



OUTWOOD PRIMARY SCHOOL

FOREST SCHOOLS ACTIVITY & SITE RISK ASSESSMENT

2020-2021

This risk assessment is specific to the activities taking place and the site where the activities are delivered.

Lead Forest School (FS) teacher will evaluate changes in the weather, the seasons, and other circumstances on the day of the visit and will change the delivery of the activities accordingly to reduce likelihood of children or adults being harmed.

CLIENT GROUP: Mixed ability year groups from EYFS to Y6	DATE OF EVENT: TBC before each session
LOCATION: Outwood Primary School. Grounds between Outwood and Oakgrove. Designated FS area	NUMBER AND AGE OF GROUP PRESENT FOR ACTIVITY AT ONE TIME: TBC before each session
RISK ASSESSMENT PREPARED BY: Ruth Exley	ANY OTHER COMMENTS: All group information and parental consent to be obtained prior to the beginning of each teaching block session, including medical, SEN, mobility and behavioural needs. <i>Due to Covid-19, medication must from each class must be placed in allocated box near site entrance. FS staff will wear gloves to move this box to be stored safely and staff members will have disposable gloves if they need to handle any medication.</i>
DESCRIPTION OF SITE: Debris – Pathway at the edge of the site is generally clear, however crossing the field to the site does have natural debris including sticks, leaves and mud. Dogs – Although area is locked at night, staff and pupils need to be aware that dog walkers may have used the field. Flora & fauna – ground cover including brambles, nettles and wildflowers; mixed broadleaved trees Access – Access is through the main gate to the field then across a field Members of the public – though this area is securely closed off during the day, staff and pupils need to be aware it may have been accessed by members of the public out of school hours. Water – The path can flood in bad weather and the ground can become saturated. School – toilets will be used before and after session. Children will be escorted by an adult if they need to access the school.	
COVID-19 <ul style="list-style-type: none"> • In order to minimise the risk of cross contamination, FS staff will maintain the 2-metre rule where possible at all times. • Whilst outdoor activities lessen the chance of infection, social distancing must always be applied. • Children will wash hands before coming outside and will wash hands again before entering the classroom at the end of the session. • Hand gel will be on site at all times. • Hand washing facilities will be available – this will consist of large buckets of soapy and fresh water for children to use. A designated FS staff member will oversee changing the water at regular intervals. • FS staff will meet the children at the outside door and escort them to the site. The children will be met at the outside door by the class teacher at the end of the session to reduce cross-contamination of bubbles. A staff member from each bubble will follow at a distance to place medication in the specified box (see above) • No food is to be consumed on site. • Equipment and resources will be left 72 hours before being used by another year group or bubble • All FS staff will follow Outwood Primary procedure if dealing with a suspected case of Covid-19 	

HAZARD (TO INCLUDE: SITE, WEATHER, WELFARE, TRANSPORT, ANY BUILDINGS USED, SPECIFIC ACTIVITIES & TOOL USAGE.)	HARM (AND TO WHO?)	RISK LEVEL P = Probability 1-5* S = Severity 1-5* R = Rating (PxS) 1-25** NB: *1 is low, 5 is high **1 is low, 25 is high	ACTION - RISK REDUCTION MEASURES ALREADY IN PLACE?	ANY FURTHER MEASURES TO CONSIDER?	WHO WILL DO IT? WHEN?	BENEFITS OF RISK

