CANOPY FOREST SCHOOL

Accident Report
Academic Year 25-26

CANOPY FOREST SCHOOL

WRITTEN BY

EMMA CLODE SEP 2026



AIM

- To summarise the recorded details of any accidents or near misses that occured during our Canopy Forest School sessions 25-26
- To allow us to take an in-depth look at the type of accidents/injuries that have occurred and how these can be prevented in the future
- To assess the actions that were taken to deal with the accident and injury aftermath

INTRODUCTION

This summative evaluation will assess and analyse the number, cause and types of accidents/injuries that have occurred at Canopy Forest School during the academic year 25-26 which was our fifth year of operation. It will provide a package of results which will help us to improve and develop our health and safety provision for our students. The evidence that this study has used is based upon our accident book records. All of the incidents recorded in this document were reported to the school, and parents and first aid procedures were delivered. All names have been removed but these are still present within the accident book. Dates and details about the incidents remain so that they can be analysed and assessed in full.

Canopy Forest School is a reflective learning community that always wants to improve and be informed practitioners and these findings will inform the future long-term programme of **Canopy Forest School**.



ABOUT CANOPY FOREST SCHOOL



A LITTLE BIT OF BACKGROUND

Canopy Forest School is a mobile Forest School that has been run at 5 different sites in the year Sep 25-Aug 26. The sites were at Chandler's Ford Infant School, Merdon Junior School, Romsey Primary School, Little Gardners Nursery and Kings Worthy Primary School.

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All of these students had signed consent and agreement forms. The sessions were run by Emma Clode, Jo Streat, Sarah Perrin, Sam Dawson, Mel Sherrington, Beverly Hughes and Row Cowton.

OUR FOREST SCHOOL ETHOS UNDERPINS EVERYTHING THAT TAKES PLACE WITHIN THE FOREST SCHOOL. IT ENCOMPASSES OUR BELIEFS, VALUES, MISSION, PURPOSE AND PASSIONS.

OUR ETHOS

To provide a classroom with no walls. Where the sky is the limit. Nature is the teacher and imagination, play and discovery the curriculum. Self-esteem, wellbeing, deep connections and a sense of wholeness and joy are the learning outcomes.

MISSION STATEMENT

To create a transformative learning experience in a natural setting where play, exploration and supported risk taking inspires personal growth and meaningful connections to the world, self, and others.

CORE VALUES

Connection: To connect to the natural world, self, and others.

Growth: To undergo natural development socially, emotionally, physically, spiritually, and intellectually over a period of time. To nurture reflection, innovation, and creativity.

Exploration: To enjoy new discoveries, adventures and take supported risks.

Sustainability: To use methods that do not harm the environment so that natural resources are still available in the future. To be able to support eco-systems so they can continue over a period of time



HEALTH AND SAFETY AND RISK MANAGEMENT AT CANOPY FOREST SCHOOL

To begin this summative evaluation I would like to outline our approach to health and safety at Canopy Forest School.

Forest school sessions offer learning opportunities for children and young people. Part of their purpose is to encourage participants to face new challenges and to learn to take reasonable risks. In order to do that safely, the adults involved must know their role and ensure that the necessary risk assessments are carried out regularly and thoroughly. Risks can rarely be eliminated entirely, but they can be reduced to a minimum without unduly limiting opportunities for children to explore and learn. current position and our ultimate goal as a Forest School.

At Canopy Forest School the health and safety of the children, staff and visitors is our primary concern and very important to us. A site risk assessment is carried out before each session to look for natural or foreign hazards in the environment (appendix 1). All activities will be fully risk assessed to minimise dangers please refer to our Risk an Benefit Assessment Booklet and direct teaching will be carried out for the three skill strands: shelter, fire and tools. Policies have been written to outline protocols, teaching strategies and safety procedures for these skill strands. Please see more details about these activities on the following pages of our handbook, Tool Handling p152, Fire Safety p198-p211, Tree Climbing p171 and Den building p164. We also use and refer to our benefits and risk assessments for all skill based teaching.

Before a session commences all staff involved in the sessions have access to activity plans and risk assessments associated with the activities. Our ultimate goal is to build self-esteem, confidence, self-worth, resilience, creativity and a deep love and respect for nature.

The teaching of these skills is carefully balanced and interwoven with self discovery and exploration as participants learn to take controlled risks in a safe, non judgemental, nurturing environment.

