Quality of Education at Canopy Forest School 2026-2027

CANOPY FOREST SCHOOL

CANOPY FOREST SCHOOL

COMPLAINTS POLICY

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Canopy Forest School takes great care with the quality of the teaching and pastoral care provided to its pupils. However, if parents/carers/volunteers do wish to make a complaint it is our intention that the complaint will be treated seriously and dealt with promptly, impartially and sensitively.

A 'concern' may be defined as 'an expression of wrong or doubt over an issue considered to be important for which re-assurance is sought'. A 'complaint' may be generally defined as 'an expression of dissatisfaction however made, about actions taken or a lack of action'. (DfE 2016 updated 2019)

If a parent/carer/volunteer wishes to make a complaint or raise a concern about any occurrences at **Canopy Forest School** we will deal with it seriously and investigate it thoroughly. Our complaints procedure has three stages and appropriate action will be put in place to rectify the situation as quickly as possible. The actions taken will be based on an investigation and the findings may result in our procedures, policies and risk assessments being reviewed. The complainant will be contacted to explain the process and the outcome of the investigation. The three stages that we will go through are as follows:

Stage 1: In the first instance we ask for an informal raising of a concern or difficulty with Emma Clode the Forest School Leader this can be done orally or in writing. The details of the complaint will then be recorded carefully (including the date, time and how the complaint was received, by whom and the words used by the person making the complaint).

Stage 2: The Forest School leader will then investigate the complaint thoroughly and consider if the complaint requires reporting to outside agencies or governing bodies.

Stage 3: Based on the findings of the investigation the procedures actions will then be taken and policies and risk assessments will be reviewed if appropriate. These will then be reported back to the complainant within a week of being received.

We would like to stress that if any complaints are about a member of staff or volunteer who is seen as behaving in a way that indicates they may pose risk or harm to children or may not be suitable to work with children then allegation procedures will be followed and reported to the Local Authority Designated Officer (LADO).

At **Canopy Forest School** we will always ensure that the Hampshire Safeguarding Children Partnership Protocol: Allegations Against Persons who work with children is adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted on **01962 876364** or email: **child.protection@hants.gov.uk**. If an allegation is made or information is received about the Forest School Leader then the Head Teacher at Twyford St Mary's C of E Primary School should be contacted directly.

It is hoped that most minor complaints or concerns will be resolved quickly and informally as part of the regular dialogue between home and **Canopy Forest School**. We wish to take whatever measures are necessary to sort out any problems effectively before they turn into a formal matter. Such measures will include some or all of the following: giving advice or reassurance; explaining the context to an incident or a decision; gathering information from other staff or from pupils; finding information from other sources; reviewing or amending the Forest School's practice; giving feedback to parents; acknowledging and apologising for mistakes or oversights.

OUR QUALIFICATIONS, SKILLS AND KNOWLDGE POLICY

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Canopy Forest School works with experienced, highly skilled Forest School leaders and assistants. Team members are appointed for their experience, knowledge, understanding, aptitude, and ability to work with people and connect them with nature. They do this by providing accessible, therapeutic outdoor experiences for students, including individuals with SEND, SEMH, MHST, EBSNA, or those who need additional nurture.

Before appointment, all Canopy Forest School freelance team members complete safer recruitment checks, including references, employment history, identity, and right-to-work checks. Each Level 3 Forest School Leader also holds appropriate insurance, an enhanced DBS certificate, and Level 6 outdoor first aid certification. Forest School assistants hold an enhanced DBS certificate and have SEND oversight.

At Canopy Forest School, we use a structured interview process with scorecards to ensure candidates are assessed against a shared evaluation framework. Successful freelance candidates demonstrate the interpersonal skills and cultural fit needed to support Canopy Forest School. Each person brings a different skill set, creating a freelance team with a rich mix of personalities and backgrounds. Our shared respect for one another, and for our mission, values, and ethos, brings us together and is central to our success as a team.

Records of staff qualifications, DBS certificates, first aid training, and insurance policies are kept on file for each team member, helping us track when updates or renewals are needed. We also produce an annual Staffing Report, which captures the skills of each freelance team member and provides a snapshot of Canopy Forest School's workforce.

The annual Staffing Report covers staffing levels, roles and responsibilities, professional development, strengths, achievements, turnover, trends, and potential challenges. It also identifies development needs and knowledge gaps, helping us target support for professional growth, especially when new government initiatives are introduced. At Canopy Forest School, the report helps monitor and improve staffing practice. Its main audience is Canopy Forest School staff and management, although schools may view it on request.

Canopy Forest School is committed to transparency and supports its claims with relevant data. The report also demonstrates the value we place on our staff and our commitment to supporting and developing them.
Each year, every staff member is invited to complete a Professional Development and Growth Plan with Canopy Forest School. Because we work with a freelance team, participation is optional. Self-assessment is central to Forest School practice, and staff are encouraged to reflect on their strengths and areas for development. We welcome new research and regularly work with universities, teacher trainees, postgraduate students, and master's students who use our practice as part of their studies.

Canopy Forest School has a people-first culture because we recognise its importance to the performance and satisfaction of our freelance Forest School Leaders and employees. Workplace culture reflects the personality and character of our organisation. Although it can be difficult to define, identifying and explaining its key characteristics helps us strengthen the happiness, fulfilment, and performance of everyone who works with us.

OUR QUALIFICATIONS, SKILLS AND KNOWLDGE POLICY

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

WWe understand that a healthy workplace culture aligns policies and behaviours with shared goals while supporting each person's well-being. This is essential: to provide the best service for our students, we must also maintain our own emotional well-being.

We prioritise the well-being of everyone involved in Canopy Forest School and offer support at every level. Five key workplace characteristics help us promote respect, trust, empathy, and support:

·Equity

- Recognition
- Freedom of expression
- Supportive policies
- Clear communication

We recognise that the working environment can influence daily life, both positively and negatively. A positive workplace is built on trust, cooperation, safety, supported risk-taking, accountability, and equity. These values reflect Forest School principles, and we believe they should be embedded in our own workplace culture. When people think of a workplace, they may first picture a physical space. At Canopy Forest School, our setting is distinctive: rather than working at desks, we work outdoors. We experience the elements, seasons, and changing light, breathe fresh air, and benefit from exposure to mycobacterium vaccae and phytoncides, which can support the immune system and help release serotonin and dopamine. As Forest School leaders, caring for this environment has particular significance. We see ourselves as stewards of the land where we work, use sustainable practices, and maintain a three-year woodland plan.

We also want to ensure that everyone working with us is safe and protected. This is covered in more detail in the Health and Safety section of this handbook (p132-209).

A positive work environment supports wellbeing, productivity, and growth. It is closely linked to our culture, ethos, mission, and values. At Canopy Forest School, our work environment is shaped by eight key features:

·Trust

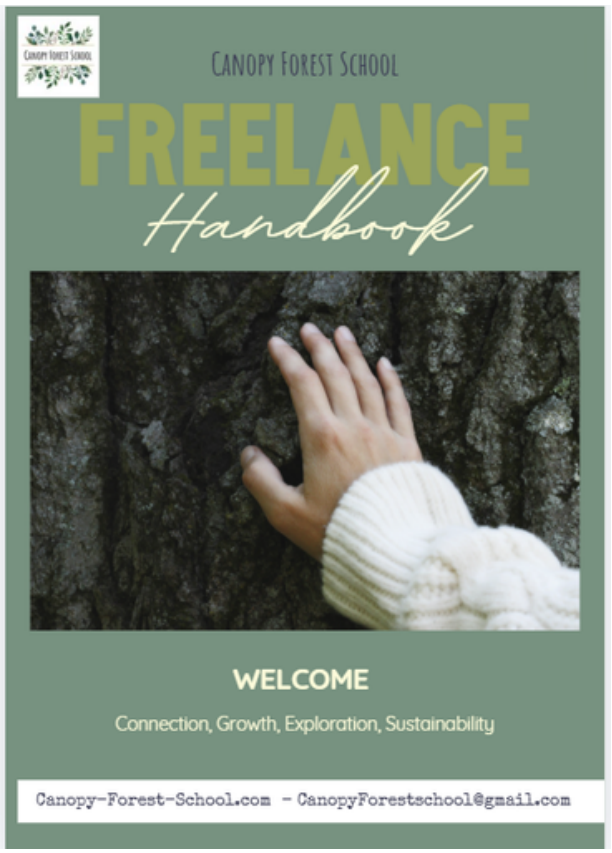
- Cooperation, support, and empowerment
- Flexibility
- A relaxed, positive atmosphere
- A sense of humour
- Compassion, respect, and understanding
- Positive reinforcement
- A focus on health, family, and the environment

These features are explored further in the employee section of this handbook (p63-83) and in our Freelance Handbook. They are included in this policy because they underpin our team's qualifications, skills, knowledge, development, and growth.

At the end of each academic year, Canopy Forest School produces an Impact Report that brings together feedback forms and questionnaires from stakeholders. Feedback from pupils, parents, schools, and staff helps us evaluate our practice and plan improvements for the following year. The report is published on our website and shared with staff, schools, and local authorities. We also review our Health and Safety and Child Protection practice through an annual Accident and Incidents Report, which helps us identify key areas for development and improve our practice.

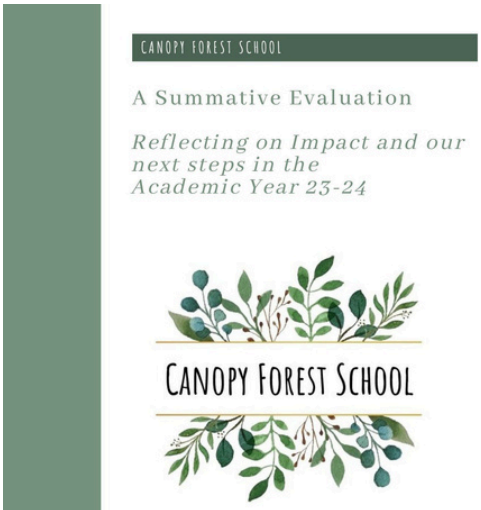
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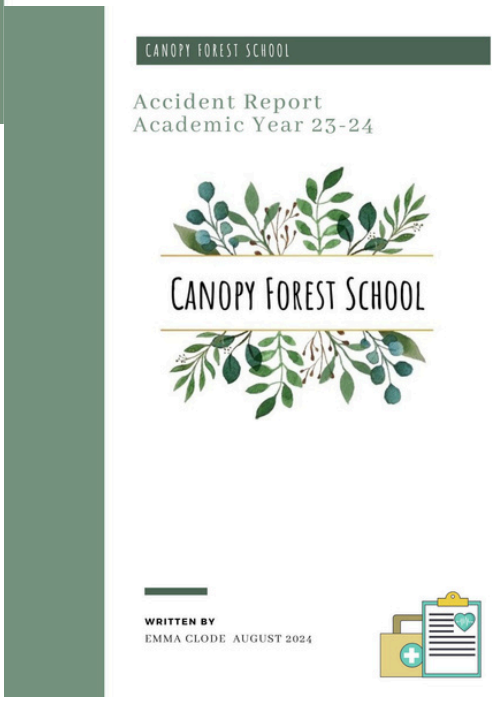
Proffessional Development



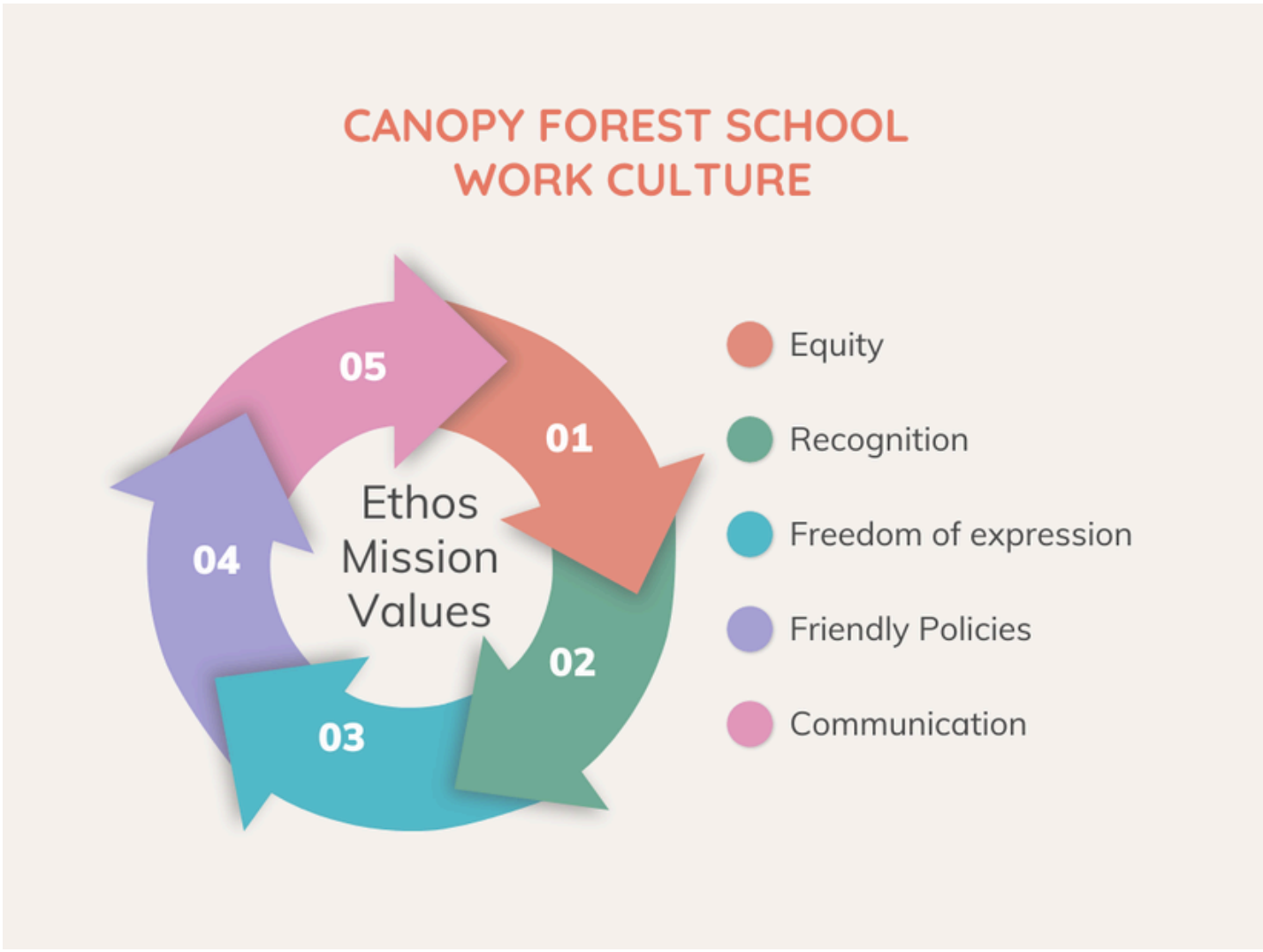








Canopy Forest School work culture and work environment





THE ROLE OF THE FOREST SCHOOL LEADER

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

"There is no Wifi in the forest but I promise you will find a better connection."
Diana Garland

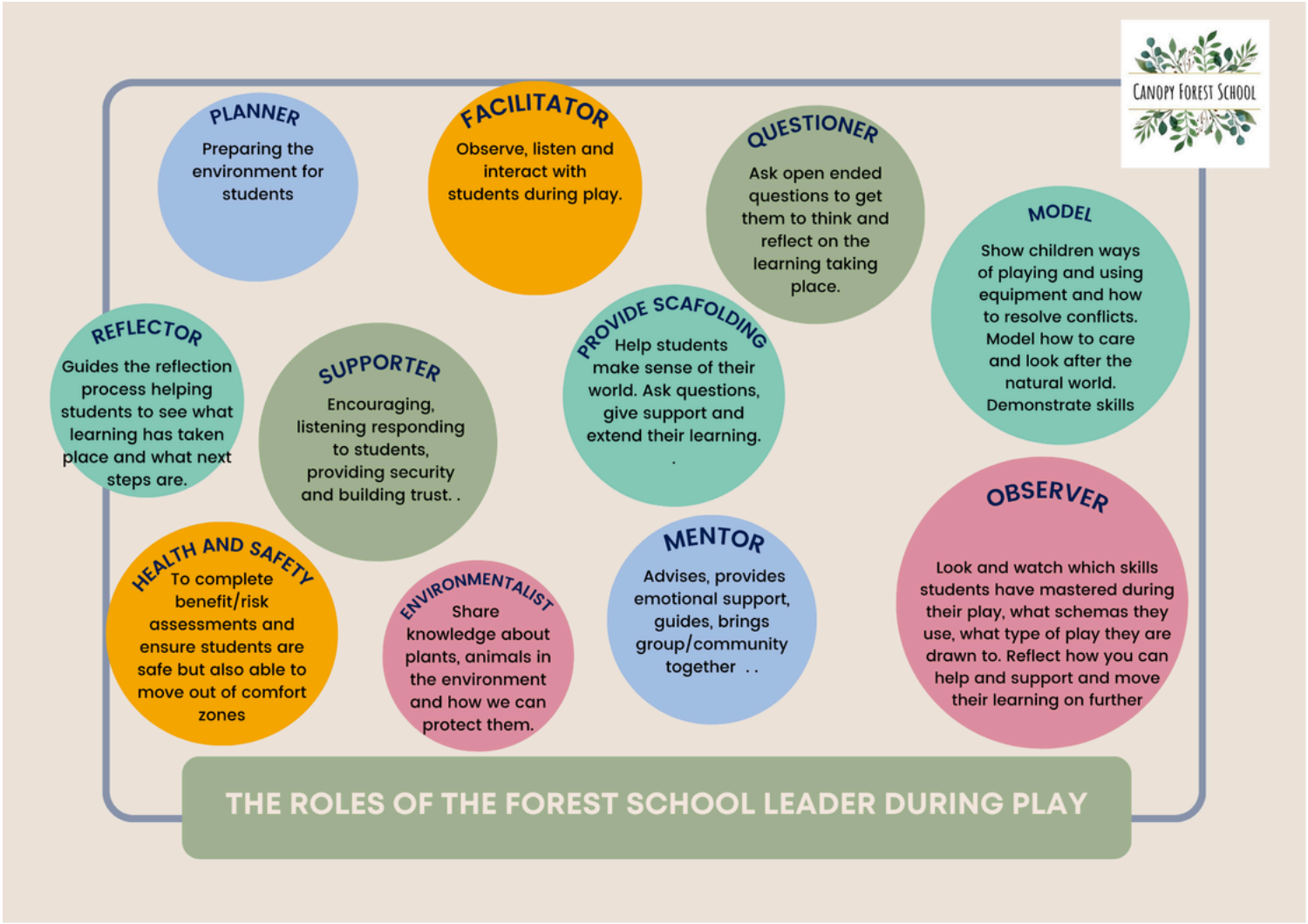
The role of the Forest School Leader is to plan, promote, and deliver memorable, transformative Forest School experiences in a safe and secure environment. At Canopy Forest School, our teaching and course delivery are guided by our ethos, values, mission, policies, and procedures. Every learner is recognised as equal, unique, and valuable, and is at the centre of everything we do. Forest School is a specialised learning approach, and our Forest School Leaders are qualified to deliver a learner-led curriculum. They teach woodland sustainability and coach learners in den building, tree climbing, knot tying, tool use, cooking, and fire lighting. Forest School Leaders are also skilled in observation and reflection, which inform the resourcing, planning, and organisation of each session. Please also see our Qualifications, Knowledge and Skills Policy (p. 37).

Few things are more joyful or inspiring than watching people discover the world around them. As mentors, facilitators, and guides, Forest School Leaders regularly witness this process. During the first six weeks of a new group, a baseline assessment takes place. The Forest School Leader observes, reflects, and builds a holistic profile of each group member, enabling them to support and guide learning at an appropriate pace that is meaningful for each student.

Another important part of the role is being an active listener and a trusted, supportive mentor who helps build self-esteem and emotional intelligence. Canopy Forest School provides a supportive atmosphere where individuals develop independence in their physical skills and thinking. Learners are encouraged to communicate, trust others, and share their ideas, helping them recognise their abilities and understand their own needs. Through relationships with trusted adults and peers, they learn that support can come from different people and are nurtured to build positive relationships with themselves and others. This process depends on skilled facilitation by an experienced leader.

The environment is central to this work, so Forest School leaders must understand the ecosystem of the Forest School site. They have detailed knowledge of the plants and animals that live there and are alert to possible risks. Canopy Forest School leaders are trained outdoor emergency first aiders and have a thorough understanding of health and safety, child protection, and safeguarding procedures. Please also refer to our First Aid Procedures (p 182) , Roles and Responsibilities of Designated Persons Policy (p23), and Safeguarding Children (p 99).

Above all, our Forest School leaders love what they do. They are passionate about their work and care deeply about our connection with nature.


CANOPY FOREST SCHOOL
PLANNER
Preparing the environment for students
FACILITATOR
Observe, listen and interact with students during play.
QUESTIONER
Ask open ended questions to get them to think and reflect on the learning taking place.
MODEL
Show children ways of playing and using equipment and how to resolve conflicts. Model how to care and look after the natural world. Demonstrate skills
REFLECTOR
Guides the reflection process helping students to see what learning has taken place and what next steps are.
SUPPORTER
Encouraging, listening responding to students, providing security and building trust. .
PROVIDE SCAFOLDING
Help students make sense of their world. Ask questions, give support and extend their learning.
.
HEALTH AND SAFETY
To complete benefit/risk assessments and ensure students are safe but also able to move out of comfort zones
ENVIRONMENTALIST
Share knowledge about plants, animals in the environment and how we can protect them.
MENTOR
Advises, provides emotional support, guides, brings group/community together . .
OBSERVER
Look and watch which skills students have mastered during their play, what schemas they use, what type of play they are drawn to. Reflect how you can help and support and move their learning on further
THE ROLES OF THE FOREST SCHOOL LEADER DURING PLAY


Long-term Principle
Leadership Principle
Nature Principle
Forest School
Holistic Learning Principle
Community Principle
Risk Principle

DAILY OPERATIONS PROCEDURES

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

The best classroom and the richest classroom is roofed only by the sky.- Margret MC Millan

Before each session, the Forest School Leader will complete a daily risk assessment of the site and take any action needed to make it safe. Required resources will be identified in the session plan and checked against the checklist. The Forest School Leader will also inspect all tools before use, in line with the tool policy. Tools and resources will be stored in purpose-made bags or containers until needed. Activity risk assessments will be shared with staff and volunteers so they understand the hazards involved and the controls in place. Before the session starts, staff and volunteers will be briefed on the planned structure and their responsibilities.

A typical session begins with clients being collected and registered. Each session follows a familiar routine: welcome, visual timetable, recap of the previous session, and review of the rules and boundaries. The group may begin with a team game before moving into child-initiated learning. Midway through, everyone gathers for snack time, which may include a story, big question, or group discussion. Child-initiated learning then continues, and the session closes with reflection and a brief look ahead to the following week.

At the close of the session, children return to the fire circle and sit in the Forest School seating area for a head count. The session ends with reflection, a game, and, on occasion, a song.

Children are then escorted for collection, while the remaining staff collect and secure resources. All tools and equipment must be removed from the site before staff leave.

Any concerns about the site, staff, or students must be recorded in the safeguarding journal and reported to Emma Clode or directly to the school, which will take appropriate action. Safeguarding concerns must also be reported to the site's lead DSL and entered in the safeguarding book. Where required, concerns should be referred to the Hampshire LADO by completing the online Hampshire LADO Enquiry Form, or by completing the notification form and emailing it to LADO@hants.gov.uk. If a child is in immediate danger, call 999 or contact the police immediately.

CANOPY FOREST SCHOOL

OUR CANOPY CURRICULUM

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

At Canopy Forest School the learning that takes place is based upon an emergent curriculum which means that we take the lead from our students. The seasons, weather and emotional landscape of the group influence our activities and we follow a holistic framework of pedagogy not a static step by step process.

Planning is intentionally flexible so sessions can adapt to children's interests and needs. Each term has an overarching theme linked to one of our core values. We can also support students through the National Outdoor Learning Award, while continually weaving emotional literacy and intrinsic motivation into each session to help us care for ourselves, one another, and the environment.
Look after ourselves, look after each other, and look after the place we are in.

At Canopy Forest School, our four core values underpin everything we do. Like the six guiding principles of Forest School, no single value takes priority over another. Although each value may be explored separately, they are closely connected and often work together within the same session.

Our planning remains flexible to allow for child-led adaptations. We create outline plans as working documents that develop naturally with each group. Many layers of learning take place in our sessions, but beyond the visible skills and knowledge, much of the most meaningful growth happens quietly. Our skilled leaders subtly weave in emotional literacy and intrinsic motivation, creating a non-judgemental environment that encourages trust, connection, relationships, and individuality. This is where participants build self-confidence, self-esteem, resilience, and independence.

Connections—At Canopy Forest School, we begin each new group or year with the theme of connections, as this provides the foundation for the rest of our work. As with all our programmes of study, the way we explore this theme varies for each group. Students' ideas, interests, fascinations, and input shape the provision, while common threads usually emerge around ourselves, others, and the environment.
During the first six weeks of any Forest School programme, baseline assessments help us build a holistic profile of each participant.

Growth—The second theme we explore at Canopy Forest School is growth. Participants are invited to consider both personal growth, including a growth mindset, and natural growth in the world around them.
Nature is continually moving towards growth and purpose. Growth takes time, which is why the long-term nature of Forest School is so important. In a culture that often values convenience, quick fixes, and instant results, it is important to remember that growth is a process that requires patience.

As with all our programmes, this theme is explored differently with each group. Students' input, ideas, fascinations, and interests shape the provision, while common threads usually emerge around ourselves, others, and the environment.

CANOPY FOREST SCHOOL

OUR CANOPY CURRICULUM

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Exploration—Our third theme is exploration. Participants are invited to experience the magic of adventure and challenge, helping them learn more about themselves and who they are.
"Children and young people have a thirst for adventure and challenge. This is evident from their earliest efforts to crawl and walk and can be seen throughout childhood." (Tim Gill, 2010, p. 1)

Risk and exploration are essential to child development. Appropriate risk-taking helps children learn to assess and manage risk while building resilience, self-reliance, confidence, independence, and creativity.
Participants are continually encouraged to explore the valuable natural world around them, from seasonal and weather changes to plants and animals.
As with all our programmes, this theme is explored differently with each group. Students' ideas, interests, fascinations, and input shape the provision, while common threads usually emerge around ourselves, others, and the environment.

Sustainability—Our fourth theme is sustainability. Participants explore the small everyday choices they can make to care for our beautiful but fragile world. Like all our values, sustainability is woven through everything we do. We understand it as the ability to maintain and support a process over time, and environmental sustainability education helps children see this in practice. It means meeting our own needs without compromising the ability of future generations to meet theirs.

Sustainability also includes social and economic responsibility, as it is closely linked to social equity and economic development. Our core value definition is:

"To use methods that do not harm the environment, so natural resources remain available in the future, and to support ecosystems so they can continue over time."

As with all our programmes, this theme is explored differently with each group. Students' ideas, interests, fascinations, and input shape the provision, while common threads usually emerge around ourselves, others, and the environment.

CANOPY CURRICULUM OVERVIEW

At Canopy Forest School our four core values underpin everything that takes place. Like the six guiding principles of Forest School no single value takes precedence over the others. Although each value is explored individually they may all take place within a session as they are interlocked and work harmoniously together. Below are just a few ideas that we can draw upon in our sessions.

	Key questions- Ourselves 	Key questions- Others 	Key questions- The Environment 	Book Ideas 	Play Ideas 	Craft Ideas 
Theme 1 Connections	What do I enjoy doing? What am I good at? What makes me, me? What helps me relax, feel regulated? What can I control? What is out of my control?	Who do I enjoy playing with? How do they make me feel valued? What do I like doing with them? How do they make me feel that I belong? Who do I trust?	How do I feel when I am outside? How does my body feel? How do my emotions feel? How do I feel about plants and trees? Do I know the names of any plants? What is my favourite animal? How do I feel around animals? How can I look after the natural world How is everything in nature connected?	• The Invisible String: 1 by Patrice Karst • The invisible boy by Trudy Ludwig • Outside In by Deborah Underwood • Simon Sock - Sue Hendra • The Giving Tree : Silverstein, • The Girl Who Talked to Trees by Natasha Farrant • A Leaf Can Be Laura Purdie Salas • Finding Wild - Wagner Lloyd, Megan, Halpin, Abigail • Rain Before Rainbows Halls, Smriti, Litchfield, David • The Lion Inside by Rachel Bright • The Rabbit Listened by Cori Doerrfeld	• Skipping • Capture the flag • Musical games • Running games • Ball games • Board games • Treasure Hunts • Listening games	• Weaving • Clay • Printing • Painting • Making musical Instruments • Hapa Zone

	Key questions- Ourselves 	Key questions- Others 	Key questions- The Environment 	Book Ideas 	Play Ideas 	Craft Ideas 
Theme 2 Growth	How do I feel today? How did that go? Could I have done anything differently? I wonder what would happen if? What have I enjoyed doing today? What have I learnt? What would I like to do next? How can I learn from this set back? How could I solve this problem? This is a new challenge rather than a fixed limit What could I do differently next time? Who could help me?	How can I listen to understand the other person? How can I communicate my feelings to others so they understand? How does it feel when I connect with others? How did it feel being part of a team? How do you think.....felt? How can you do this together? How can we take turns?	What changes have you noticed? How can we nurture protect and look after our Forest School area? What conditions are needed to help things grow? How do life cycles work in nature? How is energy passed through a food chain in nature? What are basic needs? How does nature work together to help with growth? How can you tell how old a tree is? How is balance important in the natural world?	• The Magical Yet by Angela DiTerlizzi • Pip and Egg by Alex Latimer • The Koala Who Could: by Rachel Bright • Kindness Grows by Britta Teckentrup • After the Fall by Edward Ashton • Tad by Benji Davies • Almost Anything by Sophy Henn • Tilda Tries Again by Tom Percival • The Growing Story by Ruth Krauss • Happy by Nicola Edwards • The Dot by Peter H. Reynolds • It Starts with a Bee: by Jennie Webber • Be a Tree!: by Felicita Sala	• strategy games • puzzle games • problem solving • Turn taking games • challenges	• seed pictures • bird feeders • growing plants • Tool work • Fire lighting • cooking

	Key questions-Ourselves	Key questions-Others	Key questions-The Environment	Book Ideas	Play Ideas	Craft Ideas
Theme 3 Exploration	I wonder how I could? How does my body feel ....? What can I do ...? What would happen if I.....? I can do it What can I use to help me? What do you want to test or try today? What brings you the most joy or fulfillment? What can we build or create? I can see that you are..... Tell me what you need	I wonder how we could....? Why does? Is it ok to.....? Why might we...? Can we think of ways to.....? What do we think might happen if we...? What's our plan...? Where will we...? Who will....?	What can you see, feel, hear, taste, smell ? I wonder how we could....? Why does? What does it mean? Can you say why you think that? Can you give me an example? How does this help us to answer the question? What is the difference? How are they similar? Is it ok to.....? Why might...? Can you think of ways to.....? Why is it important ? What do you think might happen if we...? Notice how.... Try moving.....	• Wild by Emily Hughes • The Curious Garden by Peter Brown • Into the Wild by Thomas Docherty • A Forest by Marc Martin • On a Magical Do-Nothing Day by Beatrice Alemagna • The Wild by Yuval Zommer • There's a Tiger in the Garden by Lizzy Stewart • The World Needs the Wonder You See by Joanna Gaines • A Map into the World - Kao Kalia Yang	• Following maps • Finding Treasure • Orienteering • Climbing and moving • observing • listening • feeling • smelling • tasting	• Journey sticks • Mini rafts and transport • Dens • Fantasy play • Magic potions • Tree climbing • Tool work • Fire lighting cooking

	Key questions-Ourselves	Key questions-Others	Key questions-The Environment	Book Ideas	Play Ideas	Craft Ideas
Theme 4 Sustainability	What makes me feel comfortable? Do I feel connected to others and the space? Do I feel that I count? Do I feel capable? Do I feel like I have a sense of control? How can I feel safe, content and at my best?	Does being fair mean everyone gets the exact same item, or that everyone gets what they need? What makes a person valuable? Is it their money, their looks, or who they are inside? How would the world look if every single person looked, talked, and acted exactly like you? Why is it important to listen to someone even if they have a different accent or language? How do you feel when someone leaves you out of a game because of how you look? When you disagree with a friend, how can you show them that their opinion still matters? What do you value most in a friendship? How do you feel when you're surrounded by friends who truly understand and support you?	Why is it important to take care of the Earth? How can we look after our Forest School area? How do trees help our planet? Do animals have the same right to a safe, happy life as humans do? How does taking care of plants and trees show respect for the life of our planet?	• Together We Are Stronger by Katie Piper • The Earth Book by Parr, Todd • The Girl Who Planted Trees by Caryl Hart • Stand Tall, Molly Lou Melon by Patty Lovell • What A Waste: Rubbish, Recycling, and Protecting our Planet by Jess French • One Little Dung Beetle by Rhian Williams • Greta and the Giants by Zoë Tucker • Change Starts With Us by Sophie Beer	• Turn taking games • Exploratory play-5 senses • Mastery Play • Object Play-playing with objects • Communication Play • Dramatic and social Play • Role Play • Social Play • Symbolic Play • Locomotive Play • Deep Play • Fantasy and imaginative Play • Recapitulate Play • Rough and tumble play	• Making recycled paper • Junk modelling • Tie dye • Natural Art • Up-cycling • Recycling

CANOPY FOREST SCHOOL

OUR PLANNING FOR LEARNING POLICY

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

At Canopy Forest School, we have a clear curriculum overview supported by long-, medium-, and short-term plans. Because Forest School is a child-initiated learning process, these plans provide a flexible framework that can be adapted to meet students' needs and interests. Progress, feedback, interventions, student targets, and natural curiosity all inform planning. In-the-moment planning is one of the most effective ways to support child-led learning.