trip hazards, uneven ground.	Children and adults. Falling, tripping.	P = 2 S = 2 R = 4	FS Teachers to remind children of uneven ground and to be careful when on site. FS teachers to remind parents of suitable footwear that offers support for children and give examples in letter	Remind children of their responsibilities to safety.	FS Leaders Start of day	Chance to experience rough ground and learn to walk safely on this (many children will only be used to flat surfaces such as tarmac and concrete to walk on). Countryside code knowledge – learning that we need to be aware of what is under foot but we don't destroy it. We move around or work with nature
child getting lost in new surroundings (in new to FS area)	Children, . Distress; potential injury from being unsupervised and if stray in to prohibited area.	P = 1 S = 2 R = 3	All groups briefed on site layout before start; groups supervised on site by staff at all times; boundaries for each activity clearly stated. Toilet stops before and after session for whole group included to keep everyone together. Introduce children to the 123 where are you? Call and voice volume control	Toileting for younger children needs to be considered to avoid children and adults going on and off site. Dependent on individuals. Consider if can go behind a tree/factor in whole group toilet breaks. Produce a map for all to learn how to navigate site.	FS Leaders before session. Enforced throughout by all adults.	Access to a large outdoor site increases learners experience of the natural environment beyond the classroom. Learn to navigate using landmarks and maps.
Contact with animal droppings/ animals e.g. mice/birds/ foxes	Children, adult visitors and staff. Disease/ infection from wild animals e.g. birds/bird poo, mice/ droppings/ fox poo	P = 1 S = 3 R = 3	Group told not to touch faces or put fingers in mouths until hands are washed due to germs/dirt from touching natural materials. Ensure that hands washed using anti-bacterial liquid soap, rinsed in clean (preferably) warm running water and dried using a paper towel. Any existing abrasions or cuts to be protected by dressing.	Sweep of the site prior to session to remove obvious faeces that could be high risk e.g. fox or dog poo.	FS Leaders at start of session. Enforced throughout	Children learn about hygiene, but that dirt is part of life particularly outdoors! Independence and responsibility in the outdoors – how to stay safe.
Moving round the woods and field: debris and uneven or wet ground NB: if playing games in	Children and staff. Injury from slipping and falling	P = 2 S = 2 R = 4	Staff and clients/children to wear suitable clothing and footwear e.g. wellies or walking boots. Staff to advise all when mud/rain impacts on site and advise. Best walking	Make a welly and clothing bank so all children are appropriately equipped. This to be shared on the letter to parents	FS Leaders at start of session. Enforced throughout	Encountering different terrain, learning to move safely on this. Learning to choose correct clothing depending on weather and

wet/slippery weather assess suitability of site and activity on the day			routes selected as fit for purpose according to the weather. Beware fox holes and other trip hazards such as logs.			terrain – increasing independence and confidence in judging this.
Straying into prohibited areas	Children. Injury from being in unsupervised areas.	P = 1 S = 4 R = 4	Briefing on boundaries given at the start of the session. Staff should supervise client/children and ensure that they do not deviate from agreed route and boundaries. Use the voice volume rules and remind children of the '123' where are you?	Farmer and FS staff to check all walking routes on main farm site are safe with all items tidied away and secured e.g the barn between the yard and the big livestock barns – cables, fuel cans and barbed wire rolls stored out of reach and away from path through. Move equipment from barns completely once new barn conversion is finished in 2020.	Farmer before the day of session. FS Leaders at start of session. Enforced throughout	Children experience a real working farm site and what work goes on there, learning that farms can be dangerous and how to keep themselves safe.

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Fungi, toadstools, poisonous plants encountered whilst walking on the site and during scavenger hunts.	Children and staff. Touching or eating poisonous plants may result in illness and/or poisoning.	P = 2 S = 4 R = 8	Warn everyone of risk from touching or eating plants from the woodland; no fingers in mouths until hands washed. Do not pick fungi or berries unless instructed to and supervised by lead adult.	Run an ID session where children learn to recognise flora specific to the site so their recognition of safe/poisonous plants improves.	FS leader before and during session.	Knowledge and enjoyment of nature increases as learn about plant species and their benefits/dangers.
Weather: Extremes of temperature, wind, rain.	Children and staff. Slips/trips/falls in slippery wet weather; falling branches and debris, sun	P = 3 S = 3 R = 9	FS Leader will check weather forecasts before sessions and make alternative site arrangements if weather is extreme. Adaptations to activities to be made if weather likely to affect these.	Welly bank and clothing bank. FS leader to dojo parents of children in session to re-enforce weather and what is needed	FS leader before session.	Children experience different weather conditions outside and are better able to choose the best clothing for this.