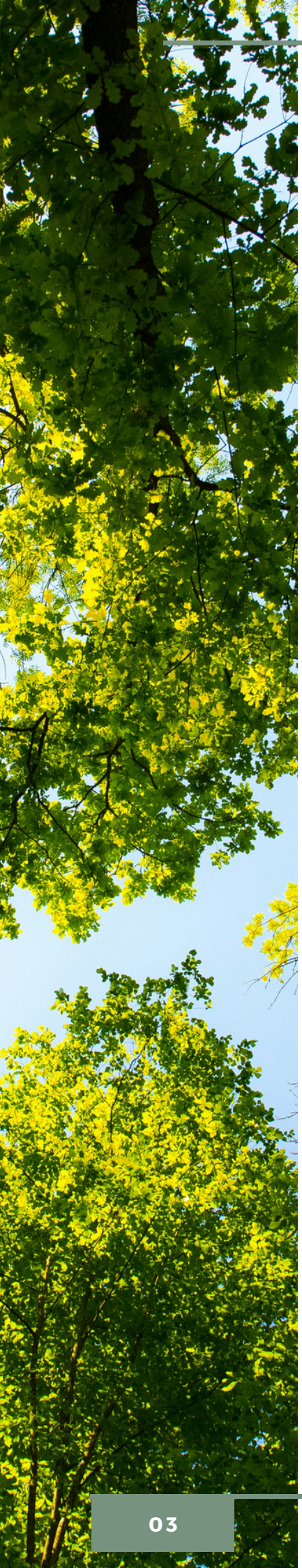
Activities such as den building, tree climbing, learning knots, using tools, cooking and lighting fires help participants to become, healthy, resilient, creative and independent learners.

All adults participating at Canopy Forest School are required to read all of these risk assessments and protocols and sign a document to show they have read the handbook. We regularly review and update the risk assessments as required. Alongside this, each Forest School leader is highly skilled in observation, and reflection which drives all of the resourcing, planning and organisation of sessions. Individual risk assessments will be made for children whose medical condition or whose behaviour requires it (appendix 2). All of our staff and volunteers are DBS checked and our Forest School leaders are Level 3 Forest School Practitioners with certificates in outdoor first aid level 6. In addition to this Emma Clode has a Level 2 in Food Safety and Safety for catering, has had her Fire Marshal training and is a qualified Level 3 DSL

The forest school leader is responsible for the safe running of Canopy Forest School therefore, has a duty of care for the children. However, all adults are required to take all reasonable steps to ensure children are safe.

For more information please read the following polices and procedures in our handbook:

Roles and Responsibilities of Schools, Forest School staff, students and parents (p23)
First Aid and Medicines Policy (p186)
Emergency Procedures (p194),
Emergency Services Action Plan and Emergency Script (p197)
Weather Conditions Procedures (p146)
Tool Handling Policy (p152)
Fire Safety Policy (p198)
Tree Climbing and Den Building Policy (p164-p171)
Missing Child Policy (p184)
Behaviour Policy (p29)
Benefits and Risk assessments for skill based teaching (appendix 7)
Safeguarding Children (p99)
Safeguarding Adults and managing allegations against Staff (p82)



FIRST AID PROCEDURES AT CANOPY FOREST SCHOOL

Take some time to learn First Aid and CPR. It saves lives and it works." Bobby Sherman

All of our Forest School leaders have the paediatric and outdoor first aid training and an up to date, stocked First Aid Kit, along with relevant emergency equipment, which will always be readily accessible. There will also be a mobile phone on site or a radio and in the event of a serious accident the emergency procedures will be followed. A record is kept of injuries that required first aid for audit and monitoring purposes. Parents/carers will be informed at the end of the day of any injuries and the treatment given. Forest School leaders are responsible for keeping the First Aid box up to date and stocked. Near misses are reflected upon, recorded and actioned in the risk assessment. It is ESSENTIAL that parents/carers complete the booking form fully, giving all the details of any allergies or intolerances. This is particularly pertinent given the following:

- If the injury requires a plaster in the first aider's opinion, then one is used.
- If an unprescribed lotion or medicine is required then the first aider will contact the child's parent or carer to seek permission. For example a bee sting that needs sting relief.
- If a child has a splinter the first aider will attempt with the child's consent to remove it. The above are carried out as more harm would be caused by leaving the injury untreated.
- in the case of emergency first aid. This would be carried out without permission in order to sustain life. All the above are in consideration of any allergies or intolerances.
- Parents/ Carers should inform the leader if a child has been administered medicines prior to the session.
- Adults are not able to administer medicines on site. Only in exceptional circumstances will the leader do this after parents have completed an administration of medicines form and the leader has checked the prescription.
- Children should be well enough to attend the session and all activities. This is a decision that is made by the parents at the start of the session. However, if the leader feels that a child is not well enough or health deteriorates during a session they reserve the right to ask the parent/ carer to collect the child from the session.
- If a child has vomiting they should be 48 hours clear of any further sickness before coming to a session.
- Any child who has an inhaler or an auto injector will bring this to the Forest School session and it will be looked after by staff. Staff will receive training on how to safely use an auto injector.
- Anaphylaxis emergency bags should be brought by the child and carried by the leader. This also applies to medicines. In the situation that children are on regular medication but are well enough to come to Forest School for example regular piriton is given for hay fever, parents/carers should give children their medication before and after the session to avoid children missing a dose in the day.
- Please also refer to emergency procedures in our handbook p192.