Our Forest School leaders collaborate and share ideas, sometimes team-teaching or taking responsibility for different parts of a session. Plans record key ideas, resources, and invitations or provocations to play. These purposeful, open-ended setups or object arrangements are designed to spark children's curiosity, encourage critical thinking, and invite deeper investigation. Rooted in the Reggio Emilia approach, provocations have no fixed outcome, allowing children to lead their own learning. Plans may also include details of tool or fire use and record weather conditions where relevant. Each Forest School Leader has a Canopy Forest School planner to capture plans and ideas. A floor book is used in each session to document the group's learning and interests, especially when using in-the-moment planning. This approach allows leaders to record a child's self-initiated "spark" of interest, the immediate adult interaction or teachable moment, and the resulting developmental next steps retrospectively.
This helps ensure the curriculum is relevant and appropriate for all pupils, with relationships and genuine connections at its centre. High-quality relationships between Forest School staff and students are the starting point for planning. Information about students, as outlined in the admissions policy (p21), is therefore essential.

This helps us identify each child's starting points and the knowledge, skills, and understanding they need to achieve their personal targets. The Forest School Leader acts as an observer, following the student's lead, staying present, and using curiosity and questioning to consider:

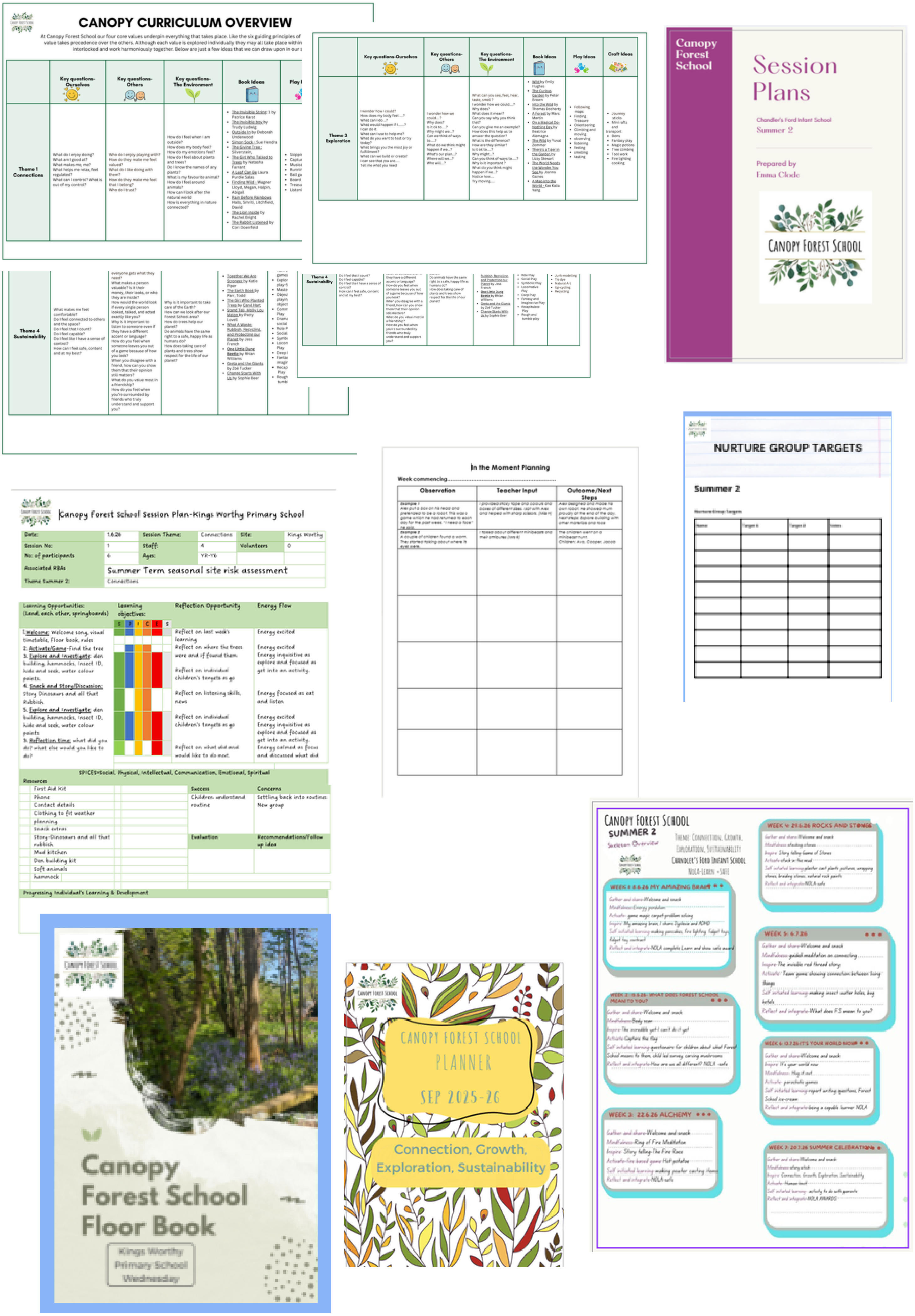
- What does the child already know and demonstrate through play?
- What are their interests?
- How do they interact with the environment around them?

To work in this way, Forest School Leaders need to trust their instincts. In-the-moment planning is immediate: it involves recognising teachable moments and knowing when to intervene in a child's play. Open-ended questions can move learning forward, but sometimes no words are needed. A simple provocation in the area may be enough to inspire the child's next step.

Each school receives a copy of our long-term planning, and we share medium-term ideas every half term. During half-termly consultations with schools, we use floor books and planning records to review each student's progress, evaluate their targets, and agree new targets for the next half term. This forms part of an ongoing plan, do, review cycle.



Canopy Forest School Planning Process



CANOPY FOREST SCHOOL

PLAY POLICY

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

"Play is the highest form of research " Albert Einstein

At Canopy Forest School we understand how important and valuable “play” is and we treasure, celebrate and honour the lLearning takes place through child-initiated play. We recognise play as a process that includes a wide range of behaviours and contexts. Play is instinctive and essential to human development. It allows children and adults to express joy, explore, learn, discover the world, test ideas, make sense of experiences, communicate, negotiate, and express themselves.

At Canopy Forest School, play is central to our learning programme. In every session, participants have opportunities for free, self-initiated play. The Forest School Leader’s role varies according to the activity and the needs of the group. Leaders follow, observe, and reflect on children’s intrinsic play motivations, then build on and scaffold them in future sessions. During the six-week baseline assessment period, we observe and record play types, play schemas, Gardner’s intelligence types, and executive functioning skills to better understand what motivates each child.

Forest School Leaders must know when to step in, when to offer guidance, and when to step back. At Canopy Forest School, we believe children’s need for risky play should be protected. We support this through risk-benefit assessments that are clearly communicated and shared with participants, helping learners move safely in and out of their comfort zones.

Each Canopy Forest School session is unique and shaped by the group’s ideas and interests. During reflection at the end of each session, we discuss what has been learned and consider how to extend learning further. As a result, our planning is organic, exciting, inspiring, and child-led. We promote holistic development and support the whole child in their learning.

Risky and physical play is supported through a long-term programme of regular two-hour sessions.

At Canopy Forest School, each session follows a flexible structure. We begin with a welcome and short group meeting, where we take the register, greet everyone, share the session plan, set the context, and use a visual timetable for support. This lasts around three minutes, with a sand timer showing students how long they need to listen. We may then take part in an active themed game or activity to help the group move, connect, and build relationships. After this, children move into child-initiated learning, supported by invitations and provocations to play. These purposeful, open-ended setups or object arrangements are designed to spark curiosity, encourage critical thinking, and invite deeper investigation. Rooted in the Reggio Emilia approach, provocations have no fixed outcome, allowing children to lead their own learning. During this time, leaders use in-the-moment planning: they observe, interact, remain curious about each child’s play, assess what is happening, and use this to extend learning. We subtly draw on each child’s targets during play and weave in opportunities for them to work towards these. Midway through the session, the group comes together for a snack, and sometimes a story or discussion. Finally, everyone gathers for reflection and to consider what they would like to explore next time. This structure can adapt according to the activities, weather, feelings, and motivations of the group.

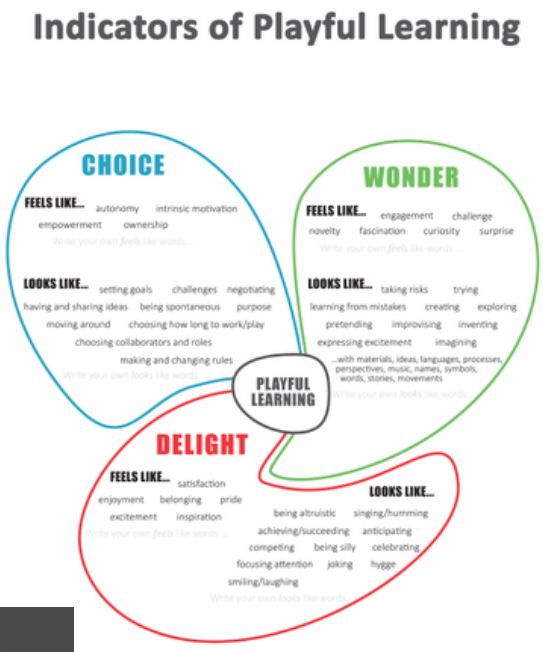
Across all sessions, we draw on the surrounding natural environment. Our core values of connection, growth, exploration, and sustainability are woven through everything we do.

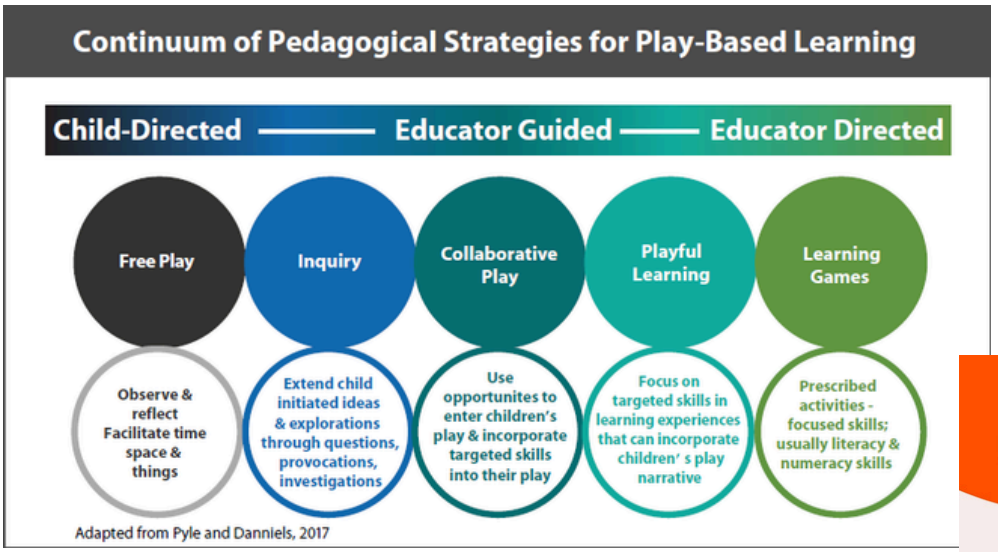
Canopy Forest School is a community where participants learn to work as a team and support one another’s growth and development. Play is the main vehicle for learning, and the child remains at the heart of every session.

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Play therories and reserach that we use









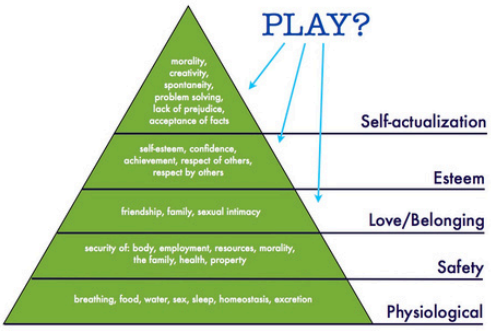


The Characteristics of Play

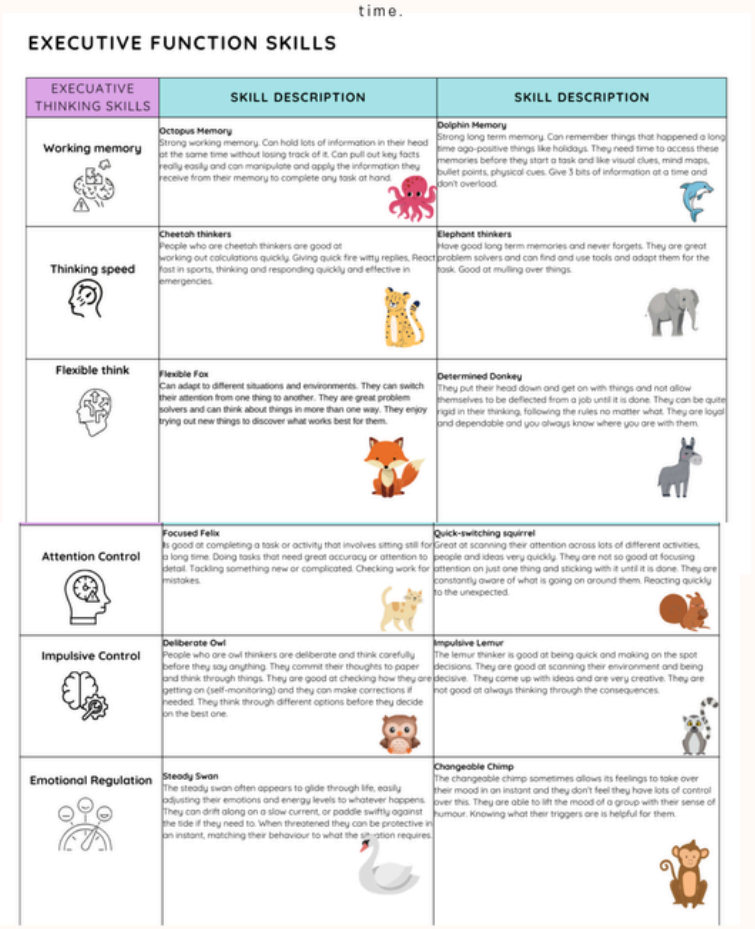


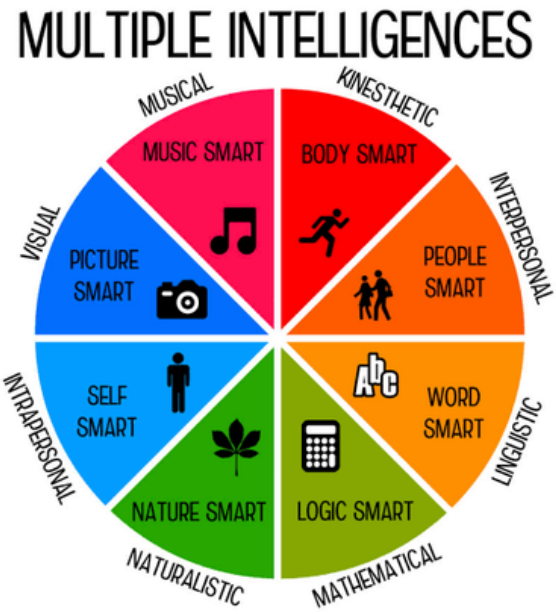
Play therories and reserach that we use





Executive Functioning skills are skills that we use to manage everyday tasks like making plans, solving problems and adapting to new situations. It is empowering to know our personal executive characteristics as we can then understand what our personal strengths and weaknesses are. To show these characteristics we have used a system created by Alison Rendle and Kit Messenger who use an animal scale to help everyone understand their skills. Each characteristic will be a disadvantage in one situation but also a tremendous advantage in another context. These skills are not set in stone and can be improved and developed over time.





Our Play Principles

CANOPY FOREST SCHOOL

Canopy Forest School provides its learners with outdoor play experiences that allows them to connect, grow, explore and learn about sustainable practices.

Canopy Forest School provides a child centered learning programme designed by an experienced leader and based on informed observations, reflections and the voice of it's participants.

At Canopy Forest School we believe in faciliating rather than directing learners in their play and our sessions are adaptive and responsive to the learners changing needs and interests.

Canopy Forest School promotes holistic development and supports the "whole" child in their learning through play. This is acheived through a long-term process with regular sessions for 2 hours or longer.

Canopy Forest School protects the child's need for risky play by using risk/benefit assessments that are clearly communicated and shared with participants. We help our learners to move inside and out of their comfort zones by skillfully supporting, scafolding and extending their play.

THE NATIONAL OUTDOOR LEARNING AWARD

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

At Canopy Forest School we can run the National Outdoor Learning Award with groups. This award scheme recognises and captures the personal development outcomes of participants during their regular Forest School sessions with us.

The award was created by Dr. Roger Hopper and has been used by the Institute of Outdoor Learning since 2018. It is based upon long standing research into Outdoor learning's impact on personal development and one of the main aims of the NOLA award is to capture and celebrate the personal and social qualitative change created by outdoor learning, in a measurable manner.

This award is underpinned by educational best practice and European welfare legislation. It focuses on three main aspects Respect, Safety and Learning and within each of these aspects three objectives are addressed myself, others and the environment.



Respect

The first element of this award is "Respect" and each week we will focus upon one of the following objectives:

- I shared my ideas
- I said what I'm good at
- I listened to my friend's ideas
- I said what my friends are good at
- I used the environment carefully
- I used equipment carefully



The purple objectives are about respecting myself, red are respecting others and brown are about respecting the environment.

Learn

The second element of this award is "Learn" and each week we will focus upon one of the following objectives:

- I learnt new facts
- I learnt new skills
- I learnt to follow
- I learnt to lead
- I learnt the values
- I learnt to have fun



THE NATIONAL OUTDOOR LEARNING AWARD

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Safe

The third element of this award is “Safe” and each week we will focus upon one of the following objectives:

- I was prepared
- I followed instructions
- I helped with kind words
- I helped with kind actions
- I used equipment safely
- I used the environment safely



Having this award available for schools that would like us to enroll their students on this course brings another element to our curriculum. As a nationally recognised award it is a great way to celebrate the learning taking place and the beauty of this award is that our delievery and curriculum does not change as it captuers evething that we are already doing.





SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

At Canopy Forest School our Special Educational Needs and Disabilities (SEND) policy ensures that all children, including those with learning difficulties or physical disabilities, can safely access and thrive in outdoor-led, nature-based learning environments.

As a mobile, therapeutic, nature-based alternative provision, we are committed to enabling every student to participate in outdoor sessions, whatever their individual needs. We support young people who are struggling to thrive by enriching classroom learning, helping them re-engage with education, and improving their long-term opportunities. Through a flexible, learner-centred approach, we help students develop confidence, social skills, physical stamina, and emotional wellbeing. Our ongoing assess-plan-review cycle allows us to adapt activities to changing developmental needs so each student can work towards their full potential.

This policy is informed by current legislation, reports, and research, including:

- Every Child Achieving and Thriving, DfE, 2026
- SEND code of practice: 0-25
- Motivation Theory, DfE, 2025
- Solving the SEND crisis 24-25
- Experts at Hand-2026
- SEND and Alternative Provision Improvement Plan
- The Schools White Paper 2026: (SEND) Reform
- Developing an inclusion Strategy using the Inclusion Mainstream Fund
- Inclusion bases in Schools
- Working Together to Improve School Attendance
- Children and Families Act 2014
- Equality Act 2010
- Social Values Act 2021
- HCC Ordinarily Available Provision and SEND Support

To provide high-quality SEND provision, we work closely with the school SENDCo, parents and carers, and any agencies involved in supporting the student. During referral and admissions, we share relevant information, including IEPs and healthcare plans, and agree clear targets and intentions for each child. Further details are available in the Admissions and Referral Policy (p. 14). Inclusion is central to Canopy Forest School: each child's needs are assessed individually, and adaptations are made to support participation and progress.

Our First Aid and Medicines Policy (p182) and Accessibility Policy (p58) explain how we create a welcoming Forest School environment that supports the four areas of need set out in the SEND Code of Practice (2015):

- Cognition and learning
- Social, emotional and mental health needs
- Sensory and/or physical needs
- Communication and interaction
- We carefully consider how we communicate and interact with students, using visual prompts, tactile markers, and non-verbal cues alongside verbal instructions in the outdoor setting.
- We support social, emotional, and mental health needs by providing calm, sensory-neutral outdoor spaces for emotional regulation, self-directed exploration, and confidence building. Our positive behaviour policy is supported by proactive strategies that help students stay calm, engaged, and secure.
- We respond to sensory and physical needs by adapting pathways, campfire seating, and tool-use activities to support mobility and sensory processing differences.

At Canopy Forest School, our provision is outcome-focused. Each child has targets drawn from their school support plan, PCP, or EHCP. These are reviewed half-termly with the SENCo, and a termly report is sent to parents and carers. See the Monitoring and Assessment Policy (p34).
Our person-centred planning links each student's individual targets with purposeful play designed to spark curiosity, encourage critical thinking, and invite deeper investigation. See the Planning Policy (p48).

As an alternative provision Forest School, we focus our training and expertise on supporting students with social and emotional needs, anxiety, trauma, behavioural needs, and neurodiversity. Staff development is important to us and takes place through internal and external training days. We ensure staff are kept up to date with changes to SEND legislation and are supported to develop their knowledge and skills. We are members of several schemes, including:

- Disability Confident
- Made By Dyslexia
- Therapeutic Forest Practitioner

We believe that Forest School has a unique role to play in creating a fairer society. When children learn outdoors, they learn more than skills: they learn about community, care, respect, and interdependence. They learn that their voice matters, that they can make choices, and that they are part of the natural world.

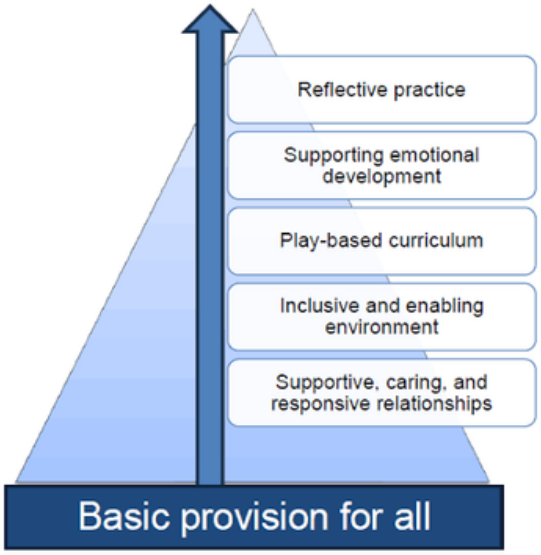
But this only happens when sessions are inclusive, when barriers are removed, and when difference is seen as a strength.

SEND information

GLOSSARY OF SEND TERMS

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASC	Autistic Spectrum Disorder
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
HI	Hearing Impairment
IEP	Initial Concerns
MLD	Moderate Learning Difficulty
OT	Occupational Therapist
SaLT	Speech and Language Therapy
SEMH	Social, Emotional, Mental Health
SEND	Special Educational Needs and Disability
SENDCO	Special Educational Needs and Disability Co-ordinator
SENIF	Special Educational Needs Intervention Funding
SpLD	Specific Learning Difficulty
SSP	SEND Support Plan
VI	Visual Impairment
ELSA	Emotional Literacy Support Assistant
STS	Specialist Teaching Service

If you have any questions or would like to talk about your child's needs or progress, please speak to your child's class teacher or our SENDCO.



DfE

Fund schools and local authorities directly for SEN provision. DfE will also increase the funding for SEN towards mainstream settings directly to support early intervention.

£ £

Mainstream schools will have statutory duties to identify needs and provide a high-quality universal offer. This will be delivered through:

- National Inclusion Standards.
- National training for all staff.
- Creating tens of thousands of new places in Inclusion Bases.
- Reporting on their use of the Inclusive Mainstream Fund (IMF).
- Guidance and support through Ofsted's inspection toolkit and Regional Improvement for Standards and Excellence (RISE).

Local authorities will be funded to commission Specialist Provision Packages, including special school places, specialist bases and exceptional provision in mainstream schools, and some Alternative Provision (e.g. hospital places).

Our £3.7 billion investment from now until 2030 will support the creation of new specialist places.

£ £ £ £

Pooled funding
All schools will be required to pool a minimum level of funding within their groups. This pooled funding will be used collectively to meet the needs of children with SEND including through sharing expertise, resourcing, staffing, support bases and commissioning of shared resources, such as specialist teachers.

Experts at Hand
Local authorities will also work with health services to commission education and health professionals into schools.

Specialist Provision Packages
For children and young people who need to access education through a Specialist Provision Package through the local authority – mainly specialist settings.

Assess, Plan, Do and Revie
(The Graduated Response)



Cognition and Learning Difficulties

- Specific Learning Difficulties (SPLD)
- *E.G. Dyslexia, Discalculia,*
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

Social, Emotional and/or Mental Needs

- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating Disorders
- Anxiety Disorders
- Mental Health Issues
- Social Disorders

Communication and Interaction Needs

- Speech, Language and Communication Needs (SLCN)
- Autistic Sprectrum Disorder (ASD)

Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

ACCESSABILITY POLICY

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Under the Equality Act 2010 Canopy Forest School is committed to ensuring that our sessions can be accessed by all. We will make adequate adaptions so disabled pupils can participate in all activities and benefit from the therapeutic Forest School sessions that we offer. This includes improving the availability of accessible information to disabled pupils. Our aim is to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils.

Canopy Forest School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Canopy Forest School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including an understanding of disability issues. We support any available partnerships to develop and implement our plan and policy.

If there are any concerns relating to accessibility to Canopy Forest School, our complaints procedure (p?) sets out the process for raising these concerns.

This policy meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled if they have a physical or mental
impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Canopy Forest School adhere to the following principles:

- We will increase the confidence of all staff in differentiating our curriculum to ensure that staff are aware of all relevant guidance and material
- Use ICT software if needed to support learning
- Ensure the physical layout of our Forest School considers the needs of disabled pupils/carers and visitors: for example, wheelchair access
- Ensure all evacuation plans cater for all needs
- Strive for improvements in delivery of all material with relevant needs in mind: this should include language differentiation which caters for hearing and visual impairments where necessary

Improving teaching and learning lies at the heart of Canopy Forest School's work. Through self- review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children.

We aim to meet every child's needs within mostly mixed ability, inclusive sessions. It is a core value of Canopy Forest School that all children are enabled to participate fully in our sessions.

This Policy is linked to the following policies and documents:

- Health and Safety Policy (p?)
- Equality and Diversity Policy (p56 & p71)
- Special Educational Needs (SEN) Policy (p56)

Our work at Canopy Forest School is not just about fairness but about challenging barriers that stop people from accessing nature. We want to move beyond "equality" towards equity — recognising that some people need more support than others to have the same opportunities.

EQUAL OPPORTUNITIES POLICY

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Canopy Forest School's mission, values, and ethos place strong emphasis on the individuality of every client. We are committed to giving each person the opportunity to achieve the highest possible standards, regardless of ethnicity, religion, attainment, age, disability, gender, or background. We actively work to remove barriers to learning and participation that may hinder or exclude individual children or groups. Our aim is to help every child succeed and reach their highest level of personal achievement.

We will:

- Ensure equal access for all children.
- Provide fair choice and opportunity for everyone.
- Use a range of approaches, including collaborative learning, so children value working together.
- Support positive relationships between children.
- Treat all adults and children with respect.
- Involve parents and carers in supporting their child's education.
- Invite feedback from children, parents, and carers on fairness and inclusion.
- Consider every child's progress when planning future learning and setting challenging targets.
- Challenge and address bullying, harassment, and discrimination.
- ·Recognise and respect each person as an individual.
- Use available resources effectively to support the learning of all groups of children.
- Model kind and respectful language.

Forest School staff will ensure that students:

· feel secure and know that their contributions are valued;

· recognise, appreciate, and value differences in others;

· take responsibility for their own actions;

· participate safely while wearing clothing appropriate to their religious beliefs;

· are taught in groupings that enable everyone to experience success;

· use materials that reflect a range of cultural backgrounds, learning styles, and linguistic needs without stereotyping;

· experience a shared curriculum that supports different learning styles;

· work towards challenging targets that help them succeed; and

· are encouraged to participate fully, regardless of disability or medical need.

Forest School means Forest School for all. Canopy Forest School welcomes and celebrates diversity and recognises the strength it brings to our sessions. We include everyone, provide equal opportunities, and uphold our responsibilities under the Equality Act 2010, including its protected characteristics. Further information is available at: https://www.gov.uk/guidance/equality-act-2010-guidance

We believe everyone is entitled to experience the Forest School environment, and that these experiences can remain meaningful for years to come. Children with medical needs or disabilities will be supported to participate fully in each session (p56, p182). Children with challenging behaviour will be risk assessed and may require one-to-one supervision, but their entitlement to take part remains unchanged (p27). Canopy Forest School is committed to fostering a supportive and inclusive culture for students and for everyone who works with us. Please also see our Employees Equality and Diversity Policy (p71).



Equality and Diversity Statement

Canopy Forest School

- Values diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.
- We believe that discrimination or exclusion based on individual characteristics and circumstances, represents a waste of talent and a denial of opportunity for self-fulfillment.
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.

disability confident
COMMITTED

This is to certify that

Canopy Forest School
DCS050454
is Disability Confident Committed

Period of award: 06/08/2026 to 06/08/2029

Issue date: 06/08/2026

As a Disability Confident Committed Employer we have committed to:

- ensure our recruitment process is inclusive and accessible
- communicating and promoting vacancies
- offering an interview to disabled people who meet the minimum criteria for the job
- anticipating and providing reasonable adjustments as required
- supporting any existing employee who acquires a disability or long term health condition, enabling them to stay in work
- at least one activity that will make a difference for disabled people

Find out more about Disability Confident at:
www.gov.uk/disability-confident

#DisabilityConfident

The Therapeutic Forest
Community Interest Company
Approved Practitioner

I AM
MADE BY DYSLEXIA

HEALTH AND SAFETY
2026-2027

CANOPY FOREST SCHOOL

CANOPY FOREST SCHOOL

HEALTH AND SAFETY AND RISK MANAGEMENT 1

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Canopy Forest School is committed to keeping the students and freelance staff running our sessions safe by using sensible and proportionate risk management practices. These practices will help us to reduce injury, ill health and unsafe behaviour in work place. We acknowledge our legal duties under the Health and Safety at Work Act 1974 and promise to allocate the appropriate time, funding and expertise to support this.

This policy has been based on the following guidance:

- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999,
- DFE Health and safety:responsibilities and duties for schools
- HSE-Children's play and leisure creating a balanced approach
- HSE-Leading sensible health and safety management in schools
- HSE-Getting the balance right
- HSE-The role of school leaders who does what?
- HSE-Is it really health and safety?
- HSE-Common Health and safety Myths in Schools

The aim of this policy is to explain:

- What Canopy Forest School does to ensure we have sensible health and safety management
- Who is responsible for leading health and safety
- What Canopy Forest commits to

How do we ensure sensible health and safety management procedures at Canopy Forest School?

At Canopy Forest School we understand the term sensible health and safety management to mean:

- Our health and safety practices and procedures are applied practically to the real risks in our Forest School sessions.
- Key staff have clearly established roles and responsibilities
- Paperwork is kept to a minimum with the significant hazards identified, their risks adequately controlled and precautions clearly documented where needed
- Our Health and Safety Lead, Emma Clode consults with Forest School Leaders and assistants to look for practical solutions to health and safety issues
- Learning is enabled by making proportionate decisions

As a Forest School we firmly believe that we should provide a nurturing and supportive learning environment for children. Where we can actively encourage participants to take on new challenges and manage reasonable risks.

Our Forest School leaders follow a sensible and proportionate approach to health and safety management that promotes risk awareness rather than risk avoidance. At Canopy Forest School sensible health and safety starts with our **Lead Health and Safety Officer-Emma Clode** and relies on every member of the Forest School Leader team to make sure that risk is managed responsibly and proportionately. At Canopy Forest School it is about creating a safe learning environment and giving pupils an appreciation of risk and how to deal with it. It means doing what is reasonably practicable to reduce significant risks by putting in place control measures to manage the real risks. It is not about the elimination of all risk. To support this safely, adults must understand their roles and ensure that risk assessments are completed regularly and thoroughly. While risks can rarely be removed entirely, they can be minimised without unnecessarily limiting children's opportunities to explore and learn.

Who is responsible for Leading Health and Safety at Canopy Forest School?

At Canopy Forest School the overall accountability for health and safety lies with **Emma Clode** the Health and Safety Officer and client who has contracted all of the freelance Forest School Staff that work at Canopy Forest School. Emma Clode is responsible for establishing suitable arrangements for the effective planning, organisation, control, monitoring, and review of health and safety measures.