	burn, hypothermia.		Leader and class teacher to ensure children are appropriately dressed for the weather before session.			
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ACTIVITIES: Generic Woodland activities.	Children, adult visitors and staff. Injury from falling branches; trips/falls.	P = 3 S = 3 R = 9	Show the group the topography of the site, discuss how the ground is bumpy/slippy and how we should move safely round it (walking) during certain activities e.g. den building and in wet weather. Be aware of risk of falling branches in high winds. Take into account any felling/extraction activities when planning the visit. Assess the general condition of trees inside the FS area. School staff and FS leader to ensure children are appropriately dressed before session.	Consider cancelling session or using an alternative space if weather outside is deemed too dangerous.	FS leader before session.	Children's understanding of what makes the terrain slippy/bumpy and understanding that risk. Developing management of risk.
Shelter building in woodland areas.	Children, adult visitors and staff. Injury from branches being carried by other children/adults . Injury from branches/logs thrown by children. Injury if shelter collapses on children or adults. Injury from falling branches or trees.	P = 3 S = 3 R = 9	Ensure children and adults instructed to: <ul style="list-style-type: none"> • carry broad end of branch and drag it along the ground. • that all pointed ends of sticks are inserted into the ground. • If a branch is very large, get a friend to help. • Heavy logs must be rolled not lifted. • NO throwing of branches / logs. 	FS Leader incorporate safety reminder at start of session – get groups to do this as they become more experienced (see progression map)	FS leader at start of session and throughout if reminders of safety needed.	Developing self-awareness and management of risk. Motor skills in moving and building with different materials. Sense of enjoyment in the outdoors. Teamwork skills inc communication. Problem solving and independence.

	High winds causing branches and trees to fall causing injury.		<p>FS leader to ensure structure is stable before children enter. Monitor stability throughout activity.</p> <p>Leader to ensure that the area of woodland to be used for the activity has been checked for any branches or trees that look unstable and may fall.</p> <p>If the wind is judged strong enough to cause trees and branches to fall then log-based activities should be cancelled.</p>			Motivation.
Rope and string usage	<p>Rope/string burns Tripping up</p> <p>Strangulation</p>	<p>P = 3 S = 2 R = 6</p> <p>Strangulation: P = 1 S = 5 R = 5</p>	<p>Use bright coloured ropes/string.</p> <p>Check locations of ropes/string and move if required.</p>	Consider individual risk assessments and adaptations to activity for SEN/age/behavioural needs.	FS leader throughout session	<p>Teamwork skills inc communication.</p> <p>Problem solving and independence.</p> <p>Motor skill development</p>
Minibeast hunt	<p>Children, adult visitors and staff.</p> <p>Insect bites, stings and allergic reactions.</p>	<p>P = 3 S = 3 R = 9</p>	<p>FS Teacher to be aware of any children who are allergic to insects and other irritants by parents completing the permission forms and medical info..</p> <p>Be aware of swarming wasps or bees, leave area immediately.</p> <p>If children or adults are stung</p> <ul style="list-style-type: none"> • Move the whole group away from the area • monitor for any reaction from the stings • School staff to administer medication • Move person who has been stung to a central point that emergency services can find easily (for example school library) <p>School staff to ensure that appropriate</p>	Make minibeast ID activities part of introduction to the site for all groups, recognising what might be encountered on site year round and how to be safe.	<p>FS Leader at start of session.</p> <p>School staff at start of session and if administering meds, during session.</p>	<p>Sense of wonder of natural environment. Respect for nature.</p> <p>Developing self-awareness and management of risk.</p>