A SUMMARY OF OUR RECORDS

THIS SECTION WOULD LIKE TO SHARE THE RECORDED INCIDENTS THAT OCCURRED ACROSS THREE DIFFERENT SITES DURING THE ACADEMIC YEAR SEP 25-JULY 26



Chandlers Ford Infant School (Sep 25-July 26)

- **8.9.25**-hit by another child-also recorded in behaviour book. Feeling hurt more than physical injury. Both parents spoken to.
- **29.9.25**-Bumped head on tree after spinning on a swing-cold compress/note home.
- **29.9.25**-pinched by another child. Cold compress applied and both parents spoken to
- **29.9.25**-Ran into the corner of a table.Cut and scratch, treated and spoke about slowing down and dangers of running.
- **13.10.25**-Fell and hit head climbing on top of tarp-behaviour incident was with 1-1 also recorded in behaviour book parents rung cold compress-parents decided not to take to hospital
- **3.11.25**-Using potatoe peeler cut finger-cleaned, applied pressure, plaster, parents informed
- **3.11.25**-bashed knee on a log-bruse and small cut-cold compress applied and plaster. Parents informed
- **11.12.25**-ran into a wall while playing tag-talked about slowing down and looking for dangers. Cold compress applied, parents informed.
- **8.12.25**-scratch on finger-no blood but wanted a plaster.

Total number of incidents dealt with= 9
Number of sessions run=36 2hr sessions=72 hrs
Number of students across the year=17

Merdon Junior School (Sep 25-Aug 26)

- **16.9.25**-banged finger on logs. Cold water applied. parents informed
- **30.9.25**-hurt back of right leg on a stick-no blood or graze.
- **11.11.25**-running and slipped banged leg. No blood remind about wet leaves
- **28.4.26**-Fell in brambles and scratched finger-plaster

Total number of incidents dealt with= 4
Number of sessions run=36 2hr sessions=72hrs
Number of students across the year=27

Little Gardners Nursery (Nov-June)

0 incidents all incidents recorded by nursery

Number of sessions run=23 2hrs 46hrs
Number of students=24

Romsey Primary School (Sep 25-July 26)

- **15.9.25-**bump cheek on branch
- **23.9.25**-Reported 4 days after the session that elbow hurt. Went to A&E and had chipped elbow said it happened at Forest School but did not tell anyone.
- **1.10.25**-caught by a mallet being used to put rope into a tree-communication was used but stepped into it. Cold compress applie.
- **11.11.25-**climbed up on monkey bars on play trail, fell and banged head. Taken to school office
- **2.12.25**-Old cut, plaster fell off replaced
- **10.12.25**-Hurt eye of a stick while pushing wheel barrow.
- **27.1.26-**On swing hit head on tree behind-reported to office
- **9.2.26**-Another child twisted fingers and hurt them
- **10.2.26**-Slipped and caught leg whilst climbing down from a tree
- **14.4.26-**Swinging on swing and bumped head-compress let office know and teacher
- **7.5.26**-Burnt hand slightly while fire lighting-cold water applied.
- **7.5.26-**Scratch on leg jumping from tree
- **12.5.26**-Another child slapped while play fighting
- **12.5.26**-Fell backwards off swing and as got up swing came back and bumped again. Cold compress
- **12.5.26**-Fell back off rope swing and grazed back
- **19.5.26-**scratches from trees graze on back
- **19.5.26-**rope burn from swing

Continued on next page.....

A SUMMARY OF OUR RECORDS CONTINUED....



Romsey Primary School continued

- **4.6.26**-small cut with screwdriver
- **16.6.26**-Caught finger on a nail. Wipe and plaster
- **18.6.26**-Fell off swing and fell onto front-went to school office
- **30.6.26**-Walked into a branch and dumped head on stick.
- **9.7.26**-Fell off tyre swin. Scraped leg. Cold pack applied.
- **9.7.26**-Stick thrown and hurt leg. Ice pack given
- **9.7.26**-Standing underneath tree and something dropped an hit childs head undernath, cold compress.

