

## Site Risk Assessment

### Emergency Telephone Numbers

Overleigh St Mary's CofE Primary School:  
**01224 267525**

FSL Karen Hoekstra:  
**0789 240 8367**

### Location of Site

#### List of Directions to site:

*You can either follow the path to the right of the school past the Nursery and Reception classes or follow the path to the left of the school past the main hall. You follow the path all the way to the back of the school until you reach the playground. The Forest School is on the grass field.*

**Nearest Post Code:** CH4 7HS

**Grid Reference for Air Ambulance:** SJ 40554 64930

**What3Words:** tidy.homes.assure



<b>Activity</b>	Forest School	<b>Date</b>	Summer Term 2 - 2024	
<b>Location</b>	The Forest School area is located at the back of the school on the school playing fields	<b>School / Visiting Group</b>	Children of Overleigh St Mary's CofE Primary School	
<b>Responsible staff</b>	Karen Hoekstra, FSL/TA	<b>Possible Visitors to site</b>	Teachers, TA's, Admin staff, Caretakers, Contractors	
<b>Risk Assessment written by Position Signature</b>	Karen Hoekstra Teaching Assistant	<b>Risk Assessment Checked/Approved by</b>		
<b>Location of nearest Defibrillator and Code (if known)</b>	Inside the school building			
<b>Person (s) responsible on site for 1<sup>st</sup> Aid. School staff First Aiders</b>	<b>Cert. type</b>	Emergency First Aid at Work	<b>Date of Cert.</b>	02/09/2022

## Generic Site Risk Assessment

The Hazard	Who could be harmed?	How could they be harmed?	Level of risk (with no control measures in place) <i>High</i> <i>Medium</i> <i>Low</i>	Control	Who will carry out control measure and when (before or during activity)?	Level of risk (with control measures in place) <i>High</i> <i>Medium</i> <i>Low</i>
<b>Medical and Additional Needs</b>	Children/adults with medical or additional needs	This will vary and is dependent on the type of need of the individual.	High	FSL is aware of any medical and/or additional needs of all children/adults. Parents of children have informed FSL of any medical needs prior to sessions. FSL will take out any necessary medicines to site. FSL will put any additional support in place for those who require it.	FSL (before) FSL and those involved (during)	Low
<b>Wind (Falling trees/branches)</b>	Everyone	Struck by falling wood, cuts and grazes, bumps, bruises, fractures, crush injuries.	High	We do not enter the FS site in high winds on discretion of the FSL. The session will be cancelled if deemed too dangerous. FSL to check weather forecast prior to session. FSL to check for any damage caused by wind.	FSL (before and/or during)	Low
<b>Weather</b>	Everyone	Hypothermia, frostbite, dehydrations, heat exhaustion, heat stroke.	Medium	Ensure everyone wears appropriate clothing. Hot drinks and fire available in cold weather situations. Cold drinks and shaded areas in hot weather situations.	FSL (before) All (during)	Low

The Hazard	Who could be harmed?	How could they be harmed?	Level of risk (with no control measures in place) High Medium Low	Control	Who will carry out control measure and when (before or during activity)?	Level of risk (with control measures in place) High Medium Low
Site Access	Children	Go missing	Medium	Check with school if any visitors are expected on site. Raise awareness with the children regarding stranger danger, the importance of staying within the FS area and not walking away without informing FSL.	FSL (before) FSL and other staff (during)	Low
Fungi/Berries	Everyone	Poisoning	Medium	Point out hazards. Discuss need to not touch. Hand washing facilities on site.	FSL (before) All (during)	Low
Dead animals and animal faeces	Everyone	Infections	Medium	Point out hazards. Discuss need to not touch. Remove safely prior to session if necessary. Hand washing facilities on site.	FSL (before) All (during)	Low
Stumps/Branches/Roots/etc. (ground level)	Everyone	Tripping, cuts and grazes, sprains and fractures.	Low	All who attend follow our FS rules, i.e., no running. Point out trip hazards and mark or remove if necessary.	FSL (before) All (during)	Low
Low hanging branches	Everyone	Scratches, bumps, cuts, bruises, eye-injuries.	Low	Point out possible hazards, mark or remove if necessary. Encourage careful movement around site.	FSL (before) All (during)	Low