			medication is to hand at all times.			
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Ticks	Children, adult visitors and staff. Lyme disease	P = 1 S = 4 R = 4	FS leader to research area and see if ticks are reported in that area . In areas where ticks are prevalent ensure all visitors wear long trousers and socks. Adults to check all children and selves for ticks at end of visit and, if found, remove by approved means. Make adults aware of symptoms of Lyme disease and appropriate action to take.	FS Teacher to be in contact with Stockport LA,	.FS Leader check group clothing at start of session. All adults at end of session.	Developing self-awareness and management of risk.
Eating raw or cooked food outside including foraged wild food e.g. blackberries Produce could be contaminated with animal waste or spray drift from the farm. THIS WILL NOT TAKE PLACE WHILST COVID-19 RESTRICTIONS ARE IN PLACE	Children, adult visitors and staff. Becoming unwell as a result of eating contaminated produce. Food poisoning symptoms	P = 2 S = 3 R = 6	Parents to provide FS Leader with list of children with allergies or medical conditions. Tasting should be supervised by adults at all times. Give clear instructions to adults and children to inspect fruit before eating and to discard fruit that is soiled or rotten. Wash hands immediately before the tasting session. Check with council if chemicals sprayed on nearby fields recently. Do not forage if so. Food should be stored in clean containers and transported in a cool bag to and from the site, with any clean utensils and cooking pans required. The box will remain closed in between use with	Train all FS staff in Level 2 Food Hygiene?	FS leader safety talk at start of session. All adults supervising throughout. FS Leader checks at end of session.	Sense of enjoyment in the outdoors. Developing self-awareness and management of risk. Respect for nature.

			<p>food covered in bags or boxes; to avoid attracting flies and other insects.</p> <p>All 'use by' dates will be checked on foods before eating.</p> <p>Water for cooking will be provided in cleaned sealed storage.</p> <p>ALL food not eaten or cooked will be placed in black bin bags and disposed of in school at the end of the session by one of the adults. The area is checked to ensure there no food traces to avoid vermin being attracted to the area.</p>			
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TOOL USAGE: Loppers Posing a hazard when not in use and stored incorrectly Sliding off the object being cut Hitting a person instead of the intended object	Children and staff. Cuts Trips Bruises Broken fingers Chopped off fingers	P = 2 S = 4 R = 8	Tool Talks to be learnt before using tools – main safety rules are within these. Teach group safe cutting procedures including being correct distance away from others. Ensure staff-child ratios are adhered to. Tools to be placed on the ground, with blade facing away when not being used for short periods of time e.g. when moving a branch out of way. All tools to be kept in a locked in a toolbox in a designated place when not needed any more.	Check and adapt procedures depending on group ages/needs - liaise with farmer and school staff over these. Schedule tool maintenance in regularly.	FS leader safety talk at start of session. All adults supervising throughout. FS Leader checks at end of session.	Teamwork skills inc communication. Developing self-awareness and management of risk. Developing independence and ability to follow instructions and rules. Motor skill development

			<p>Equipment maintained in good working order.</p> <p>First aid kit in kit bag in visible designated place.</p> <p>Equipment counted out and back into toolbox.</p>			
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<p>Saws</p> <p>Blade snapping when in use</p> <p>Posing a hazard when not in use and stored incorrectly</p> <p>Sliding/jumping off the object being sawed</p>	<p>Children and staff.</p> <p>Cuts</p> <p>Trips</p>	<p>P = 2</p> <p>S = 4</p> <p>R = 8</p>	<p>Tool Talks to be learnt before using tools – main safety rules are within these.</p> <p>Provide gloves for 'helper hands' not holding the handle.</p> <p>Ensure staff-child ratios are adhered to.</p> <p>Tools to be placed on the ground, with blade facing away when not being used for short periods of time e.g. when moving a branch out of way.</p> <p>All tools to be kept in a locked in a toolbox in a designated place when not needed any more.</p> <p>Equipment maintained in good working order.</p> <p>First aid kit in kit bag in visible designated place.</p> <p>Equipment counted out and back in to toolbox.</p>	<p>Check and adapt procedures depending on group ages/needs - liaise with farmer and school staff over these.</p> <p>Schedule tool maintenance in regularly.</p>	<p>FS leader safety talk at start of session.</p> <p>All adults supervising throughout.</p> <p>FS Leader checks at end of session.</p>	<p>Teamwork skills inc communication.</p> <p>Developing self-awareness and management of risk.</p> <p>Developing independence and ability to follow instructions and rules.</p> <p>Motor skill development</p>
<p>Billhooks</p> <p>Posing a hazard</p>	<p>Children and staff.</p> <p>Cuts</p>	<p>P = 2</p> <p>S = 4</p> <p>R = 8</p>	<p>Tool Talks to be learnt before using tools – main safety rules are within these.</p>	<p>Check and adapt procedures depending on</p>	<p>FS leader safety talk at start of session.</p>	<p>Teamwork skills inc communication.</p>

