diameters. The following procedures must be followed at all times:

- Adults must always supervise closely and should place their hand (gloved) between the child's hand and that of the saw blade.
- A saw horse or a stable surface must be used.
- Children must use the full range of the saw when using it.
- Children will be prompted to cut in a straight line, with the weight of their body over the saw.
- We will use softer green wood brought from outside the woodland when learning to saw i.e. Cherry.
- Knots in the wood will be avoided.
- The saw blade must be covered when not in use.
- When being carried the saw blade (in its cover) should be pointing downwards and held by your side
- Children and adults must wear a cut resistant glove when using a bow saw on their bracing hand.
- WD-40 can be used on the blade after use to prevent it from rusting.
- If rust is found on the blade it will not be used until rust is removed or blade replaced.
- If the blade becomes dull it will also be replaced.
- Steel wool can be used to remove rust from a blade.

All tool policies will be reviewed annually. Last reviewed 07.06.23 JD

Palm Drill Policy

Small Palm Drills can be used from Foundation age upwards as it helps to build fine motor skills. The following procedures must be followed:

- Soft fallen conifers and acorns can be used to make easy holes in for beginners. September is the best month to forage for these.
- The Drill fits in the palm of the child's hand, they will then need to



lean over it so they can press down and begin to make a hole.

- The adult or the child must have a flat block of wood or stable surface to work on.
- Once the tool has gone through it will need to be twisted back out again and any shavings brushed off the palm drill with a cloth.
- String can then be threaded through with a small stick to make hanging crafts.

Hammer

Small hammers can be used from Foundation age upwards. It helps to support them with their fine motor skills.

- To break pieces of wood/help shape pieces of wood.
- To hammer a nail into a piece of wood.

Knife

A knife is used to whittle a piece of wood. A knife can also be used to cut rope.

- Whittling
- carving

Gardening tools

Gardening tools are used for pruning and general maintenance of the forest school area.

- Pruning the brambles.
- Zoning areas for walking

-All tool policies will be reviewed annually. Last reviewed 09.05.2023 JD

21. Accidents, Emergencies and Unexpected Events

All Forest School adults must be familiar with the school's first aid



policy, a copy of which can be found in the *Policies* section above. A first Aid kit will be kept inside the *Forest School shed* which must be taken out every session, on returning to the classroom if anything has been used it will need to be replaced before the next Forest School session.

The group leader must also ensure that any special medical equipment or medication to meet individual pupil needs, such as inhalers, Epi-pens, etc, are taken to the *Forest school area*.

Where specialist knowledge or training is required for the administration of medication, we must ensure that this expertise is available.

In the event of a minor incident i.e cut, scrap, nettle sting:

- organise first aid treatment so that a member of staff stays with the pupil
- call for help if necessary
- see that the remainder of the group is safe
- telephone the nominated school contact number

If an accident, emergency or unexpected event occurs, the group leader or supervisor should do the following:

1. Assess the situation.
2. Safeguard the uninjured members of the group.
3. If there are injuries, establish immediately the names of the injured people and the extent of their injuries.
4. Attend to the casualty/ies, liaising with the group's trained first aider.
5. Inform the emergency services, and everyone who needs to know, about the accident.
6. Follow the school's first aid and medication policy as appropriate including, when possible, the procedures for recording the accident and contacting parents.
7. Notify the police if necessary.
8. Share the problem; advise all other group staff that the accident/emergency procedure is in operation. Make sure every member



of the group is accounted for.

9. Ensure that the injured are accompanied to hospital, preferably by an adult whom they know.

10. Ensure that the rest of the group understands what has happened, is adequately supervised and kept together.

11. Inform Headteacher and Forest School Leader and pass on all the details, including names of casualties, their injuries, action taken and names of others involved.

12. Notify insurers, especially if medical assistance is required.

13. Ascertain telephone number for future calls.

14. As soon as possible, write down accurately relevant facts and witness details.

15. Preserve any vital evidence.

16. Keep a written account of subsequent events, times and contacts after the incident.

17. Complete accident forms.

18. No-one in the group should speak to the media. All media enquiries should be politely referred to the Headteacher.

19. No-one in the group should discuss legal liabilities with other parties.

20. As soon as possible, liaise with the school's appointed lead first aider to fulfil the school's legal requirements in relation to reporting of accidents (RIDDOR).

Despite the best planning and organisation, emergencies that require immediate response sometimes occur. Whilst still controlling and supervising the rest of the group, leaders should contact the appropriate emergency/rescue service immediately. The Headteacher and Forest School Leader should also be contacted as soon as possible.

These procedures will be reviewed annually. Last reviewed 09.05.2023 JD

22. Weather Procedure

At Forest School we embrace all types of weather and engage with it



when appropriate, at times it can even help develop the children's play. It is always useful to pack a shelter in the Forest School Bag especially if rain or sun is forecast so the staff and children can stay dry and shaded underneath if they so wish. Below are the other procedures we will follow in various types of weather;

Light rain/snow

- Children will wear Abbeys Primary rain jackets.
- Children will change into wellies before they leave school.
- Children will wear hats, scarfs and gloves.