The Health and Safety Officer is expected to:

- Write Health and Safety Policies
- Producing key benefit and risk assessments
- Creating an Accident and Safeguarding Report annually to reflect, review and set targets for the next academic year.
- Producing an Audit of our health and safety procedures
- Creating a Health and Safety Action Plans each year.
- Communicating Canopy Forest School Health and Safety Policies and Procedures with all staff
- Keeping records that have staff have read and agreed to our Health and Safety policies and procedures
- Keeping records of specialist roles and certification of these
- Staff training and development

However, the day-to-day running of Canopy Forest School, including responsibility for the health and safety of staff and pupils is delegated to Forest School Leaders when Emma Clode is not on site. The Forest School Leaders have a key role in making sure risks are managed effectively on site.

CANOPY FOREST SCHOOL

HEALTH AND SAFETY AND RISK MANAGEMENT 2

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Sensible and effective management of health and safety relies on every member of our Forest School team to make sure that risks are managed responsibly and proportionately. Good communication is critical to getting this right. All voices are always listened to and everyone has a valuable role in contributing to the development of Canopy Forest School's positive health and safety culture. As we believe that all staff involvement is vital in achieving a safer and healthier workplace, and this helps us to develop sensible rather than over cautious approaches.

Level 3 Forest School Leaders are expected to:

- Oversee the day-to-day running of Canopy Forest School which includes responsibility for the health and safety of staff and pupils
- Complete a daily site risk assessment and make adjustments where needed in accordance to weather conditions, the site and the students you are working with
- Discuss and explain to the team the mitigations emplace for the activities running that day and who is responsible for supervising each activity
- Create benefit and risk assessments for any additional activities not outlined in this handbook.
- Level 3 Forest School Leaders will be Outdoor First Aid Trained to Level 6
- Level 3 Forest School Leaders will have their own up-to-date Public Liability Insurance
- All Forest School Leaders will be Level 3 trained

All members of our freelance team are expected to:

- Take reasonable care for their own health and safety and that of others who may be affected by what you do, or fail to do.
- Cooperate with **Emma Clode** the Health and Safety Officer, fellow members of staff and others to enable them to make and keep the workplace safe.
- Raise health and safety concerns in line with local arrangements and national legislation.
- Read and understand our Health and Safety Policy and procedures

It is vital for everyone at Canopy Forest School to have clarity and understand their roles and responsibilities so that Health and Safety concerns or matters can be dealt with efficiently without confusion. This helps to establish a clear chain of accountability that supports compliance, builds confidence and satisfies all Health and Safety requirements. All freelance members of staff will be required to sign and say that they have read this document.

What Canopy Forest School Commits to:

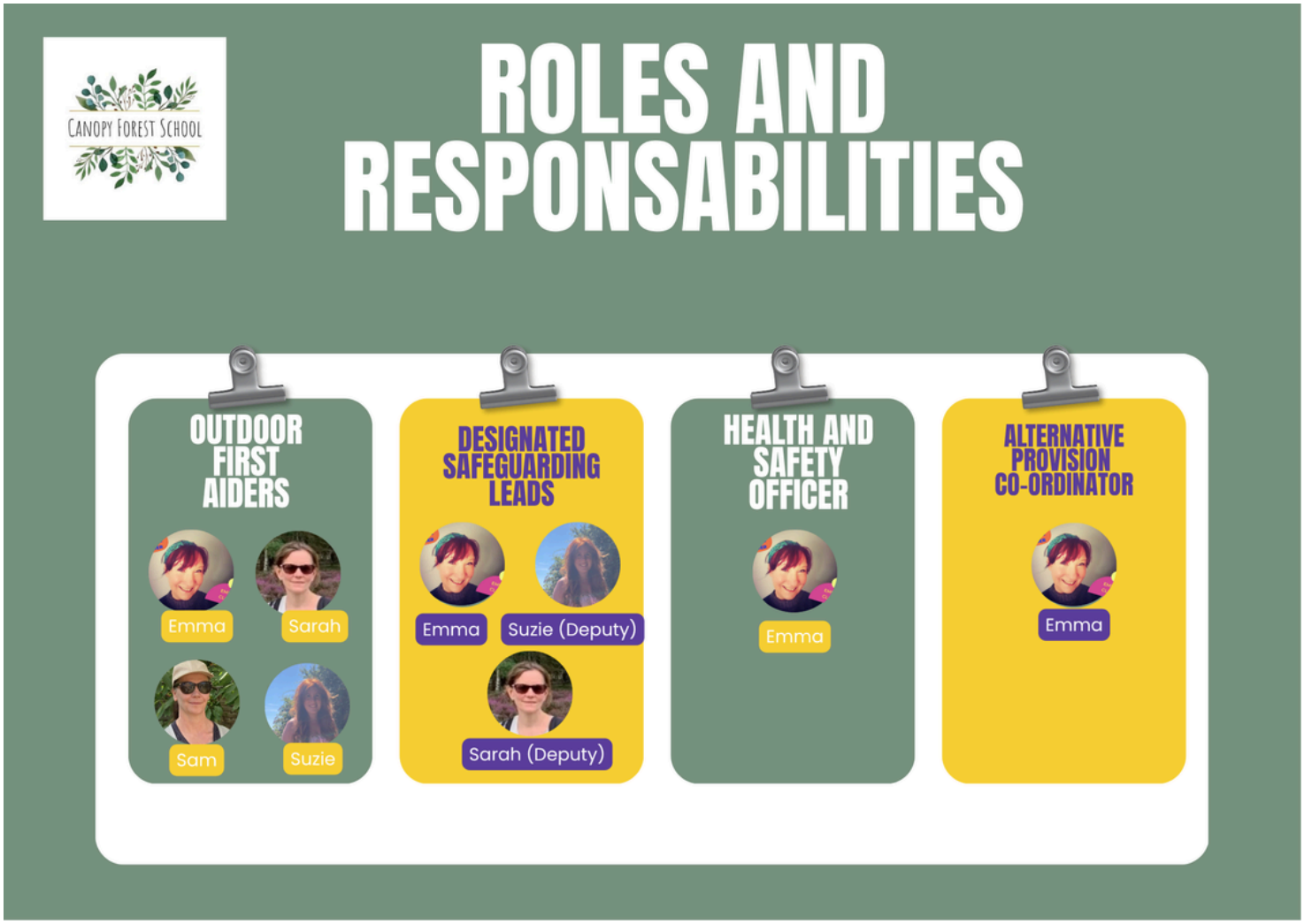
At Canopy Forest School our key Health and Safety message is that when we are developing learning opportunities, the focus should be on controlling the real risks, not eliminating all risks. Health and safety is about doing things safely, not finding reasons not to do them. We achieve this at Canopy Forest School by having secure arrangements in place for our daily health and safety systems, procedures, and practices. These arrangements are the practical implementation of our health and safety which detail both the actions we take and the execution process.

Canopy Forest School uses the a step-by-step process for controlling health and safety risks caused by hazards in the workplace our benefit and risk assessments:

- Identify hazards
- Assess the risks
- Control the risks
- Review these controls annually and adjust as needed

The following policies in this section of the handbook will set out our benefit and risk assessments for minimising the risk in the activities we offer and procedures we follow if there is an accident or an emergency.

Deligated Roles and Responsabilities



Health and Safety Audits

School Health and Safety Checklist

This document is intended as a guide to support school leaders and governors to audit their health and safety provision.

School leaders should ensure that they are familiar with the following two documents related to health and safety law in the workplace:

- **The Health and Safety at Work etc. Act 1974 (HASAWA) which dictates British health and safety law for all employers.**
- **The Management of Health and Safety at Work Regulations 1999 which supports the HASAWA.**

Guidance specific to schools can be found here on the Department for Education (DfE) website: Health and safety: responsibilities and duties for schools

Guidance related to children playing in the playground and participating in sport can be found here: Children's play and leisure: promoting a balanced approach

Health and Safety Policy Statement

The health and safety (H&S) policy statement is a foundation for all school health and safety management arrangements. The HASAWA calls for all employers, including local authorities, governing bodies, academy trusts and college corporations, to have a H&S policy statement in place.

To determine who the employer is, in the context of each school, is not always straightforward as the local authority isn't necessarily the employer for all schools.

The following list identifies the employer in different schools:

- **Local Authority** - community/community special schools, voluntary controlled schools, maintained nursery schools, pupil referral units
- **College Corporation** - sixth form and further education colleges
- **Governing Body** - foundation/foundation special schools, voluntary aided schools, trust schools, individual academies, free schools, independent schools (could alternatively be the proprietor)
- **Academy Trust** - chain academies

In some schools, although the governing body is the employer for most staff, employees are, in actuality, employed by the local authority. In this scenario, the local authority is responsible for the health and safety of their employees, although the governing body also has a responsibility towards them, as a visitor.

The health and safety statement should contain the following:

Statutory elements	Commentary/Date
Organisational and management structure	
H&S responsibilities of managers and other employees	
Structure for consultation - how will the employer consult staff and H&S representatives?	

Health and Safety Action Plan 26-27

Health and Safety Action Plan Canopy Forest School 26-27

Date updated: 30th August 2026

Actions	Priority level	Lead	Resources required	Target date	Tick when done
Policy and Procedures Health and safety policy updated, developed, approved, and put into effect	High	Emma Clode	Handbook of policies shared with all staff and additional resources	Sep 26	☐
Procedures to assess and manage risk developed and put into effect	High	Emma Clode	Share with all staff our procedures to assess and manage risk- whole staff meeting	Sep 26	☐
Complementary policies, e.g. proactive reporting first aid and fire evacuation put in place	Medium	Emma Clode	Policies written and updated	Aug 26	☐
Code(s) of conduct developed, approved, and put into effect	High	Emma Clode	Code of conduct read and agreed and signed by each member of staff	Sep 26	☐
Staff Training and Education Health and safety Induction for all new staff	High	Emma Clode	Handbook of policies shared with all new staff	Sep 26	☐
Health and safety updates and policies and procedures agreed	High	Emma Clode	All staff training on our procedures and new 2026 KCSIE	Sep 26	☐

Actions	Priority level	Lead	Resources Required	Target date	Tick when done
Leadership and Governance New Health and Safety Officer training completed	Medium	Credited agency for HS training	Course booked and agreed	Oct 26	☐
Reporting and Response Procedure to manage and record first aid and emergency pathways mapped and agreed developed and put into effect	High	Emma Clode	Share our reporting mechanisms for safeguarding concerns in whole staff meeting	Sep 26	☐
Clear reporting mechanisms for first aid and emergencies developed, promoted, and put into effect	High	Emma Clode	Share our reporting mechanisms for safeguarding concerns in whole staff meeting	Sep 26	☐
Share our reporting mechanisms for health and safety in whole staff meeting	High	Emma Clode	Share our reporting mechanisms for safeguarding concerns in whole staff meeting	Sep 26	☐
Risk Assessments Crisis management plan developed, shared and implemented	High	Emma Clode	Develop crisis plan	Aug 26	☐
Monitoring and evaluation approach in place	Medium	Emma Clode Whole staff discussions	Discussions with staff	continuous	☐
Health and safety communication plan developed and put into effect	High	Emma Clode	Develop communication plan	Aug 26	☐
Add in any additional actions you identify					☐

CANOPY FOREST SCHOOL

BENEFIT AND RISK ASSESSMENTS

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

As Canopy Forest School takes place in a number of different locations we produce individualised benefit and risk assessments for each site. Benefit and risk assessments are sensible and balanced health and safety procedures. In Forest Schools the practitioners take a reasonable and proportionate approach to safety which accepts a degree of risk.

At Canopy Forest School we take our responsibility for the safety of our students seriously and take heed of all our legal duties. Risk is effectively managed and is seen as not only inevitable but positively desirable. Benefit and risk assessments are made for all activities and an in-depth knowledge of the process of learning these skills is always used and applied.

Within the structure of health and safety, Forest School practitioners know that risk-taking is an especially important part of a child's development. Preparing and supporting them to take risks and teaching how to adopt common sense and an appropriate approach that balances benefits and risks is a fundamental part of the programme. Our understanding of risk taking in Forest School does not just apply to physical risks but also social and emotional ones as well. Our aim in the programme is to support, facilitate and provide opportunities and because it is a child-led curriculum we allow the students to guide us, and we watch and observe them as they explore and play.

Canopy Forest School uses a 5 step process for controlling health and safety risks caused by hazards in the Forest School. These 5 steps are:

- Identify hazards/risk factors
- Who can be halmed and how
- Assess/ Evaluate the risks
- Record findings in a risk and benefit assessment
- Review these controls annually and adjust as needed

Our risk and benefit assessments include the following information:

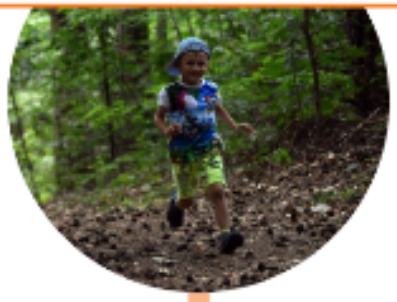
1. The hazards identified.
2. The people at risk.
3. The control measures implemented.
4. Any further action required.
5. Benefits of this activity

Risk and Benefit assessments are reviewed annually and a Health and Safety audit and action plan is also produced to help us to develop Canopy Forest School's positive health and safety culture.

At Canopy Forest School we use a range of risk assessments:

- Seasonal risk assessments of site
- Activity risk assessments
- Generick risk assessments-using tools, fire lighting
- Individual risk assessments-students, medical needs
- Daily risk assessments of site
- Dynamic risk assessments-a real-time, on-the-spot safety process used by workers to identify and manage rapidly changing or unexpected hazards while a task is underway

This section of our handbook will go through all types of risk assessments and policies we have inplace for sertain activities. All of the risk assessments that we produce are individualised to each site but throughout all of these there are a number of set areas of consideration. We also include clear procedures for accidents and emergency situations. These documents exist to promote every student's health and safety within our settings. The risk and benefit assessment documents that we produce can be found on our website under each location. Risk assessments are also created for individual activities and these are shared with the group.

Process	Example
Step 1 Explore all the **benefits of the activity** that you want to do. 	**Step 1** **Activity:** Outdoor running/games **Benefits could include:** ► Improved physical development ► Increased confidence ► Problem-solving and teamwork ► Feeling of adventure ► Awareness of the seasons and weather ► Opportunity to challenge themselves
Step 2 Explore the possible hazards and what the hazard may cause.	**Step 2** **Hazards could be:** ► Slipping and falling ► Cuts ► Getting lost
Step 3 Consider the level of risk of participating in the activity by looking at the hazards and deciding whether they represent an acceptable or an unacceptable risk. Decide whether it is a low, medium or high risk.	**Step 3** Likelihood and hazard are both high. **Therefore the activity has a HIGH RISK.**
Step 4 On left side: Decide what precautions are in place and what further measures you could take to reduce the risk of injury.	**Step 4** ► Staff carry out a site check beforehand. ► Staff to be aware of any weather or seasonal implications for the activity. ► Remove any hazardous obstacles. ► Make the group aware of natural objects which may cause trips e.g. slippery logs, brambles. ► Mark potential trip hazards with flags or cones. ► All participants wear suitable footwear. ► Define boundaries. ► Ensure the site is suitable for the activity, no running to be advised where appropriate.
Step 5 **Record your findings**. Consider whether the benefits the children will gain from the activity outweigh the risks associated with it.	**Step 5** With measures now in place, both the likelihood and hazard are reduced. Therefore the risk is now **Medium**. The activity is now an **acceptable risk**.

Step 6 Review your assessment regularly **and update as necessary.**

DENFINITIONS

Hazard-a potential source of harm it is something which could be dangerous to you or somebody else's health or safety.

Risk- an action or activity that has potential to have an undesired result. A risk is the chance, high or low, that any hazard will actually cause someone harm.

Incident - an event that happens and in terms of risk management it refers to somebodies health and safety being affected.

Safety- is the state of being safe from harm. Safety is achieved through risk management.

Accident - An unplanned, uncontrolled event, which leads to the injury of a person or damage to equipment.

Near Miss- is where an accident could have caused harm and was only just avoided. These are recorded so that future action can be taken.

Benefit- an advantage or a profit gained from something

An example of our Sites Benefit and Risk Assessment Booklets

CANOPY FOREST SCHOOL

APRIL 26

BENEFIT AND RISK ASSESSMENTS

KINGS WORTHY PRIMARY SCHOOL

By Emma Clode

WHAT ARE BENEFIT AND RISK ASSESSMENTS?

Benefit and risk assessments are sensible and balanced health and safety procedures. In Forest Schools the practitioners take a reasonable and proportionate approach to safety which accepts a degree of risk. Forest School leaders take their responsibility for the safety of the students seriously and take heed of all their legal duties, risk is effectively managed and is seen as not only inevitable but positively desirable. Benefit and risk assessments are made for all activities and an in-depth knowledge of the process of learning these skills is always used and applied.

Within the structure of health and safety, Forest School practitioners know that risk-taking is an especially important part of a child's development. Preparing and supporting them to take risks and teaching how to adopt common sense and an appropriate approach that balances benefits and risks is a fundamental part of the programme. Our understanding of risk taking in Forest School does not just apply to physical risks but also social and emotional ones as well. Our aim in the programme is to support, facilitate and provide opportunities and because it is a child-led curriculum we allow the students to guide us, and we watch and observe them as they explore and play.

t outlines our benefit and risk assessments at Canopy Forest School, it rmation relating to our policies and shares the process of learning some of This is a working document and alterations and adjustments will be made in he current cohort and the grounds.



OREST SCHOOL

FLORA AND FAUNA AROUND THE SITE



Knowing the names of common trees, plants, mammals, insects and birds that live within the ecosystem of the hazel coppice area of the school is really important. The skill of knowing the names and characteristics of flora and fauna is an almost forgotten art. Knowing the names of the creatures and plants in an ecosystem is very powerful as it brings you closer to it and there is something very innate and human about wanting to name things. As Macfarlane states in an interview

"We are names, we are name callers.....my naming you brings the other into being as it were, you allow it to enter into your life" (Macfarlane, 2017)

Knowing facts and information about the fauna and flora also gives you foresight about which plants and animals have the potential to cause harm and how you can put measures in place to protect everyone within this ecosystem.

CANOPY FOREST SCHOOL

BENEFIT/RISK ASSESSMENTS OF A VARIETY OF FOREST SCHOOL ACTIVITIES

Low Risk	Something which may result in minor damage or slight harm (i.e. scratch or bruise)
Medium Risk	Something which may result in a significant loss/damage or major injury (broken bone or other injury, which results in person being taken to hospital for treatment)
High Risk	Something which may result in extensive damage, multiple major injuries or death

TLC	1
1st Aid	2
Non Emergency	3
Emergency/Hospital	4
Death/multiple Ingury	5

CANOPY FOREST SCHOOL

Risk Assessment-Variety of Forest School Activities

Description of site/Activity tools:

An overview of a Variety of Forest School Activities

	Hazard	Harm	People at risk	Potential Level of Risk	Existing prevention methods	Probability (P) (1-5)	Severity (S) (1-5)	Rating (PXS) (1-25)	Level of Risk after controls	New preventative measures	Who? When?	Benefits
1	Exploring the site	Trips and falls, sprains, branches pocking eyes, face, body, splinters	Children Taking part in Forest School	M	Site management, Checking for fallen branches, roots, glass and other objects left behind	3	2/3	6	L	Appropriate adult: child ratio trained FS Leader, First Aider. First Aid kit to hand. Emergency Action Plan in place. Adult to be nearby Awareness talks. Remove dangerous eye level branches on frequented paths	Forest Practitioners Briefed Clients	Hand eye co-ordination, managing risks, fine and gross motor skills, team work, community building, achievement and enjoyment
2	Fire pit - general	Burns, clothing catching fire, grounds catching fire	Children Taking part in Forest School	H	Site management Position of fire pit in the centre of a fire circle, away from buildings and over hanging trees and branches	3	5	15	M	Appropriate adult: child ratio trained FS Leader, First Aider. First Aid kit to hand. Emergency Action Plan in place. Adult to be nearby Safety awareness and practice of safe procedures. Understanding of fire safety and fire triangle	Forest Practitioners Briefed Clients	understanding instructions. Knowing about the heat triangle, manage own risks, teamwork, and determination and resilience. Achievement and enjoyment
3	Fire pit - cooking	Burns	Children Taking part in Forest School	H	Site management Position of fire pit in the centre of a fire circle, away from buildings and over hanging trees and branches	3	5	15	M	Appropriate adult: child ratio trained FS Leader, First Aider. First Aid kit to hand. Emergency Action Plan in place. Adult to be nearby awareness talks and reminders of correct procedures. Correct PPE work and long handled equipment, circle rules and fire extinguishing equipment	Forest Practitioners Briefed Clients	understand instructions. Knowing about the heat triangle, manage own risks, teamwork, and determination and resilience. Achievement and enjoyment, community building.
4	Small tool use – general. Bow saw, secateurs, loppers, penknives, billhooks, spade, pole saw.	Cuts, grazes, bumps, bruises	Children Taking part in Forest School	H	Clear instructions Adult supervision,	3	4	12	M	Appropriate adult: child ratio trained FS Leader, First Aider. First Aid kit to hand. Emergency Action Plan in place. Adult to be nearby Tool safety routines adhered to. 1:1 supervision until confident and competent. Tool Talks, tools to be put away in a locked container	Forest Practitioners Briefed Clients	Significant benefits to using tool. Develop own risk management for client. manage own risks, teamwork, and determination and resilience. Achievement and enjoyment, community building.
5	Small tool use – pole lathe & shave horse	Cuts, grazes, bumps bruises	Children Taking part in Forest School	M	Clear instructions Adult supervision	3	4	12	L	First Aider. First Aid kit to hand. Emergency Action Plan in place. Adult to be nearby Strict 1:1 supervision & training until confident and competent. Safety procedures adhered to. Tool Talks, tools to be put away in a locked container	Forest Practitioners Briefed Clients	Significant benefits to using tool. Develop own risk management for client. manage own risks, teamwork, and determination and resilience. Achievement and enjoyment, community building.
6	Coppicing & small tree felling.	Hit by falling branches, cuts, grazes and bruises	Children Taking part in Forest School	M	Clear instructions Adult supervision	3	4	12	L	Appropriate adult: child ratio trained FS Leader, First Aider. First Aid kit to hand. Emergency Action Plan in place. Adult to be nearby Training given and correct procedures adhered to including safe distances. Always supervised. Use of correct PPE	Forest Practitioners Briefed Clients	Significant benefits to using tool. Develop own risk management for client. manage own risks, teamwork, and determination and resilience. Achievement and enjoyment, community building, sustainability.
7	Shelter building with tarpaulin, sticks, rope	Sticks falling on children, sticks poking children in face, body eye, rope burn, splinters, cuts and grazes.	Children Taking part in Forest School	M	Clear instructions Adult supervision	3	3	9	L	Appropriate adult: child ratio trained FS Leader, First Aider. First Aid kit to hand. Emergency Action Plan in place. Adult to be nearby Training given and correct procedures adhered to including safe distances. Always supervised. Use correct PPE	Forest Practitioners Briefed Clients	Manage own risks, teamwork, and determination and resilience. Achievement and enjoyment, community building. Physical exercise, gross and fine motor skills. Challenge. Problem solving, involvement and concentration. Being imaginative and having their own ideas. Communication, cooperation, perseverance. Emotional Development, resilience, self-esteem, independence and

BENEFIT/RISK ASSESSMENTS OF A VARIETY OF FOREST SCHOOL ACTIVITIES

8	Tree climbing	Slippery conditions, slipping or falling from tree leading to broken bones, bruises, abrasions. Tree unstable, falling over and branches breaking during climbing leading to bruises, abrasions, crushing from falling tree or branches. Injuries to eyes and other body parts from twigs. Getting stuck in branches.	Children Taking part in Forest School	M	Clear instructions Adult supervision	3	3/4	9	L	Appropriate adult: child ratio trained FS Leader, First Aider. First Aid kit to hand. Emergency Action Plan in place. Adult to be nearby Training given and correct procedures adhered to including safe height not more than 1.5m as in insurance policy. Only climbing trees with canopy Flag	Forest Practitioners Briefed Clients	Achievement and enjoyment, taking risks, involvement and concentration, perseverance, understanding and testing own limits. Emotional Development; social skills, confidence, resilience, self-esteem, independence. Physical skills: coordination, refining gross motor skills.
9	Rope swing	Throwing rope up over tree it could hit someone. Rope or branch may break cause injury through fall. Person using swing may fall off Children swinging into each other.	Children Taking part in Forest School	M	Clear instructions Adult supervision	3	3/4	9	L	Training given and correct procedures adhered to including safe height not more than 1.5m as in insurance policy. Only using trees with canopy Flag. Appropriate adult: child ratio trained FS Leader, First Aider. First Aid kit to hand. Emergency Action Plan in place. Demonstrate safe throwing the rope. Ask everyone to stand out of range and the person throwing will watch carefully where it is falling. Ensure that the branch chosen for swing looks sturdy and strong and once the swing has been made then test it with their own weight to ensure the rope is secure before swinging. The swing will be made as low as possible. The swinging area will be cleared of hard objects on ground and the range should not include obstacles e.g. trees. An area covering the range of the swing will be kept clear of people so that they do not get hit and children will be	Forest Practitioners Briefed Clients	Physical exercise; gross motor skills; hand – eye co-ordination, throwing rope; making the swing work. Problem solving- how to get rope over branch Fine motor skills- wrapping it round items; tying knots. Working together, social skills, making relationships, managing feelings and Achievement and Enjoyment, turn-taking, pushing each other, judging speed/distance of swing. behaviour, cooperation, perseverance. Emotional Development; confidence, resilience, self-esteem, independence.
										made aware of where the swing is being used.		
10	Rope – free play with rope and string	Rope can get wrapped round limbs and neck and tighten, causing distress and injury or strangulation, trip hazard.	Children Taking part in Forest School	M	Clear instructions Adult supervision	3	3/4	9	L	Appropriate adult: child ratio trained FS Leader, First Aider. First Aid kit to hand. Emergency Action Plan in place. Adults need to observe children using the rope and stop activity if rope gets wrapped round anybody before it tightens. Discussion with children about safe use of rope. Make sure children listen to each other and respond to other's requests, especially if rope gets wrapped round somebody. Make those who approach the rope aware of any tripping hazard. If rope is tied up off ground then use a bright visible rope or make brighter by tying on something more visible	Forest Practitioners Briefed Clients	Physical exercise; gross motor skills- moving around site with rope; throwing rope, etc. Achievement and Enjoyment, memory, Problem solving- how to move rope; pull items with rope, perseverance. Fine motor skills- wrapping it round items; tie knots; Working together, cooperation, sharing resources.

CANOPY FOREST SCHOOL

Benefit Analysis Form

Experience		Area of Holistic Development					
Risk		Social	Physical	Intellectual	Communication	Emotional	Spiritual
1	Exploring the site	Connecting with others while exploring the site. Building trust/friendships and co-operation and team building skills.	Hand-eye co-ordination, negotiating uneven terrain, climbing physical strength, balance, motor memory, grand and fine motor skills	Problem solving, making links, making connections, environmental identity, knowledge of environment eco-systems, self-awareness and managing own risks.	Teamwork, communicating with peers, communicating with adults, expressing ideas, feelings, observations, links and connections. Summarising and evaluating.	Confidence, self-esteem, identity, connections and friendships. Trust, determination and resilience.	Connections, identity, awe and wonder, respect for nature, peace, mindfulness, wholeness.
2	Fire pit - general	Connecting with others, sharing and experience, building trust, understanding rules and procedures, safety rules.	Making fires- physical process, hand-eye coordination, collecting wood, kindling.	Understanding the fire/heat triangle, managing own risks, Watching a fire, imagination, stories	Teamwork, communication with peers, storytelling, expressing ideas, listening and following instructions	Confidence, self-esteem, identity, connections and friendships. Trust, determination and resilience.	Connections, identity, awe and wonder, respect for nature, peace, mindfulness, wholeness.
3	Fire pit - cooking	Connecting with others, eating and sharing food with others, share experiences, build trust, understanding rules and procedures, safety rules.	Cooking- mixing, kneading, chopping, grating. Handling cooking tools-hand eye co-ordination.	Understanding the fire/heat triangle, managing own risks, science and materials and their properties. Watching a fire, watching items cook, imagination, stories	Teamwork, communication with peers, storytelling, expressing ideas, listening and following instructions	Confidence, self-esteem, identity, connections and friendships. Trust, determination, satisfaction and resilience.	Connections, identity, awe and wonder, respect for nature, peace, mindfulness, wholeness.
4	Small tool use – general. Bow saw, secateurs, loppers, penknives, billhooks, spade, pole saw.	Building trust/friendships and co-operation and team building skills. Patience, teaching and sharing knowledge.	Hand-eye co-ordination, physical strength, motor memory, grand and fine motor skills	Learning a new skill, repetition, adjusting, improving, problem solving, making links, making connections, self-awareness and managing own risks.	Teamwork, communication with peers, expressing ideas and frustrations, listening and following instructions	Confidence, self-esteem, identity, connections and friendships. Trust, determination and resilience.	Connections, identity, awe and wonder, respect for nature, peace, mindfulness, wholeness.
5	Small tool use – pole lathe & shave horse	Building trust/friendships and co-operation and team building skills. Patience, teaching and sharing knowledge.	Hand-eye co-ordination, physical strength, motor memory, grand and fine motor skills	Learning a new skill, repetition, adjusting, improving, problem solving, making links, making connections, self-awareness and managing own risks.	Teamwork, communication with peers, expressing ideas and frustrations, listening and following instructions	Confidence, self-esteem, identity, connections and friendships. Trust, determination and resilience.	Connections, identity, awe and wonder, respect for nature, peace, mindfulness, wholeness.
6	Coppicing & small tree felling.	Building trust/friendships and co-operation and team building skills. Patience, teaching and sharing knowledge.	Hand-eye co-ordination, physical strength, motor memory, grand and fine motor skills	Learning a new skill, repetition, adjusting, improving, problem solving, making links, making connections, self-awareness and managing own risks.	Teamwork, communication with peers, expressing ideas and frustrations, listening and following instructions	Confidence, self-esteem, identity, connections and friendships. Trust, determination and resilience.	Connections, identity, awe and wonder, respect for nature, peace, mindfulness, wholeness.

An example of our Daily/weekly Site Check Booklets

CANOPY FOREST SCHOOL

SEP 2025-26

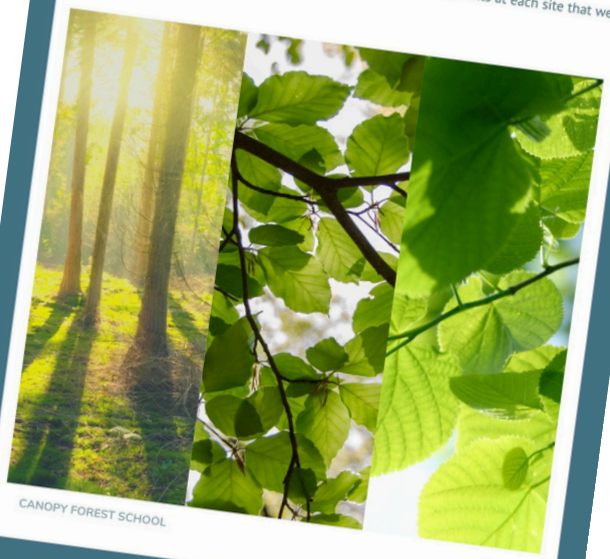
WEEKLY SITE
RISK ASSESSMENTS
MERDON JUNIOR SCHOOL

By Emma Clode

WHAT ARE WEEKLY SITE ASSESSMENTS?

Weekly risk assessments are taken each week at each site alongside seasonal risk assessments. Forest School leaders take their responsibility for the safety of the students seriously and take heed of all their legal duties. Risk assessments are made every week of the site and shared with the group and changes and adaptions are made if any hazards are apparent.

This is a working record of our weekly and seasonal risk assessments at each site that we work on.