<p>when not in use and stored incorrectly</p> <p>Sliding off the object being sliced in to</p> <p>Cutting a person instead of the intended object</p>	<p>Trips/falls</p> <p>Bruises</p> <p>Broken fingers</p> <p>Chopped off fingers</p>		<p>Ensure staff-child ratios are adhered to.</p> <p>Tools to be placed on the ground, with blade facing away when not being used for short periods of time e.g. when moving a branch out of way.</p> <p>All tools to be kept in a locked in a toolbox in a designated place when not needed any more.</p> <p>Equipment maintained in good working order.</p> <p>First aid kit in kit bag in visible designated place.</p> <p>Equipment counted out and back in to toolbox.</p>	<p>group ages/needs - liaise with farmer and school staff over these.</p> <p>Schedule tool maintenance in regularly.</p>	<p>All adults supervising throughout.</p> <p>FS Leader checks at end of session.</p>	<p>Developing self-awareness and management of risk.</p> <p>Developing independence and ability to follow instructions and rules.</p> <p>Motor skill development</p>
<p>Mallets</p>	<p>Children and staff.</p> <p>Blows to body parts especially hands</p> <p>Trips Bruises</p> <p>Breaks (particularly fingers)</p>	<p>P = 2 S = 3 R = 6</p>	<p>Safety talk before session reminds all of use of tool: Ensure all fingers are out of the way before striking the mallet down. Ensure partner knows you are about to strike a blow 'are you ready?'</p> <p>Check where others are before use Do not swing tool!</p> <p>Tool to be placed on the ground, to the side when not being used for short periods of time e.g. when moving the piece of wood.</p> <p>First aid kit in kit bag in visible designated place.</p> <p>Equipment counted out and back in to toolbox/bag.</p> <p>Ensure staff-child ratios are adhered to.</p>	<p>Check and adapt procedures depending on group ages/needs - liaise with farmer and school staff over these.</p> <p>Schedule tool maintenance in regularly.</p>	<p>FS leader safety talk at start of session.</p> <p>All adults supervising throughout.</p> <p>FS Leader checks at end of session.</p>	<p>Teamwork skills inc communication.</p> <p>Developing self-awareness and management of risk.</p> <p>Developing independence and ability to follow instructions and rules.</p> <p>Motor skill development</p>
<p>KNIVES (any kind inc. whittling and cooking)</p>	<p>Children and staff.</p> <p>Cuts</p> <p>Trips</p>	<p>P = 3 S = 4 R = 12</p>	<p>Tool Talks to be learnt before using tools – main safety rules are within these.</p>	<p>Check and adapt procedures depending on group ages/needs</p>	<p>FS leader safety talk at start of session.</p>	<p>Teamwork skills inc communication.</p> <p>Developing self-awareness and</p>