Hot weather

- Parents will apply sunscreen to children in the morning on sunny days.
- Children with skin that easily burns should bring extra sunscreen in a labelled bottle to reapply throughout the day.
- Children will be encouraged to wear sun hats.
- Water will be available for the children to ensure they are kept hydrated.

Windy Weather

- The area will be assessed before the children enter for any loose branches.
- An open area where there is less chance for falling branches will be used.
- In severe windy weather (Beaufort Scale 7 or above) we will not go to the woods or if severe wind starts during a session we will go back inside the main building.

Any Severe Weather Conditions i.e. high winds, lightning, storms.

Children will be escorted back to the classroom.

These procedures will be reviewed annually. Last reviewed 09.05.2023 JD



23. Toileting Procedure

Children will be told to inform an adult if they need to use the toilet. The adult will then escort the child/children to use the Toilets closest to the Forest school site year 5% which are located a short distance from the designated spot.

This procedure will be reviewed annually. Last reviewed 09.05.2023 JD

24. Campfire Procedure

The purpose of an open fire is to offer the children an acceptable risk activity to enhance their learning opportunities and own coping strategies. Encounters with certain risks such as a campfire help children learn how to manage their own risks, to help children to do this we must first remind them of the dangers and safety rules about being beside fire:

- The fire must never be left unattended.
- Any loose clothing or hair will need to be tied back.
- No rough housing, running or playing around the fire.
- Children must be seated at least 1.5 meters away from the flames.
- No walking between the seating area and the fire, for younger children a "Do not cross" line can be drawn.
- All must be seated or stable i.e. on one knee (respect position, see below) whilst cooking at the fire.
- Children will not throw things into the fire.
- If they are asked to move they will walk behind chairs rather than in front of chairs to prevent tripping into the fire.
- If the wind does blow smoke in their eyes they should know to turn their head and close their eyes.
- Fire glove, fire blanket and bucket of water will be within arms reach of an adult in case of emergency.



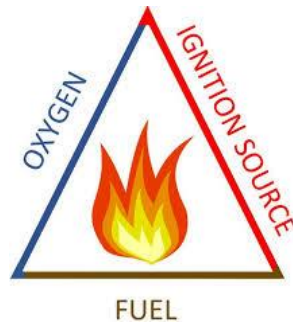
Only children willing to participate will be included in the activity and those with fears of fire will have the opportunity to talk to their teachers for reassurance. Children will use green sticks (newly cut/clean sticks) to cook on the open fire (toast, marshmallow, twists) and children will be asked questions about the fire, cooking and safety to enhance their understanding.

This activity will take place on the Forest school site on school grounds.

The parents can be informed the day before, so if they want their child to bring a change of clothes due to the smoke aroma they can.

Lighting the Fire

The first thing we must do is prepare what we need. A fire glove, a way of extinguishing our fire and the pit we are going to make the fire in. Our wood and fire starters should be laid out neatly in the order in which we will need to use them, tinder, kindling then pieces of dry wood gradually increasing in size. Some of the smaller pieces of wood and kindling can then be set up in whichever you preferred shape for starting a fire is (i.e. waffle, tent etc).



You need all three sides of the fire triangle to start a fire. One of the ways to start igniting the fire is friction, the children can feel this by rubbing their hands together and feeling warmth. It is also a fun experiment to show them what will happen if one of the elements is taken away, an easy way to do this is light a candle then put a lid on it so they can watch how the flame dies.

Using the idea of friction we can use flint and steel to start our fire by flicking a spark made by rubbing the two materials together onto a fire lighting tinder such as cotton wool which can be added to the base of our fire structure.

Once your initial fire structure has caught alight you can then begin to build it slowly, by gradually adding bigger pieces of wood but always making sure you do not add too large a piece of wood too soon. The fire will need constantly tending to throughout the session to make sure it keeps going and does not go out. If you do not have access to flint and steel fire starters such as lighters and matches can also be used.

Risk Assessment

To be read in conjunction with other risk generic assessments ie General Welfare & Weather, Daily/Site Specific		
Name of person compiling this risk benefit assessment:		
Activity/ Tool (please delete accordingly):		
Risk Benefit: What is the benefit to the children of offering this experience?		
Probability Score: <ol style="list-style-type: none"><5% chance that it will occur – very unlikely25% chance that it will occur50% chance that it will occur75% chance that it will occur>95% chance that it will occur – very likely	Severity Score <ol style="list-style-type: none">Not serious – no first aid requiredMinor Injury – requiring basic first aidInjury – requiring non immediate professional medical attentionSerious injury/multiple injuries – requiring immediate medical attentionMajor accident – multiple injuries or fatality	Calculate the risk levels: <p>The rating is calculated from the probability multiplied by the severity which will give a rating between 1 & 25. Our company will not be carrying out any activities deemed to have a revised rating of over 12 as they are deemed too dangerous</p>