Total number of incidents dealt with= 24
Number of sessions run= 144 2hr sessions=288hrs
Number of students across the year=26

Kings Worthy Primary School (May 26-July 26)

- **17.6.26-**Caught by singing nettles
- **8.7.26-**fell off swing fell onto blankets below

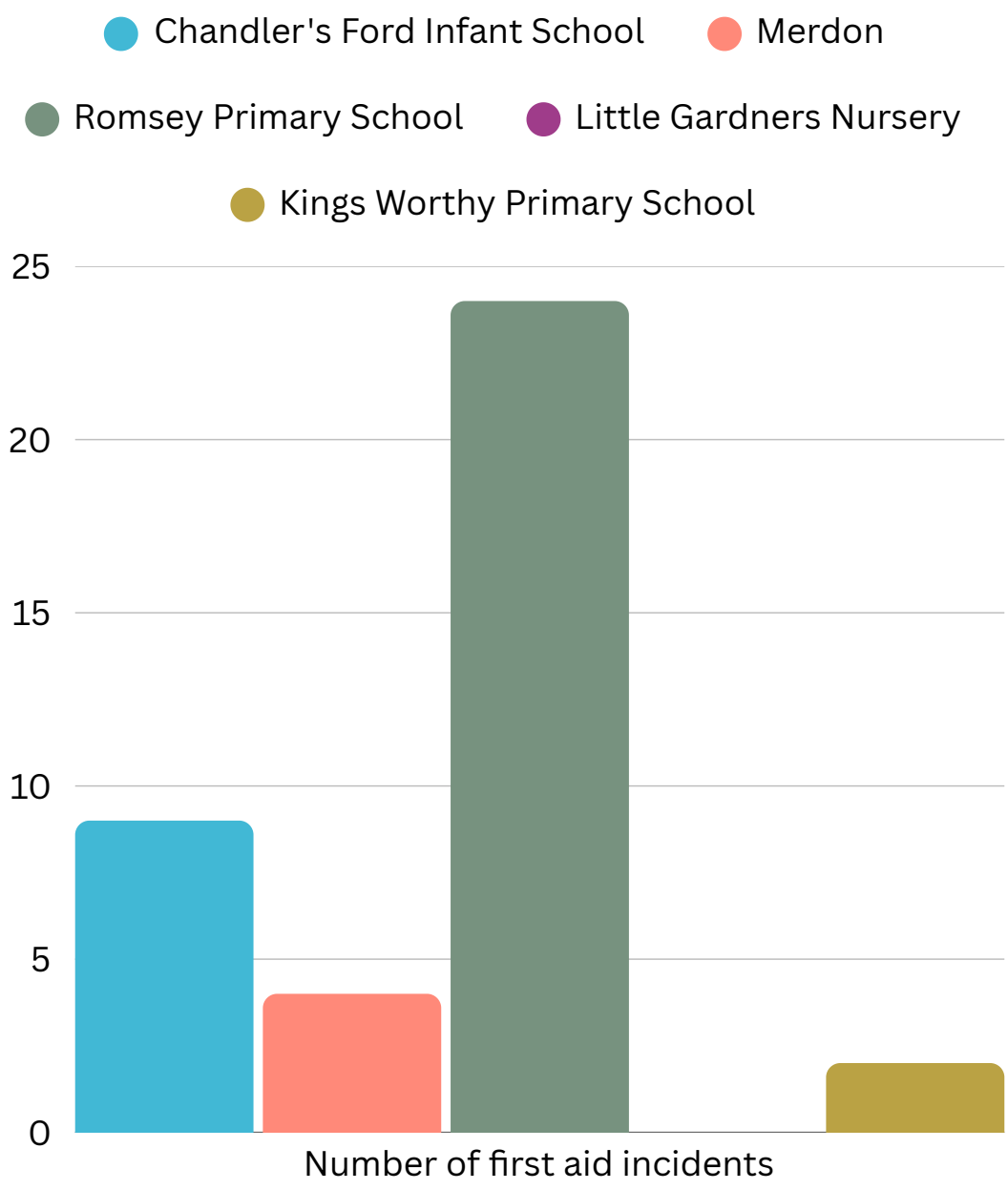
Total number of incidents dealt with=2
Number of sessions run=9, 2hr session 18hrs
Number of students=8

Total number of incidents = 39
During **496 hrs** of Forest School
Number of children taught in total= **102**

A SUMMARY OF OUR RECORDS

THIS SECTION WOULD LIKE TO SHARE THE RECORDED INCIDENTS THAT OCCURED ACROSS FIVE DIFFERENT SITES DURING THE ACADEMIC YEAR 25-26