The Hazard	Who could be harmed?	How could they be harmed?	Level of risk (with no control measures in place) High Medium Low	Control	Who will carry out control measure and when (before or during activity)?	Level of risk (with control measures in place) High Medium Low
<b>Insect bites and stings</b>	Everyone	Stings and bites.	Low	Discuss risk and appropriate behaviour around insects.	All (during)	Low
<b>Brambles/Nettles/ Thistles</b>	Everyone	Stings and scratches.	Low	Point out hazards. Discuss need to not touch. Cut back if necessary.	FSL (before) All (during)	Low
<b>Litter</b>	Everyone	Cuts and infections.	Low	Remove prior to session	FSL (before)	Low
<b>Dens and other standing structures</b>	Everyone	Trips, bumps, bruises, rope burn, strangulation.	Low	Check stability of structures prior to and/or during session. Mark guide ropes or use brightly coloured ropes. Discuss safety around dens with children.	FSL (before) All (during)	Low
<b>Fire circle</b>	Everyone	Trips, bumps and bruises.	Low	All who attend follow our FS rules, i.e., walk around the fire circle.	All (during)	Low

**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, i.e. 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 or major injuries or death.

## Activity Risk/Benefit Assessment

<b>Which activity is this assessment for?</b>		<b>Lighting the fire, sitting around the fire and cooking on the fire</b>				
<b>Consider the benefits to the children of allowing this activity to take place:</b>		Warmth – keep the children warm.				
		Place of calm – a place to gather, discuss and reflect.				
		Food preparations – prepare snacks and/or meals for the children.				
		New experiences – enjoying the warmth and beauty of the fire.				
<b>The Hazard</b>	<b>Who could be harmed?</b>	<b>How could they be harmed?</b>	<b>Level of risk (with no control measures in place)</b>	<b>Control</b>	<b>Who will carry out control measure and when (before or during activity)?</b>	<b>Level of risk (with control measures in place)</b>
<b>Fire</b>	Everyone	Burns	High	Prior to the session, the FSL makes sure seats are 1,5m away from the fire, the fire is cordoned off and the rain shelter is over 8ft above the fire. Children are aware of our FS and fire rules. A burns 1st aid kit, fire blanket and lidded water bucket are available. FSL wears appropriate clothing.	FSL (before) All (during)	Low
<b>Food preparation</b>	Everyone	Food poisoning, burns.	High	FSL has an up-to-date Food Hygiene Certificate. FSL makes sure food is cooked through and served at the right temperature. FSL and fire rules apply, e.g., don't eat food that comes straight from the fire, but wait for it to cool down.	FSL (before) All (during)	Low

## Activity Risk/Benefit Assessment

<b>Which activity is this assessment for?</b>		<b>Risky Play – Obstacle Courses</b>				
<b>Consider the benefits to the children of allowing this activity to take place:</b>		Opportunity for risky play – children can experience risky play situations.				
		Grove motor skill development – children practice their skills, i.e., jumping, climbing, balancing, etc.				
		Transporting – opportunity to move things around.				
		Safety – learning how to transport thing safely.				
<b>The Hazard</b>	<b>Who could be harmed?</b>	<b>How could they be harmed?</b>	<b>Level of risk (with no control measures in place)</b>	<b>Control</b>	<b>Who will carry out control measure and when (before or during activity)?</b>	<b>Level of risk (with control measures in place)</b>
<b>Obstacle Course</b>	Everyone	Tripping, cuts and grazes, sprains and fractures.	Low	All who attend follow our FS rules, i.e. no running. Everyone is aware of possible trip hazards. Children are aware of how to safely carry planks, tires, etc. Children are aware of the rules, e.g., only make obstacle courses in specific area.	All (during)	Low