Abbeys Primary School

Hazard	Harm	At Risk	Risk Rating	Existing measures/ new measures	Revised Risk Rating	Who will do it when?
Fire & heat	burning to skin & clothes	all	15	<ul style="list-style-type: none">• Supervision of the fire, one person to be sat beside fire at all times while alight or hot embers remain, to ensure children do not have unsupervised access.• Children will be given rules and safety advice on dangers of fire prior to visiting the fire.• First aiders and a first aid box will be available.• Fire proof gloves within easy reach.	5	Will be allocated on the day by the session leader.
Fire out of control	as above and damage to area.	all	10	<ul style="list-style-type: none">• As above• Fire will be in a metal standalone fire pit to prevent the fire escaping the area.• Fire area will be away from buildings either in the back playground or the reception playground.• The fire will not be under overhanging trees which may catch alight.• A good supply of water will be available to put out flames and dampen heat.• A fire blanket will be available to wrap around a person who may be alight.	5	Will be allocated on the day by the session leader.
A fall into fire	burning to skin & clothes	all	10	<ul style="list-style-type: none">• As above• Children have a safety brief before entering a lit fire pit area.• No walking between the seats and fire allowed, a "do not cross line" can be drawn if you feel it is necessary.	5	Will be allocated on the day by the session leader.



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				<ul style="list-style-type: none">• Children must be seated at least 1.5meters away from the open flames.• When cooking etc. everyone at fire should be seated securely or on one knee to remain stable.		
Smoke	inhalation and irritation	all	20	<ul style="list-style-type: none">• The position of the fire will be away from buildings.• The wind direction will be constantly assessed, and children advised to move safely out of smoke direction (not crossing towards the fire but around if they need to).• Dry suitable wood will be used to prevent excess smoke.	12	Will be allocated on the day by the session leader.
Heat from hot embers	burning to skin & clothes	all	6	<ul style="list-style-type: none">• When the fire activity is finished the embers will be dampened and cooled with water and if no bin is available spread out with a spade.	3	Will be allocated on the day by the session leader

The risk assessment, rules and campfire procedure will be reviewed annually.
Last reviewed 09.05.23 JD

Jess Fellows-Headteacher Reviewed: 09.05.2023

25. Food Hygiene



Cooking outdoors will never be the most sterile way to eat our food, but we will do all that we can to make it as hygienic as possible and avoid contamination, sickness and food poisoning.

Any prepared food will then be transported to school and to the Forest school site in the appropriate airtight containers, at the appropriate temperature.

When cooking around the campfire we will:

- Wash our hands before and after with antibacterial soap and warm water.
- Use new, shop bought, or clean green sticks.
- Tie our hair and any loose clothing back
- Monitor if we are cooking at the correct temperature.
- Check our food is cooked correctly by splitting it open and checking with an adult before eating.
- Wash all utensils and equipment with antibacterial soap before and after use.
- Constantly check and be aware of any allergies by checking our live school allergy list and responding to any rashes, swelling, wheezing or itching following the first aid and accidents and emergencies policies.
- We will not cook with meat or fish to make food more accessible for everyone and eliminate cross contamination.

As we will be cooking with EYFS we will mainly stick to things that are simple such as bread and vegetarian marshmallows.

This policy will be reviewed annually. Last reviewed 09.05.2023 JD

26. Woodland Management and Conservation



Abbeys Primary School

Abbeys school was opened in February 1968, in Bletchley.

Abbeys school site has a variety of trees in the surrounding outside areas. Trees on site include Ash, Hawthorne, Pine and Elder. The soil on site is clay like and hard.

Young trees have been planted on the school grounds as part of a project to signify the school turning 50 years old.





Abbeys Primary School

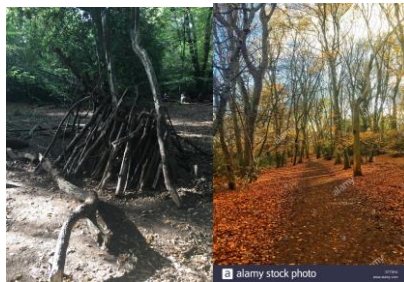
What we will do to help

If when at Abbeys school site we notice something that we think that the Abbeys school Management plan needs to be aware of i.e. a fallen tree, signs of OPM we will report it as soon as we can via email. We will also work things into our planning such as litter picking once a term to help the area flourish.

Our site in detail

Abbeys Forest school site

Outside classroom area for the whole school use. Grid reference:



Ground: The majority of the site is underlain by Claygate Beds (youngest part of London Clay), the sandy clay is interspersed with pockets of flint gravels. There is an increase in clay soil around the roots of the oak trees.

Flora: Trees are predominantly Birch, Cedar, Hawthorne and Ash , but the woodland is also home to other tree and shrub species, including brambles and Ivy. There are also some human introduced flora that are not native to the area i.e. a tomato plant, it could be fun to note these and see if the children can identify which species are a result of human impact.

Elder tree, Birch tree, Sycamore tree, Ivy, Hawthorn tree, Sunflowers, Broad beans, Mint, Evergreen fern, Dog rose, Docks,
Toxic

Brambles, Nettles, Daffodils, Bush on the playground.