CANOPY FOREST SCHOOL

PAGE 2

Autumn Term

CANOPY FOREST SCHOOL

PAGE 4

MERDON JUNIOR SCHOOL SITE

Seasonal Site Risk Assessment-Autumn Term
Site: Merdon Junior School: Canopy Forest School
Assessed By: E Clode
Date assessed:
Signature:

	Define Hazard	Probability	Consequence	Risk Rating	Hazard Severity	Action	Benefits
Mobile phone signal: Yes	Loss of signal	1	0	1	Minimal	No action required, no documentation necessary able to make contact via Chandler's hard inflam school phone if necessary.	Communication always available if needed
Tree Layer: Yew Hazel Birch Alder Holly Cherry Laurel Oak (1 lone standing mature oak) Cherry	Falling branches Items falling from trees-nuts etc. Climbing trees and falling	1	3	3	Moderate	All avenues should be explored to reduce risk and implemented within specified time limits. A site check will be conducted before each session and the trees are checked regularly by the council and tree surgeons. Children are only allowed to climb to 2m and no trees marked with a canopy flag that have been inserted secure.	**Physical exercise, gross motor skills**- moving around site **Achievement and Enjoyment, numeracy, relationship and understanding of plants in the environment.**
Shrub layer: Holly Cherry Laurel Lonicera	Holly and bushes around site-prickly leaves that could hurt children. Berries on cherry laurel are poisonous if eaten.	2	1	2	Acceptable	No extra controls necessary. Alternatives can be considered. Children will be taught about the Holly bushes and the Berries of cherry laurel. Children will be shown how to carry and play with sticks appropriately, so nobody gets hurt.	**Physical exercise, gross motor skills**- moving around site **Achievement and Enjoyment, numeracy, relationship and understanding of plants in the environment.**
Field layer: Bracken Bramble Ivy Lords and ladies Wood Avens Wild Garlic Wood Anemone Stinging Nettles Bur (Agrimony) Herb Robert Wild Carrot Foxglove Wild Parsnip	Brambles and stinging nettles can hurt childrens and some people can have a reaction to Ivy. Lords and Ladies if picked can course harm as all parts of the plant is poisonous and contain oxalate crystals which can burn skin. Foxgloves are also poisonous as they contain toxic cardiac glycosides. Ingestion of any parts of the plant. Cog piles-Talling hazard.	3	1	4	Moderate	All avenues should be explored to reduce risk and implemented within specified time limits. Children will be told about these bushes and to be careful around them. Teachers and staff will learn about the different flora on site so can warn and explain the dangers to the children.	**Physical exercise, gross motor skills**- moving around site **Achievement and Enjoyment, numeracy, relationship and understanding of plants in the environment.**
Ground layer: Moses Leaf mould	Children could trip and tumble over roots and uneven ground. Fungi can be poisonous and cause harm if picked and eaten.	3	1	4	Moderate	All avenues should be explored to reduce risk and implemented within specified time limits. Children will be told about watching their footing and uneven ground. Children and staff will be taught	**Physical exercise, gross motor skills**- moving around site **Achievement and Enjoyment, numeracy, relationship and**
Tree litter Mulch Fungi Roots						about the plants that grow in this eco-system and rule not to pick.	**understanding of plants in the environment.**
Bee/wasp stings and other insects, adder bites, ticks	**Some child+misbehs may have severe reaction e.g. anaphylaxis. Ticks- possibility of lyme disease although this is rare.**	3	3	6	Substantial	Activities should not start until risk has been reduced. If activity already in progress then **urgent** action must be taken to remove children from the area. First aider always on site. **Avoid** contact. First aid & emergency procedure if Adder bite suspected. Medical records if anyone has reactions to wasp/bee stings, etc. Advise everyone to HKS talk to keep still around wasps and bees, make. First Aid kit on site and children's EpiPens as necessary.	**Manage own risks, teamwork, and determination and resilience Achievement and enjoyment, community building. Physical exercise, gross motor skills. Challenge. Problem solving, involvement and concentration. Being imaginative and having their own ideas. Communication, cooperation, perseverance Emotional Development, resilience, self-esteem, independence, and creativity.**
Others: Site backs onto gardens, cats can leave poo around site and the site has been used at night by trespassers.	Poo left by cats and litter left by trespassers at night have the potential to cause harm.	2	1	2	Acceptable	No extra controls necessary. Alternatives can be considered. A site check will be conducted before each session to check for litter	**Manage own risks, teamwork, and determination and resilience Achievement and enjoyment, community building. Physical exercise, gross motor skills. Challenge. Problem solving, involvement and concentration. Being imaginative and having their own ideas. Communication, cooperation, perseverance Emotional Development, resilience, self-esteem, independence, and creativity.**

CANOPY FOREST SCHOOL

PAGE 4

An example of our Site Risk Assessment

Daily Site Check-Autumn Term
Site: Date assessed:

Assessed By: E.Clode **Signature:**

	Define Hazard	Probability	Consequence	Risk Rating	Hazard Severity	Action	Review Date
Four-level risk check							
High-Level risks- Canopy							
Branches							
Other							
Medium-Level risks: Bushes							
Branches							
Other							
Ground cover risks: Plants							
Obstacles							
Soil level:							

Seasonal Site Risk Assessment-Autumn Term

Site: **Date assessed:**

Assessed By: E.Clode **Signature:**

	Define Hazard	Probability	Consequence	Risk Rating	Hazard Severity	Action	Review Date
Mobile phone signal:							
Tree Layer: Tree types							
Shrub layer(Types of lower branches of mature trees and small trees/large shrubs):							
Field layer (clearings, ground cover, ferns, animal habitats)							
Ground layer (mosses, fungi, leaf mould:							
Others (e.g. ponds/streams, ditches, seating, overhead power cables)							

Key

Probability	**Consequence**
1 Highly unlikely	1 Slightly harmful
2Unlikely	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 than **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.

CANOPY FOREST SCHOOL

WEATHER CONDITIONS PROCEDURES

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

"There's no such thing as bad weather, only inappropriate clothing" Sir Ranulph Fiennes

This is an old Scandinavian saying which is of great importance for Forest School as sessions take place in almost all weathers. It is important that all participants (children and adults) are suitably dressed for Forest School. Otherwise, they will feel uncomfortable and miserable and are unlikely to enjoy the experience. Assessments of weather conditions will be taken prior to a session and the forecast will be monitored. Sessions will be cancelled or moved inside if:

- the temperature is deemed extreme,
- if the wind speed is assessed as amber on the scale or wind gusts reach between 30mph and 35mph around 7 on the Beaufort Scale
- if there is lightning in the woods.

Where possible, the sessions will carry on regardless of the weather as long as it is deemed as safe. If the weather deteriorates suddenly during a session, the Forest School leaders will decide whether to leave the site, use alternative accommodation or return the participants to the school.

The participants are asked to wear full winter or summer kit and while the Forest School leader will have limited amount of spare clothes this is not to be relied upon and as mentioned above it is parents responsibility to send children with appropriate clothing and spare clothes, insect repellent, sun cream, water in a bottle.

The nature of woodland means that Forest School sites are quite sheltered and we do have shelters on site. Schools must be prepared for cancellations or supplying alternative accommodation if the weather worsens and the assessment to close Forest School is made. This is rare.

Please see the next page for kit guidance and copies of this are also sent out in our induction packs before a programme of sessions start. It is essential that children come in the correct kit. More clothes are better than not enough. In terms of safety children can injure their skin in the woods if they do not have long trousers and can also become cold very quickly when their clothes are not waterproof or warm enough.

It is recommended that long sleeves and long trousers are worn throughout the year to provide protection against sunburn, bites, stings and ticks. Layers are the best idea as temperatures and conditions can change significantly during a session. Plenty of warm clothing is essential on very cold days. Footwear needs to be sturdy. Sandals or flip flops are never suitable for Forest School. Wellies or strong boots are best and remember to add an extra pair of socks in cold weather as cold feet can make you feel particularly miserable. Waterproof jackets AND waterproof trousers are essential if there is any chance of rain or if the ground is wet. Sun hats and sun cream are essential in the summer. These recommendations apply to adults as well as children.

Extreme Weather Conditions Risk Assessment

ow Risk	Something which may result in minor damage or slight harm (i.e. scratch or bruise)
Medium Risk	Something which may result in a significant loss/damage or major injury (broken bone or other injury, which results in person being taken to hospital for treatment)
High Risk	Something which may result in extensive damage, multiple major injuries or death

Risk Assessment-Extreme Weather

Description of site/Activity tools:
Hazel Copptce Area: Forest School Site at Chandlers Ford Infant School
An overview of Extreme weather

Hazard		Halm	People at risk	Potential Level of Risk	Existing prevention methods	Probability (P) (1-5)	Severity (S) (1-5)	Rating (PXS) (1-25)	Level of Risk after controls	New preventative measures	Who? When?	Benefits
1	Sun Exposure	Sunburn/Sun Stroke	Clients Taking part in Forest School	High	Clear instructions, safety talks, appropriately dressed Adult supervision	3	4	12	6	Appropriate Safety Talk - Check Weather forecast. - Ensure Children Appropriately Dressed - Sun-cream available for children	Forest School Leader Briefed clients	Significant benefits to being in a woodland environment. Children learn to manage risks in adverse weather conditions.
2	Cold Weather	Cold/Hypothermia	Clients Taking part in Forest School	High	Clear instructions, safety talks, appropriately dressed Adult supervision	3	4	12	6	Appropriate Safety Talk - Check Weather forecast. - Ensure Children Appropriately Dressed. - Have space blankets available if needed. - End activity if too cold	Forest School Leader Briefed clients	Significant benefits to being in a woodland environment. Children learn to manage risks in adverse weather conditions.
3	Ice/Snowy Conditions	-Increased likely hood of slips and trip	Clients Taking part in Forest School	High	Clear instructions, safety talks, appropriately dressed Adult supervision	4	3	12	6	Appropriate Safety Talk - Check Weather forecast. - Ensure Children Appropriately Dressed. - If appropriate grit paths and areas. - End activity or cancel activity if too dangerous	Forest School Leader Briefed clients	Significant benefits to being in a woodland environment. Children learn to manage risks in adverse weather conditions.
4	Windy Conditions	- Risk of falling branches or trees	Clients Taking part in Forest School	High	Clear instructions, safety talks, appropriately dressed Adult supervision					Cancel activities if excessive wind. - Appropriate safety talk. - - Safety check trees for lose and dead branches regularly.		Significant benefits to being in a woodland environment. Children learn to manage risks in adverse weather conditions.
5	Rainy Weather	Area become hazardous for slips. - Participants become cold/ hyperthermia.	Clients Taking part in Forest School	High	Clear instructions, safety talks, appropriately dressed Adult supervision					Appropriate Safety Talk - Check Weather forecast. - Ensure Children Appropriately Dressed. - Have space blankets available if needed. - End activity if too cold or area becomes dangerous.	Forest School Leader Briefed clients	Significant benefits to being in a woodland environment. Children learn to manage risks in adverse weather conditions.

wind speeds

Scale	Description	miles per hour	Effects	Risk
0	Calm	0-1	smoke rises	
1	Light air	1-3	Smoke drifts	
2	Light breeze	4-7	Leaves rustle	
3	Gentle breeze	8-12	Twigs move	
4	Moderate breeze	13-18	Leaves and small branches sway	
5	Fresh breeze	18-24	Small trees sway	
6	Strong breeze	25-31	Large branches sway	
7	Moderate gale	32-38	Whole trees in motion	
8	Fresh gale	39-46	Twigs break off trees	
9	Strong gale	47-55	Branches break off trees	
10	Whole gale	56-64	Trees uprooted	
11	Storm	65-74	Widespread damage	
12	Hurricane	75+	Devastation	



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HEALTH & SAFETY
SECURITY
CRISIS MANAGEMENT

BEAUFORT WIND SCALE

Beaufort Number	Description	Wind speed	Wave height	Sea conditions	Land conditions	
0	Calm	< 1 knot < 1 mph < 2 km/h	0 ft 0 m	Sea like a mirror	Smoke rises vertically	
1	Light air	1–3 knots 1–3 mph 2–5 km/h	0–1 ft 0–0.3 m	Ripples	Direction shown by smoke drift	
2	Light breeze	4–6 knots 4–7 mph 6–11 km/h	1–2 ft 0.3–0.6 m	Small wavelets	Wind felt on face	
3	Gentle breeze	7–10 knots 8–12 mph 12–19 km/h	2–4 ft 0.6–1.2 m	Large wavelets	Leaves and small twigs in constant motion	
4	Moderate breeze	11–16 knots 13–18 mph 20–28 km/h	3.5–6 ft 1–2 m	Small waves	Raises dust and loose paper	
5	Fresh breeze	17–21 knots 19–24 mph 29–38 km/h	6–10 ft 2–3 m	Moderate waves	Small trees and leafs begin to sway	
6	Strong breeze	22–27 knots 25–31 mph 39–49 km/h	9–13 ft 3–4 m	Large waves	Large branches in motion	
7	High wind, moderate gale, near gale	28–33 knots 32–38 mph 50–61 km/h	13–19 ft 4–5.5 m	Sea heaps up	Whole trees in motion	
8	Gale, fresh gale	34–40 knots 39–46 mph 62–74 km/h	18–25 ft 5.5–7.5 m	Moderately high waves	Twigs break off trees	
9	Strong/severe gale	41–47 knots 47–54 mph 75–88 km/h	23–32 ft 7–10 m	High waves	Slight structural damage	
10	Storm, whole gale	48–55 knots 55–63 mph 89–102 km/h	29–41 ft 9–12.5 m	Very high waves	Trees uprooted, considerable structural damage	
11	Violent storm	56–63 knots 64–72 mph 103–117 km/h	37–52 ft 11.5–16 m	Exceptionally high waves	Widespread damage	
12	Hurricane force	≥ 64 knots ≥ 73 mph ≥ 118 km/h	≥ 46 ft ≥ 14 m	Exceptionally high waves, sea is completely white	Devastation	

CANOPY FOREST SCHOOL

CLOTHING POLICY

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

All children are different some may get cold easily and therefore require more layers. Please go with what is right for your child but remember that it is better to have too many clothes than not enough.

It is important that all participants (children and adults) are suitably dressed for Forest School. Otherwise, they will feel uncomfortable and miserable and are unlikely to enjoy the experience. It is recommended that long sleeves and long trousers are worn throughout the year to provide protection against sunburn, bites, stings and ticks. Layers are the best idea as temperatures and conditions can change significantly during a session. Plenty of warm clothing is essential on very cold days. Footwear needs to be sturdy. Sandals or flip flops are never suitable for Forest School. Wellies or strong boots are best and remember to add an extra pair of socks in cold weather as cold feet can make you feel particularly miserable. Waterproof jackets AND waterproof trousers are essential if there is any chance of rain or if the ground is wet. Canopy Forest School has a limited supply of these if children need to borrow them. Sun hats and sun cream are essential in the summer. These recommendations apply to adults as well as children.

No person will be permitted to go to Forest School without appropriate clothing that will protect them from extremes of heat or cold, keep them covered to reduce the likelihood of cuts and scrapes, that fits appropriately for comfort, and that meets any religious requirements. Children, parents and schools are encouraged to think about the usefulness of their clothing for outdoor activities, and to be aware they are likely to take some of our mud home with them after a session. It can be cooler in our wooded area than expected under the shade of the trees.

Below you will find a clothing list please also see the ;previous page for more details about clothing:

- Waterproof trousers
- Waterproof coat, with a hood.
- Long sleeved top
- Full length trousers
- Warm boots (wellies can be very cold during the winter)
- Warm Socks, and a spare pair
- Gloves and Woolly hat – Cold weather
- Sun hat: that fits well to ensure good visibility– sunny weather

We work on the principle that “there is no such thing as bad weather, only bad clothing”, but staff must be aware of how children in their class react to different weathers and how this affects their sensory processing.

If you need more advise or help with clothing suitability please ask as we would be happy to advise.

Clothing/Kit Guidance

Clothing and kit list for Forest School



Spring/Autumn



- Comfy durable trousers which you don't mind getting muddy. (we will likely kneel on floor)
- One top, long or short sleeved depending on weather.
- At least one warm jumper or fleece.
- 2 pairs of socks, (at least one set of warm socks and one in backpack)
- Wellies or walking boots (which you don't mind getting wet and muddy!)
- Spare trousers in backpack (plus underwear if toilet training)



Summer



- Comfy trousers which you don't mind getting muddy. (we will likely kneel on floor)
- One top, long or short sleeved depending on weather.
- One warm jumper or fleece. 2 pairs of socks, (one in backpack)
- Wellies for wet days and sturdy shoes when dry
- Spare trousers in backpack (plus underwear if toilet training)
- Sun hat Sun cream & insect repellent in back pack if you have a preference. (we recommend applying before forest school)



Winter



- Comfy warm trousers which you don't mind getting muddy (we will likely kneel on floor)
- Base layers – thermals
- One top, long sleeved 1 warm jumper.
- 1 zip up fleece or similar that can be worn over jumper Warm coat 2 pairs of warm woolly socks, (one in back pack)
- Wellies or warm winter walking/snow boots that you don't mind getting wet and muddy
- Spare shoes (if wearing walking boots & they get wet)
- Spare warm trousers in backpack (plus underwear if toilet training)
- Warm scarf Warm hat and gloves

CANOPY FOREST SCHOOL

TOOL HANDLING POLICY

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Canopy Forest School uses a wide range of tools for activities such as crafting, whittling, maintenance, shelter building and more. Safety is always carefully considered whenever tools are used. Key precautions are reviewed for each activity, with health and safety treated as a priority and risk assessments completed in advance.

In this section we would like to explain how we teach children tool use and how we implement health and safety through our risk assessments. Copies of all of our Benefit and Risk Assessments can be found in our booklets that have been created for each site, copies of these are available on our web site.

At Canopy Forest School the children will be given the chance to make a range of objects from stickmen to wooden mallets or learning new carving cuts. The children use tools when we feel they are ready. All tools are provided by the Forest School along with gloves, goggles and other safety equipment. We bring the tools on site each week and they are kept in purpose made tool bags or boxes. Only adults have access to these bags and items are counted out and back in again.

Before each tool is to be used it will be checked for damage and working order. Each tool type is kept in their own suitable containers and have sheaths and protective shields.

Students are never allowed to help themselves to tools and will always have adult supervision when collecting, transporting and using tools. Tools are only used for a specific purpose. Adults will model correct and safe tool use, storage and transportation at all times. We use "Tool Talks" to introduce each tool and first show the **p**arts of the tool, **a**rriving, moving and carrying a tool, how to use a tool in a **s**afe way and how to **s**tore and maintain tools. We also have a "tool passport" which records and celebrates each child working through the Tool Talk "PASS" system.

Blades will always be made safe when not in use and children will be taught how to do this. Ratios should be adhered to, however a Forest school leader may make a judgement based on their knowledge of individual children. When adults are taking part in the session the tool use and safety will be modelled. Safe sitting is required for most tool use and this can be taught as one knee position known as the "Respect Position" . Appropriate PPE will be used.

There may also be times when Forest School Leaders use their skills, knowledge and judgement to accommodate children's physical needs and abilities and may have to change the given procedure of a tool in order for the child to have the opportunity to use it. For example, children who are unable to kneel.

When using a tool, they are used well away from others in the group, (two arm's length and the tool length) and ensuring that others are aware that a tool is in use . Only walking is permitted when transporting a tool.

CANOPY FOREST SCHOOL

TOOL HANDLING POLICY 2

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Safe use of tools General:

- Keep tools in good, clean order.
- Check tools are safe to use before the start of each session.
- Carry out tool maintenance (cleaning and oiling)
- Do not use tools with damaged blades or handles or with loose bolts or fixings.
- When transporting tools do not carry more than can be held securely.
- A blunt blade is more dangerous than a sharp one.
- Count tools in and out.

Bow Saws – use for cutting wood with a diameter greater than a 2 pence piece

- Wear a glove on the non-sawing (helping) hand, not on the tool.
- Use the saw to the side of you and not in front.
- Keep your non sawing hand away from the blade when sawing.
- Saw with easy relaxed strokes using the full length of the blade. Let the blade do the work – don't force it, especially if it sticks.
- Carry with the frame at your side with the blade facing down, like carrying a handbag.
- Keep the blade covered when not in use and especially when transporting.
- Ensure the item to be cut is firmly held.
- When using with children – Leader and child to kneel on floor with Leader on one side of saw and the child on the other, both in the 'respect position'. The Leader guides the saw and the child follows.

Billhooks – use for cleaving wood

- Never wear a glove on the hand holding the tool - it makes the handle hard to grip safely.
- Keep a safe distance from other people and be aware of those around you while you work. Stop if anyone comes too close.
- Hold billhook away from your body and cut away from yourself.
- Stop if you get tired.

Loppers – use for cutting wood with a diameter smaller than a 2 pence piece

- Always carry with blades closed (and locked if applicable).
- When not in use leave with blades closed (and locked if applicable).
- Do not exceed the cutting capacity of the tool. Use away from your body and keep hand not holding tool away from blades.
- Children only to use when sitting or kneeling.

Knives – use to whittle small sticks, peel bark and cut string

- Never wear a glove on the hand holding the tool - it makes the handle hard to grip safely. Wear a safety glove on your other helper hand.
- Keep a safe distance from other people and be aware of those around you while you work. Stop if anyone comes too close.
- Hold the knife away from your body and cut away from yourself.

Potato Peelers – use to peel bark

- Rest the wood you are peeling on the ground or on a bench and not on your leg.
- Hold the potato peeler away from your body and peel away from yourself towards the ground.
- Keep the hand not holding the tool away from sharp end of potato peeler.
- Keep a safe distance from other people and be aware of those around you while you work
- Children only to use when sitting or kneeling – remind them not to move around when using the peeler.

The Respect Position

SAFE WORKING POSITIONS

THE RESPECT POSITION

When working with tools or fire it is important to have a stable base. The respect position involves kneeling on one knee and this allows you to be stable whilst opening up space for you to be able to use tools. In this position you are also able to move away quickly if needed. When taking up the respect position think carefully about where you are placing your knee in relation to the tool you are using or the job you might be doing.



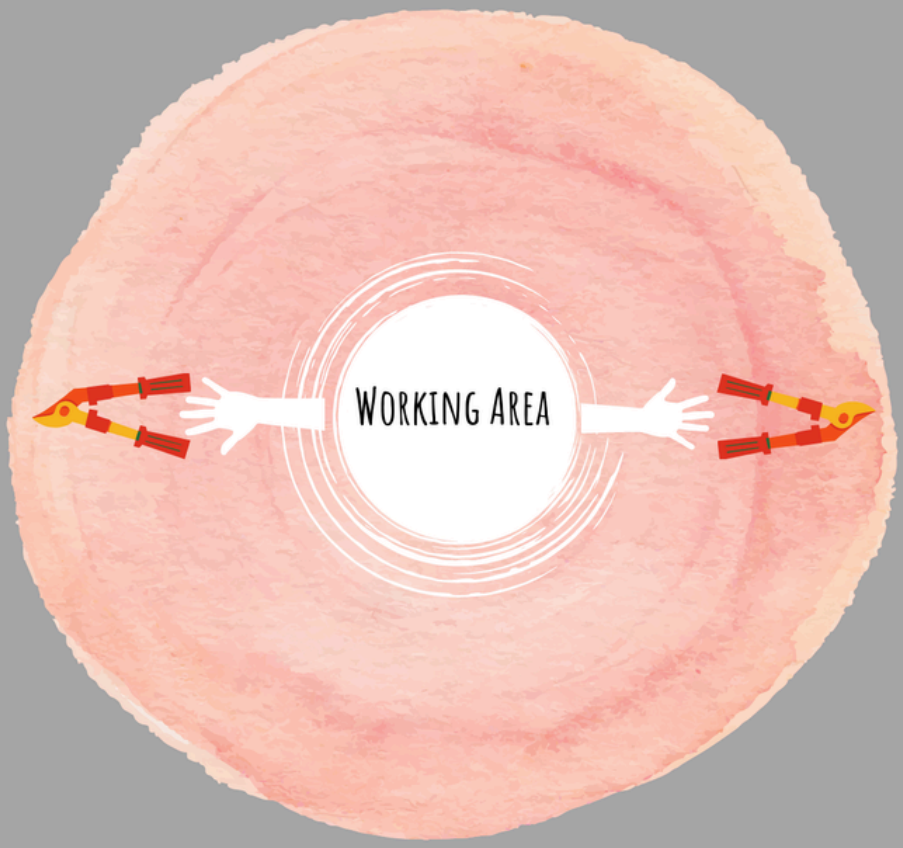
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The Safety Circle

SAFE WORKING DISTANCE

THE SAFETY CIRCLE

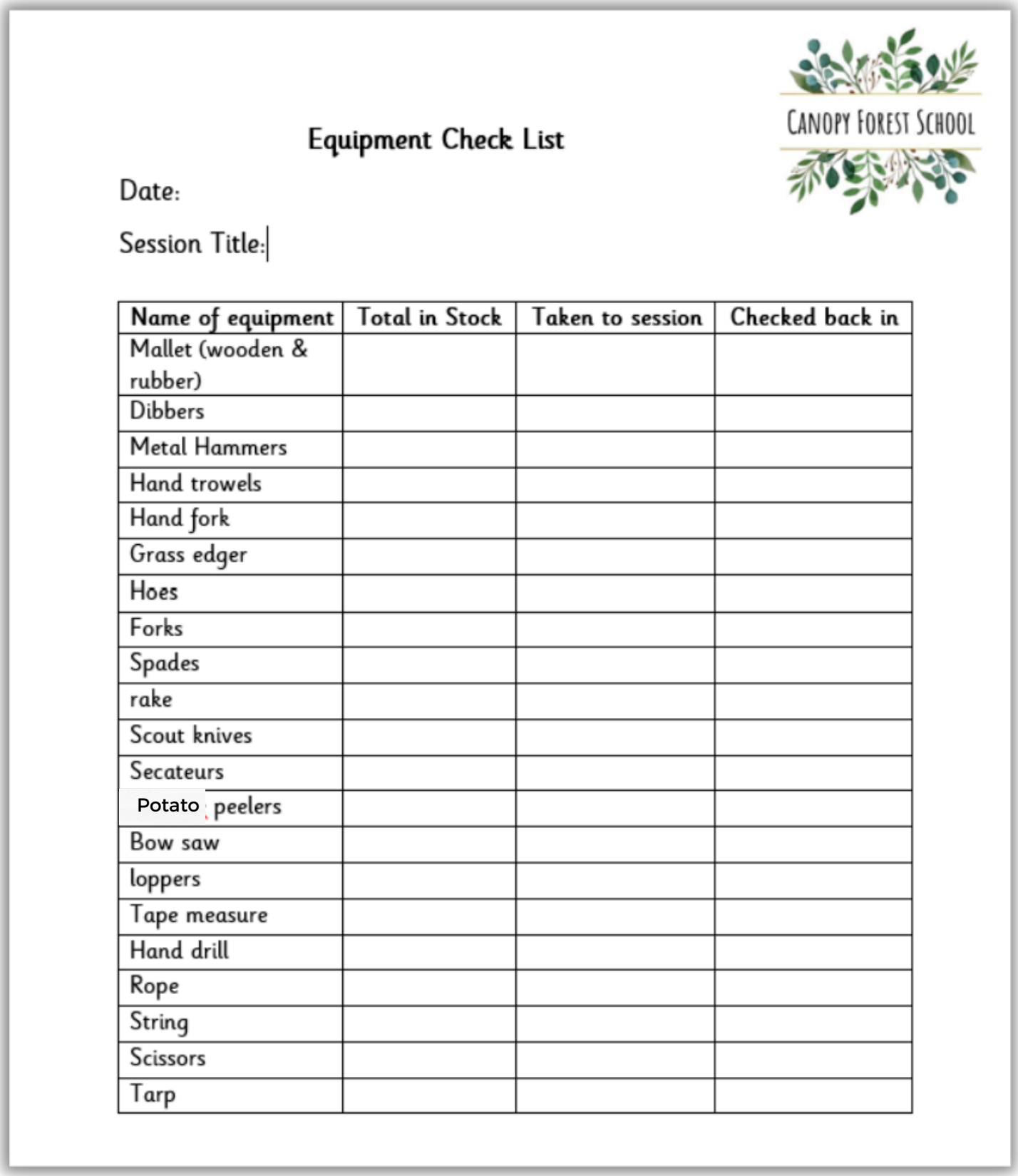
Safe working distance: The safe working distance between an individual or two individuals is often referred to as a Safety circle or blood Circle. The name is designed to show that this is the safe working distance that bystanders should be to avoid being hurt, when a tool is in use. The Blood circle is a consistent size (2 arms and a tools length) . With younger children you can mark out this area.



CANOPY FOREST SCHOOL

CANOPY FOREST SCHOOL

Tool Check List



CANOPY FOREST SCHOOL

Equipment Check List

Date:

Session Title:

Name of equipment	Total in Stock	Taken to session	Checked back in
Mallet (wooden & rubber)			
Dibbers			
Metal Hammers			
Hand trowels			
Hand fork			
Grass edger			
Hoes			
Forks			
Spades			
rake			
Scout knives			
Secateurs			
Potato peelers			
Bow saw			
loppers			
Tape measure			
Hand drill			
Rope			
String			
Scissors			
Tarp			

EQUIPMENT CHECKED OUT

- EQUIPMENT
- EQUIPMENT
- EQUIPMENT
- EQUIPMENT
- EQUIPMENT

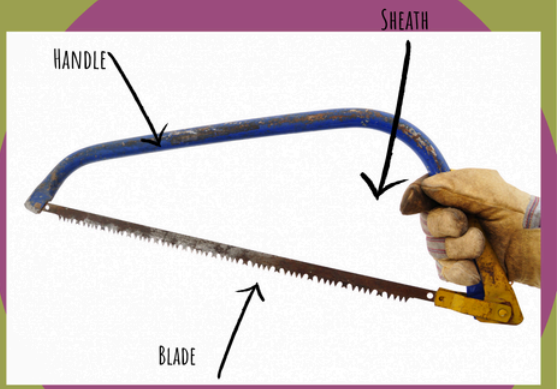
TOOLS CHECKED OUT

- TOOL
- TOOL
- TOOL
- TOOL
- TOOL

CANOPY FOREST SCHOOL

Bow Saw

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Sheath Knife

CANOPY FOREST SCHOOL



Examples of tool safety assessments

Low Risk	Something which may result in minor damage or slight harm (i.e. scratch or bruise)
Medium Risk	Something which may result in a significant loss/damage or major injury (broken bone or other injury, which results in person being taken to hospital for treatment)
High Risk	Something which may result in extensive damage, multiple major injuries or death

CANOPY FOREST SCHOOL

Risk Assessment-Loppers

Description of site/Activity tools:
Hazel Coppice Area: Forest School Site at Chandlers Ford Infant School
An overview of using Loppers

	Hazard	Harm	People at risk	Potential Level of Risk	Existing prevention methods	Probability (P) (1-5)	Severity (S) (1-5)	Rating (PXS) (1-25)	Level of Risk after controls	New preventative measures	Who? When?	Benefits
1	Accidental injury on unattended tool.	Cuts	Children Taking part in Forest School	High	Clear instructions Adult supervision	3	4	12	6	- Clear Instructions -Adult supervision Ensure tools are stored in a designated space. - Ensure tools are stored in a locked box.	Forest School Leader Briefed clients	Hand-eye co-ordination, grand motor control, risk awareness confidence, self-esteem
2	Incorrect use of tool	Cuts	Children Taking part in Forest School	High	Clear instructions Adult supervision	3	4	12	6	Inform person using Loppers of tool talk - No glove needed on hand using tool, glove on non-sawing hand. - First aiders and first aid kit close by. - One to one supervision for new/younger/vulnerable clients. - Ensure safety of site. - Keep blade cover on when not in use and store in tool bag.	Forest School Leader Briefed clients	Hand-eye co-ordination, grand motor control, risk awareness confidence, self-esteem
3	Trip or fall with tool	Cuts	Children Taking part in Forest School	Medium	Clear instruction Adult supervision	4	3	12	6	Ensure safe working area prepared with limited trip risks. - Ensure tool transported with cover on. - Ensure tool talk learnt including how to move safely with tool.	Forest School Leader Briefed clients	Hand-eye, body awareness, motor control, risk awareness confidence, self-esteem



ow Risk	Something which may result in minor damage or slight harm (i.e. scratch or bruise)
Medium Risk	Something which may result in a significant loss/damage or major injury (broken bone or other injury, which results in person being taken to hospital for treatment)
High Risk	Something which may result in extensive damage, multiple major injuries or death

CANOPY FOREST SCHOOL

Risk Assessment-Billhook

Description of site/Activity tools:
Hazel Coppice Area: Forest School Site at Chandlers Ford Infant School
An overview of using a Billhook

	Hazard	Harm	People at risk	Potential Level of Risk	Existing prevention methods	Probability (P) (1-5)	Severity (S) (1-5)	Rating (PXS) (1-25)	Level of Risk after controls	New preventative measures	Who? When?	Benefits
1	Accidental injury on unattended tool.	Cuts	Children Taking part in Forest School	High	Clear instructions Adult supervision	3	4	12	6	- Clear Instructions -Adult supervision Ensure tools are stored in a designated space. - Ensure tools are stored in a locked box.	Forest School Leader Briefed clients	Hand-eye co-ordination, grand motor control, risk awareness confidence, self-esteem
2	Incorrect use of tool	Cuts	Children Taking part in Forest School	High	Clear instructions Adult supervision	3	4	12	6	Inform person using Billhook of tool talk - No glove needed on hand using tool, glove on non-sawing hand. - First aiders and first aid kit close by. - One to one supervision for new/younger/vulnerable clients. - Ensure safety of site. - Keep blade cover on when not in use and store in tool bag.	Forest School Leader Briefed clients	Hand-eye co-ordination, grand motor control, risk awareness confidence, self-esteem
3	Trip or fall with tool	Cuts	Children Taking part in Forest School	Medium	Clear instruction Adult supervision	4	3	12	6	Ensure safe working area prepared with limited trip risks. - Ensure tool transported with cover on. - Ensure tool talk learnt including how to move safely with tool.	Forest School Leader Briefed clients	Hand-eye, body awareness, motor control, risk awareness confidence, self-esteem
4	Falling Branches when cutting	Bumps, bruises, cuts from falling branches	Children Taking part in Forest School	Medium	Clear Instruction Adult supervision	4	3	12	6	Ensure high branches are correctly supported. - Ensure other clients are clear of the working area. - Ensure those using the Bowsaw know the correct procedure.	Forest School Leader Briefed clients	Body rand environment awareness, risk awareness, confidence, self-esteem



