

Moor House School & College

Forest School Handbook



A Working Document

Created Dec 2023

Updated April 2024

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Statement of Understanding.

This is a handbook that is frequently updated with relevant policies and procedures which ensure our Forest School programme is following good practice.

Below are staff members and volunteers who have read, understood and agreed to the current version:

<u>Name</u>	<u>Role</u>	<u>Date</u>	<u>Signature</u>
Alison M-Wright	Forest School Leader		
Helen Middleton	Head teacher		
Stephanie Williams	Deputy Head		
Dale Whitford	Estates Manager		
Chris Sharp	Bursar & Business Manager		

Location

Forest school will take place in a fully secure site in the grounds of Moor House School & College.

What is Forest School?

Forest School is an inspirational process that offers all learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment.

Forest School is a specialized learning approach that sits within and compliments the wider context of outdoor and woodland education.

The Principles of Forest School.

- 🌲 Forest School is a **long-term process of frequent regular sessions**, in a woodland or natural environment. The cycle of planning, observation, adaptation and review are integral elements.
- 🌲 FS takes place in a **woodland or natural environment** to support the development of a relationship between the learner and the natural world.
- 🌲 FS uses a range of learner-centred processes to create a community for being, development and learning.
- 🌲 FS aims to promote the **holistic** development of all those involved, fostering resilient, confident, independent and creative learners.
- 🌲 FS offers learners the opportunity to take **supported risks appropriate to the environment and to themselves**.
- 🌲 FS is run by **qualified Forest School practitioners** who continuously maintain and develop their professional practice.

The Benefits of Forest School.





















At Moor House School we pride ourselves on giving our students as many opportunities as we can to ensure that they achieve their learning potential. This includes Forest School.. There are so many benefits to spending time outside as well as covering many areas of development which encourages our students to become confident and independent members of society.

- 🌳 **Improved physical development** – the students are able to gain physical stamina by lifting, carrying, and digging. Fine and gross motor skills are developed further with activities such as fire lighting, using tools, and tying knots.
- 🌳 **Increased confidence and self esteem** – the students given the flexibility to make choices in the activities that they choose, they are given the freedom and time and space to learn at their own pace, giving them the ability to gain confidence, self esteem and encourage the perseverance that creates resilience.
- 🌳 **Improved language and communication** – being outside gives the students more opportunities to talk and communicate about what they are seeing, asking questions, negotiating, learning new words and what they mean.
- 🌳 **Improved social skills** – many of the activities at Forest school involve working together and sharing experiences, which gives the student opportunities to make friends, give each other encouragement and praise.
- 🌳 **Improved emotional well being** – reflection is an important part of each forest school session, this gives the group a chance to learn new vocabulary and understand how they feel.
- 🌳 **Understanding the World** – Learning about and developing respect for the natural environment. Having space and time to explore the outside area.
- 🌳 **Increased Knowledge and understanding** – being outside gives opportunity to develop and interest in natural surrounding and respect for the environment, and also time to increase knowledge and understanding of self outside on the classroom.

Weather and clothing

“There’s no such thing as bad weather, only unsuitable clothing.” — Alfred Wainwright

During our forest school sessions we try to ensure everyone is suitably dressed, so that they can be comfortable in whatever the weather. We have additional provision for hot or cold drinks, snacks and suitable shelter for the day.

Cold Weather Clothing	Warm Weather Clothing	Wet Weather Clothing
<ul style="list-style-type: none"> Jumper Coat Trousers Thick socks Walking boots or wellington boots Woolly hat Scarf Gloves Thermals	<ul style="list-style-type: none"> Long sleeved T-shirt Long trousers (leggings/jogging bottoms/jeans) Socks Trainers/walking boots Sun hat/cap Sun cream Insect repellent	<ul style="list-style-type: none"> Waterproof jacket Waterproof trousers Wellington boots/sturdy waterproof walking boots Spare socks

We go to forest school in all weathers. On Occasions where the weather is extreme we may find an area away from the forest school site to have our session. This may be on the school field, in the playground, the sports hall or in a classroom.

Extreme weather can include unexpected hot or cold weather, very wet or windy.

The weather forecast is checked before each session so we can plan and risk assess accordingly.