Fauna: There are lots of different species of bird have been recorded, alongside foxes, grey squirrels, bat species. Moths and butterfly's and



Abbeys Primary School

spider's have been spotted in the forest school area.

Fox, birds, squirrels, frogs, butterflies, centipedes, worms, Ants, snails, earwigs, spiders, ladybirds, slugs.

Hazardous Plants: As listed in our weekly Forest School rules the children are taught "no picking, no licking" to protect the environment and themselves. Included are plants that could make them sick, poison them or cause them injury and discomfort. Below are some potentially hazardous plants that could possibly be found in Abbeys forest school site and throughout the UK for us to look out for in and around our site:

Stinging Nettles



Touching the stinging nettle plant can cause **skin irritation** which may be distressing especially to the younger children. Thankfully the symptoms usually do not tend to persist longer than 24 hours.

Brambles



The thorns can tear or puncture skin and potentially cause infections if not cleaned correctly. In very rare and extreme cases a tetanus jab may be needed.



Environmental Impact Assessment

This next section describes the impact of the operation of a Forest School provision at Abbeys forest school site. It describes what we can do to stop it from having a negative effect on the environment.

The children will enter the Forest respectfully and will have a good understanding of these rules whilst taking part in Forest School. We will always begin the session by recapping the things we need to remember in order to look after our environment.

Activity	Impact	What can be done
Eating in the forest	<p>Food waste may attract animals to the site or increase the numbers of a certain species, leading to adverse changes in biodiversity.</p> <p>Littering could cause wild animals hazards such as choking. If decomposed it could also increase the amount of harmful chemicals in the woodland soil</p> <p>Picking mushrooms or berries to eat could be harmful to the sustainability of the resource.</p>	<p>As our session is only an hour long we will not take any food with us to the forest except if there is a medical reason to do so.</p> <p>To make sure the children's needs are met we will have a warm school lunch and water just before leaving for Forest School.</p> <p>In the rare instance where we do take food into the woodland any waste or left overs will be taken back to the school and disposed of in the bins provided.</p> <p>As an additional helping factor, games around litter picking can be played to do our bit to clean up the woodland area further.</p> <p>No eating of anything found in the forest.</p>



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		Children will be taught why mushrooms and berries can be dangerous and therefore should not be touched.
Tree Climbing and Shelter Building	<p>Could damage trees, plants or flowers by climbing, attaching ropes or leaning things against them</p> <p>Repetitive use of soil underneath trees could cause it to compact and destroy habitats.</p> <p>Breaking sticks, flowers and leaves off flora could also cause damage or destroy habitats.</p>	<p>Choose trees that are strong enough to tolerate the activity.</p> <p>Rotate which trees and areas are used as much as possible and explain to the children why their favourite tree may not be available today.</p> <p>If you put up a den you must allow time to take it down and return all resources to where they were taken from.</p> <p>No picking, no licking rule must be reinforced weekly, and den building resources should be taken from plants, twigs and items that have already fallen.</p>
Collecting Woodland Materials i.e. Taking Sticks from the forest, Taking wood from wood piles or natural fence and denudation	<p>Damage to trees and plants</p> <p>Dead wood is a home for minibeasts and fungi so removing too much could be bad for their habitat.</p> <p>Depriving the wood of its natural materials and resources.</p>	<p>Mark out areas where the deadwood habitats can thrive and do not take any resources from there.</p> <p>Minibeast homes can be created as part of the weekly activities.</p> <p>All resources should be taken sparingly and nothing should be taken home from the woods, especially</p>



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		<p>sticks. If this causes distress you can try and convince the child to "hide it" so we can find it again next week or talk about how the stick will "lose it's magic" if it leaves the woodland.</p> <p>Only resources of sticks, flowers and leaves that have already fallen should be used.</p>
Using non-natural resources	If left in the forest resources brought from school could also litter the woodland area and pose a danger to wildlife and the forest floor.	<p>Resources will be brought from school only when absolutely necessary. The most likely items are, string, paper, pens, glue and scissors where possible these will be biodegradable.</p> <p>Children will not leave any marks on the natural world i.e.. pens/glue. When we leave the site it should look like we have never been there.</p> <p>Like in our tools policy scissors will not be stabbed into the soil. When they are not being used they will be returned to the Forest School bag.</p> <p>All non-natural resources will be taken back to the classroom, nothing will be left in the woods.</p>
Using the same site each week.	The soil could become compressed and habitats	Assessing the site regularly and rotating the area that we use will give



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	<p>damaged by the increased and regular footfall.</p> <p>Children may want to dig holes, plant seeds and take resources.</p> <p>Noise Pollution</p>	<p>the woodland opportunity to recover and thrive.</p> <p>We will be mindful not to make unnecessary noise within the woodland.</p> <p>At certain times of the year i.e. nesting season we will take this further and keep all noise to a minimum as not to disturb the wildlife.</p> <p>Building bird boxes and hedgehog holes can help create new homes for woodland creatures.</p> <p>Children will know not to dig large holes in the soil. Soil can be lifted lightly with sticks or fingers as part of mud kitchen or minibeast identifying.</p> <p>We will not plant or influx one type of seed or anything that is not native to the woodland so we do not upset the natural biodiversity of the area.</p>
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Making sure the children understand the reasoning behind all these ideas and restrictions is of utmost importance as it may change their relationship with nature for the better. We will involve them as much as we can in activities to help the soil, flora, fauna and life within Abbeys forest school site and hopefully this will grow into an understanding of human impact on the woodland environment. Litter picking will also be encouraged as a way to support the Abbeys with keeping their environment a litter free zone.