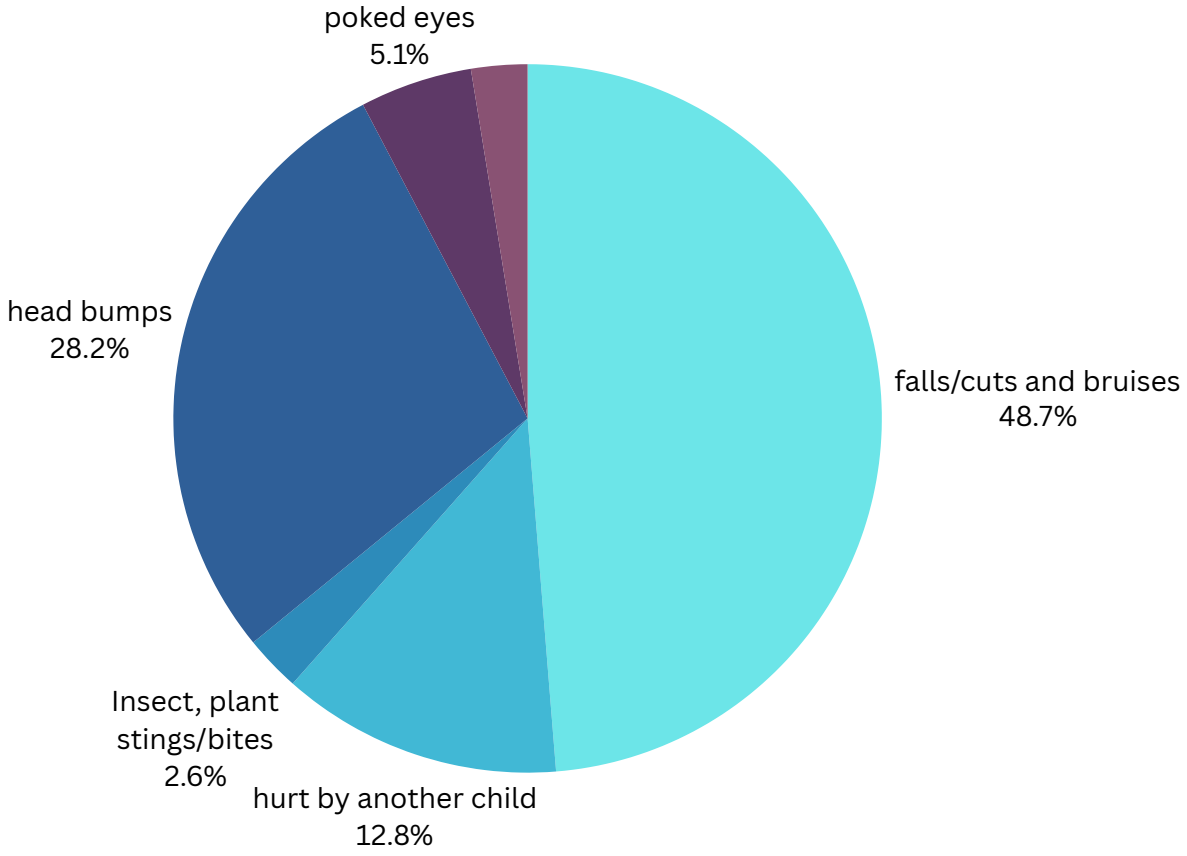
A graph to show the total number of incidents 25-26



A SUMMARY OF OUR RECORDS

THIS SECTION WOULD LIKE TO SHARE THE RECORDED INCIDENTS THAT OCCURED ACROSS FIVE DIFFERENT SITES DURING THE ACADEMIC YEAR 25-26

A break down of the accidents and incidents that occurred



CHANGES AND ADAPTIONS OF THE PROGRAMME

THIS SECTION WOULD LIKE TO DISCUSS HOW CANOPY FOREST SCHOOL WOULD LIKE TO ADAPT OUR PROGRAM BY REFLECTING ON OUR RECORDED INCIDENTS IN 25-26.



From the evaluations and reflections of our health and safety incidents in 25-26 a number of key areas have emerged that Canopy Forest School would like to build on, adapt and develop.

- The first of these is injuries caused by a swing 4/19 = **21%** head bumps took place while on a swing and 4/10 = **40%** falls and cuts happened while on a string. We will in response to this put in clear instructions and rules while using the swing.
- Falls, cuts and bruises once again caused the biggest percentage of accidents **(48.7%)** which is a rise of **25.6%** from last year. So we would like to focus our attention on this in 26-27.
- This year we focused on lowering the number of incidents caused by other children and as we work with more students that have social and emotional needs it is important that we can ensure that our Forest School stays a safe space. This year **12.8%** of accidents were caused by another child compared with **23.1%** last year. We have really focused on our social and emotional support and lowered incidents by **10.3.**
- Another area we wanted to lower last year were burns. This year we had **2.6%** of our injuries as burns compared to **15.4%** last year. A reduction of **12.8%** which shows that the new procedures we put inplace were effective.