Guidelines for wind speeds

Beaufort Scale	Description and Wind Speeds Including Gusts	Land Signs	Comments
0-3	Calm to gentle breeze <1 – 10 knots 0 – 19 kph 0 – 12 mph	Light flags extended Leaves in constant gentle motion	Ideal conditions
4	Moderate breeze 11 – 16 knots 20-28 kph 12.1 – 17.9 mph	Most flags extend fully Small branches move Dust and loose paper may be raised	Generally fine for FS to continue
5	Fresh Breeze 17 – 21 knots 29 – 38 kph 18 – 23.6 mph	Small trees in leaf sway Tops of trees sway in noticeable motion.	OK to continue provided site has been thoroughly checked for dislodged branches and dead trees/branches but be prepared to move off site if wind increases
6	Strong Breeze 22 – 27 knots 38 – 49 kph 23.6 – 30.9 mph	Large Branches in motion Umbrellas used with difficulty	Alternative area away from forest school site for session such as school field, playground or sports hall
7	Near gale 28 – 33 knots 50 – 61 kph 31 – 38 mph	Whole trees in motion Inconvenience felt when walking against the wind.	Alternative area away from forest school site for session such as school field, playground or sports hall

Policies And Procedures



Forest School Behaviour Policy

This behaviour policy has been created to reflect the Forest School ethos in conjunction with the Moor House School Behaviour Policy and Procedures.

At Forest School we encourage positive behaviour by:

- 🌳 Creating 'ground rules' with the students input
- 🌳 Phrase positively e.g. 'put tools in bag after use' (not 'don't leave tools on the ground')
- 🌳 Modelling positive behaviour – e.g. kindness, listening, enthusiasm
- 🌳 Re-enforcing positive behaviour with specific praise e.g. 'it was kind of you to help him'
- 🌳 Being consistent and fair with limits/expectations
- 🌳 Remaining approachable so students feel comfortable to share concerns

We manage negative behaviour by:

- 🌳 Making it clear that it is the behaviour that is unwelcome, never the student
- 🌳 Considering whether the student has an unmet need that we can easily remedy e.g. is hungry, cold, or needs to go to the toilet
- 🌳 Reminding the student of our agreed ground rules and give them a chance to take a minute to reflect
- 🌳 If a negative behaviour is continued after these initial measures, removing the student from activities and a member of staff staying with the student for a 'time in' to reflect on the behaviour and work together to develop different coping strategies for next time (dependent on whether the student needs time to calm down).
- 🌳 Recurring problems will be addressed in partnership with the student's form tutor, who will inform the student's parents and a member of Senior Management. If a student persistently behaves in a dangerous manner and is at risk or harming themselves or another student, alternative provision will have to be found for them during forest school sessions.

Risk Management

Forest School actively develops children's awareness of risk as well as their confidence in managing risk. One of the first activities adults do at Forest School is to take students around the boundary of the site discussing together the things we need to be careful of, allowing all parties to share their perceptions of risk. As much of Forest School is student-led this method of risk management is continually developed. Initially as students explore and staff able to sensitively encourage consideration of the hazards, to facilitate opportunities for children to engage with and experience appropriate risk safely. As the children's confidence and ability to manage risk grows they are able to explore more independently and put into practice their own judgments.

Moor House School & College Forest School sessions will be informed by various risk assessments depending on the sessions and they include:

- 📌 General Risk Assessment including site, tools, fire & activities.
- 📌 Dynamic Risk Assessment
- 📌 Individual Children's Risk Assessment

Missing student policy

Please see MHS and C Missing student policy. Forest school will be considered and outdoor lesson for this policy.

Forest school takes place on school grounds in a secure area. There are 2 access points; the gate to the car park which is kept locked at all times, and the gate from the school field where students access the site. This gate is kept lock when the area is not in use. During sessions the gate will be closed but not locked. Students will inform a member of staff if they need to leave the site. If a student is not where they are expected to be a member of staff will radio ELT for assistance, and follow the MHS and C Missing Student policy.

Accident & Emergency Policy

The Forest School site has been checked and has direct access for emergency services from the car park via a locked gate.

A pre-check of the site will be made daily before each session starts. The below procedure with other key information is summarised onto the Onsite Key Information Cards. These will be readily available for all supporting staff. All staff and volunteers must be familiar with these Emergency Procedures before joining a session.