This assessment will be reviewed annually. Last reviewed 15.06.23 JD VLC

Risk Management

We want children to take risks at Forest School as it challenges them and helps with their cognitive development. It is our job as Forest School staff to make sure that these are controlled risks and the chance of injury or upset is kept to a minimum.

When we arrive at the site, every day the Forest School staff will assess the area for any risks such as deadwood branches, hazardous tree trunks, dangerous flora and uneven sections of ground. These will be brought to the attention of all the staff on site that day and an appropriate action will be taken to minimize the risk, for example, moving an obstruction or not using a deadwood branch. It is important the children have an understanding of what a risk looks like too. A good way to start a conversation about this is to give them red triangles that they can place around the site on anything they think is dangerous or unsafe. You can then discuss ideas of how we could make it safer with the children increasing their knowledge and understanding.

Personal Protective Equipment

For some activities in Forest School PPE will need to be worn this includes but is not limited to:

- Fire Gloves
- Fire Blankets
- Cut Resistant Gloves
- Medical Gloves
- Face Masks

All these items must be readily available and will be packed in the Forest School shed if they are needed.

Parents and Forest School Staff will be responsible for making sure that the children are wearing appropriate clothing before they leave for



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Forest School. Clothes that are deemed appropriate include but are not limited to:

- Close Toes shoes
- Wellington Boots
- Hiking Boots
- Waterproof clothing
- Fleece and Jumpers
- Sun Hats
- Long sleeved trousers and tops

This will be monitored weekly and specific items will be dependent on weather conditions. If a child is inappropriately dressed it is at the Forest School Staff's discretion that they may not be able to attend Forest School that day. However spare clothes and shoes will be available at school.

Children will need to wear long trousers or leggings to avoid getting scratched when exploring forest school.

These procedures will be reviewed annually. Last reviewed 15.06.23 JD



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27.Risk Assessment

MANAGEMENT OF HEALTH AND SAFETY AT WORK REGULATIONS 1999

NORFOLK HOUSE FOREST SCHOOL HEALTH & SAFETY FORM

DEPARTMENT/SCHOOL/UNIT	EYFS	REF NO.	HE 14.9.2020
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TASK/OPERATION BEING ASSESSED	Daily visits to Abbeys forest school site for children aged 3 - 5
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PURPOSE/METHOD OF WORK

To take children to the Outside area for Forest School. To be monitored off-site by some or all of the following staff members: VC JD SC EV LB

To do this safely and in accordance with our school policy.

To ensure that we have appropriate ratios of staff to pupils, considering the ages of the children, the venue they will visit and the tasks they will undertake which are:

Children aged 2 - 3, 1:2

Children aged 3 - 4, 1:4

Children aged 4 - 5, 1:6



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SPECIFIC LEGISLATIVE REQUIREMENTS	LEVEL OF SKILL/TRAINING REQUIRED
<p>Adult : child ratio EYFS Statutory Framework Paediatric First Aid requirement Health and Safety; Advice on legal duties and powers ISI Commentary on the Regulatory Requirements The guidance documents prepared by the following public bodies, charities and not for profit organisations have also been considered in the writing of this policy: The Department for Children Schools and Families (DCSF) The Independent Schools' Inspectorate (ISI) The Office for Standards in Education (OFSTED) The Health and Safety Executive (HSE)</p>	<p>General awareness of hazards and potential hazards First Aid Child protection Awareness of emergency procedures</p>

CHEMICALS/MATERIALS INVOLVED	HSC NO.	ASSESMENT DATE	SPECIFIC WORK EQUIPMENT PROVIDED
n/a			<p>First Aid kit and pupils individual medications if applicable Wipes and spare clothing Equipment as needed (magnifying glasses, resources for den making, etc...)</p>

To be read in conjunction with other risk generic assessments ie General Welfare & Weather, Daily/Site Specific		
Name of person compiling this risk benefit assessment:		
Activity/ Tool (please delete accordingly):		
Risk Benefit: What is the benefit to the children of offering this experience?		
Probability Score:	Severity Score	Calculate the risk levels:
<ol style="list-style-type: none"> 1. <5% chance that it will occur – very unlikely 2. 25% chance that it will occur 3. 50% chance that it will occur 4. 75% chance that it will occur 5. >95% chance that it will occur – very likely 	<ol style="list-style-type: none"> 1. Not serious – no first aid required 2. Minor Injury – requiring basic first aid 3. Injury – requiring non immediate professional medical attention 4. Serious injury/multiple injuries – requiring immediate medical attention 5. Major accident – multiple injuries or fatality 	<p>The rating is calculated from the probability multiplied by the severity which will give a rating between 1 & 25. Our company will not be carrying out any activities deemed to have a revised rating of over 12 as they are deemed too dangerous</p>