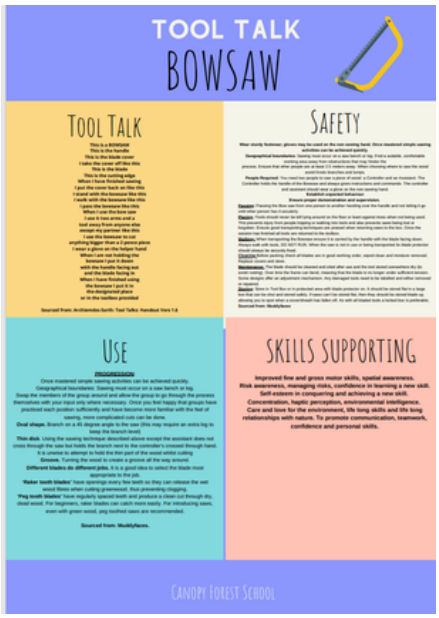
Low Risk	Something which may result in minor damage or slight harm (i.e. scratch or bruise)
Medium Risk	Something which may result in a significant loss/damage or major injury (broken bone or other injury, which results in person being taken to hospital for treatment)
High Risk	Something which may result in extensive damage, multiple major injuries or death

CANOPY FOREST SCHOOL

Risk Assessment-Bowsaw

Description of site/Activity tools:
Hazel Coppice Area: Forest School Site at Chandlers Ford Infant School
An overview of using a Bowsaw

	Hazard	Harm	People at risk	Potential Level of Risk	Existing prevention methods	Probability (P) (1-5)	Severity (S) (1-5)	Rating (PXS) (1-25)	Level of Risk after controls	New preventative measures	Who? When?	Benefits
1	Accidental injury on unattended tool.	Cuts	Children Taking part in Forest School	High	Clear instructions Adult supervision	3	4	12	6	- Clear Instructions -Adult supervision Ensure tools are stored in a designated space. - Ensure tools are stored in a locked box.	Forest School Leader Briefed clients	Hand-eye co-ordination, grand motor control, risk awareness confidence, self-esteem
2	Incorrect use of tool	Cuts	Children Taking part in Forest School	High	Clear instructions Adult supervision	3	4	12	6	Inform person using Bowsaw of tool talk - No glove needed on hand using tool, glove on non-sawing hand. - First aiders and first aid kit close by. - One to one supervision for new/younger/vulnerable clients. - Ensure safety of site. - Keep blade cover on when not in use and store in tool bag.	Forest School Leader Briefed clients	Hand-eye co-ordination, grand motor control, risk awareness confidence, self-esteem
3	Trip or fall with tool	Cuts	Children Taking part in Forest School	Medium	Clear instruction Adult supervision	4	3	12	6	Ensure safe working area prepared with limited trip risks. - Ensure tool transported with cover on. - Ensure tool talk learnt including how to move safely with tool.	Forest School Leader Briefed clients	Hand-eye, body awareness, motor control, risk awareness confidence, self-esteem

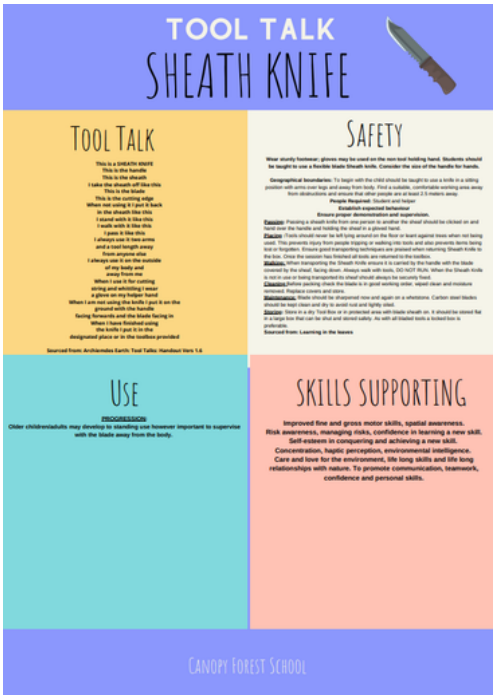


ow Risk	Something which may result in minor damage or slight harm (i.e. scratch or bruise)
Medium Risk	Something which may result in a significant loss/damage or major injury (broken bone or other injury, which results in person being taken to hospital for treatment)
High Risk	Something which may result in extensive damage, multiple major injuries or death

Risk Assessment-Sheath Knife

Description of site/Activity tools:
Hazel Coppice Area: Forest School Site at Chandlers Ford Infant School
An overview of using a Sheath Knife

	Hazard	Halm	People at risk	Potential Level of Risk	Existing prevention methods	Probability (P) (1-5)	Severity (S) (1-5)	Rating (PXS) (1-25)	Level of Risk after controls	New preventative measures	Who? When?	Benefits
1	Accidental injury on unattended tool.	Cuts	Children Taking part in Forest School	High	Clear instructions Adult supervision	3	4	12	6	- Clear Instructions -Adult supervision Ensure tools are stored in a designated space. - Ensure tools are stored in a locked box.	Forest School Leader Briefed clients	Hand-eye co-ordination, grand motor control, risk awareness confidence, self-esteem
2	Incorrect use of tool	Cuts	Children Taking part in Forest School	High	Clear instructions Adult supervision	3	4	12	6	Inform person using Sheath Knife of tool talk - No glove needed on hand using tool, glove on non-tool hand. - First aiders and first aid kit close by. - One to one supervision for new/younger/vulnerable clients. - Ensure safety of site. - Keep blade sheath cover on when not in use and store in a locked tool bag/box.	Forest School Leader Briefed clients	Hand-eye co-ordination, grand motor control, risk awareness confidence, self-esteem
3	Trip or fall with tool	Cuts	Children Taking part in Forest School	Medium	Clear instruction Adult supervision	4	3	12	6	Ensure safe working area prepared with limited trip risks. - Ensure tool transported with sheath on. - Ensure tool talk learnt including how to move safely with tool.	Forest School Leader Briefed clients	Hand-eye, body awareness, motor control, risk awareness confidence, self-esteem





The Five Stages in Competence Development in Tool Use and Safety Practice

5

Stage 1 - Unconscious Incompetence

1

This Stage is often described as "Blissful Ignorance". It is the stage when the learner does not yet see the need for the particular skill. To move onto the next stage the learner needs to struggle and appreciate that they do need to learn something.

Stage 2 - Conscious Incompetence

2

This is the most painful stage for learners especially adult learners who are not used to not knowing. The learner can feel vulnerable and insecure. Instructions and information need to be given, repeated and delivered in several formats: visual, auditory and kinaesthetic. It is very tempting at this stage to give up. Encouragement, support, examples and feedback need to be given here to move onto the next stage.

Stage 3 - Conscious Competence

3

On this stage the learner is repeating instructions to themselves, checking manuals and self-learning. They begin to gain confidence and realise that while they have not completely conquered the skill and it still does not feel natural, there is progress. Further practice will lead them onto the next stage.

Stage 4 - Unconscious Competence

4

At this level people make the skill look effortless and often they can't do this skill alongside other skills. At this stage it is good to remember how it feels to be on the three previous stages when teaching a new learner.

Stage 5- Beyond Unconscious Competence

5

This is the stage of reflective competence which means that the person can not only practice the skill with grace and ease, but they can step outside themselves and identify their thought process. They become observers of their own skill.

Sourced from Archimedes Earth Handbook 3.3.1







BENEFIT/RISK ASSESSMENT

Low Risk	Something which may result in minor damage or slight harm (i.e. scratch or bruise)
Medium Risk	Something which may result in a significant loss/damage or major injury (minor burns, which results in person being taken to hospital for treatment)
High Risk	Something which may result in extensive damage, multiple major injuries or death

TLC	1
1st Aid	2
Non Emergency	3
Emergency/Hospital	4
Death/multiple Injury	5

CANOPY FOREST SCHOOL

Risk Assessment-Ropes

Description of site/Activity tools:

An overview of using Ropes

	Hazard	Harm	People at risk	Potential Level of Risk	Existing prevention methods	Probability (P) (1-5)	Severity (S) (1-5)	Rating (PXS) (1-25)	Level of Risk after controls	New preventative measures	Who? When?	Benefits
1	General use of ropes, free play and learning knots	Rope can get wrapped round limbs and neck and tighten, causing distress and injury or strangulation, trip hazard.	Children Taking part in Forest School	M	Clear instructions Adult supervision	3	3	9	L	Clear instructions. Adult supervision, appropriate adult: child ratio trained FS Leader, First Aider. First Aid kit to hand. Emergency Action Plan in place. If possible, use brightly coloured ropes/string. Mark ropes/string with visible objects if needed. Adults to monitor locations of ropes/string and move if necessary. Gloves to be worn if activity involves pulling a rope. Adults to monitor use of rope and to control activities that involve pulling on rope. Groups to be advised to position ropes to ensure they are not a trip hazard. Loose ropes to be tidied away and secured when not in use. Groups taught to avoid putting ropes at neck height where people could walk into them.	Forest School Leader Briefed clients	Physical exercise; gross motor skills- moving around site with rope; throwing rope, etc. Achievement and Enjoyment, memory, Problem solving- how to move rope, pull items with rope, perseverance. Fine motor skills- wrapping it round items; tie knots; Working together, cooperation, sharing resources.
2	Den building	Rope can get wrapped round limbs and neck and tighten, causing distress and injury or strangulation, trip hazard. Tripping and falling over rope.	Children Taking part in Forest School	M	Clear instructions Adult supervision	3	3	9	L	Clear instructions and awareness of dangers when using ropes. Appropriate adult: child ratio trained FS Leader, First Aider. First Aid kit to hand. Emergency Action Plan in place. Adult supervision and instructions on how to tie ropes and brightly coloured ropes/string used for guy ropes. Mark ropes/string with visible objects if needed. Adults to monitor locations of ropes/string and move if necessary. Gloves to be worn if activity involves pulling a rope. Adults to monitor use of rope and to control activities that involve pulling on rope. Groups to be advised to position ropes to ensure they are not a trip hazard. Loose ropes to be tidied away and secured when not in use. Groups taught to avoid putting ropes at neck height where people could walk into them.	Forest School Leader Briefed clients	Hand-eye co-ordination, grand motor control, risk awareness confidence, self-esteem, Group work, manage own risks, teamwork, and determination and resilience. Achievement and enjoyment, community building. Physical exercise, gross and fine motor skills. Challenge. Problem solving, involvement and concentration. Being imaginative and having their own ideas. Communication, cooperation, perseverance. Emotional Development, resilience, self-esteem, independence and creativity
3	Rope swings	Throwing rope up over tree it could hit someone. Rope or branch may break cause injury through fall. Person using swing may fall off Children swinging into each other.	Children Taking part in Forest School	M	Clear instructions Adult supervision	3	3	9	L	Training given and correct procedures adhered to including safe height not more than 1.5m as in insurance policy. Only using trees with canopy Flag. Appropriate adult: child ratio trained FS Leader, First Aider. First Aid kit to hand. Emergency Action Plan in place. Demonstrate safe throwing the rope. Ask everyone to stand out of range and the person throwing will watch carefully where it is falling. Ensure that the branch chosen for swing looks sturdy and strong and once the swing has been made then test it with their own weight to ensure the rope is secure before swinging. The swing will be made as low as possible. The swinging area will be cleared of hard objects on ground and the range should not include obstacles e.g. trees. An area covering the range of the swing will be kept clear of people so that they do not get hit and children will be	Forest School Leader Briefed clients	Physical exercise; gross motor skills; hand – eye co-ordination, throwing rope; making the swing work. Problem solving- how to get rope over branch Fine motor skills- wrapping it round items; tying knots. Working together, social skills, making relationships, managing feelings and Achievement and Enjoyment, turn-taking, pushing each other, judging speed/distance of swing. behaviour, cooperation, perseverance. Emotional Development; confidence, resilience, self-esteem, independence.

SAFE WORKING USE:

- Only one participant on the slackline at a time
- No tricks such as jumping, flipping or swinging permitted
- Student to hold trainer line at all times
- Begin by mounting in the centre of the line where there is less tension
- Always mount from the same side with training line on dominant side (usually the right)
- Spotter to stand furthest away from the training line on the side of the slackliner
- Shoulders should be perpendicular to the line and feet parallel to the web/line
- Once confidence is achieved, mount from the end of the slackline, always using the trainer line



Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Action to be taken to reduce risk	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Falling from slackline	3	3	9	• Participants are shown by forest leader, the correct technique for mounting, dismounting and balancing on the slackline safely • Participants work in pairs; one on slackline, the other spotting the slack liner to support them in the event of a fall • A trainer line to be used at all times • Slacklines are set no higher than 1m off the ground for adults (16+) and no higher than 45 cm off the ground for children to reduce the risk of injury • Training line should be positioned above head height and adjusted when necessary • Ground area is free of debris and onto soft forest surface • Slacklines must be used in the light and if weather conditions are good: only used under clear visibility. The line **must not** be used in poor light, dusk, night, wet or icy conditions • No tricks, such as flipping, jumping or swinging permitted	1	2	2
Slackline equipment failure	2	2	4	• All slackline equipment is inspected before use and once set up by forest leader • Slackline is not over-tensioned to reduce strain on load bearing equipment • Only one participant is allowed on the line at a time • Maximum participant weight: 15 stone/95 kg	1	2	2
By-standers/passers-by impact with slackline	3	3	9	• Slackline is never left unattended • Slackline is set up in a clear area, not cutting across any main footpaths • Bystanders are to be told to keep clear of the slackline if they wander too close	1	2	2
Tree acting as anchor for slackline toppling	3	3	9	• Only suitable trees are used as anchors. Healthy trees with a circumference of between 1m and 1.8m • Anchor trees are inspected before use to ensure they are healthy and there are no dead limbs that could potentially break off • Tree protection is used to prevent the slackline damaging the tree • Maximum weight of participant 15 stone/195 kg	1	2	2

HAMMOCK & SWING RISK ASSESSMENT

SAFE WORKING USE:

- No over swinging – the hammocks and hammock swings are for **relaxation time only** and not to be used as an item of playground equipment
- Only one participant in the hammock or on swing at a time
- No jumping, standing or flipping permitted
- Correct and safe mounting to be demonstrated



Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Action to be taken to reduce risk	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Inappropriate use	3	3	9	• Hammocks are to be used for relaxation time and not to be used as a piece of playground equipment • Participants are shown by forest leader, the correct technique for mounting, dismounting and use of the hammocks • Only one participant at a time to use the hammocks • Hammocks are set no higher than 1m off the ground for adults (16+) and no higher than 45 cm off the ground for children to reduce the risk of injury • Ground area is free of debris and onto soft forest surface • Hammocks must be used only if weather conditions are good: only used under clear visibility. They **must not** be used in wet or icy conditions • No tricks, such as flipping, jumping or standing	1	2	2
Hammock equipment failure	2	2	4	• All hammock equipment is inspected before use and once set up by forest leader	1	2	2
				• Hammocks to be set up by forest leader and not to be used in wet or icy conditions • Only one participant is allowed on the line at a time • Maximum participant weight: 15 stone/95 kg			
By-standers/passers-by impact with slackline	3	3	9	• Hammocks are set up in a clear area, not cutting across any main footpaths • Bystanders are to be told to keep clear of the hammocks if they wander too close	1	2	2
Tree acting as anchor for slackline toppling	3	3	9	• Only suitable trees are used as anchors. Healthy trees with a circumference of between 1m and 1.8m • Anchor trees are inspected before use to ensure they are healthy and there are no dead limbs that could potentially break off • Tree protection is used to prevent the slackline damaging the tree • Maximum weight of participant 15 stone/195 kg	1	2	2

CANOPY FOREST SCHOOL

TREE CLIMBING POLICY

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

"To Climb a tree is for a child to discover a new world" Frederick Frobel

Everyone of our Forest School sites is different and unique and has a variety of trees which are suitable for students to climb. During our initial assessments of each site we assess the suitability of the trees for climbing. Those that are deemed ok are marked with a tree climbing symbol. The students know that they can only climb trees that we have approved and an adult needs to be present whenever they are climbing.

Before allowing children to climb, trees should be checked for loose or rotten branches, as well as the ground surrounding the tree for hazards/sharp objects. If a tree is unsafe in anyway then report this to Emma Clode who will speak to grounds staff at the school. We also ensure that climbing areas are not surface-dressed in any way (e.g. with woodchip). As surface-dressing introduces a significant risk in itself by insulating the root system and thereby infecting the roots, weakening the tree and increasing the likelihood of the tree collapsing. Instead, risks will be minimised by regular education, good supervision and clear rules.

The sites that we use have also undergone a safety inspection by a qualified Arborist and has been risk assessed for dead branches which are systematically removed. Especially around the lower parts of a tree where children may wish to climb.

When introducing safe tree climbing to our students we model safe climbing and then this is reinforced in following sessions, with the aim of helping our students to enjoy the activity and become good at perceiving and managing risks themselves.

We teach the following rules:

- **The Rule of Three**-There are four points on your body that come in contact with the tree's branches: two hands and two feet. At least three of these points should be supported by branches at all times. [Reason: If one of the three branches breaks, then at least two branches will still be supporting you.]
- **Keep Close to the Trunk**-Always step onto or grab a branch at the point closest to the tree's trunk. [Reason: This is where the branch can support the most weight.]
- **Stay off the Dead**-Avoid using dead branches when climbing. If you must use a dead branch, be sure to follow the "Keep Close to the Trunk" rule. [Reason: Dead branches can easily snap; living branches will bend before they break.]
- **Test Weak Branches**-If you're not sure if a branch will support your weight, test it out by stepping on it (or grabbing it) at a point far away from the tree's trunk. Be sure that you follow the Rule of Three as you do this. If it passes the test, then step on it (or grab it) at a point close to the trunk.
- **If It Doesn't Feel Right, Don't Do It**-If for any reason you feel uncomfortable with what you're doing, then stop.
- Students must check that the ground is clear of any sharp dangers and that any hoods are tucked in.
- Students should climb with a partner visible and aware so one child may fetch an adult if another gets into any difficulties.
- Students must climb within their capabilities, being aware that coming down can be much harder than getting up (expectation of max. height of 1.5m)
- Students must not climb into neighbouring trees, over the pond or other water features or onto branches thinner than the diameter of their thigh.
- Yew trees must not be climbed as ingesting their leaves or seeds may prove extremely harmful or even fatal.
- Supervising adults may exercise their judgment to intervene if they deem it appropriate to do so.
- Tree climbing is NOT allowed in high winds or wet conditions.
- Children are encouraged to roll, lift, drag and to pull materials, either by using their hands or by using ropes. We encourage safe lifting by bending our knees and keeping our back straight. Safe lifting should always be modelled by adults. Heavier objects should be rolled, lifted or carried by more people working together.

Tree Climbing (and activities where individuals are off the ground) Risk Assessment

Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures *Ensure these are considered and amended before any individual activity is undertaken.*	Residual Risk Rating
Fall from tree Risk of possible fractures, bruising cuts or scratches	Children & Adults	Medium	• Height limit set. 1.5 to 1.8m. • Only one person in tree at a time.. • Immediate area below tree to be cleared of loose material such as branches or rocks. • Appropriate footwear and clothing to limit likelihood of slipping or becoming snagged. • Before climbing individuals to assess suitability of tree. • If children choose to climb a tree they must be confident they can get down unaided. • Ropes not to be used in trees. • No climbing during high winds or wet weather.	• During first sessions children to identify trees and discuss suitability for climbing with leader. • Children behaving inappropriately will be asked stop climbing.	Low
Branch breaking Risk of falling resulting in possible fractures, bruising cuts and scratches.	Children Staff	Medium	• Before climbing individuals to assess suitability of branches to bear weight. • One child in a tree at a time. • No climbing during high winds or wet weather.	• Leader to discuss how to spot trees or branches to avoid.	Low
Hammocks Fall climbing in or out of hammock.	Children Staff	Low	• Identify suitable site. • Adult to supervise positioning hammock. • Ensure ground below hammock is clear. • Model how to climb in and out of hammock safely. • Ensure group are aware not to push people when they are in hammock.		Low
Activities were participants are lifted and or carried. These may be undertook as part of team building exercises. Risk of slips and trips	Children Staff	Low	• Lifting procedures modelled then supervised. • Chosen area for task flat and free of obstacles under foot. • Trip hazards removed. • Any equipment used suitable for task.	•	Low



TREE CLIMBING RULES

1. Always climb with adult supervision
2. The Rule of Three-3 points of contact on the tree at all times
3. Keep close to the trunk
4. Stay off the dead
5. Test weak branches
6. If it doesn't feel right don't do it
7. Max height 1.5m

Guidance for qualified Forest School Leaders relating to Tree Safety and Woodland Health at Forest School.

"Safety is but one of the many goals to which we aspire; the mistake that is often made is to focus on safety as if it is the only goal."

Professor David Ball

Centre for Decision Analysis and Risk Management - Middlesex University

Disclaimer: The information provided in this article, the Forest School Association's guidance on Tree Safety and Woodland Health, is intended for general informational purposes only. It is not intended as legal, safety or professional advice. Forest School leaders and other individuals should use their discretion and seek professional advice where necessary. The Forest School Association accepts no liability for any actions taken based on the information provided in this guidance document.

Introduction

The lack of understanding of our woodlands coupled with a risk averse culture, especially prevalent in school settings, has resulted in drastic management decisions and restricted access on purported safety grounds.

This document aims to help us understand the issues surrounding tree safety and reach a balanced conclusion: one that ensures that our trees and woodlands, essential for the ecosystem, public health and the common good can thrive in the UK without being compromised by unnecessary safety management or damage.

What does the data tell us?

Data shows that tree hazards present a very low risk to human safety. Though tragic for anyone involved, very few people are killed by trees. In the UK, on average, falling trees or branches kill only six people annually. In a population of 60 million, this means a one in 10 million chance of dying from a falling tree, or a one in 20 million chance of being killed by a tree in a public open space. The Health and Safety Executive (HSE) recognises that the risk of "being struck and killed by a tree falling" is "extremely low" which is why it sits firmly in its "broadly acceptable" category of risks.

There are reasons why so few people are killed by trees; these include trees failing in storms when fewer people are out and about, more frequent inspection and management of our trees, improved knowledge and understanding of trees among landowners, leaders and the public, and the reduced likelihood of people being in woodlands during storms.

Disproportionate media attention, especially after storms when trees fall, creates a public misconception of excessive danger. When asked individually, most people's perceptions are more realistic. However, because trees so rarely kill or seriously injure people, when they do, it is

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headline news. The number of people killed by cars, being 500 times more likely, is so commonplace that the deaths barely get a mention. Sadly, these headline stories about deaths caused by trees have made landowners increasingly and disproportionately concerned about the risks presented by trees on their land and their resulting liabilities if something goes wrong.

What are the legal requirements?

1. Under civil and criminal law, an owner of land on which a tree stands has responsibilities for the health and safety of those on or near the land and potential liabilities arising from a tree or branch falling.

   Therefore, the landowner must take reasonable care to avoid acts or omissions that cause a reasonably foreseeable risk of injury to persons or property.

   In the context of tree safety, this duty of care would be to consider the risks posed by their trees, the need to evaluate their own level of knowledge and the critical inspection standards for trees. At this point, we need to take a risk benefit approach to the balance between the risk posed by trees in general terms, the amenity or other value of trees, and the cost of different types of inspection and remedial measures, in the same way that we apply a risk-benefit approach to our provision.

2. There is no legal inspection standard and no clear or unambiguous indication from the courts regarding the extent of the knowledge about trees a landowner is expected to bring to tree inspection regarding the type and regularity of inspection. It should be noted that the HSE states

   "for trees in a frequently visited zone, a system for periodic, proactive checks is appropriate".

   As Forest School leaders, we already have a system for *periodic* and *proactive* safety checks; we will all undertake daily and seasonal site checks, site risk benefit assessments, which, when recorded, form part of a tree inspection system.

The Inspection Process: What are we looking for?

Tree Health and Biosecurity. Numerous resources can guide us in this, but we are looking for signs of ill health or damage in the tree, which could indicate instability in standing or overhanging wood, especially after significant weather events that may exacerbate problems and accelerate deterioration. We are also looking for any bleeds, rot cankers, or fungus that may indicate rot, holes, and breaks in bark, especially around branch junctions, wilting and dieback. It is also worth noting where the tree is and when and how often the site is used.

We must take care when introducing new plants or trees into our sites, ensuring they are from reputable sources, disease-free and will not bring pathogens or invasive species into the woodland. Cleaning our boots, tools and equipment used regularly and avoiding moving material from one woodland to another is an easy way to reduce the risk of spreading pests and diseases.

Zones of Use. Viewing your site in terms of "Zones of Use" may help with any management decisions you need to make in the future. Zones of high use could be play areas, swings, fire pits, etc. Access paths may have less frequent use and some areas may not be accessible or frequently

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used; we may be able to block access where a tree has significant damage, leaving it to become standing deadwood - not all damaged trees require removal.

When do we need a formal tree inspection?

The maturity and species of the trees will determine the level and frequency of inspection on your site. A professional should carry out an initial formal inspection of a woodland to be used for Forest School sessions. This will help you understand your site better and decide on the regularity of formal inspection. An immature woodland may not require regular formal inspection and Forest School leaders with knowledge of sustainable woodland management may be experienced enough to carry out the work.

Depending on the nature of the site and age/ health of the tree cover, formal re-inspection is usually recommended every two to three years - or more frequently following outbreaks of disease, significant storms or prolonged drought. This formal inspection should then act as a baseline for informal/daily inspections by Forest School leaders who, realistically, are just looking for gross defects and obvious hazards.

Who can carry out a formal tree inspection?

There is no hard and fast guidance for who you employ to undertake the formal inspection. Your local authority may have a tree officer who will provide this service and/or advice; a trusted tree surgeon with knowledge of tree safety may do this, or you may contact the Arboricultural Association.

Whoever undertakes the formal inspections should be able to provide their qualifications, have public liability insurance, professional indemnity insurance for written reports and provide a written report with management recommendations. This benchmark survey will give a suggested timeframe for work and should identify groups/ individual trees (mapping/ photographs/ tags) to enable targeted management and monitoring.

The Forest Education Network England (FENE) recommends that a basic formal inspection be carried out by someone who has completed a Lantra introductory course or equivalent as a minimum requirement. A more detailed formal inspection may be needed in a mature canopy woodland, such as one carried out by an arboricultural professional with a Level 3 Lantra Professional Tree Inspection qualification.

https://www.lantra.co.uk/products/forestry-arboriculture/tree-inspection

Tree inspections may require management work such as removing deadwood and crown reduction. Trees may need to be removed in extremis. You should always be able to ask the person inspecting how they make their decisions.

Any tree surgeon employed to undertake the work should have insurance, the correct climbing certification, etc. You can also ask them to leave logs and branches for you and your groups to use. They will often work in situations where they must chip and remove all the branches and logs, so you may save them time and effort. Finding someone who understands woodland ecology, the properties of individual tree species, tree pests and diseases, biosecurity, and the value of standing deadwood is essential. Ensuring that they can balance this with risks for your group is also crucial.

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To clarify this process, any significant work undertaken by tree surgeons should be initially inspected by a suitably qualified and experienced professional.

Conclusion

Ultimately, we are part of a sector trying to increase people's time spent in woods and among trees. We will fulfil our legal obligations if we take consistent steps to know the health of our trees and understand the sites we work on.

We would like to thank FENE colleagues, the foresters and arborists for their time and expertise in helping us develop this guidance note.

For general advice on woodland ecosystems, tree health, risk and impact assessments:

Common Sense Risk Management of Trees, National Tree Safety Group Guidance on Trees & Public Safety for Owners, Managers and Advisors

FENE Resource Hub https://rfs.org.uk/fene/fene-resource-hub/fene-training-materials/

Yorkshire Arboretum Tree Health Centre
https://www.yorkshirearboretum.org/treehealthresourcehub

For guidance on appropriate trees for setting up rope swings,
https://www.visitorsafety.group/wp-content/uploads/2019/05/Tree_swings.pdf

For advice on tree consultants and tree surgeons - note: not all qualified and experienced professionals are registered on this trade association website.

https://www.trees.org.uk/

Prepared by Sarah Lawfull, Chris Wishart and the team of FSA Endorsed Forest School Trainers – October 2024

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CANOPY FOREST SCHOOL

DEN BUILDING POLICY

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Den building allows children to interact with natural elements. They learn to negotiate, problem solve, resolve, manage and work as a team. Learning to work together can be difficult at any age but den building can be a way of learning to cooperate. During this process they are often open to other children's suggestions and learn from their own mistakes.

Den building and playing with natural found materials is an essential part of our curriculum. There are two main functions of a child's play den:

- A quiet place to spend time alone
- A meeting place to spend time with others

All dens are, or are perceived to be:

- A secret place - a special place that is hidden away from the everyday world.
- A place free from adult control and the constraints of the everyday world where a child can determine their own rules. It is a safe place, where the child is in charge and not adults.

As an adult it is always a privilege to be invited into a child's special space. If we have the patience to sit and listen to the explanations of what is happening, a wealth of creativity can be uncovered. Den building gives children a sense of control and the ability to make decisions on their own which builds confidence and independence. Playing out of the direct sight of adults is also important to children and in a world where children have little control a den can have great deal of significance and meaning.

Den building naturally has an element of risk that children can explore and experiment with. It involves problem solving and planning skills and requires children to visualise and build and to manage, negotiate, cooperate and work as a team. Learning to work together and cooperate can be difficult at any age and den building can be a way of learning how to help this process.

At Canopy Forest School we teach the children how to carry sticks safely, how to join using rope and simple knots and how to lift and carry objects safely. We ask our students to:

- Only carry a stick on your own that is shorter than your own arm's length and to hold it pointing towards the ground.
- Think about the distance between yourself and others when carrying a stick.
- Longer sticks can be dragged along the ground or carried with a child on each side if needed.
- Roll, lift, drag and pull materials by using your hands or by using ropes and do this with more than one person and work as a team.
- Lift objects by bending your knees and keeping your back straight.
- Safe lifting should always be modelled by adults. Heavier objects should be rolled, lifted or carried with a partner.

Resources

Building dens in a wild or woodland area

Tarpaulins
Poly rope
Sisal string and rope

Connecting and securing

String
Wool
Ribbon
Lengths of material
Thin rope or washing line
Velcro straps
Clothes pegs
Bungees

Other resources

Tent pegs
Mallet

Transporting and storing materials.

Carts
Buckets
Wheelbarrows
Bags
Plastic boxes
Plastic or metal storage cupboards
Sheds

Resources

Building dens at your setting

Building blocks

Tyres
Large plastic flower pots
Bricks
Soft play blocks
Plastic drums
Bread and milk crates
Laundry baskets
Plastic storage boxes
Wooden pallets

For fine weather-

Large cardboard boxes
Washing powder boxes cleaned and taped shut

Supports

Clothes airers
Guttering
Cardboard tubes
Bamboo canes
Broom handles
Branches
Lengths of dowling
Wood cut offs
Lengths of plank
Trellis or fencing

Other resources

Tent pegs
Mallet
Hooks on the wall or fence
Pop up tents

Resources

Building dens at your setting

Den covers

Rolls of mesh
Large pieces of fabric
Blankets
Sheets
Net and other curtains
Lengths of muslin
Tarpaulins
Camo-net
Large plastic sheets

Connecting and securing

String Wild den building, Eden Project, Cornwall -Philip Waters
Wool
Ribbon
Lengths of material
Thin rope or washing line
Sticky tape
Duct or carpet tape
Velcro straps
Treasury tags
Clothes pegs
Bungees
Elastic bands

Transporting and storing materials.

Buckets
Wheelbarrows
Bags
Plastic boxes
Plastic or metal storage cupboards
Sheds





Shelter and Den Building Risk Assessment

Hazard / Risk	Persons at Risk?	Initial Risk Rating	Normal Control Measures	Additional Control Measures *Ensure these are considered and amended before any individual activity is undertaken.*	Residual Risk Rating
Lifting Injury Risk of cuts and splinters. Muscular injuries.	Children & Adults	Low to Medium	• Children given guidance and taught how to safely lift, carry and transport materials. • Safety talk given with regards to size of materials used. • Use only natural materials found on the ground for frames plus string or rope. • Gloves available • Appropriate footwear and clothing to limit likelihood of tripping, slipping or becoming snagged.	• Check understanding with individuals. • Any child behaving inappropriately will be asked to leave the fire area.	Low
Shelter Falling Down Risk of head Injury fractures cuts and bruises	Children Staff	Medium	• Participants taught appropriate building techniques. • Participants taught safe and effective knots as part of their Forest School lessons. • Safety talk given with regards to size of materials used. • Mainly use light tarpaulins to provide frame cover, Natural materials may also be used but it will not generally be sustainable on the site. • During high winds occur and shelters look unstable, they will be taken down or session will be terminated	• Direct adult supervision if required	Low
Ropes and string. Possibility of strangulation or choking where suspended between trees. Rope burns. Trips and falls leading to fractures, bruises or sprains.	Children Staff	Medium / Low	• Participants taught safe and effective knots as part of their Forest School lessons. • Avoid ropes across pathways. • Use rope of a bright colour to increase visibility in the woodland, or high visibility tape attached to guy ropes to ensure they are visible.	• In the event of a grass fire ensure children who are most at risk from smoke inhalation are positioned away from potential smoke path.	Low

HYGIENE PROCEDUES

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Canopy Forest School maintains high hygiene standards in relation to food safety including the purchase, storage, preparation and serving of food. We also have high hygiene standards when it comes to cleaning, contact with the flora and fauna and First Aid.