Accidents occurring at Forest School must be reported to Healthcare where information will be recorded using their existing systems. The Forest School leader has received First Aid at Work training as of December 2023.

Following an accident, the Forest School leader will review any relevant policies and procedures to check if the accident or incident highlights any current or potential issues with the current protocols.

In the case of an accident:

- 🔦 The Forest School leader will assess the situation and the extent of any injuries; they will also inform another member of staff so that there is both support staff and witnesses.
- 🔦 First aid can be administered by qualified first aiders at Forest School and reported to healthcare afterwards to be recorded, this should include the time of the incident.
- 🔦 If the Forest School leader requires additional assistance, they should radio Healthcare to let them know that they will be sending a student to them. Alternatively, they can radio Healthcare to ask them to come to the Forest School site.
- 🔦 If a child has burned themselves, submerge the burned area in tepid water (fire bucket) for an extended period of time and take them to Healthcare.

Emergency Services:

- 🔦 If emergency services are required, then the Forest School leader will ensure the immediate safety of the casualty and call healthcare, informing them that they are needed at Forest School and to bring their phone (from which they will call 999). If Healthcare are unavailable, radio reception.
- 🔦 A member of staff will be sent to meet the ambulance and bring the paramedics to the casualty.
- 🔦 The other children will be called back to base and accounted for. Another member of staff will take the other children away from the casualty or danger and keep them occupied and safe.
- 🔦 The Forest School leader and Healthcare will perform any necessary first aid on the casualty until the paramedics arrive.

- 🕒 If the casualty is taken to hospital, a member of school staff will accompany them. The casualty's parents will be informed of the incident and details will be recorded in school healthcare's Individual Student Daily Record Sheet detailing the following: name, date, time, reason for the visit, treatment/advice given. This is then signed by the staff member in attendance.

Fire Management

Forest School is an ideal way to introduce fires in a safe, controlled, managed and rewarding way. It should only be introduced when the Forest Leader is confident that the children can follow the fire safety procedures/rules. Learning where a fire can, or cannot, be lit, ensuring proper supervision, learning how to manage a small fire, how to extinguish it thoroughly and leave no trace are all important elements of the outdoor fire process.

Fires should only be considered an activity if there is a genuine purpose for it and this might include heating water, cooking and keeping warm!

Activities may include:

- Using a fire steel
- Small campfire
- Kelly kettles
- Charcoal making
- Small fire in a pot
- Large campfire for cooking activities

Risk Assessment Any fire activity should be risk assessed, this can be found in the Forest School Risk Assessment.

Choosing an appropriate site

- 🕒 The site for the fire should be away from low canopy branches as well as 10 feet away from trees and bushes.
- 🕒 Ideally the site should be on a level ground and leaf debris etc be cleared away.
- 🕒 Check for holes or tree roots in the ground that may present a trip hazard or risk of spreading the fire.
- 🕒 Check if the soil is peat and if so either use a fire bowl or construct a suitable fire pit with sand.
- 🕒 If winds are high consider wind direction when choosing the site for the fire.

Fire Safety Equipment

Before any fire activity can be undertaken it is essential that the following equipment is easily available and next to the fire site (not in the fire circle). The equipment consists of:

- 🔦 Fire blanket
- 🔦 Bucket of water
- 🔦 Heat resistant gloves



Introducing Fire Activities

Good practice is to introduce the children to the 3 or 5 "Ps" and the fire triangle.

The Ps consists of **P**ermission, **P**urpose, **P**ut it Out and possibly **P**atience and **P**ersistence.

Fire Circle

For a campfire, a fire circle should be established with the aim of preventing children's close access to the fire whilst having the ability to enjoy it. Fire areas are surrounded by seating logs at least 1.5 metres from the fire pit.

Children will be taught how to change seats by standing, stepping backwards over the log/stump and then walking around the outside of the seating area. They must never cross the inner area. The inner area will be clearly marked by the use of red rope. Several games and sessions might be needed before Leader is confident all children will do this. Children will be encouraged to use the phrase "Red Dragon" to remind each other of the rule to not enter the fire circle.

Fire Preparation

Children will be encouraged to collect fire wood – "If its snappy we are happy" and to sort dry stick (no longer than elbow to finger tips) into three piles outside the fire circle.