			<p>Teach group safe cutting procedures including being correct distance away from others.</p> <p>Provide gloves for 'helper hands' not holding the knife handle.</p> <p>Ensure staff-child ratios are adhered to.</p> <p>Tools to be placed on the ground, with blade facing away when not being used for short periods of time e.g. when moving a branch out of way.</p> <p>All tools to be kept in a locked in a toolbox in a designated place when not needed any more.</p> <p>Equipment maintained in good working order.</p> <p>First aid kit in kit bag in visible designated place.</p> <p>Equipment counted out and back in to toolbox.</p> <p>Hold item that the knife is being used on to the side of body, never on self e.g. lap/knee and ensure each stroke is away from self.</p>	<p>- liaise with farmer and school staff over these.</p> <p>Schedule tool maintenance in regularly.</p>	<p>All adults supervising throughout.</p> <p>FS Leader checks at end of session.</p>	<p>management of risk.</p> <p>Developing independence and ability to follow instructions and rules.</p> <p>Motor skill development</p>
<p>FIRE</p> <p>Fire spreading/ getting out of control</p> <p>Appendages catching fire e.g. Clothing and hair</p> <p>Trips/falls in to fire</p> <p>Injury to fingers</p>	<p>Children and staff.</p> <p>Damage to site/wildlife</p> <p>Burns to people</p> <p>Smoke inhalation</p>	<p>P = 3 S = 4 R = 12</p>	<p>Knowledge of soil type on the site used (not too peaty); site checked and maintained before visit e.g. cutting back of overhanging branches, strimming overgrown weeds/grass.</p> <p>Before starting fire check all: No hair/jewellery dangling – hair tied back. No gloves on when placing materials.</p> <p><u>Safety talk before activity:</u></p>	<p>Fire bowl to be used in very dry periods to decrease risk of underground fire.</p> <p>Ensure fire blanket and first aid kit are in working order on site and that adults are briefed on location of these.</p> <p>Sessions where children light own fires should be built up to and include</p>	<p>Farmer before session.</p> <p>FS leader safety talk at start of session.</p> <p>All adults supervising throughout.</p> <p>FS Leader checks at end of session.</p>	<p>Sense of enjoyment in the outdoors.</p> <p>Teamwork skills inc communication.</p> <p>Developing self-awareness and management of risk.</p> <p>Developing independence and ability to follow instructions and rules.</p> <p>Motor skill development</p>

			<p>Children will be taught they must never cross the inside ring and taught to move by stepping over the seating log and walking outside the seating area.</p> <p>Access to the inner circle is by adult invitation only – no children to cross into the inner circle without permission.</p> <p>Seating in line of smoke will be avoided. Children will be taught to turn their heads if smoke is coming in their direction.</p> <p>staff to ensure group discipline is enforced.</p> <p>Fires will be lit by the group leader, and only when the leader is confident the group is able to carry out instructions safely.</p> <ul style="list-style-type: none"> - Fires will be lit using a fire steel, stored safely away in a fire proof box. No flammable liquids will be used to light or accelerate fires. - Adult to be in attendance whenever there is a lit fire. - Have a bucket of water available in case of an emergency burn/scald, a fire blanket - The area will be cleared of dried leaves, wood and porous rocks which might explode if heated. - Activity leader should have a burns first aid kit. <p>A set of fire gloves (or similar) should be used to facilitate lifting hot items inc pans.</p> <p><u>Extinguish fire safely:</u></p>	<p>learning about the fire triangle.</p> <p>Consider individual RA sections for younger children and children with specific needs.</p>	<p>when children use fire flint</p>
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			<ul style="list-style-type: none"> - Spread out the embers of the fire with a long stick. - Pour on water gently using a watering can/bottle. - Using the back of the hand, check for heat, and then apply further water if necessary. 			
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COMMENTS: Use of tools, fire making and cooking are not usual activities at the moment for our sessions but may become so once Ruth Exley has qualified as a L3 Forest School Leader. Covid-19 has altered some arrangements

POSITIVE COMMENTS ON THE SITE AND USES: A good outdoor space with opportunities to use wooded area. It is close to the school but school is not clearly visible, giving the children the opportunity to detach from academic learning.

MAIN CONCERNS: The area can be accessed by the public after school hours. Wooded area needs further utilising and more trees growing. The area is quite exposed to the elements and can suffer because of this.

RECOMMENDATIONS: This RA is reviewed and adapted by both the head teacher and FS Leader annually but sooner if changes need to be made.

DATE R.A. CREATED: 28.10.20

DATE OF NEXT REVIEW: 1.9.20

REVIEWEES: Ruth Exley and Jenni Maude