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General Hazards / Risks

Hazard / risk	Possible harm	To who	Level of risk	Controls in place	By who / prior to visit?	Revised level of risk
Falls and trips boarding and disembarking the coach to the wood	Bruise, graze, broken bone	Pupils	9	Pupils hold the handrail when boarding or disembarking the coach. An adult is stationed at the bottom on the steps to aide the children on and off the coach.	Any supporting adult	3
						10
Weather Excessive heat or cold Strong winds, thunderstorm, heavy rain	Sun burn, dehydration Hypothermia Injury from falling tree / branches	Pupils and staff	20	<p>Pupils are advised to wear appropriate outdoor clothing. This is checked before setting out from school. Some spare items of clothing will be available in school. We advise all parents to apply sunscreen in the morning before Forest School on sunny days.</p> <p>In severe weather such as thunderstorm, very heavy rain and strong winds (force 7 and above) the session will be cancelled due to high risk. See Beaufort Scale below.</p> <p>If the weather changes suddenly while we are in the woods we will conduct a dynamic risk assessment and leave the woods if deemed necessary.</p>	Forest School leader will check the weather forecast day before and on the day of the Forest School. Ongoing assessment by Forest School Leader.	4



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				Fully stocked first aid kit to include blanket. Children take their water bottles and spare water is also carried by staff.		
Trips, slips and falls in the woods	Bruise, graze, cut, broken bones, dislocated joint	Pupils and staff	15	Pupils must wear appropriate outdoor footwear. No sandals. Children are reminded to walk carefully and keep their eyes out for any hazards. Brief group on slipperiness of logs and identify specific hazards such as tree stumps and draw attention to them. Staff with appropriate first aid training always present and well-stocked first aid kit available.	Pupils and supporting adults	6
Poisonous plants	Allergic reaction, rash, vomiting, upset stomach	Pupils and staff	8	Staff are aware of potential poisonous plants (see list). Staff are aware of allergies and appropriate medication is taken. Legs to be covered at all times.	Supporting adults	4
Litter	Cuts, infection	Pupils	8	Site sweep. Any litter found will be collected and disposed of in bins. (PPE in First Aid Kit) Children advised not to pick up anything which is not naturally found in the wood.	Supporting adults	4
Faeces	Cuts, infection, shoe and clothes soiling	Pupils and staff	6	Site sweep. Any faeces found will be collected and disposed of in the dog litter bins. (PPE in First Aid Kit) Spare change of clothes taken.	Supporting adults	3



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				Antiseptic wipes and water to clean any contact.		
Sting biting insects	Pain, allergic reaction	Pupils and staff	10	Brief group on potential for bee and wasp stings and possibility of ticks in the woodland. Staff are aware of allergies and appropriate medication is taken. Legs to be covered at all times. (No shorts or skirts)	FSL and supporting adults	6
Low branches	Bruise, cut, graze, injury to eye.	Pupils	6	Marked with a hazard triangle or pupils made aware of any dangerous low branches after site sweep.	FSL or supporting adult	4
Standing water	Infection, slipping, getting soaked, drowning	Pupils	15	Pupils made aware of any standing water, especially if it is deeper than ankle height after site sweep. For large areas these will be cordoned off or an adult will be positioned nearby.	FSL or supporting adult	8



BEAUFORT SCALE

Force		Anemometer reading				Description		Effect on kite
		mph	kmh	m/s	knts			
0	○	0-1	<1	<0.3	0-1	Calm; smoke rises vertically.	Calm	Launch frustration
1	☞	1-3	1-5	0.3-1.5	1-3	Direction of wind shown by smoke drift, but not by wind vane.	Light air	Very large lightweight deltas, Rokkaku etc. may fly on a light line
2	☞	4-7	6-11	1.5-3.3	4-6	Wind felt on face; leaves rustle; ordinary vanes moved.	Light Breeze	Sutton #30 lofts 650g at 3.5mph
3	☞	8-12	12-19	3.3-5.5	7-10	Leaves and small twigs in constant motion; wind extends light flag.	Gentle Breeze	Drogue needed on Flowform kites
4	☞	13-18	20-28	5.5-8.0	11-16	Raises dust and loose paper; small branches are moved.	Moderate Breeze	
5	☞	19-24	29-38	8.0-10.8	17-21	Small trees in leaf begin to sway; crested wavelets form on inland waters.	Fresh Breeze	Reduce kite size increase line weight & drogue size
6	☞	25-31	39-49	10.8-13.9	22-27	Large branches in motion; whistling heard in telegraph.	Strong Breeze	
7	☞	32-38	50-61	13.9-17.2	28-33	Whole trees in motion; inconvenience felt when walking.	Near Gale	
8	☞	39-46	62-74	17.2-20.7	34-40	Breaks twigs off trees; generally impedes progress.	Gale	
9	☞	47-54	75-88	20.7-24.5	41-47	Slight structural damage occurs (chimney-pots and slates removed).	Severe Gale	
10	☞	55-63	89-102	24.5-28.4	48-55	Seldom experienced inland; trees uprooted; considerable structural damage occurs.	Storm	
11	☞	64-72	103-117	28.4-32.6	56-63	Very rarely experienced; accompanied by wide-spread damage.	Violent Storm	
12	☞	73-83	≥118	≥32.6	64-71		Hurricane	

KAP not possible without severe risk of injury to operator and equipment.