Fire Safety Rules

- 🔦 Fire should always be supervised by an adult at all times.
- 🔦 When the fire is in use children are not permitted within the fire circle unless they are invited by the adult.
- 🔦 Advice on the appropriate way for dealing with smoke will be given to the children: they are advised to turn their bodies/heads to one side, placing their hand across the face, to close their eyes and count to 30 (or ask an adult/peer to count for them), or move to a different part of the fire circle.

Fire Lighting

- 🔦 Only adults are permitted to light fires, unless children are under the direct supervision of the Forest School Leader or suitable adult.
- 🔦 Fires are lit using cotton wool or other suitable natural material, Vaseline if needed and a fire steel.
- 🔦 No flammable liquids are to be used to light or accelerate fires.

- 🕒 No plastics are to be burnt.
- 🕒 If sessions involve children adding fuel to the fire, this must be done with one to one adult supervision.
- 🕒 Sticks/wood must be placed, not thrown, from the side of the fire. The hand should never go over the fire.

Using the Fire

- 🕒 Long hair, scarves or any items of clothing dangling should be secured away.
- 🕒 When an adult or a child is using the fire they should adopt the "Respect" position with one knee down and the other up to allow rapid exit from the fire.
- 🕒 The number of children accessing the fire should be limited to prevent pushing or tripping.
- 🕒 Once fire activity is over (i.e. cooking marshmallows) the children should leave the fire circle.

Extinguishing

- 🕒 All fires must be extinguished at the end of a session.
- 🕒 Water should always be to hand during campfire sessions.
- 🕒 Whenever possible, all fuels should be burnt off to ash.
- 🕒 At the end of the session, the fire must be doused down with water and stirred until all smoke and steam has ceased.
- 🕒 Feeling " for the heat should be used to ensure no heat is present if so douse with more water.
- 🕒 All traces of the fire should be removed and leaves etc used to cover fire site.

Using a Fire Steel

Children can practice using fire steels and most of the above applies with the addition consideration given:

- 🕒 Practice striking a fire steel down away from themselves and others
- 🕒 Practice it onto fluffed up bud of cotton
- 🕒 When lit children are responsible for that mini fire until it has burnt out

Storm (Kelly) kettles

- 🕒 Only adults are to light the fire in the fire pan unless children are under the direct supervision of the Forest School Leader or suitable adult
- 🕒 The storm kettle must be placed on flat, clear ground or paving slab
- 🕒 Children must be seated at least 1.5 metres away from the storm kettle.
- 🕒 Children can feed the fire with one to one supervision but they must have been shown how to do so safely. (stick held at the end and dropped in from the side; hand should never be placed over the top of the kettle)
- 🕒 Fuel should burn itself out, but if it doesn't it must be extinguished with water
- 🕒 Storm kettles should never be boiled with the cork in

- 🕒 Kettles should only be removed from fire by an adult wearing fire safety gloves (hold each side of handle and lift off. Take care not to put hand above chimney of kettle or over spout)

Cooking including food hygiene Policy

Snack time and cooking on a fire is a regular feature of our Forest School sessions everything from having bread sticks, marshmallows to a full-blown cooked meal.

The Forest School Leader has completed an Annual Award in Food Hygiene & Safety for Schools and Workplaces online course as of December 2023.

Staff will apply food hygiene controls in line with Food Standards Agency guidance and good practice. This will include:

- 🕒 Food/ingredients will be stored at correct temperatures prior to the session and checked to ensure they are in-date and not subject to contamination by pests, mould etc. A cool box will be used to transport and store any ingredients requiring refrigeration prior to use at the Forest School site. Raw meat and fish should be stored cold separately from cooked meats, cereals, dairy products etc.
- 🕒 All cooking utensils, crockery etc. will be checked to ensure they are clean before use.
- 🕒 Preparation area set up to prevent physical contamination.
- 🕒 Use separate chopping boards & utensils in preparing vegetables, seafood and meat.
- 🕒 All hair will be tied back and loose clothing secured prior to cooking on a campfire.
- 🕒 Food must be cooked to a temperature at or above 70° C.
- 🕒 Prior to any eating of snacks or meals all participants required to wash their hands using the washing facilities set up.
- 🕒 All medical records must be checked to ensure that no food item or ingredient is given to a child or adult with an allergy to it.
- 🕒 Cooked food will not be re-heated.
- 🕒 Waste food will be disposed of promptly.