## Activity Risk/Benefit Assessment

<b>Which activity is this assessment for?</b>		<b>Den building</b>				
<b>Consider the benefits to the children of allowing this activity to take place:</b>		New experiences – learning how to make/set up a den.				
		Shelter/Enclosure – a place to shelter from the weather or to hide away and relax.				
<b>The Hazard</b>	<b>Who could be harmed?</b>	<b>How could they be harmed?</b>	<b>Level of risk (with no control measures in place)</b>	<b>Control</b>	<b>Who will carry out control measure and when (before or during activity)?</b>	<b>Level of risk (with control measures in place)</b>
<b>Dens and other standing structures</b>	Everyone	Trips, bumps, bruises, rope burn, strangulation.	Low	Check stability of structures prior to and/or during session. Mark guide ropes or use brightly coloured ropes. Discuss safety around dens with children.	FSL (before) All (during)	Low
<b>Low hanging ropes</b>	Everyone	Trips, bumps, bruises, rope burn, strangulation.	Low	Tie ropes up high, if possible, mark guide ropes or use brightly coloured ropes.	All (during)	Low
<b>Pegs</b>	Everyone	Trips, falls, cuts and bruises.	Low	Make sure pegs are all the way in the ground and not poking out.	All (during)	Low
<b>Mallet</b>	Everyone	Bumps and bruises.	Low	Discuss proper tool use with children. Children are aware of the rules and use mallet under supervision.	All (during)	Low

## Activity Risk/Benefit Assessment

<b>Which activity is this assessment for?</b>		<b>Swaying pods / Hammock</b>				
<b>Consider the benefits to the children of allowing this activity to take place:</b>		Grove motor skill development – climbing in and out of the pods.				
		Shelter/Enclosure – opportunity for children to hide themselves away.				
		Rotation – opportunity for children to gently twist/swing around.				
<b>The Hazard</b>	<b>Who could be harmed?</b>	<b>How could they be harmed?</b>	<b>Level of risk (with no control measures in place)</b>	<b>Control</b>	<b>Who will carry out control measure and when (before or during activity)?</b>	<b>Level of risk (with control measures in place)</b>
<b>Swaying pods</b>	Everyone	Tripping, cuts and grazes, strangulation, impact injuries.	Low	FSL makes sure pods are hung up safely, and any low hanging ropes are marked or brightly coloured. Children are aware of the rules in and around the swaying pods.	FSL (before) All (during)	Low



## Activity Risk/Benefit Assessment

<b>Which activity is this assessment for?</b>		<b>Mud Kitchen</b>				
<b>Consider the benefits to the children of allowing this activity to take place:</b>		Messy play – opportunity for children to experience messy play.				
		Trajectory – opportunity for children to pour, mix and make potions.				
<b>The Hazard</b>	<b>Who could be harmed?</b>	<b>How could they be harmed?</b>	<b>Level of risk (with no control measures in place)</b>	<b>Control</b>	<b>Who will carry out control measure and when (before or during activity)?</b>	<b>Level of risk (with control measures in place)</b>
<b>Mud kitchen</b>	Everyone	Bumps, cuts and bruises, poisoning.	Low	FSL to make sure mud kitchen is placed in a safe space. Children are aware of the rules around the mud kitchen. Discuss with children to not eat or drink anything they make in the mud kitchen.	FSL (before) All (during)	Low

## Activity Risk/Benefit Assessment

<b>Which activity is this assessment for?</b>		<b>Collecting Natural Materials</b>				
<b>Consider the benefits to the children of allowing this activity to take place:</b>		Knowledge – finding out about flora in our woodland, using ID-cards, etc.				
		Trajectory – opportunity for children to pour, mix and make potions with found materials.				
<b>The Hazard</b>	<b>Who could be harmed?</b>	<b>How could they be harmed?</b>	<b>Level of risk (with no control measures in place)</b>	<b>Control</b>	<b>Who will carry out control measure and when (before or during activity)?</b>	<b>Level of risk (with control measures in place)</b>
<b>Fungi</b>  <b>Poisonous Flowers and Plants</b>  <b>Berries</b>	Everyone	Poisoning, skin irritation.	Medium	Point out hazards. Discuss need to not touch. FSL to remind children of no touch no taste policy of unfamiliar flora. FSL to remind children to only pick a limited number of common flowers if allowed by FSL first. Hand washing facilities on site.	FSL (before) All (during)	Low
<b>Faeces</b>	Everyone	Infections	Medium	Point out hazards. Discuss need to not touch. Remove safely prior to session if necessary. Hand washing facilities on site.	FSL (before) All (during)	Low