At our Forest School our students are taught a strict NO eating rule, unless it is a specific activity, led by an adult to prepare and cook food. A hand washing area is always available at the site this includes: hand wash, gel, fresh water, soap, towel, and wipes. Children are taught the correct hand washing procedure and are expected to wash their hands before they handle food, after using the toilet or after handling the fauna and flora on the site. Children are reminded not to put their hands near their mouths during the session. They are able to wash their hands at any point during the session.

Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow including basic hygiene of hand washing, covering mouths when sneezing/coughing, using paper towels, disposing of tissues etc.

A basic first aid kit is kept for the treatment of minor injuries by our Forest School Leaders. After the use of any biodegradable rubber gloves, aprons, cleaning swabs or soiled linen cloths will be disposed of in a designated waste bag. In an emergency, direct mouth-to-mouth resuscitation is strongly recommended and 'Fluid proof' mouth masks are available in our first aid kits. Staff understand the first aid procedures for HIV and AIDS and protective equipment will be used by staff when dealing with spills of bodily fluids. All staff and children with minor cuts, open or weeping skin lesions and abrasions keep them covered with waterproof dressings.

A record of all incidents is kept in our Accident Book and a mobile telephone will always be carried. Our Forest School leaders are all Outdoor First Aid trained. Please see our First Aid Procedures and Health and Safety Risk Management Policy.

When we leave a site we always ensure that it is left clean and tidy and we always take rubbish away with us and dispose of this accordingly. We try and compost as much of our waste as possible and get rid of any grey water produced responsibly. All cooking and food equipment will be washed at a high temperature in a dish washer and no food equipment is left at a site.

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

- Health and Safety and Risk Management
- Emergency Procedures
- Emergency Services Script
- Food and Eating Policy
- Toileting Policies
- Fauna and Flora Risk Assessment Policy





Hand washing outdoors

There are many advantages of adding hand washing stations to your outdoor space but also a couple of significant barriers and issues. It's important to consider what sort of hand washing system will work best for your setting.

Why outdoors?

Settings are being encouraged to maximise the use of their outdoor space with hand wash stations outside because:

- Children & practitioners can clean their hands without having to head indoors to a confined space

- Portable stations can be placed & moved wherever you like and do not need to be plumbed in, making them a versatile & cheaper option

- There are not the same concerns about spillages & splashes outdoors that you may have indoors

- Sunlight or, more specifically, solar UV radiation (UV) acts as a natural virucide which means there is a natural sanitation of surfaces occurring when in direct sunlight, helping to reduce chances of virus spreading

What are the potential issues?

- A non-plumbed system needs filling & emptying - with lower capacity units this could become tiresome and a chore that pulls practitioners away from supporting rich play to frequent visits to empty waste water

- The weather - a successful system will be required to protect hand towels from the rain. If it is cold then it's even more important to dry hands well to prevent chills & chapping. In temperatures below freezing, units with water in them will need to be protected

- Cleaning & maintenance - an outdoor wash station may well require a different cleaning regimen to an indoor sink & a cover may be required to prevent bird droppings etc

Choosing a hand washing system - factors to consider:

Effectiveness

Ask: Does it work? Will it support your setting in the correct way?
Watch out for cheap systems that have not been built or engineered robustly/ drips or leaks that mean there won't be enough water available when needed.

Ease of use

Ask: Is the station the correct height for the user? Is the water outlet in a comfortable place? If it is too high water will run past the elbows soaking clothing, and if it is too low then it will be awkward to use. Ensure the child doesn't have to reach excessively to rinse their hands.

Water flow and taps

Using systems that are not connected to the mains requires a balance between water conservation & having enough flow to wash hands effectively. Be aware that a tap without an auto close could be left on, allowing all the water to run out. A foot pump is ideal as there is no need for hands to touch taps. Some foot pumps require a certain amount of strength. **Ask:** Can younger children use a foot pump system independently?

▼ *Flappy or spring tab taps are good as you press them and they release a set amount of water.*



▼ *A SaveAqua tap releases water when you press up with the back of your hand - water flows over the tap onto your hands.*



CANOPY FOREST SCHOOL

FOOD AND EATING POLICY

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Food and drink preparation and sitting together whilst eating and drinking are important parts of Forest School.

This policy was created using advice in Preventing Food Poisoning - Good Hygiene at Home published by the Food Standards Agency and 10 Ways to Prevent Food Poisoning on the NHS Choices website. Please also see our Hygiene Procedures document. In addition to this Emma Clode has a Level 2 in Food Hygiene and Safety in Catering qualification and a HACCP (Hazard Analysis and Critical Control Point Assessment) has been completed for our food management system.

At Canopy Forest School we will provide hand washing facilities at each session and where food and/or drink is prepared we will ensure that all staff, volunteers and participants follow the Forest School food hygiene rules .

Perishable food that is to be consumed at the site will be prepared prior to the session. Food safety will always be used in the preparation, cooking and storage of any food consumed. All food is transported in a cool bag and covered in an air tight container/paper bag/foil and labelled. Food will not be left uncovered at any time to avoid contamination. We do not cook or use meat in our cooking.

When handling food, food grade biodegradable rubber gloves will be worn. Students should only handle their own food. Separate containers/cutlery/crockery/pans etc will be used for children suffering with food allergies or intolerances. A Medical needs form will be completed by all parents indicating food allergies prior to the session. All utensils/cutlery and crockery will be cleaned after the session in a dishwasher at high heat. All food used is within the use by date. Students bring their own snacks to our after school sessions.

All openings in the skin caused by abrasions will be covered with a blue plaster. Children will always clean their hands at the washing station provided with soap and water or alcohol gel and dry them thoroughly. A designated eating time .will be used each session. Children should be seated when eating. Fresh water will be provided in a designated water container. Please also make reference to Health and safety policy.

Forest School food hygiene rules

Everyone involved in our Forest School should be involved in food safety and follow the food hygiene rules below. If you spot a problem, please point it out to the Forest School Leader.

When involved in food and drink preparation you should:

- Wash hands before and during cooking.
- Not handle food if you are ill with stomach problems, such as diarrhoea or vomiting.
- Cover sores and cuts with a waterproof blue dressing.
- Avoid handling food when possible, and instead use spoons, tongs or other suitable implements.
- Tie hair back.
- Keep food that is waiting to be cooked separate from food that is ready to be eaten.
- Use separate chopping boards for preparing different foods, especially raw and ready-to-eat food.
- Prepare food on a suitable surface, e.g. chopping board, cup, saucepan and not on the ground.
- Ensure food is cooked thoroughly before serving. Food should be cooked right through and piping hot in the middle. Temperature will be measured by a food thermometer.
- Do not reheat food more than once.
- Keep utensils clean and regularly wash tea towels and cloths.
- Store food in clean plastic reusable containers with non-leaking lids.
- Take all rubbish and food scraps away from the site at the end of the session to avoid attracting vermin to the site.
- Wash dishes with hot water and a scrubbing sponge. When using soup ensure it is biodegradable camp soap. Strain the dish water through a fine mesh screen or fine fabric and into a container. The strainer catches all but the tiniest of food bits and you can then pack them in the designated rubbish area. The resulting water is called 'grey water' and should be disposed of by broadcasting it over a wide area. That means throwing the water out in an arc to disperse it as much as possible. This helps it evaporate faster and reduces the attraction for animals. Please refer to our Sustainability Policy and .Provision and Environmental Impact Policy.

Food allergies and special dietary requirements:

- Participants are asked to state any food allergies and special dietary requirements they may have on their Parental Consent and Medical form. This information will be used to plan what food and drink to provide during sessions, ensuring that the food and drink provided is suitable for all. We follow Benedict's Law which is a national school safety framework in England that makes whole-school allergy policies, staff training, and emergency adrenaline pens mandatory

Allergies List

School First Aiders: _____

Name and photo of child	Allergic to:	Symptoms of a reaction:	Treatment (include when/if to phone an ambulance):	Emergency contact details

Before a child is admitted to the setting, you must **obtain information about any special dietary requirements, preferences, food allergies and intolerances** that the child has and any special health requirements. Providers must record and act on information from caregivers about a child's dietary needs. This information must be shared by the setting with all staff involved in the preparing and handling of food. At each meal and snack time, the setting must be clear about who is responsible for checking that the food being provided meets all the requirements for each child.

There must be an area which is adequately equipped to provide healthy meals, snacks and drinks for children as necessary.

There must be **suitable facilities for the hygienic preparation of food for children** – if necessary, including suitable sterilisation equipment for babies' food.

Settings need to be clear on how to store and prepare food to prevent cross-contamination and ensure that food is fresh and within date.

Leaders/managers must be confident that those responsible for preparing and handling food are competent to do so.

All staff should have a **clear understanding of what food is safe for children to consume (depending on age and stage)**, which foods pose a risk for choking as well as understanding how to age-appropriately prepare food.

Staffing arrangements must meet the needs of all children and ensure their safety. You must **ensure that children are adequately supervised, including while eating**.

While children are eating, there should always be a member of staff in the room with a valid paediatric first-aid certificate.

All equipment and surfaces must be cleaned and sanitised following health and hygiene procedures and staff should ensure that all cleaning products are kept safely stored away from children and food.

Settings should **regularly inspect and review their food safety procedures** to ensure they are complying with food safety guidance, such as cleanliness of kitchen areas and designated eating areas, checking food handling practice and food storage temperatures.

It is essential that **any choking or food-related incidents should be recorded in detail and procedures reviewed**, with any additional safety measures implemented where necessary.

Monitor children's health to prevent any outbreaks of foodborne illnesses.



How to Control Bacteria

Food Spoilage can be seen, tasted and smelled.

Common indicators are:

- The production of gas.
- Bulging cans.
- Leaking packages.
- Discolouration.
- Sour Smells.
- Stickiness or slime.
- Strange textures.
- Tainting or unusual tastes.
- Mould (even if surface mould is removed it will still be presented in the food).



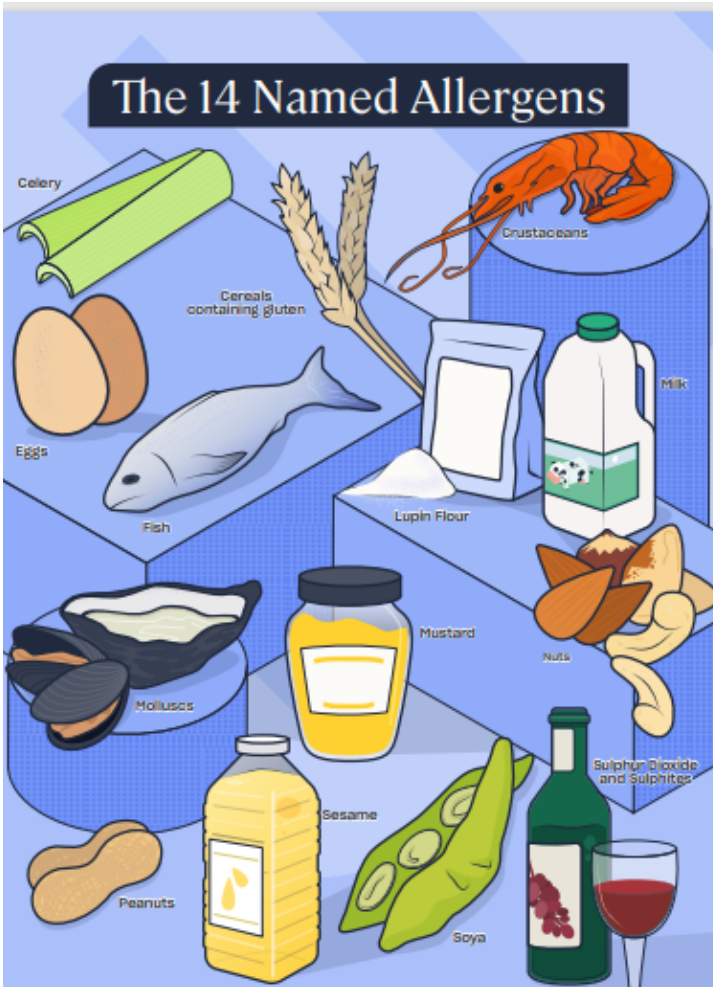
To prevent bacterial contamination you must:

- Store raw poultry in the bottom of the fridge away from ready to eat foods.
- Eat food immediately after cooking or hold hot food above 63 °C.
- If chilling food, cool and refrigerate as quickly as possible.
- Hold cold food between 1 °C and 5 °C.
- Thoroughly thaw any frozen food before cooking.
- Frozen food should be stored at -18 °C or below.

Overall, to prevent bacterial contamination and food spoilage you must:

- Store and hold food at the correct temperature.
- Apply good hygiene practice.
- Ensure food packaging is suitable and undamaged.
- Control pests.
- Handle food carefully.

The 14 Named Allergens



Know Your Chopping Boards

Use a red chopping board for raw meat and poultry.



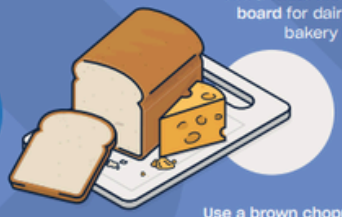
Use a yellow chopping board for cooked meat and poultry.



Use a blue chopping board for raw fish.



Use a white chopping board for dairy and bakery items.



Use a green chopping board for washed fruit and salad vegetables.



Use a brown chopping board for unwashed root vegetables.



Use a purple chopping board for free-from products.



When do you need to review a HACCP plan?

- A product formulation or recipe change.
- A new supplier of an existing ingredient.
- A new method or type of packaging.
- New work equipment.
- Changes in cleaning and disinfection programme.
- Changes in staff levels or staff responsibilities.
- Weaknesses in the HACCP system identified by an inspection.

External changes that would prompt a HACCP review include:

- New information on existing hazards.
- Changes in the consumer's eating habits.
- Newly emerging hazards.
- Unexpected or unanticipated change of use of the product by the consumer.
- Changes to legislation.

Review HACCP Plan

ALLERGY AND ANAPHYLAXIS POLICY

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

At Canopy Forest School we are aware of allergy and the risk it poses. This policy aims to safeguarding individuals who work, visit and attend our Forest School. It follows the statutory guidelines of section 34 of the Children's Wellbeing and Schools Act 2026 ,the DfE Allergy Safety in Schools and Benedicks Law.

This policy sets out our procedures at Canopy Forest School to:

- Safeguard pupils, staff, and visitors with allergies
- Minimise exposure to allergens
- Ensure rapid recognition and treatment of allergic reactions, including anaphylaxis
- Comply with statutory guidance and reflect strengthened national expectations under Benedict's Law principles, including preparedness, training, and access to life-saving medication.

This policy applies to:
• All pupils
• All Forest School staff
• Volunteers and visitors

At Canopy Forest School Emma Clode is responsible for allergy safety, including driving the implementation of the allergy safety policy and contributing to leading a review of the policy. Any review will take account of any incidents and "near misses" and the lessons learnt from them. All staff will be required to read this policy and receive some allergy awareness and emergency response training annually and it will be part of the induction arrangements for new staff. This training will be recorded. All students, staff and volunteers are asked to fill in a consent form with medical information that highlights if they have any known allegies before they attend any of our sessions. This allows us to put all safety measures inplace to safe guard and look after their wellbeing.

At Canopy Forest School we understand that allergy includes multiple conditions (food allergy, asthma, eczema, hay fever, others), which can co-exist. We know there is a difference between food allergy, coeliac disease and food intolerance and they affect the body in completely different ways.

Food allergy is- An overreaction of the immune system to a harmless food protein and a reaction can be severe or life-threatening (anaphylaxis), even from trace amounts. Common examples of food allergies are to products such as Peanuts, shellfish, milk, and eggs. The symptoms can show as hives, swelling, wheezing, vomiting, or trouble breathing.

Coeliac Disease is-A serious autoimmune condition where the body mistakenly attacks its own tissues when gluten is eaten. It can cause long-term internal damage and nutrient deficiencies; requires a strict, lifelong gluten-free diet. The symptoms can be diarrhea, abdominal pain, bloating, weight loss, and fatigue.

Food Intolerance is-The body's inability to properly digest or process a certain food component, often due to a missing enzyme. This can cause mild to moderate irritation localized to the gut, and not life-threatening. Small amounts can often be eaten without a major reaction. The symptoms can be bloating, gas, stomach cramps, and diarrhea.

The main difference between a food intolerance and a food allergy is the body system involved. A food intolerance affects the digestive system, while a food allergy involves the immune system.

Allergy Triggers

Allergy triggers are harmless substances that your immune system mistakes for dangerous invaders, releasing chemicals that cause symptoms.

Airbourne Triggers

- Pollen
- Dust mites
- Animal dander
- Mold

Food and Drug Triggers

- Common items like peanuts, tree nuts, wheat, soy, fish, shellfish, eggs, and milk.
- Drugs such as penicillin and aspirin that can cause adverse immune responses

Contact and Insect Triggers

- Insect stings: Venoms from bees, wasps, and hornets.
- Latex: Rubber materials found in gloves and medical supplies that cause skin reactions

Sometimes people can be unaware of their allergy triggers as their body has not been in contact with it before. For example being stung by a bee for the first time.

How to respond in an emergency

If someone is having a reaction to an allergy then their immune system is overreacting this is known as Anaphylaxis. Symptoms may include:
• Breathing difficulties
• Swelling (lips, tongue, throat)
• Collapse or dizziness
• Skin rash or hives

ALLERGY AND ANAPHYLAXIS POLICY 2

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Symptoms can progress rapidly and unpredictably.

If this happens then you will need to:

- Let the school know, call emergency services 999 and state "ANAPHYLAXIS", (p 193 emergency services script)
- 2. Know how to locate and administer emergency medication (adrenaline for anaphylaxis, asthma reliever inhaler for an asthma attack). Administer adrenaline immediately (AAI)
- 3. Stay with the pupil
- 4. Call for additional help
- 5. If no improvement after 5 minutes:
- a. Administer second AAI
- 6. Inform parents/carers
- 7. Record incident

Adrenaline is the first-line treatment and must not be delayed
There are no absolute contraindications in emergencies

Record Keeping
At Canopy Forest School we maintain records of allergies and if there is a known allergy we will avoid all contact with the known allergen. We will create a health care plan and if an incident were to happen we would write up an incident report.
• Allergy register
• Healthcare plans
• Training logs
• Incident reports

DfE expects improved recording and learning from incidents

Minimising risk
To help us to minimise the risk of exposure we will:

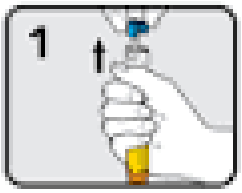
- Always ensure that the snacks and cooking that we do does not contain any known food allergen. We use consent forms from parents so allegies can be disclosed to us, check with the school and create an allergy list for each group of students we teach
- Where people have known allergy to airborne or contact allergens, we will put reasonable measures in place to manage the risk of the person being exposed to such allergens.
- Expect that staff planning any activity should consider the risk of exposure to allergens
- Write specific risk assessments to manage the risks of exposure to allergens in individuals with an allergy

Wellbeing
People with an allergy can be experience anxiety caused by the risk posed by allergy (and the possibility of anaphylaxis). Any bullying of people with allergy will be addressed and avoided. We will support and reasure any person at Canopy Forest School that we know and have put things inplace to keep them safe.

ascia
www.allergy.org.au

How to use adrenaline (epinephrine) devices

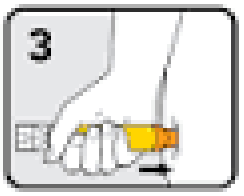
EpiPen®



Form fist around Epipen® and pull off blue safety release



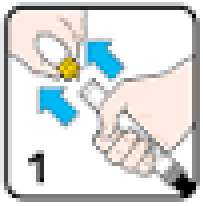
Hold leg still and place orange end against outer mid-thigh (with or without clothing)



Push down hard until a click is heard or felt and hold in place for 3 seconds. Remove EpiPen®

EpiPen® Jr (150 mcg) is prescribed for children 7.5 - 25kg
EpiPen® (300 mcg) is prescribed for children over 25kg and adults

Jext®



Form fist around Jext® and pull off yellow cap



Place black injector tip against outer mid-thigh (with or without clothing)



Push black tip firmly until a click is heard and hold in place for 3 seconds. Remove Jext®

Jext® Jr (150 mcg) is prescribed for children 7.5 - 25kg
Jext® (300 mcg) is prescribed for children over 25kg and adults

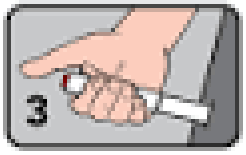
Anapen®



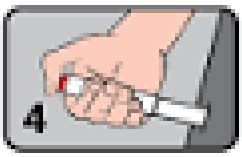
Pull off black needle shield



Pull off grey safety cap from red button



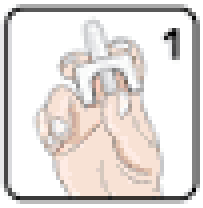
Place needle end firmly against outer mid-thigh at 90° angle (with or without clothing)



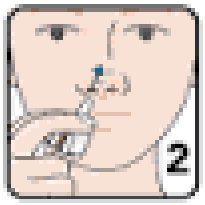
Press red button so it clicks and hold for 3 seconds. Remove Anapen®

Anapen® 500 is prescribed for children over 50kg and adults

neffy®



Hold as shown.
Do not test spray



Place nozzle into nostril until fingers touch nose.



Press plunger firmly

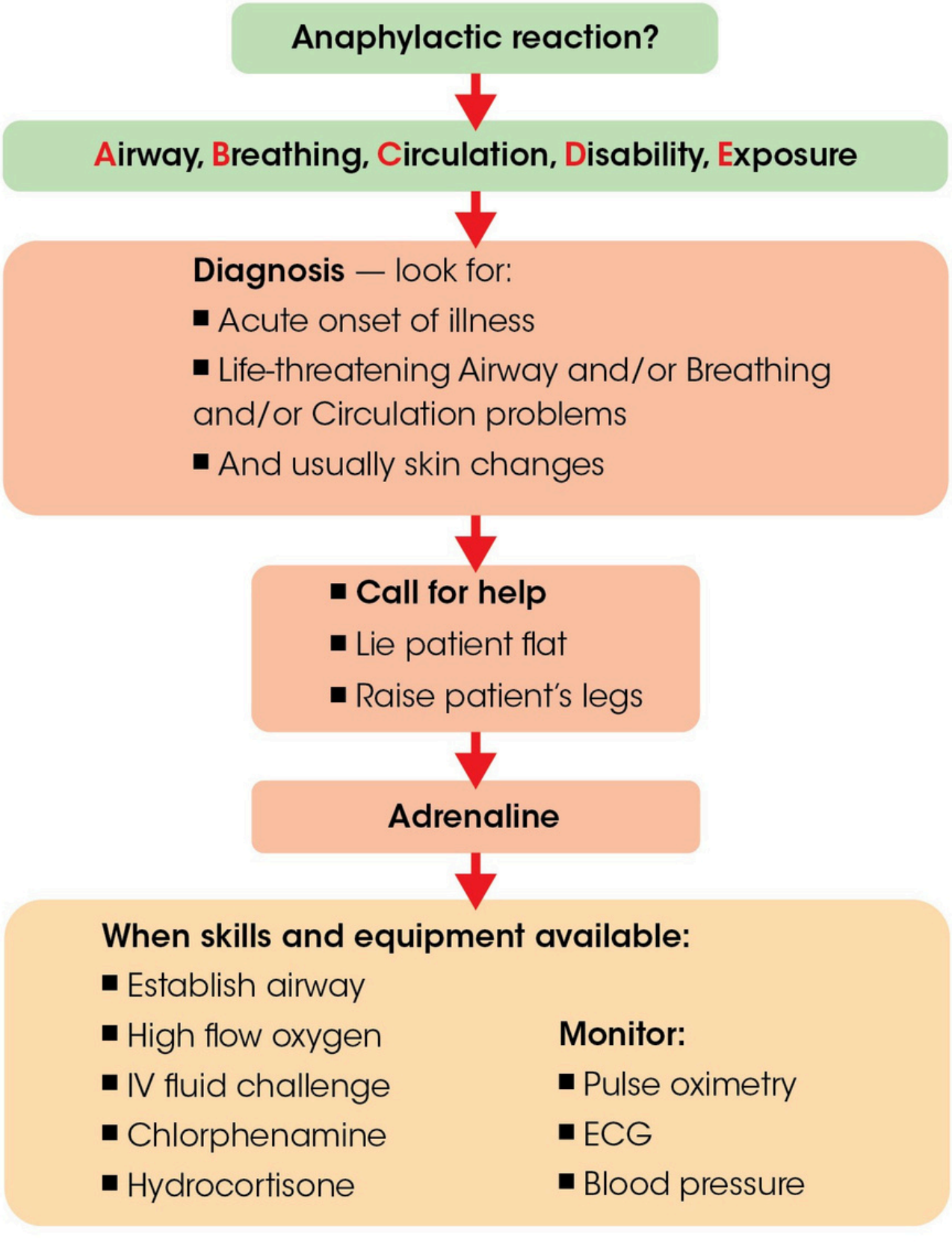
neffy® 1mg is prescribed for children 15 - 30kg (4 years and over)
neffy® 2mg is prescribed for children and adults 30kg and over

Follow the ASCIA Action Plan or First Aid Plan for Anaphylaxis

Each device is for single-use only
Give the used device to the ambulance with the time it was given.

Scan this QR code for instructions on the ASCIA website.

© ASCIA 2026 ASCIA is the peak professional body of clinical immunology/allergy specialists in Australia and New Zealand.


Anaphylactic reaction?
Airway, Breathing, Circulation, Disability, Exposure
Diagnosis — look for:
■ Acute onset of illness
■ Life-threatening Airway and/or Breathing and/or Circulation problems
■ And usually skin changes
■ Call for help
■ Lie patient flat
■ Raise patient's legs
Adrenaline
When skills and equipment available:
■ Establish airway
■ High flow oxygen
■ IV fluid challenge
■ Chlorphenamine
■ Hydrocortisone
Monitor:
■ Pulse oximetry
■ ECG
■ Blood pressure

TOILETING POLICY

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

At Canopy Forest School we always encourage our students to use the toilet before beginning a session, to avoid too many trips during the session and to avoid having to take off all the waterproofs. Each site that we work at has different toilet facilities and all groups will know where the nearest toilet facility is located. However, there are a number of common procedures that we go through regardless of the site.

When a student needs to go use the toilet during a session they will be able to escort themselves and an adult will watch and observe them from a distance. If however, an adult needs to escort a child the Forest School Leader will be informed and all adults and children in the group will be advised to stop any tool use due to the ratio of staff remaining. If a child should have a toileting accident on site, then an adult will support them as appropriate and will provide them with a spare change of clothes. We always encourage independence and are respectful of each child's privacy. If a child has toileting issues or frequent accidents we would expect this information to be recorded on their consent forms. We will then put together an individual risk assessment for that child.

CANOPY FOREST SCHOOL

LOST OR MISSING CHILD POLICY

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

If a child is found to be missing, we will immediately search the vicinity and call cuckoo and call pupil's name repeatedly. The rest of the children will then assemble to ensure they are safe and a head count will be taken. An adult will blow the whistle 3 times. If the child has not been found in 5 minutes we will make contact with the school who may ring the police and child's parents. Staff will follow our Major Incident Procedures.

At Canopy Forest School we teach the children a call back sound (this may be different for each Forest School leader but it needs to be consistent for their group). Throughout the sessions this call is used to bring all children back to the fire circle.

At Canopy Forest School clear physical boundaries are established with the children at the beginning of all session and children are taught to ask an adult if they wish to go beyond the boundary. The children will be involved in the risk management process of establishing boundaries and safe areas to go and flags will be put out to indicate boundary lines especially at the beginning of a new set of sessions. If a child leaves the Forest School boundaries at most of our sites there is a boundary fence or outer school gates which stay locked.

Headcounts will take place at the beginning, during and at the end of each session. The number of children and adults participating, can be found at the top of the daily risk assessment where the ratio of and adults participating, We will also record on a black board how many students are in the Forest School area.

It is the responsibility of all adults participating to ensure they are aware of the headcount for the session and to be involved in the monitoring of this. The high ratios of adults to children at Forest Schools (minimum 1:6) ensure that children are well supervised and supported in their learning and development. Adults are expected to spread out in the Forest School area and be able to see children but not impose on children.

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Areas for search:

- All outside areas.
- Toilets
- If the site is located at a school. classrooms and cloakrooms will be searched.

CANOPY FOREST SCHOOL

MANUAL HANDLING POLICY

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

The purpose of this policy is to introduce procedures and provide training designed to ensure that anyone working at Canopy Forest School can apply an ergonomic approach whilst carrying out tasks and operations that involve manual handling, in order to prevent injury

The responsibilities of individuals working at Canopy Forest School:

- To follow appropriate systems of work laid down for their safety;
- To make proper use of equipment provided for their safety;
- To co-operate with Canopy Forest School on health and safety matters;
- To inform Canopy Forest School if they identify hazardous handling activities;
- To take care to ensure that their activities do not put others at risk.

Common Tasks and Operations involving Manual Handling Operations include:

- Using a trolly to transport equipment on and off a Forest School site
- Lifting and moving outdoor play equipment
- Lifting and moving storage equipment
- The route over which equipment needs to be transported should be inspected to ensure it is free of obstructions;
- Staff should not attempt to lift or move a load which is too heavy to manage comfortably.
- Staff should ask for assistance if there is any danger of strain
- When lifting an object off the ground, staff should assume a squatting position, keeping the back straight. The load should be lifted by straightening the knees, not the back;
- Staff should not use chairs or any makeshift device for climbing.
- There may be times when we are required to lift children, e.g. to help them down from a piece of equipment.

Guidance for good handling techniques

Before taking on any task or operation that involves lifting or moving, staff must observe the following:

1. **Plan the lift.**
   - Decide where is the load to be placed;
   - Use appropriate handling aids if possible;
   - Get help with the load if required;
   - Remove any obstructions;
   - Where possible use a mechanical aid such as a trolley or barrow.
2. **Lifting technique.**
   - Position the feet apart giving a balanced stable base for lifting;
   - Place leading leg as far forward as is comfortable and if possible pointing in the direction you plan to go.
3. **Adopt a good posture**.
   - When lifting from a low level, bend the knees
   - Do not kneel or over flex the knees
   - Keep the back straight;
   - Lean forward over the load if necessary to get a good grip
   - Keep the shoulders level and facing in the same direction as the hips.
4. **Get a firm grip.**
   - Try to keep the arms within the boundary formed by the legs
   - The best position and type of grip depends on the circumstances and individual preference: but it must be secure
   - A hook grip is less tiring than keeping the fingers straight
   - If you need to vary the grip as the lift proceeds, do it as smoothly as possible.
5. **Keep close to the load.**
   - Keep the load close to the trunk for as long as possible;
   - Keep the heaviest side of the load next to the trunk. If a close approach to the load is not possible, slide it towards you before trying to lift.
6. **Don't jerk.**
   - Lift smoothly, keeping control of the load
7. **Move the feet.**
   - Don't twist the trunk when turning to the side.
8. **Put down, and then adjust.**
   - If precise positioning of the load is necessary, put it down first, then slide it into the desired position.

Slips and Trips Potential areas for slips and trips will be noted as part of Canopy Forest School's Risk Assessment procedure. Where possible these hazards will be eliminated. Any residual risk will be noted and shared with all other staff and recorded if necessary

CANOPY FOREST SCHOOL

FIRST AID AND MEDICINES POLICY 1

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

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

At Canopy Forest School all of our Forest School leaders are paediatric and outdoor first aid trained and will always have an up to date, stocked First Aid Kit including burns equipment, along with relevant emergency equipment, which will always be readily accessible at every session. A poster of who our first aiders are will be up at each site. There will also be a mobile phone on site or radio in the event of a serious accident the emergency procedures will be followed. A record will always be kept of injuries that required first aid for audit and monitoring purposes. Every year we assess the first aid incidents that have occurred and produce an accident report.

Prior to attending a Forest School session a signed parent contract and agreement will be gained in advance, This will include permission from parents/carers of child attending to allow Canopy Forest School staff to
administer first aid during the session should the
need arise. We will ensure that all leaders/trainers/volunteers are aware of any allergies and
medical needs in advance and know the accepted method of treating an incident regarding that
child/adult whilst at a Forest School session.
Specific considerations such as allergies to first aid equipment will be given due care and attention and
Canopy Forest Schools will ensure they provide the appropriate materials to avoid harm. Where
necessary bespoke first aid measures will be put in place to protect the health and wellbeing of the
adult/child concerned.

An agreement will also be made with the school prior to a programme starting as to who will manage first aid.

First Aid Kits

Upkeep -

- The upkeep of first aid boxes is the responsibility of the Forest School Leader.
- Leaders must monitor the contents of boxes and update/replenish as necessary.

On-site -

- All staff attending Forest School sessions will be aware of the designated location for the First Aid kits.
- The general first aid equipment for Nurture Sessions includes extra equipment essential for working outdoors in all weather: emergency blanket and a thermos flask containing hot water.
- When the fire is lit, a burns kit and fire blanket will be kept next to the fire circle.
- Any additional medicines required for those in our care will be kept in a secure location, in the First Aid kit or with the individual involved.