Risk / Benefit Assessment: **Free and structured play in the woods** including scavenger hunts,

Risk / Benefit Assessment: **Using tools and Ropes**

Benefits of allowing these activities: gross and fine motor skill practice, developing problem solving and critical thinking, following instructions, maintaining focus and attention, giving pupils an opportunity to try something outside of their usual scope of experiences, teaching safe use of tools, learning about materials, offering challenge and reward which leads to a sense of achievement and improved self-worth. Self-esteem and confidence will also develop by taking part in using tools that require trust and responsibility.



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Hazard / Risk	Possible harm	To who?	Level of risk	Controls in place	By who / when?	Revised level of risk
General tool use	Bruise, cuts, blood loss, losing limbs, in group games, climbing trees, building structures, moving objects, digging, mud kitchen, balancing along logs, playing with sticks, natural craft activities Benefits of allowing these activities: gross and fine motor skill practice, improving balance and strength, problem solving, working as a team, building relationships, communication	Pupils and staff	20	Only the Reception children to take part in activities involving tools. Adult to closely follow the Forest School Tool Policy. Adults to work on a 1:1 ratio with each child. All children to be briefed on safety before using tools Adults to follow the guidelines on the transportation and storage of tools laid out in the 'Forest School Tool Policy' Only trained adults to take part in activities involving tools. Set a 'Tool blood circle' and advise all children of the area being used. First aider always in attendance with full first aid kit.	FSL and allocated adults with training in specific tool use.	10



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	<p>tion skills, developing resilience, sparking imagination , and giving pupils a strong sense of achievemen t.</p>					
	<p>Hazard / risk</p>					
	<p>Trips, slips and falls</p>					
	<p>Falling from a height when climbing trees, large fallen logs</p>					




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						members' heads.		
	Mud, dirt, sand in the eyes	Sore eye, injury to eye	Pupils	4	Pupils advised not to throw or kick up dirt or sand. Water is provided if necessary.	All supporting adults		2
	Falling branches, sticks, logs from built structures	Bump, bruise, graze, cut, head injury	Pupils and staff	12	When making dens or using dens already constructed in the woods an adult will continually test to see if the structure is safe. The children will be taught to do the same. No climbing on dens at any time.	All supporting adults		8
	Injury while moving, building structures with branches, logs	Bump, bruise, graze, cut, head injury	Pupils and staff	12	Pupils will be shown how to move large logs safely. Any log longer than the child's height needs 2 people to carry it.	FSL or assistant		6
	Trips and slips and falls whilst using the play equipment in the playground on site at	Bump, bruise, graze, cut, head injury, broken bones, dislocated joint	Pupils	8	Staff vigilant and watching pupils. Children briefed in safe use of any equipment. E.g. only one child on a bean at once.	Supporting adults		6




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	Abbeys school.					First aider in attendance.		
	extreme case death							
Using knives	Cuts, blood loss, losing limb, in extreme case death	Pupils and staff	20	<p>Use of 'blood circle'. Knife shielded at all times unless in use. Knife used in movements away from the body either standing or kneeling up and pointing the knife down or sitting with legs together and twisted to the side (see photo). Nowhere near to the inner thigh area.</p> 	FSL and allocated adults with training in specific tool use.	10		
Using a bowsaw	Bruise, cuts, blood loss, losing limbs	Pupils and staff	20	<p>1-2-1 adult supervision. Children are shown correct use of tool prior to using them independently. Carried by handle with serrated edge facing down and covered with safety shield. Safety shield replaced immediately after use. Glove used on hand not holding the saw.</p>	FSL and allocated adults with training in specific tool use.	10		



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Using palm drills	Bruise, cuts, scrape	Pupils and staff	9	1-2-1 adult supervision. Children are shown correct use of tool prior to using them independently.	FSL and allocated adults with training in specific tool use.	3
Using a mallet	Bruise, head injury, broken bone	Pupils and staff	16	1-2-1 adult supervision. Children are shown correct use of tool prior to using them independently. Remind children of blood circle and not to lift the mallet above their heads.	FSL and allocated adults with training in specific tool use.	8
Using loppers / secateurs	Bruise, cuts, blood loss, losing limbs	Pupils and staff	20	1-2-1 adult supervision. Children are shown correct use of tool prior to using them independently. Only removed from storage by an adult. Held / carried with blades pointing down at all time. Loppers only to be used on wood or branches about the thickness of a finger. Adult to attach and	FSL and allocated adults with training in specific tool use.	10