Falls, cuts and bruises resulted in our biggest percentage of accidents **48.7%** along with dumped heads which was **28.2%.** We have already identified swings as a danger point but we will also work on developing our students fine and gross motor control skills and body, space and safety awareness.

This year we saw a rise in the percentage of incidents from last years **6%** to **9%** which is a **3%** rise. Nationally School-related injuries account for approximately **10%** to **25%** of all childhood injuries, with most medical literature pointing to a standard baseline of about **20%** (one-fifth) of pediatric injuries occurring directly within the school environment. We lie well below this number as a Forest School.

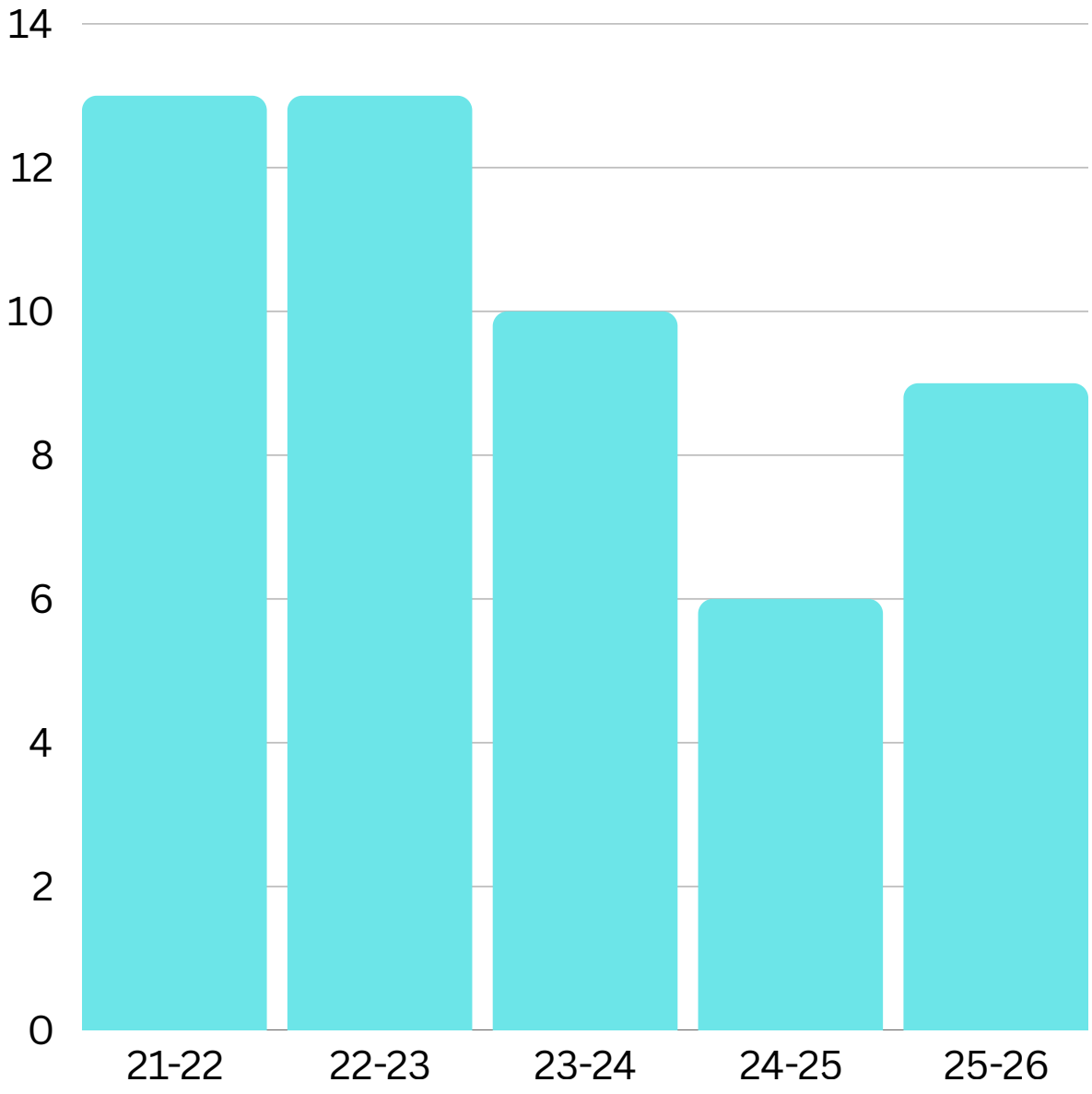
- 21-22-No of injuries 9/70hrs of sessions **13%**
- 22-23-No of injuries 12/92hrs of sessions **13%**
- 23-24-No of injuries 24/238hrs of sessions **10%**
- 24-25-No of injuries 15/234hrs of sessions **6%**
- 25-26 No of injuries 39/496hrs of sessions **9%**

In 26-27 we will be really focusing on risk awareness and fine and gross motor skills. Swing safety will also be a big priority. This will be added to our main targets and development plans for the next coming year. On the next page you will find our key areas of focus for next year and a SWOT analysis.