Recording of incidents

- All incidents must be recorded by the person attending the casualty using the incident book.
- At a school site we will also make the school aware of the incident and follow their First Aid procedures.
- All incidents, first aid or near misses, other than those of a minor nature, and particularly those requiring further medical attention must immediately be reported to the school and an email to Emma Clode so this can be followed up if needed.
- All head injuries - no matter how minor must be recorded on a first aid form and the school must be notified
- The school and parents will be informed immediately should a child's condition give cause for concern and be given advice on further care and symptoms to be aware of via the incident slip.

Near miss

- A near miss is any scenario where an event or activity didn't but may have caused serious harm or
- injury. Also, a situation of potential harm that will require further risk assessment/policy review or a follow up by Emma Clode to ensure it doesn't happen again.
- In the event of a near miss details must be recorded in the moment.
- Time
- Date
- Nature of near miss
- The near miss must be recorded the near miss form and the Emma Clode will need to be informed via email of all near misses directly after the session.

CANOPY FOREST SCHOOL

FIRST AID AND MEDICINES POLICY 2

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Caring for injuries.

- When dealing with blood or any bodily fluids, any person treating the casualty must wear disposable gloves.
- The first aider must ensure the area in which the first aid takes place is safe and if necessary move the casualty to a location that will prevent further injury.
- All wounds will be washed with clean drinking water and sterile wipes. Open wounds will be covered. Running blood will be stemmed by compression until the wound has fused.
- All foreign bodies will be left for treatment by medical professionals. In the event of injury caused by being impaled, the impaled object should be kept in place and firmly supported until Emergency Services arrive.
- Bangs and bruises, twisted or sprained joints will be treated with an ice-pack. The severity of the injury will be assessed and the appropriate aftercare put into place. Parents/carers will be informed of the nature of the injury and recommended on after-care treatment by the First Aider
- Minor head injury will be treated with an ice pack and an incident slip sent home with recommendations for aftercare.
- Serious head injury will be assessed by a trained first aider and appropriate first aid administered immediately until emergency services arrive. Disposable ice packs are available.
- Bites and stings can be treated with plants (nettle juice/plantain) or lavender oil. Severe bites or stings may be treated with topical anti-histamine and ice packs
- Nosebleeds will be treated by pinching the fleshy part of the nose between thumb and forefinger and an ice pack applied to the site. The casualty should lean their head slightly forward to prevent blood dripping down the throat and breathe through their mouths.
- Any bodily fluids on the woodland floor will be cleaned up with water, the area sprayed with natural anti bacterial spray and covered with a layer of soil 10 cms deep. The area will be cordoned off until it is deemed safe to use.
- Soiled materials will be placed in plastic bag, taken off site and disposed of appropriately.
- In the event of having to leave the site due to a serious accident the Emergency Evacuation procedure will be followed.

Additional medicines

- Any children/adults attending Forest School sessions who require additional medicines and able to self administer will do so, in the presence of the Lead First Aider if appropriate.
- Canopy Forest Schools staff will not administer additional medicines unless trained to do so and with prior permission from parent/carer.
- The taking of medicines should be recorded noting the time, dose and name of medicine. Incase of an emergency this information will be passed on to the emergency services
- Canopy Forest Schools are responsible for passing this information on to the relevant parties responsible for the individual/s involved.







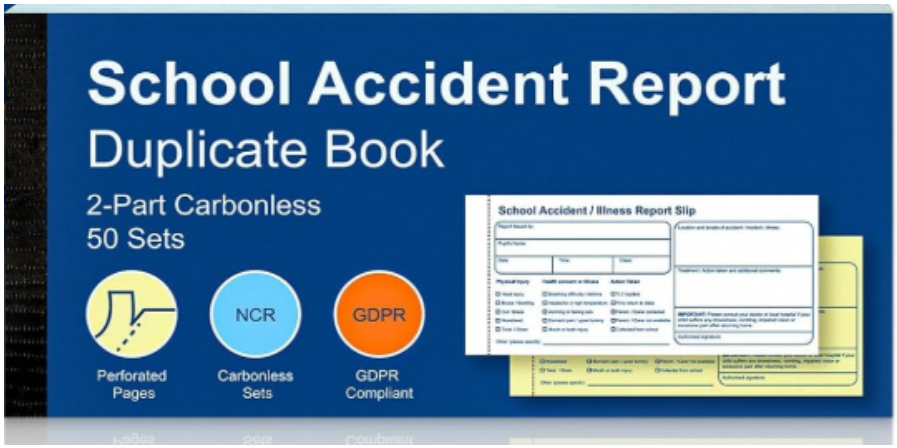
Burns Kit List

- 8 x Burnshield burn blott sachets
- 2 x Burnshield dressings 10cm x 10cm
- 1 x guidance leaflet
- 1 x microporous tape 2.5cm x 5m
- 1 x tuff cut scissors
- 1 x pair of vinyl gloves
- 2 x wound dressings - medium

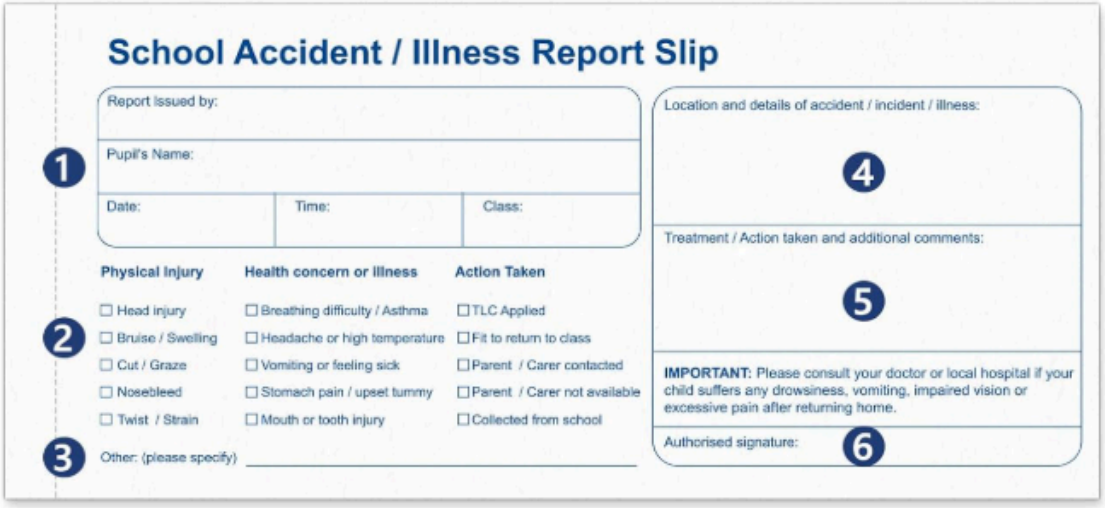
First Aid Kit List

- 40 x adhesive plasters (sterile)
- 1 x sterile eye pad
- 2 x medium wound dressing
- 1 x sterile finger dressing
- 2 x large wound dressing
- 2 x non-woven triangular bandages
- 2 x conforming bandages 5cm x 4m
- 4 x low adherent pads 5cm x 5cm
- 1 x microporous tape 1.25cm x 5m
- 1x bag of 6 safety pins
- 10 x alcohol-free wipes
- 3 x pairs of disposable gloves
- 1 x resuscitation face shield
- 1 x pair of 15cm paramedic scissors
- 2 x 20ml eyewash/ woundwash
- 1 x tweezers
- 1 x foil blanket

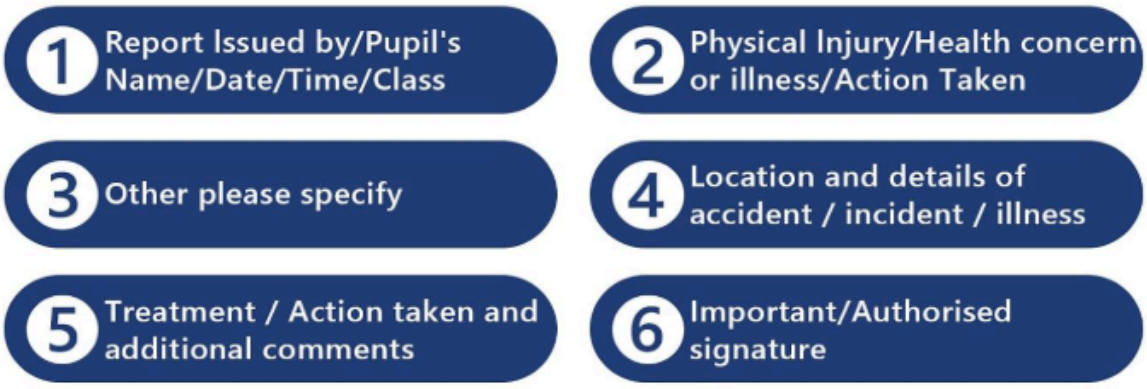
Examples of our Accident Records



Accidents are recorded in a duplicate accident record one copy is kept by Canopy Forest School and another is sent home with the child



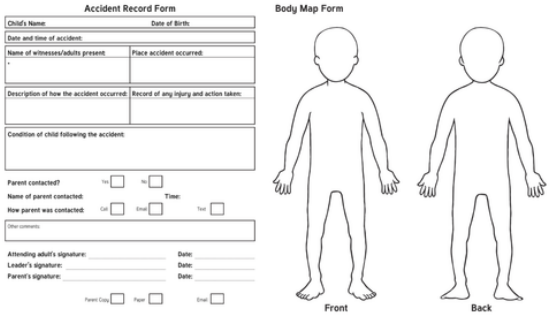
How to fill out the record





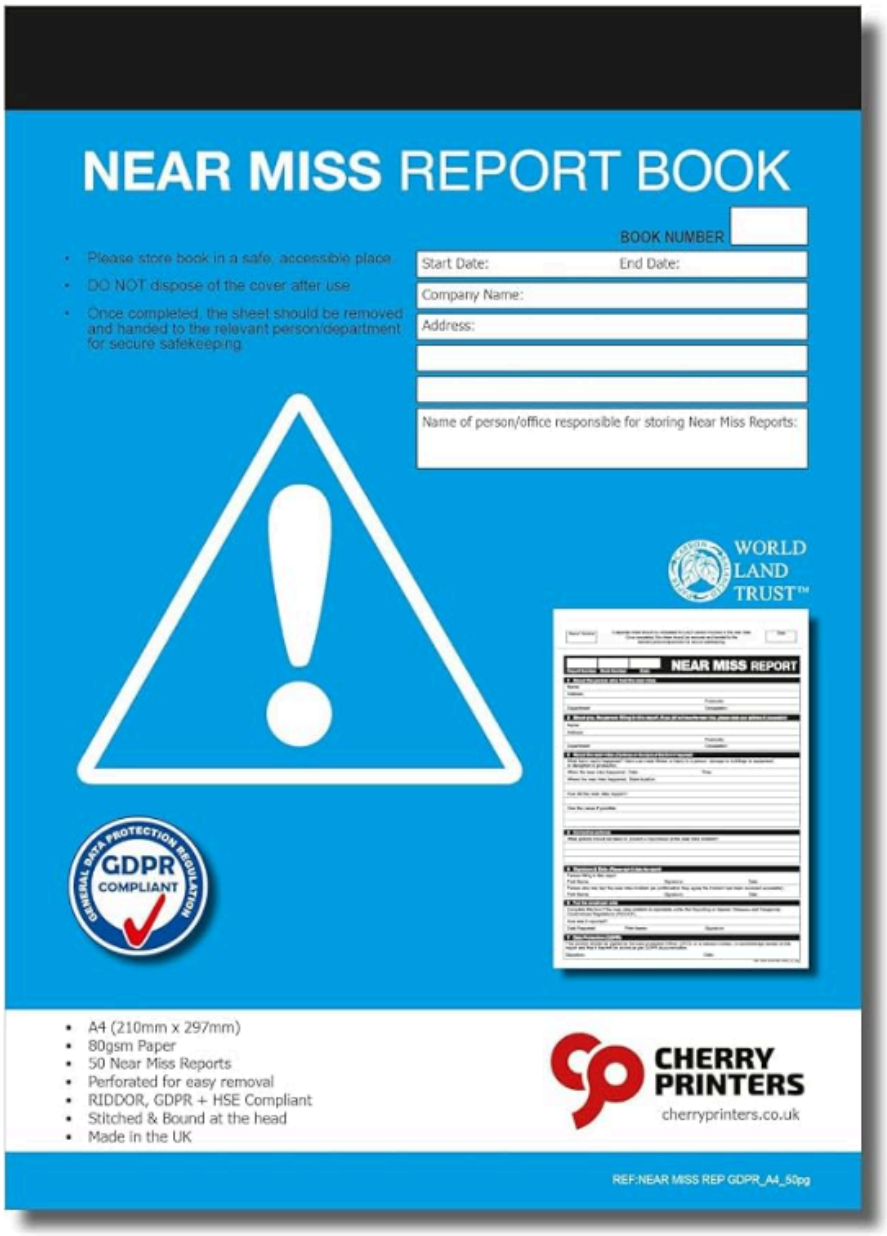
A child friendly bump note

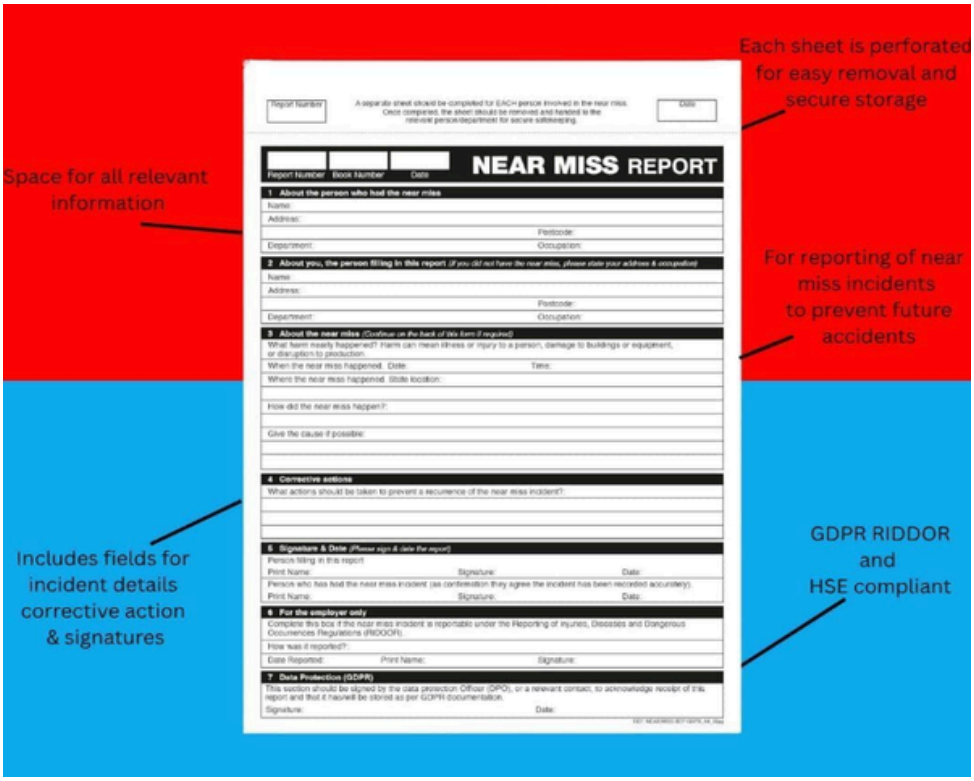
Form if a body map is needed





Examples of our Near Miss Report Book





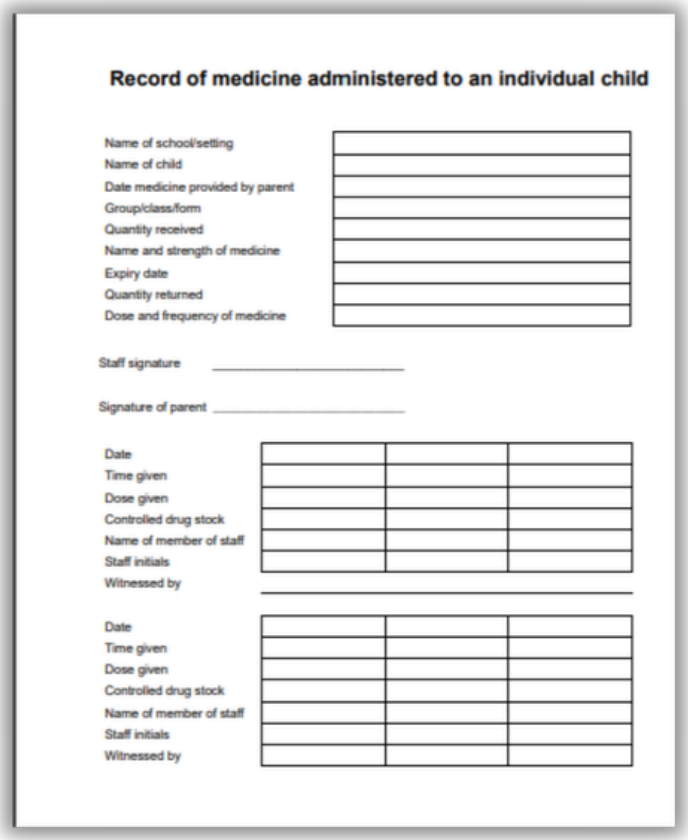
An example of our Basic First Aid Kit/Happy Bag and Emergency Kit carried to every session







An example of a directed medication form



Record of medicine administered to an individual child

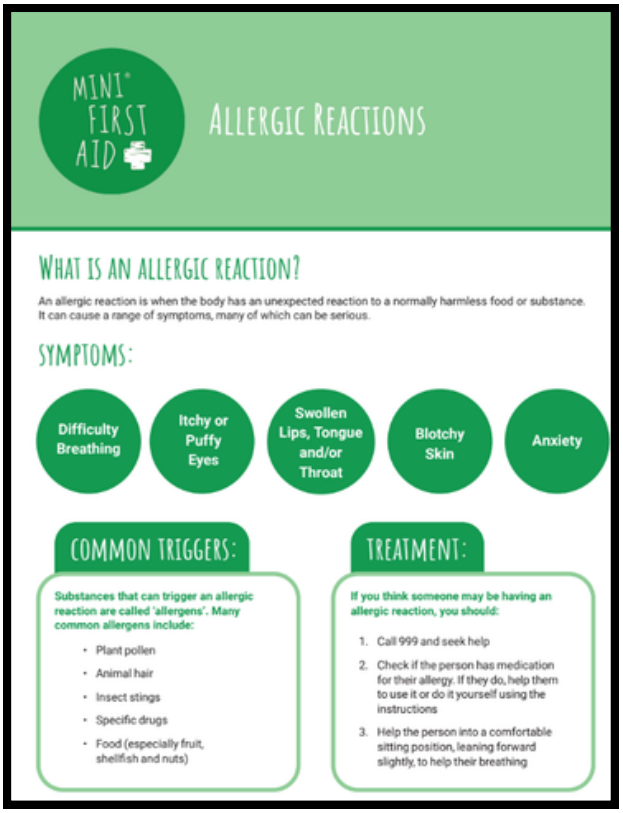
Name of school/setting	
Name of child	
Date medicine provided by parent	
Group/class/form	
Quantity received	
Name and strength of medicine	
Expiry date	
Quantity returned	
Dose and frequency of medicine	

Staff signature _____

Signature of parent _____

Date			
Time given			
Dose given			
Controlled drug stock			
Name of member of staff			
Staff initials			
Witnessed by			

Date			
Time given			
Dose given			
Controlled drug stock			
Name of member of staff			
Staff initials			
Witnessed by			



MINI FIRST AID

ALLERGIC REACTIONS

WHAT IS AN ALLERGIC REACTION?

An allergic reaction is when the body has an unexpected reaction to a normally harmless food or substance. It can cause a range of symptoms, many of which can be serious.

SYMPTOMS:

Difficulty Breathing | Itchy or Puffy Eyes | Swollen Lips, Tongue and/or Throat | Blotchy Skin | Anxiety

COMMON TRIGGERS:

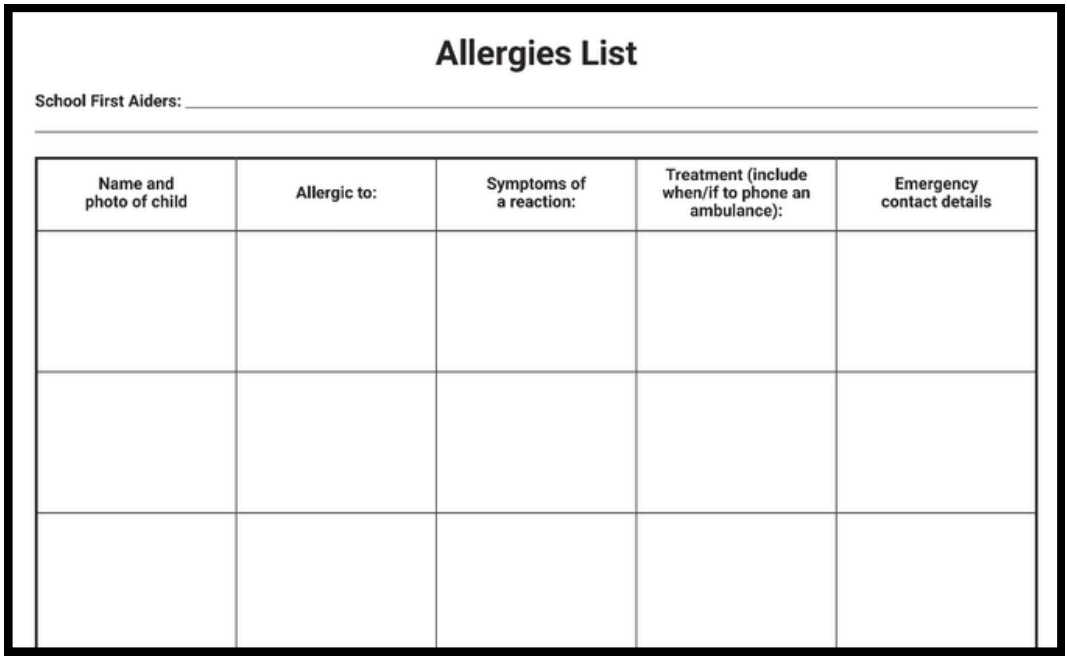
Substances that can trigger an allergic reaction are called 'allergens'. Many common allergens include:

- Plant pollen
- Animal hair
- Insect stings
- Specific drugs
- Food (especially fruit, shellfish and nuts)

TREATMENT:

If you think someone may be having an allergic reaction, you should:

1. Call 999 and seek help
2. Check if the person has medication for their allergy. If they do, help them to use it or do it yourself using the instructions
3. Help the person into a comfortable sitting position, leaning forward slightly, to help their breathing



Allergies List

School First Aiders: _____

Name and photo of child	Allergic to:	Symptoms of a reaction:	Treatment (include when/if to phone an ambulance):	Emergency contact details

Tick Treatment and Prevention

We recommend checking your child for ticks after each Forest School session. These appear like small pin-heads on the skin, dark brown or grey in colour, they may grow to the size of a small wart. The safest way to remove them is to use a tick twister which we have in our First Aid kit or can be bought from the local vets for a small charge. More information can be found on Tick treatment and removal on https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/694158/PHE_Tick_Leaflet.pdf

Key tick awareness messages

- **'be tick aware'** and remember that you could be exposed to ticks whenever you spend time outdoors, including when in your garden or the local park
- ticks mainly attach to animals, but sometimes they may bite you or your family
- you can prevent tick bites by walking on clearly defined paths, using insect repellent and performing **regular tick checks**
- some tick bites can result in infection, so it is important to remove ticks safely and as quickly as possible
- the safest way to remove a tick is by using a pair of **fine-tipped** tweezers or a tick removal tool
- contact your GP or dial NHS 111 **promptly** if you begin to feel unwell with flu-like symptoms or develop a spreading circular red rash. Remember to tell them you were bitten by a tick or have recently spent time outdoors

More information

For more information, search for the phrases 'ticks' and 'Lyme disease' on these websites: **www.nhs.uk** **www.gov.uk**

Public Health England
Wellington House
133-155 Waterloo Road
London SE1 8UG
www.gov.uk/phe
Twitter: @PHE_uk

March 2018
Gateway number: 2017871
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Public Health England

Enjoy the outdoors but 'be tick aware'



'Be tick aware' to avoid tick bites and know how to take action if you or your family get bitten by ticks

What are ticks?

Ticks are small, spider-like creatures that feed on the blood of animals, including people. The size of a tick can vary, with a larva being as small as a tiny freckle, and fully fed females similar in size to a baked bean.



Sizes compared to a one penny coin

Where do you find ticks?

Ticks survive in many habitats, but prefer moist areas with leaf litter or longer grass, like in woodland, grassland, moorland, heathland and some urban parks and gardens. Ticks don't fly or jump. They wait on vegetation for a host to pass by, and then climb on. They bite and attach to the skin and feed on blood for several days, before dropping off. Ticks are found throughout the year, but are most active between spring and autumn.

Main health risks

- ticks can sometimes transmit microbes that may cause human diseases such as Lyme disease. It is important to be Lyme disease aware and see your GP promptly for diagnosis and treatment if you recognise the symptoms which can include:
  - a flu-like illness, fatigue and muscle and joint pain
  - a characteristic expanding red rash, erythema migrans (present in many but not all cases)
- you may not always remember being bitten by a tick, so if you have spent time outdoors and develop any of these symptoms, seek advice from your GP or dial NHS 111.
- lyme disease can be treated with a course of antibiotics. Without treatment, more serious conditions can develop such as swelling in some joints or problems with the nerves and heart, so prevention and early detection are key.

Avoiding ticks

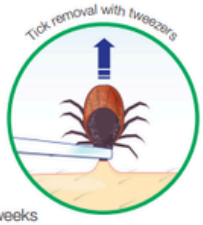
- walk on clearly defined paths to avoid brushing against vegetation
- wear light-coloured clothes so ticks can be spotted and brushed off
- use repellents such as DEET
- carry out a tick check

Carry out a tick check

Make it a habit to check your clothes and body regularly for ticks when outdoors and again when you get home. Check your children and pets as well.

Ticks prefer warm, moist places on your body, such as the groin, waist, arm pits, behind the knee and hair lines, so look out for anything as tiny as a freckle or a speck of dirt. Young children are commonly bitten on the head/scalp so need to be carefully checked around the neck, in and behind the ears and along the hairline.

If you have been bitten



- remove ticks as soon as possible
- the safest way to remove a tick is to use a pair of **fine-tipped** tweezers or a tick removal tool
- grasp the tick as close to the skin as possible
- pull upwards slowly and firmly, as mouthparts left in the skin can cause a local infection
- clean the bite area, and monitor it for several weeks for any changes
- contact your GP promptly if you begin to feel unwell with flu-like symptoms or develop a spreading circular red rash. Remember to tell them you were bitten by a tick or have recently spent time outdoors



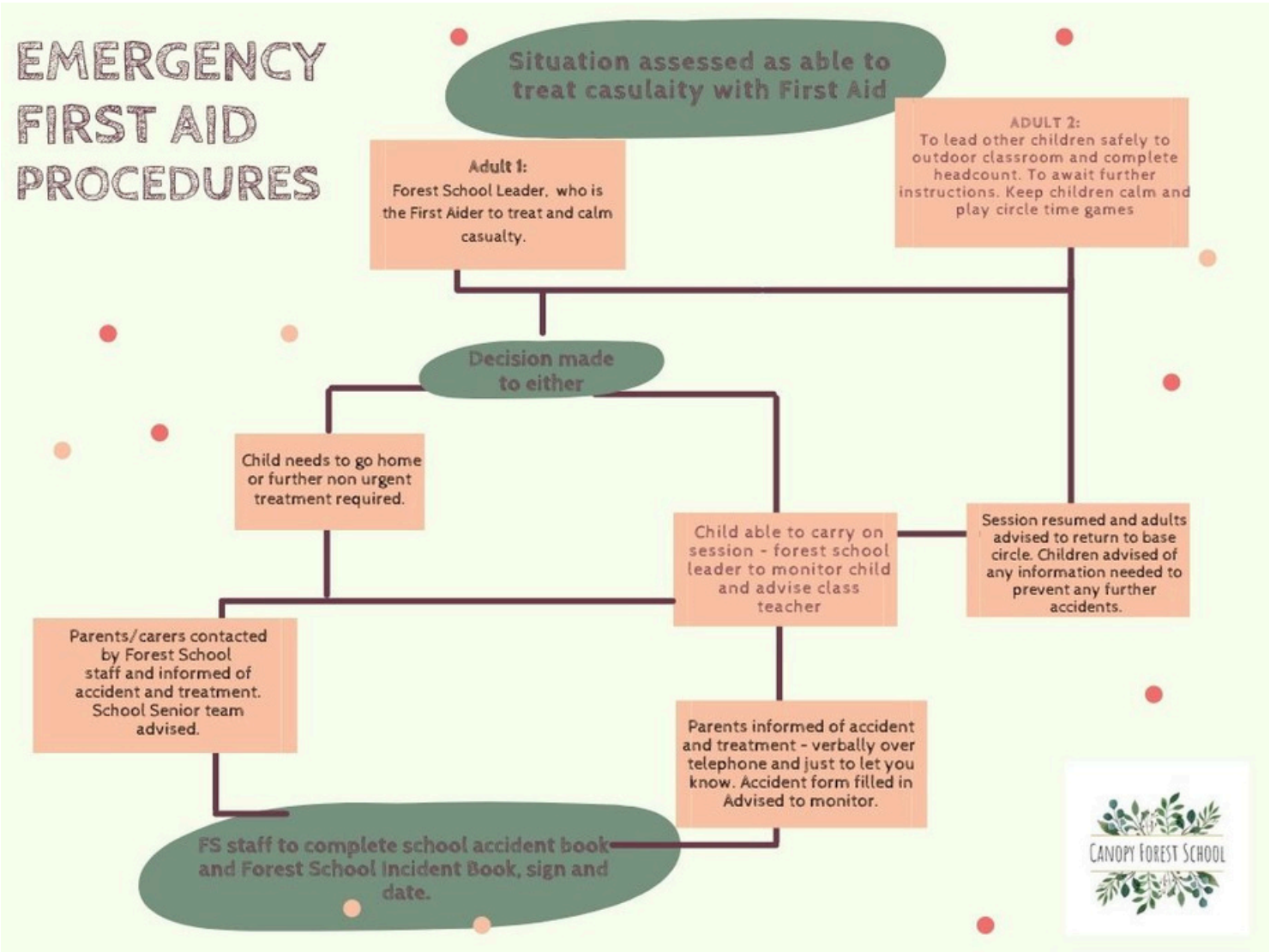
CANOPY FOREST SCHOOL

EMERGENCY PROCEDURES 1

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

In the event of an emergency the following will happen;

• Emergency whistle blown
•Children advised of tools down by other adults in surrounding areas and to await further instructions.
• Forest School Leader to assess situation and remove any hazards.
Please see diagram below as an example of our Emergency First Aid Procedures these are created for each individual site that we use and can be found in the Risk and Benefit Handbooks that we produce for each location which can be found on our web site.



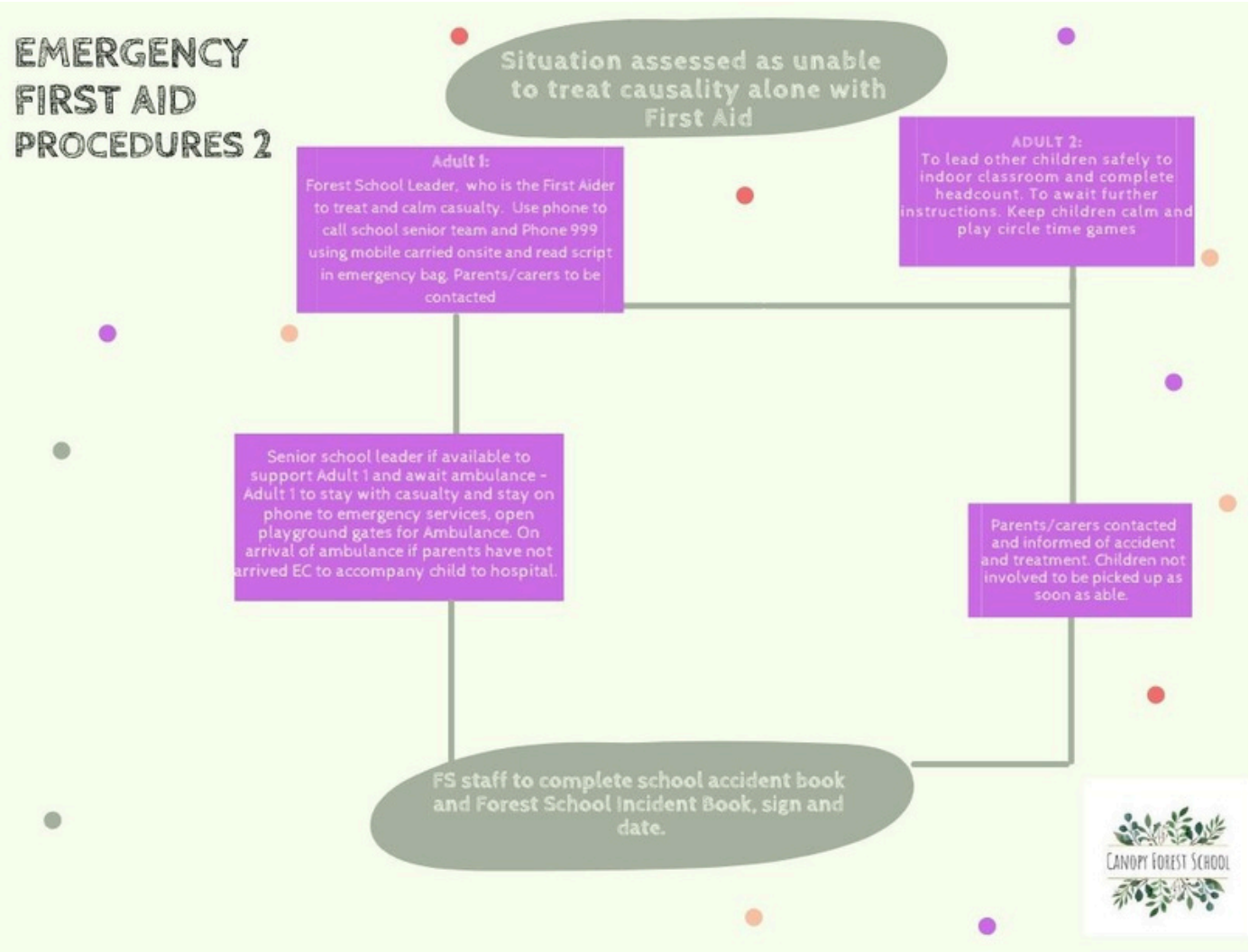
CANOPY FOREST SCHOOL

EMERGENCY PROCEDUES 2

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

In the event of an emergency the following will happen;

• Emergency whistle blown
•Children advised of tools down by other adults in surrounding areas and to await further instructions.
• Forest School Leader to assess situation and remove any hazards.
Please see diagram below as an example of our Emergency First Aid Procedures these are created for each individual site that we use and can be found in the Risk and Benefit Handbooks that we produce for each location which can be found on our web site.