## Activity Risk/Benefit Assessment

<b>Which activity is this assessment for?</b>		<b>Rope and String</b>				
<b>Consider the benefits to the children of allowing this activity to take place:</b>		Knowledge – finding out about different knots and their uses.				
		Transporting – opportunity to move things around using ropes/string.				
		Safety – learning how to transport things safely.				
		Fine motor skill development – children practice their knot tying skills.				
<b>The Hazard</b>	<b>Who could be harmed?</b>	<b>How could they be harmed?</b>	<b>Level of risk (with no control measures in place)</b>	<b>Control</b>	<b>Who will carry out control measure and when (before or during activity)?</b>	<b>Level of risk (with control measures in place)</b>
<b>Rope and String</b>	Everyone	Trips, bumps, bruises, rope burn, strangulation.	Low	FSL to remind children that ropes and string can be used to connect and transport materials. They are not to be used to tie up other children or themselves! When using ropes for den building, we mark guide ropes or use brightly coloured ropes. We tie ropes up high if possible.	FSL (before) All (during)	Low
<b>Rope Swings</b>	Everyone	Bumps, cuts, bruises, breaks, impact injuries, rope burn, strangulation.	Medium	FSL to remind children that both the branch holding the swing and the branch to sit on must be strong enough to hold their weight. FSL to remind children to not put up their rope swing too close to the tree trunk. No pushing each other.	FSL (before) All (during)	Low

## Activity Risk/Benefit Assessment

<b>Which activity is this assessment for?</b>		<b>Tool Use - Mallet</b>				
<b>Consider the benefits to the children of allowing this activity to take place:</b>		New experiences – enjoying being able to use proper tools.				
		Safety – learning how to handle tools safely.				
		Motor skill development – children practice using a mallet/hammer.				
<b>The Hazard</b>	<b>Who could be harmed?</b>	<b>How could they be harmed?</b>	<b>Level of risk (with no control measures in place)</b>	<b>Control</b>	<b>Who will carry out control measure and when (before or during activity)?</b>	<b>Level of risk (with control measures in place)</b>
<b>Mallet/Hammer</b>	Everyone	Bumps and bruises.	Low	Discuss proper tool use with children. Children are aware of the rules and use mallet under supervision. PPE, such as safety gloves. NACHPUFM.	All (during)	Low

## Activity Risk/Benefit Assessment

<b>Which activity is this assessment for?</b>		<b>Tool Use – Spades and trowels</b>				
<b>Consider the benefits to the children of allowing this activity to take place:</b>		New experiences – enjoying being able to use proper tools.				
		Safety – learning how to handle tools safely.				
		Motor skill development – children practice using a spade or trowel.				
<b>The Hazard</b>	<b>Who could be harmed?</b>	<b>How could they be harmed?</b>	<b>Level of risk (with no control measures in place)</b>	<b>Control</b>	<b>Who will carry out control measure and when (before or during activity)?</b>	<b>Level of risk (with control measures in place)</b>
<b>Spades/Trowels</b>	Everyone	Cuts, bumps, bruises.	Low	Discuss proper tool use with children. Children are aware of the rules and use spades and trowels initially only under supervision. PPE, such as sturdy shoes or wellies. NACHPUFM.	All (during)	Low

## Activity Risk/Benefit Assessment

Which activity is this assessment for?		<b>Tool Use – Potatoe Peelers / Knives for whittling</b>				
Consider the benefits to the children of allowing this activity to take place:		New experiences – enjoying being able to use proper tools.				
		Safety – learning how to handle tools safely.				
		Motor skill development – children practice using potatoe peelers and knives for whittling.				
The Hazard	Who could be harmed?	How could they be harmed?	Level of risk (with no control measures in place)	Control	Who will carry out control measure and when (before or during activity)?	Level of risk (with control measures in place)
Potatoe peelers/Knives	Everyone	Cuts, penetration wounds, amputations.	High	Discuss proper tool use with children. Discuss safety position and blood bubble rules. Children are aware of the rules and use potatoe peelers and knives initially only under supervision. PPE, such as rigger gloves. NACHPUFM.	All (during)	Low