FIRST AID INCIDENTS ACROSS THE PAST 5 YEARS

THIS SECTION WOULD LIKE TO SHARE THE RECORDED INCIDENTS THAT OCCURED ACROSS THE PAST 5 YEARS

A graph to show the percentage of first aid incidents that have occurred across number of sessions taught.



A SUMMATIVE EVALUATION OF OUR FIRST AID INCIDENTS
SEP 25-26

The Key areas to develop at Canopy Forest School



01 FALLS, CUTS AND BRUISES

To help our students to become more spatially and risk aware. To develop body consciousness and core strength.

02 INJURIES CAUSED BY A SWING

To have clear rules and instructions while using a swing at Forest School.

03 HEAD DUMPS

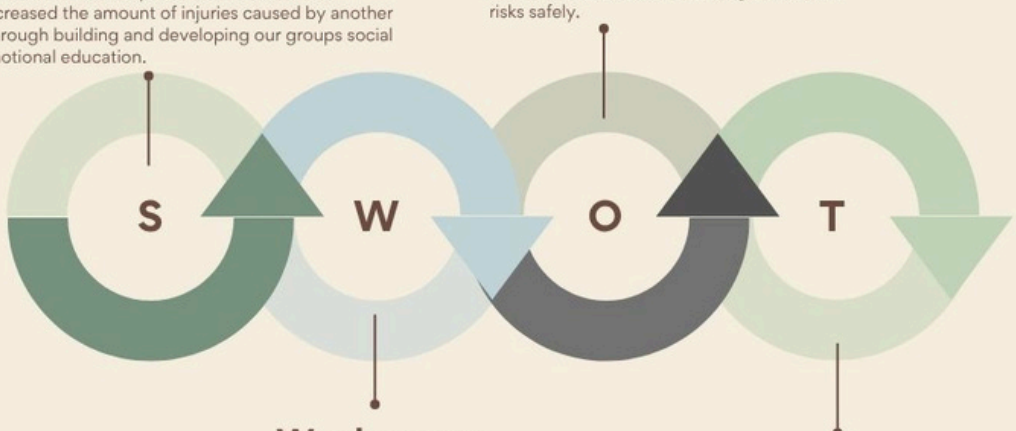
To help our students to become more aware of head dump risks and be more conscious of dangers in their surroundings

Strengths

- We have successfully dealt with all first aid injuries that have occurred.
- We have upheld forest school principles alongside looking after the health and wellbeing of our students
- We have had 39 first aid cases during 496 hrs of teaching that we delivered. This is over double the amount of hours we taught in the previous year.
- We have reflected on the injuries and thought carefully about how these can be prevented in the future.
- We decreased the amount of injuries caused by another child through building and developing our groups social and emotional education.

Opportunities

- Developing our first aid and health and safety practice
- Developing our reflective practice to enhance our programme
- To introduce more awareness of risks in the environment and how to manage their own risks safely.



Weaknesses

- To help our students to become more spatially aware especially when climbing. using sticks and playing running games.
- To work on our rules and routines when using a swing
- To work on our student's awareness of head bump risks in the environment

Threats

- Student unaware of the environment and how to manage personal risk at the early stages of the programme.
- Behaviour as working with students who struggle with social and emotional regulation.

CREATING A REFLECTIVE LEARNING COMMUNITY

THE IMPORTANCE OF CREATING A REFLECTIVE LEARNING COMMUNITY.