First Aid Skills

In an emergency, you can follow the steps of Dr ABC to ensure a person who is unconscious has the best chance of recovery.

D

Danger:
Check that you and the patient are not in any danger or at risk.

R

Response:
Shake and shout - is the person aware of their surroundings or unconscious?
Keep reassuring the person.

A

Airway:
Check that their airway is clear. Tilt back the head, don't try to dislodge anything unless it is right near the edge of the mouth and can be easily and quickly removed.

B

Breathing:
Check that the sufferer is breathing. Use your hand or ear to check for breathing.

C

Circulation:
Check for a pulse. Use two fingers (not your thumb) on their wrist or neck.

CANOPY FOREST SCHOOL

EMERGENCY SERVICES SCRIPT

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

In the event of an emergency and the Emergency Services need to be called.
Please see below an example of our Emergency Services Script. We create an individual script for each site that we work at and these will contain location references these can be found in the Risk and Benefit Handbooks that we produce for each location and can also be found on our web site.

- **Emergency services are called using mobile phone.**
- **Call the emergency service/s that you require on 999 from a landline or 112 from a mobile.**
- **Give as much information about the patient and their location as possible:**
- **Who has been injured?**
- **What their injuries are?**
- **If they have any medical conditions**
- **Where on the site the patient is**
- **The directions to the site and the patient:**
- **Site co-ordinates/ grid reference are or what3words:**
- **The address of the site**
- **Arrange for someone to stand on road side outside of the entrance to the site wearing a high visibility jacket**
- **If needed open the gates for the Ambulance or Fire Service to get through onto grounds.**
- **Don't hang up until you are told to do so by the call taker.**
- **Try to stay calm.**
- **Let a member of the senior management team know if you are working on a school site**

CANOPY FOREST SCHOOL

FIRE POLICY

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Fires will only be lit once the children are ready in everyway; emotionally and physically. Each of our sites are slightly different and the fire circle's vary in size and form. However, there are a number of set routines and procedures that we use on all of our sites.

We always use the fire circle as our main gathering community point for each group. For everyone's safety, no one is allowed to walk or run inside the fire circle even if there is no fire lit. We use log stools to mark out our circle and to sit on. If anyone wants to move around the circle or change places, they must step out of the circle and walk around the outside. The fire is kept within the centre of the circle and we always use a free standing fire pit that we bring and take away with us after a session. Children may be invited to approach the fire for cooking or fire lighting but only under adult supervision.

A fire can only be lit if our fire safety equipment is present and correct. The Forest School Leader will always take the lead during fire lighting. All helpers will be briefed prior to a fire lighting session to set out protocols. A lit fire will never be left unattended. Open fires will be lit in a fire pit or if needed in a raised fire pit. All Forest School activities are rigorously risk assessed. Sessions are planned in such a way as to introduce higher risk activities to children over a period of time. This allows Leaders to get to know the children in the group and for the children to learn how to behave responsibly and to build knowledge and understanding of the activity.

Children are taught that they would not create fire or be left alone with fire unless they were with an adult. The adults role is to facilitate learning, not to dictate but to make sure that children have a firm grasp of the safety rules before they are allowed to practise their fire lighting and cooking skills.

Wood is brought in for fire lighting or we use the coppiced wood we have stored. We teach our students how to light a fire using a range of fire lighters, tinder and how to lay a fire.

Non negotiable understanding children must have before being allowed to fire light, cook and anything else that involves being close to the fire (within 1.5 m)

- Ability to safe sit - As already mentioned this can be adapted if a child has a physical barrier to being able to safe sit.
- Understands what the fire circle is and why it helps us stay safe
- Knows how to access and exit the fire circle safely
- understanding of walking only within the fire circle
- understands that sitting around the outside of the fire circle is ok but if they were to move closer to the fire then the above would apply.
- Understand that nobody goes in the fire square where the fire is.

There will be an Introduction to safety around fire before it is lit to explain the above and to play games and talk to re-enforce this. Fire will only be lit in the designated fire area that has been risk assessed and inspected on the day of the session. Permission from the landowner has been sought and given.

CANOPY FOREST SCHOOL

FIRE POLICY 2

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Procedure

- **Fires are never lit during blustery or high winds or throughout the summer during long spells without rain.**
- Highlight the fire area as a “no go” area, possibly play some games to endorsee this.
- The fire area should be large enough to ensure that children are 1.5m away from the fire.
- There should be a gap in the canopy of the trees to reduce the risk of over hanging branches catching fire.
- Ensure that all the required areas are prepared: First Aid, Hand washing area, emergency water/extinguishing purposes, food prep.
- Highlight all the areas and their purpose to the group.
- Children should check that long hair is tied back and no toggles or anything else is dangling from their bodies creating a fire hazard.
- Talk about "The fire Triangle" of heat, oxygen and fuel.
- Demonstrate safe sitting and allow children to practice this.
- Model building a fire in preparation for lighting it.
- Identify the parts of the flint and steel and that this will create a spark and therefore heat in the fire triangle. Show the cotton wool as the fuel.

Lighting and managing the fire

- Demonstrate lighting the cotton wool and then feeding the fire quickly with small pieces of dry kindling followed by sticks in three sizes of little finger, middle finger and wrist.
- Children should feed the fire from their safe sitting position and use the fire glove if necessary understanding of walking only within the fire circle.

Cooking on the fire

- Before handling food hands must be washed in the hand washing area either with soap and water or alcohol gel and dried properly.
- Cooking should only take place once the fire is hot enough, the flames have died down and the embers are glowing. The food can burn if not.

Extinguishing a camp fire

- Using a sturdy long stick spread the ashes to begin the process of putting the fire out
- Using the emergency water gently pour over all the remains of the fire.
- REMEMBER THAT THE WOOD WILL HOLD THE HEAT FOR QUITE A WHILE.
- Using the stick turn the ashes and soil together making sure the fire is out.

Temporary fire site

- Remove all charred wood from the site
- Integrate the ashes into the soil and combine with leaf litter to disguise.
- In the event of a fire that cannot be put out quickly and safely by the Forest School Leaders, blow repeated long whistles to alert the group.
- Gather everyone together, conduct a head count and evacuate area to a safe location – Each site will have a different meeting point in case of fire and this will be recorded in the Benefit and Risk Assessment Document.
- If the site is located at a school alert SMT and instruct one person to call the fire brigade and give directions to the site
- Ask a second person to telephone the emergency numbers.
- Arrange for someone to stand at the entrance to the school to direct emergency services

FIRE STEEL (FLINT & STEEL) RISK ASSESSMENT

SAFE WORKING USE / POSITION:

- Long hair to be tied back before using tool
- Loose clothing (e.g. overlong sleeves) to be folded back
- Place tinder on non-flammable surface, or securely on top of fire stack if lighting fire directly
- Striking action should be away from the body and upwind of tinder to prevent burns from lighted tinder
- Only use tinder as approved by group leader



Type of Hazard	Likelihood of Occurrence	Hazard Severity	Risk Factor	Action to be taken to reduce risk	New Likelihood of Occurrence	New Hazard Severity	New Risk Factor
Spark injury sustained during transport	2	1	2	Fire steels to be kept in fire box until required for use	1	1	1
Discomfort arising from intrusion of physical space	2	2	4	Leaders and volunteers should leave children to create sparks on their own. Demonstration only.	1	2	2
Spark or burn injury during use	2	2	4	Place tinder on non-flammable surface, or securely on top of fire stack if lighting fire directly. Striking action should be away from the body and upwind of tinder to prevent burns from lighted tinder. Only use tinder as approved by group leader. For some children, it may be advised to: 1:1 trained person and child. Cotton wool on non-flammable surface. Tinder added to fire by trained person only. No children or other adults in fire circle	1	2	2
Cut or other injury from damaged tool	2	1	2	Group leader to assess working condition on a regular basis. Any damaged tool to be discarded	1	3	3
Burns sustained to clothing or hair during use	2	3	6	Long hair to be tied back before using tool. Loose clothing e.g. overlong sleeves to be folded back			

FIRE RISK/BENEFIT ASSESSMENT

Low Risk	Something which may result in minor damage or slight harm (i.e. scratch or bruise)
Medium Risk	Something which may result in a significant loss/damage or major injury (minor burns, which results in person being taken to hospital for treatment)
High Risk	Something which may result in extensive damage, multiple major injuries or death

TLC	1
1st Aid	2
Non Emergency	3
Emergency/Hospital	4
Death/multiple Ingury	5

CANOPY FOREST SCHOOL

Risk Assessment-Fire Circle

Description of site/Activity tools:

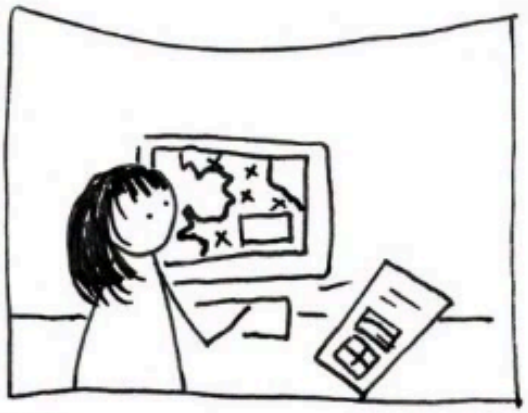
An overview of using a Fire Circle

	Hazard	Harm	People at risk	Potential Level of Risk	Existing prevention methods	Probability (P) (1-5)	Severity (S) (1-5)	Rating (PXS) (1-25)	Level of Risk after controls	New preventative measures	Who? When?	Benefits
1	Collecting firewood	Participants Slips, Trips, Falls, Cuts to individuals Lift/strain injuries	Children and adults Taking part in Forest School	Medium	Clear instructions Adult supervision	2	2	4	2	- Clear Instructions -Adult supervision, only collecting sticks off the ground not from trees	Forest School Leader Briefed clients	Hand-eye co-ordination, grand motor control, risk awareness confidence, self-esteem, fun
2	Laying and lighting the fire	burns	Children and adults Taking part in Forest School	Medium	Clear instructions Adult supervision	3	3/4	12	6	-Clear Instructions: Follow safe laying and lighting instructions -Adult supervision Always lay a fire in a designated fire area in the centre of our fire circle	Forest School Leader Briefed clients	Hand-eye co-ordination, grand motor control, risk awareness confidence, self-esteem, Group work, understanding fire triangle, fun
3	General fire safety	Burns Fire Spreading	Children and adults Taking part in Forest School	High	Clear instruction Adult supervision	3	4/5	12	6	-Clear Instructions to participants regarding behaviour around a fire -Adult supervision Fire Gloves to always be worn Fire Buckets containing water should be near the fire (preferably metal but plastic can be used)	Forest School Leader Briefed clients	Hand-eye, body awareness, motor control, risk awareness confidence, self-esteem. Group work, understanding fire triangle, fun
										injuries are burns from touching hot objects – have some water available / fire blanket		
4	Fire & heat	burning to skin & clothes	Children and adults Taking part in Forest School	High	Clear instruction Adult supervision	3	4/5	12	6	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 and dangers of fire prior to visiting the fire. First aiders and first aid box will be available. Fireproof gloves within easy reach.	Forest School Leader Briefed clients	Hand-eye, body awareness, motor control, risk awareness confidence, self-esteem. Group work, understanding fire triangle, fun
5	Fire out of control	as above and damage to area.	Children and adults Taking part in Forest School	High	Clear instruction Adult supervision	3	4/5	12	6	Fire will be in a soil pit surrounded by stones to prevent the fire escaping the area. Fire area will be away from buildings. 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 person who may be alight.	Forest School Leader Briefed clients	Hand-eye, body awareness, motor control, risk awareness confidence, self-esteem. Group work, understanding fire triangle, fun

6	Falls into fire	burning to skin & clothes	Children and adults Taking part in Forest School	High	Clear instruction Adult supervision	3	4/5	12	6	As above Children have a safety brief before entering the fire pit area. No walking between the seats and fire allowed. When cooking etc. everyone at fire should be on one knee to remain stable.	Forest School Leader Briefed clients	Hand-eye, body awareness, motor control, risk awareness confidence, self-esteem. Group work, understanding fire triangle, fun
7	Smoke	inhalation, irritation	Children and adults Taking part in Forest School	Medium	Clear instruction Adult supervision	3	3/4	6	4	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. Dry suitable wood used to prevent excess smoke. Use clear goggles if needed.	Forest School Leader Briefed clients	Hand-eye, body awareness, motor control, risk awareness confidence, self-esteem. Group work, understanding fire triangle, fun
8	Heat from hot embers.	burning to skin & clothes	Children and adults Taking part in Forest School	Medium	Clear instruction Adult supervision	3	3/4	9	4	When the fire activity is finished the embers will be dampened and cooled with water and spread out with a spade.	Forest School Leader Briefed clients	Hand-eye, body awareness, motor control, risk awareness confidence, self-esteem. Group work, understanding fire triangle, fun
9	Extinguishing a fire	Burning, smoke inhalation, damage to area	Children and adults Taking part in Forest School	Medium	Clear instruction Adult supervision	2	3/4	6	4	When the fire activity is finished the embers will be dampened and cooled with water and spread out with a spade. Fire will be in a soil pit surrounded by stones to prevent the fire escaping the area.	Forest School Leader Briefed clients	Hand-eye, body awareness, motor control, risk awareness confidence, self-esteem. Group work, understanding fire triangle. Fun
										Fire area will be away from buildings. 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 extinguisher and fire blanket will also be at the site. The site will not be left until it is sure that the fire has cooled and it is safe to leave unattended.		
10	Cooking on the fire	Burning, smoke inhalation, damage to area	Children and adults Taking part in Forest School	Medium	Clear instruction Adult supervision	2	3/4	6	4	Supervision of the fire, one adult to be always sat beside fire while alight or hot embers remain, to ensure children do not have unsupervised access. Children will be given rules and safety advice and dangers of fire prior to visiting the fire. Sit in fire circle and must use the exit and entrance routes if need to move walk clockwise outside of the fire circle. First aiders and first aid box will be available. Fireproof gloves within easy reach and used if cooking. Children will have 1-1 supervision if cooking next to the fire. Safe distance and long handled equipment.	Forest School Leader Briefed clients	Hand-eye, body awareness, motor control, risk awareness confidence, self-esteem. Group work, understanding fire triangle. Fun and community building

FOREST SCHOOL ASSOCIATION

When should I light a fire again?



Before planning activities involving fire, naked flames, stoves, cooking or other ignition sources, consider:

- **Check the current wildfire risk in your area**
- **Check national and local guidance or restrictions**
- **Follow your landowner's requirements**
- **Review and update your risk assessment**
- **Consider the surrounding environment—not only woodland**

- **Make sure you are operating within the terms of your insurance**
- **Postpone, adapt or replace the activity if the risk cannot be reduced to an acceptable level**



Please read the Forest School Association's full statement and follow the official guidance links in the caption.

PREPARING THE SITE FOR A FIRE

CANOPY FOREST SCHOOL

Before lighting a fire it is essential that you prepare the site appropriately. Ensuring that your area is well prepared is essential. Below are a collection of key questions to ask and think about:



The health and safety of the group.

The impact of the fire on the site.

Creating the ideal fire for the activity

Choosing a clear site

- No low overhanging branches
- Ground is clear of peat and rocks
- Which has a natural wind break
- Create a fire ring

Risk and Benefit assessments

- Know your group is ready for fire lighting activities
- Prepare all fire safety equipment

When we light a fire we are responsible for managing it, keeping it under control and extinguishing it.

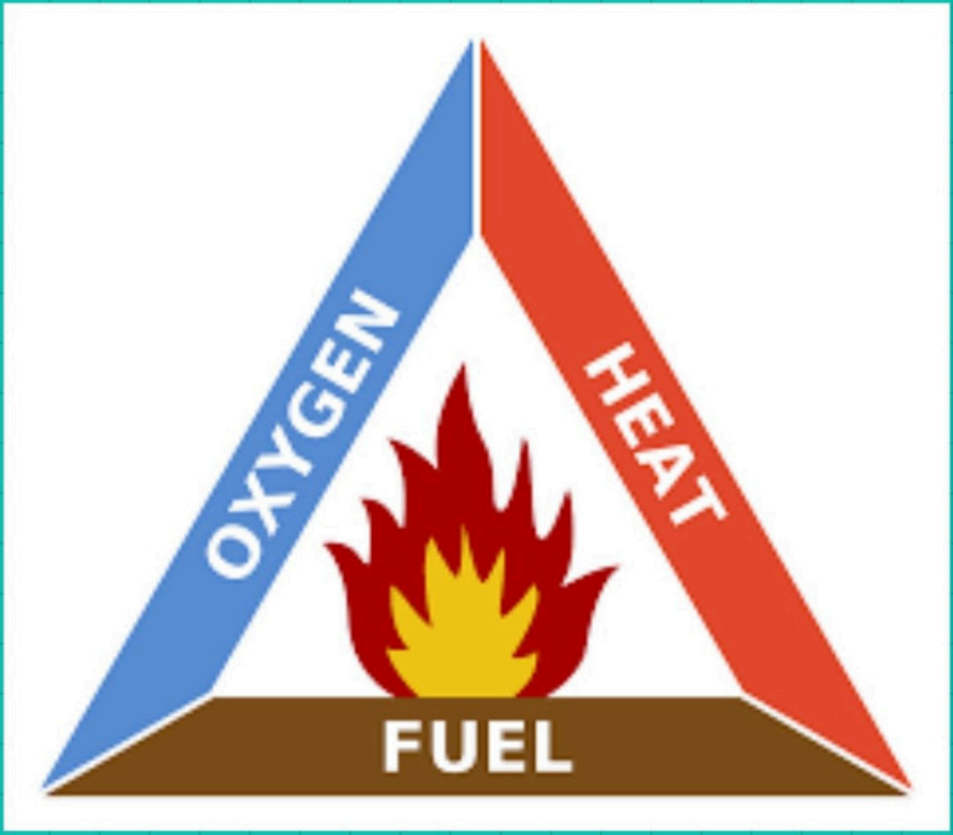
Fire Safety


CANOPY FOREST SCHOOL
OUR FIRE CIRCLE
Canopy Forest School
When we work around a fire it is important that we consider everybody's safety. We have to ensure that we move around and use the fire sensibly so that no one is put at risk. We have a number of rules to follow as we use our fire circle.
EMERGENCY EXIT
IN
OUT
Key Rules
• Only enter the circle through the 'IN' entrance.
• Move round the circle in an ant-clockwise direction.
• Take a seat on a log or stump around the edge.
• Only approach the fire with the permission of the leader.
• Only exit the fire circle through the OUT exit
• Walk to the Emergency Exit if there is an Emergency and it is your closest safe exit

CANOPY FOREST SCHOOL

THE FIRE TRIANGLE

Fire occurs whenever combustible fuel in the presence of oxygen at an extremely high temperature becomes gas. Flames are the visual indicator of the heated gas. Fire can also occur from lower-temperature sources. Over time, combustible materials such as smoldering embers can reach their ignition temperature.



The fire triangle is a simple way of understanding the elements of fire. The sides of the triangle represent the interdependent ingredients needed for fire: heat, fuel and oxygen.

CANOPY FOREST SCHOOL

FIRE SAFETY EVACUATION PLAN

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

At Canopy Forest School our FEEP, (fire emergency evacuation plan) outlines steps that detail the actions that should be taken by staff if there is an uncontrolled fire during a Forest School session .

Canopy Forest School Forest School accepts its responsibilities under the regulatory Reform (Fire Safety) Order 2005 (RRFSO). In support of this and following best practice, we will follow the management plan detailed below and where required, these procedures will also be used in the event of a bomb warning.

All members of staff should know our fire evacuation plan that contains clear instructions on the actions needed if there is a fire alarm or a fire. Understanding our roles within the plan is important and will ensure that the evacuation plan will be executed as designed and prevent the loss of life and property.

Fire Risk Assessments are always completed for each site that we work at in our "Benefit and Risk Assessment" documents. Fire Risk Assessments are reviewed periodically, but at least once a year and/or upon significant change.

Each site that we use for our Forest School is slightly different and will therefore have its own unique plan which again can be found in the "Benefit and Risk Assessment" document for each site. Staff working at each site will have copies of this document which can also be found on our website and a copy will be displayed on our health and safety board on each site. There are a number of procedures and routines that are common across each site and this plan will share those.

Each plan explains the required actions that staff members should take if there is a fire. Also, included in the evacuation plan is information on how calls for fire and rescue services will be arranged.

Evacuation Plan

- The Forest School leader taking the session will be the designated person who will call fire and rescue 999 and will give the site location. If the Forest School session is taking place in school grounds then the alarm will be raised within the school. A fully charged mobile phone will always be carried on site.
- Firefighting equipment is always placed in our fire circle whenever a fire is being lit this includes: a bucket of water, a red water fire extinguisher, a fire blanket
- The students will be alerted to a fire by 3 blows of a whistle (the whistle is only used in emergencies and each group will be aware of this). They will congregate away from the fire site.
- The PEEP (Personal Emergency Evacuation Plan) will then be followed and each location will have a personalised copy of this.
- The students will then immediately be walked to the designated assembly fire point by the Forest School assistant and this will vary for each site but if it is on a school ground then this will be at the school's designated assembly point. A register will be taken here.
- The register will be passed immediately to the Fire Warden or Health & Safety and Compliance Lead-Emma Clode. It is then the responsibility of the Warden or Health & Safety to ensure that this information is passed to the Fire and Emergency service as soon as they arrive.
- Our route to each assembly point will be regularly inspected by the Fire Marshals to ensure they are kept clear of obstructions and tripping hazards.
- For every Forest School group a list of students with additional needs will be available and these students will be taken by the hand when walking to the assembly point. A social script will be shared with these children to read during fire evacuation drills which always happen before any fire lighting is introduced to the sessions.
- Only after the site has been assessed by the fire brigade will students be allowed back to the Forest School site. Parents will be contacted if students need to be collected and taken off the site,
- Emma Clode is the Fire Warden/Marshal for Canopy Forest School.

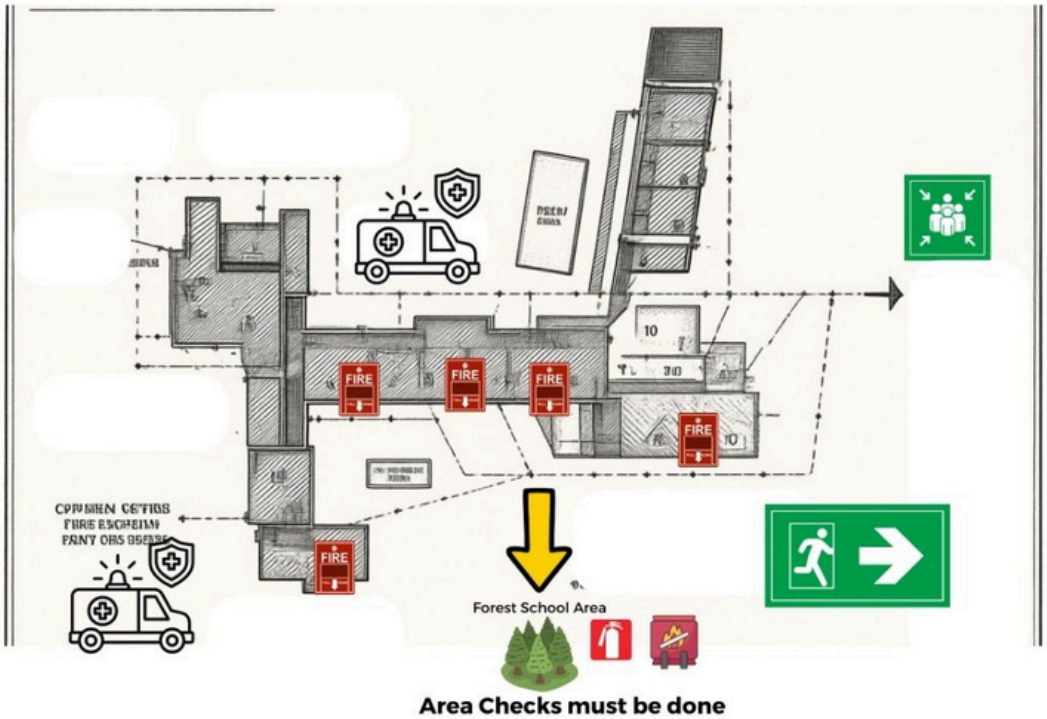
EMERGENCY SCRIPT

In the event of an emergency and the Emergency Services need to be called..

- **School Telephone number: 01962 881410**
- Emergency services are called using mobile phone.
- Call the emergency service/s that you require on 999 from a landline or 112 from a mobile.
- Give as much information about the patient and their location as possible:
- Kings Worthy Primary School, Winchester SO23 7QS,
- W3W: ///piglets.greet.declines
- Who has been injured?
- What their injuries are?
- If they have any medical conditions
- Where on the site the patient is W3W
- The directions to the site and the patient:
- Arrange for someone to stand on road side outside of the entrance to the site wearing a high visibility jacket
- If needed open the gates for the Ambulance or Fire Service to get through onto grounds.
- Don't hang up until you are told to do so by the call taker.
- Try to stay calm.
- Let a member of the senior management team know if you are working on a school site

Kings Worthy Primary School
Fire evacuation Plan

FOREST SCHOOL SITE



Area Checks must be done
Use other staff to move children out
Once finished report to fire marshal

SYMBOL KEY

- **Fire Extinguishers**
- **Exit Route**
- **Assembly Point**
- **Fire Blanket**
- **Manuel Pull station**

IF FIRE GETS OUT OF CONTROL

Remove: People from immediate danger
Leave: The fire area
Evacuate: through safe exit
Assist: Others to reach exit
Activate: A fire alarm in the school
Phone: 999 give address
Fight: Only if it is small and had training and alone

IF YOU HEAR A FIRE ALARM:

Evacuate: to the nearest safe exit
Close: doors/gates behind you
Assist: Persons needing assistance
Phone: 999 give address
Proceed: To assembly point clear of building and arriving emergency services
Do Not-Re-enter the area until all clear signal given

FIRE ALARM AT CANOPY FOREST SCHOOL

WHAT I NEED TO DO



If I hear the whistle bow. I must stop whatever I am doing



Then I must walk to the teacher blowing the whistle.



Then, I will line up for a head count



We will then quickly and quietly walk to our fire assembly point.



My teacher will then do another head count and phone the emergency services.



Well done.

CANOPY FOREST SCHOOL

FIRE SAFETY DRILLS AND RECORDS

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Canopy Forest School believes that the health and safety of young children is of paramount importance. We understand the importance of ensuring that systems are in place for checking that our Forest School area is a safe, healthy and secure place for our students and staff.

To ensure that all staff and students know what to do if an emergency took place particularly involving fire we ensure that we talk through our fire evacuation plan before we start lighting fires during our sessions. Please also see our Fire Evacuation Plan (p205) and Fire Policy (p194) for more details on our fire evacuation procedures (PEEP's plan). We also produce a social script for our students to follow.

Fire Drills take place once a term to ensure that practical arrangements can be managed. We assess and reflect on the procedures using an evaluation form that helps us understand how quickly we responded. Adjustments and alterations to our Fire Evacuation Plans are often made after these drills. This also allows the students to practice and learn the routines incase a real emergency was ever to happen.
Records are kept of our fire drills and fire training of all staff. We also like to co-ordinate with schools and take part in their whole school fire drills.

Fire Drill Log and Evaluation for next steps





Emergency Evacuation Practice Log

Date and time of drill:	
Child(ren) present:	
Adult(s) present:	Age of child(ren):
Exit door used:	Time taken to exit:
Issues which slowed exit:	Actions to be taken:
	Date action to be completed by:
Additional information:	

CANOPY FOREST SCHOOL

PERSONAL PROTECTIVE EQUIPMENT POLICY

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

When using tools and lighting fires, appropriate safety equipment must be used at all times. The equipment is discussed with the children and adults prior to any activity involving tools or fire.

- Safety Cutting Gloves/Cut Resistant Gloves must be worn when using cutting tools e.g. saws and knives, warn on the hand not gripping the tool. The Cut Resistant Gloves are graded to protect from accidental cuts.
- Fire Safety Equipment Fire gloves/ welders gloves must be worn when handling hot items from the fire, e.g. pans, hot logs etc.
- Fire Extinguishing Equipment: when working with fires there must always be a container of fresh cold water for emergency fire extinguishing and burn treatment.
- A fire blanket must always be available, and first aid kit must contain cling film and ice packs.



Cooking or Using Fire

- Fire Gloves
- Fire extinguishing equipment: Fire Blanket, fire extinguisher, bucket of water
- High visibility vest

Canopy Forest School

Fire Safety Equipment

Canopy Forest School



Fire Extinguishers

You may wish to have a commercial water fire extinguisher available for directing water..

Burns First Aid Kit

Can be helpful as often standard first aid kits do not contain dressings appropriate for using on burns.



Carefully thought needs to be taken about where safety equipment is positioned so you have easy access to it once the fire is lit. Ensure all volunteers are familiar with the use of specialist equipment (e.g. fire ex;nguishers and blankets) .

Canopy Forest School

Fire Safety Equipment

Canopy Forest School



Fire Gauntlets

These gloves allow the handling of hot materials for short periods of time. Ideal for use by practitioners whilst cooking on fires

Fire blanket

Fire Blankets are ideal for putting out fires if equipment or clothing catches fire. It can also be used for putting out fires depending in size.





Bucket of Water

A simple method for quickly extinguishing fires. However be careful during use, as steam will be created when initially used. Also ideal for dealing with minor burns, cold water can be poured from one container to another over the hand.

Personal Protective Clothing and Equipment

Personal Safety Equipment

Canopy Forest School

When using tools and lighting fires it is important to keep yourself safe. Appropriate safety equipment will always be supplied during Forest School sessions before starting an activity.

High Visability Vests



High visability vests are ideal for making learners more visable. The vests will also be used while children are using tools to let others know to stay away

Safety Gloves



Gloves are ideal for clearing areas with nettles and brambles. Gloves are also essential using cutting tools eg knives and saws. There are a variety of gloves used in Forest School including:

- Gardening Gloves
- Close fitting gloves
- Cut resistant gloves
- Fire gloves

Safety Goggles



Safety goggles are often used when using tools especially wood can splinter.

First Aid Kits



- Vinyl / non-latex gloves
- Bandages, Triangular bandages
- Plasters
- Wound dressings
- Eye pads
- Saline wash
- Safety pins
- Individually wrapped adhesive dressings.
- Tuff cut scissors
- Individually wrapped anti-bacteria moist wipes
- Face shield
- Instant ice packs
- Burns kit

Fire Safety Equipment



Fire gloves are ideal when handling hot items from the fire e.g. plans, hot logs etc.
Fire safety equipment when working with fires it is essential to have a method for extinguishing a fire, especially during an emergency. Fire safety equipment includes:

- A fire blanket
- A fire extinguisher
- A bucket full of water

Burns Kit



- 1 x Bandage used to hold dressings in place
- 1 x Burnshield 10cm x 10cm – apply directly onto the burn
- 2 x Burnshield Blotts – sachets of liquid to pour directly onto the burn.
- 2 x Eyewash/Wound wash pods – cleans cuts and grazes and can also be used to rinse dirt from eyes
- 1 pair of gloves
- 1 x roll of Microporous tape – holds bandages in place

Whistle and Torches



Torches and whistles are useful for letting people know where you are and alerting others of an emergency.

-Canopy Forest School: Emma Clode 2020