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				detach safety latch before and after use.		
Using a folding pruning saw	Bruise, cuts, blood loss, losing limbs	Pupils and staff	20	1-2-1 adult supervision. Children are shown correct use of tool prior to using them independently. Saw kept folded at all times except when being used. Glove used on hand not holding the saw. Fingers tucked in and well away from the blade. Child to kneel to use where possible.	FSL and allocated adults with training in specific tool use.	10
Using a hand drill	Bruise, scrape, cuts	Pupils and staff	12	1-2-1 adult supervision. Children are shown correct use of tool prior to using them independently. Drill piece always pointing down. Adults help children find a stable position where they can apply pressure downwards.	FSL and allocated adults with training in specific tool use.	6
Using ropes general	Fall, graze, bump, broken bone, sprain, rope burns, strangulation	Pupils	20	Pupils are supervised when using ropes.	All supporting adults	10
Rope could snap or a knot fail. The branch could snap or bend.	Fall, graze, bump, broken bone, sprain, rope burns, strangulation.	Pupils and staff	12	Rope condition is regularly monitored. The children will be taught a range of knots and these will be checked by an adult prior to any use. Staff to check any trees to be used	FSL and assistant	6



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				and avoid using if there are any signs of weakness.		
Swinging from a rope a child could bump into another child, tree or other obstacle.	Fall, graze, bump, broken bone, sprain	Pupils and staff	12	Pupils are reminded that there needs to be a clear distance around the swing. Adults test swings before use. Feet on rope swings will be lower than head height in full swing. Children step off rather than jump. Area below any swings will be cleared of logs, branches and other obstacles.	FSL and supporting adults	6
Walking into a rope strung between trees.	Fall, graze, bump, broken bone, sprain, rope burns	Pupils and staff	12	Make children aware of where any ropes are positioned, particularly if they are near head height. Use of coloured rope where possible. Only specific sites used for rope work agreed with the FSL or assistant, e.g. away from children running around.	All supporting adults.	6
Misuse of rope	Rope burns, strangulation	Pupils	16	Clear instructions are given to the pupils about how to use ropes safely including never wrapping them around their necks or bodies.	FSL and supporting adults	8

MANUAL HANDLING RISK		PERSONAL PROTECTIVE EQUIPMENT REQUIRED
Has a manual handling risk been identified?	NO	



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Is the risk considered to be	NA	First Aid kit and pupils' individual medications if applicable Wipes and spare clothing
Is a further detailed assessment required?	NO	
If the answer to the above question is YES, a separate manual handling assessment will be required to fulfil the requirements of the Manual Handling Operations Regulations 1992.		Is training and instruction required No Is there need for special accommodation NO Is there need for test/examination NO Is all P. P. E. compatible

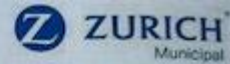
FREQUENCY OF MONITORING					ASSESSMENT REVIEW PERIOD				
N/A	3 Months	6 Months	1 Year	> 1 Year	< 1 Year	2 Years	3 Years	4 Years	> 4 Years
	✓					✓			

Signed Jess Fellows
Head Teacher
Reviewed 15.06.23

Reviewed by JD 15.06.23

Reviewed by VC 15.06.23

This risk assessment will be reviewed annually. Last reviewed 15.06.23 JD VLC



Certificate of Employers' Liability Insurance (a)

(Where required by regulation 5 of the Employers' Liability (Compulsory Insurance) Regulations 2008 (the Regulations), a copy of this certificate must be displayed at all places where you employ persons covered by the policy or an electronic copy of the certificate must be retained and be reasonably accessible to each employee to whom it relates).

Policy Number	KSC-242101-9833
1. Name of policyholder	SAIF - Milton Keynes - Abbeys Primary School
2. Date of commencement of insurance policy	01 April 2023
3. Date of expiry of insurance policy	31 March 2024

We hereby certify that subject to paragraph 2:

1. The policy to which this certificate relates satisfies the requirements of the relevant law applicable in Great Britain, Northern Ireland, the Isle of Man, the Island of Jersey, the Island of Guernsey and the Island of Alderney (b).
2. (a) the minimum amount of cover provided by this policy is no less than £5 million (c).

Signed on behalf of Zurich Insurance Company Ltd (Authorised Insurer)

Tim Bailey
Chief Executive Officer of Zurich Insurance Company Ltd, UK Branch

Notes

- (a) Where the employer is a company to which regulation 3(2) of the Regulations applies, the certificate shall state in a prominent place, either that the policy covers the holding company and all its subsidiaries, or that the policy covers the holding company and all its subsidiaries except any specifically excluded by name, or that the policy covers the holding company and only the named subsidiaries.
- (b) Specify applicable law as provided for in regulation 4(6) of the Regulations.
- (c) See regulation 3(1) of the Regulations and delete whichever of paragraphs 2(a) or 2(b) does not apply. Where 2(b) is applicable, specify the amount of cover provided by the relevant policy.

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Abbeys Primary School