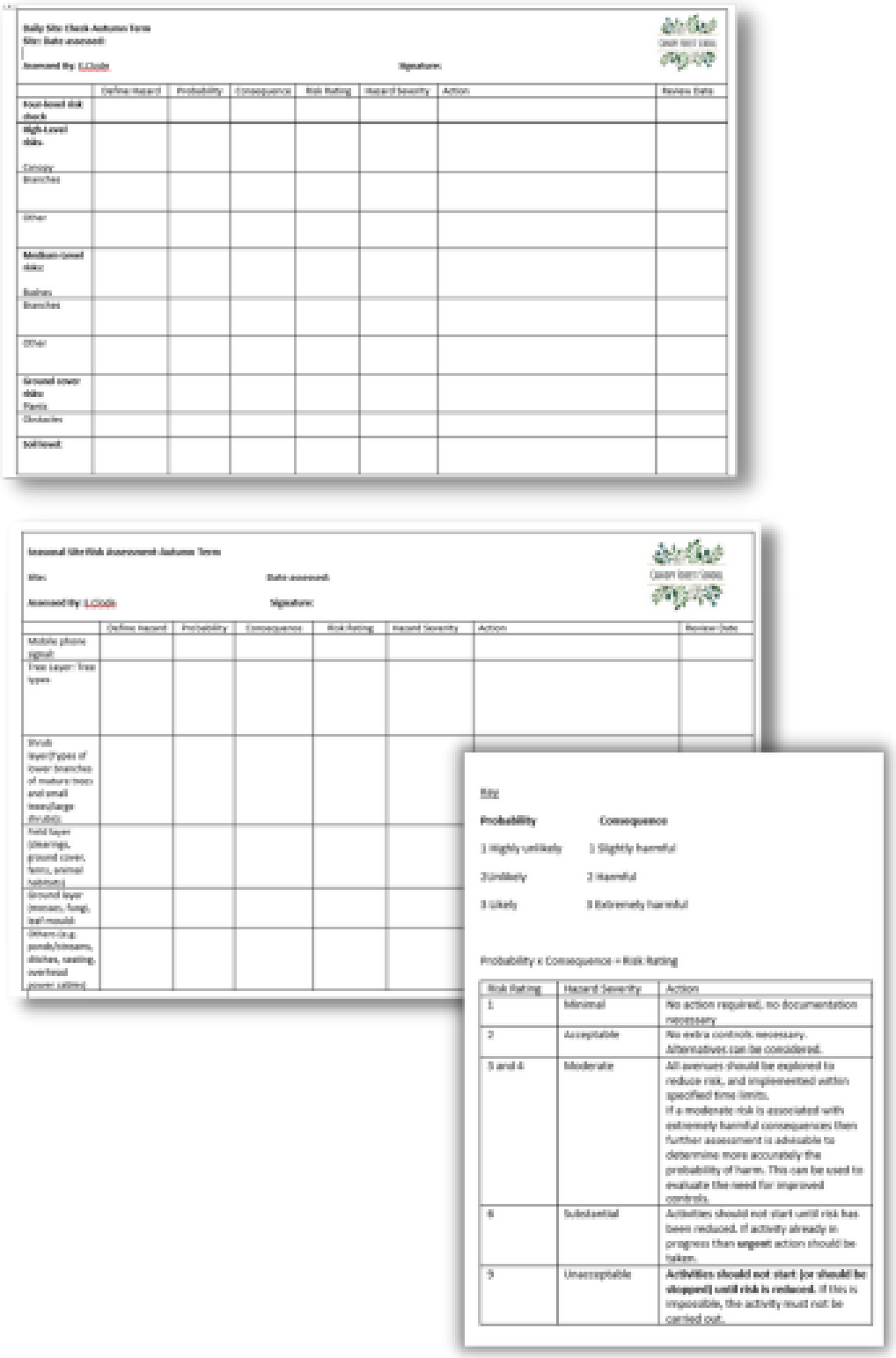


Developing a community of learners has from the very onset been an essential part of **Canopy Forest School.** The process of writing this report has really helped us to become more aware of our areas of improvement and ways we can develop in regards to health and safety. These findings will also help us in our review of our handbook and risk and benefit assessments.
It has been a very insightful process and one that we intend to do every year. Helping Canopy Forest School to stay true to its ethos, vision and mission.

APPENDICES

APPENDIX 1:

A site risk assessment



Risk

Probability **Consequence**

1 Highly unlikely 1 Slightly harmful

2 Unlikely 2 Harmful

3 Likely 3 Extremely harmful

Probability x Consequence = Risk Rating

Risk Rating	Hazard Severity	Action
1	Minimal	No action required, no documentation necessary
2	Acceptable	No extra controls necessary. Alternatives can be considered.
3 and 4	Moderate	All avenues should be explored to reduce risk, and implemented within specified time limits. If a moderate risk is associated with extremely harmful consequences then further assessment is advisable to determine more accurately the probability of harm. This can be used to evaluate the need for improved controls.
6	Substantial	Activities should not start until risk has been reduced. If activity already in progress then **urgent** action should be taken.
9	Unacceptable	**Activities should not start [or should be stopped] until risk is reduced.** If this is impossible, the activity must not be carried out.

APPENDIX 2:

Individual risk assessments will be made for children whose medical condition or whose behaviour requires it.



Individual Risk Assessment for Individual with extra needs

CANOPY FOREST SCHOOL

Date	
Name of Child	
Individual Needs	
Session Title	
Forest School Assistant working with child	
Outline of activities to be undertaken in session	
How will activity be modified?	
Possible Hazards and Risk levels	
Actions to be taken to eliminate and control hazards and risks	
Review for next session	