COSHH Policy

Control of Substances Hazardous to Health (COSHH)

We have a duty under the Control of Substances Hazardous to Health Regulations 2002 to prevent staff and students at Forest School sessions from coming into contact with substances hazardous to health. Below is only the policy relating to Forest School.

Material and Substances

It is policy to, wherever possible; avoid the use of substances that have the risk of being hazardous to health. Staff who use these chemicals and materials have the duty of care to make themselves aware of the potential hazard, contradictions and treatments.

Control Measures

We have conducted a risk assessment in relation to all substances used on our FS sessions and concluded that no substance presents a high risk.

1. The majority of substances used within the sessions are of domestic standard for household use and therefore do not present any threat to health and are safe to use;
2. Staff have put general hygiene measures in place, together with the provision of personal protective equipment (PPE) to further ensure the safety of employees;
3. All substances are correctly stored in clearly labeled containers;
4. When used on sites cleaning substances are safely stored away from the children;
5. Adequate washing facilities are available at the FS sessions;
6. All waste products, including medical waste is disposed of safely in accordance with statutory regulations and done in a way to minimise the ecological impact.

Manual Handling Policy

The purpose of this policy is to introduce procedures and provide training designed to ensure that staff apply an ergonomic approach whilst carrying out tasks and operations that involve manual handling, in order to prevent injury.

Responsibilities of Staff:

- 🕒 Read risk assessments prior to attending sessions;
- 🕒 Follow safe tool usage guidance to ensure proper use of equipment provided;
- 🕒 Co-operate with Senior Management Team and Maintenance team on health and safety matters;
- 🕒 Inform Senior Management Team if they identify hazardous handling activities;
- 🕒 Take care to ensure that their activities do not put others at risk.

Common Tasks and Operations involving Manual Handling Operations include:

- 🕒 Helping a student up or down from somewhere
- 🕒 Lifting and moving equipment or natural items, e.g. tree trunk.
- 🕒 Maintenance and setting up of the site

When lifting an object off the ground, employees should assume a squatting position, keeping the back straight. The load should be lifted by straightening the knees, not the back. Staff should not attempt to lift or move a load which is too heavy to manage comfortably. They should ask for assistance if there is any danger of strain. Lifting and moving of heavy objects should be done by mechanical devices rather than manual handling wherever reasonably practicable. The equipment used should be appropriate for the task at hand. The load to be lifted or moved must be inspected for sharp edges and wet patches. The route over which the load is to be lifted should be inspected to ensure it is free of obstructions.

Environmental Policy

This policy includes:

Our aim that all our students and staff respect our forest school area and are all encouraged to help think about ways we can help sustain it.

We aim to use products that are less harmful to the environment for example natural paints instead of manmade paint. We aim to reduce our waste and recycle and compost where possible. We hope that this demonstrates a respect for the wider environment.

Activities such as having fires will follow practices that minimize the impact on the environment, being mindful of the local wildlife and what is being burnt.

 Ecological Impact


























 Woodland Management

Ecological impact: Score 1 = low 5 = High

	Wildlife	Birdlife	Soil	Ground layer (fungi and small plants)	Field layer (nettles and bramble height)	Shrub Layer (coppice species and small trees)	Canopy Layer (tall trees)
People trampling	1	1	3	3	2	1	1
Fire on the ground	1	1	2	2	2	1	1
Removing dead wood	3	3	3	3	3	2	3
Use of dead wood on site	4	4	4	4	3	2	2
Cutting live wood	2	2	1	1	1	1	2
Using trees and shrubs for support	3	2	1	1	1	2	2
Bringing dead organic materials onsite	3	3	3	3	3	1	1
Collection of live herbaceous material	4	4	2	2	2	1	1
Mini-beast hunts	4	4	4	4	3	1	1
Bringing non organic materials onsite	4	4	4	4	4	4	4

Digging holes	3	2	3	4	2	3	3
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Woodland Management Plan

Factors having an impact (activities, resources, access)	Level of Impact (low, medium, high)	Affect on Woodland	Management Plan
People Trampling	Medium	<ul style="list-style-type: none">  Soil compacted, eroded.  Ground layer restricted growth which will impact on other woodland areas. 	<ul style="list-style-type: none">  Keep to pathways as much as possible.  Use woodchip in wet months to help prevent erosion.
Fire on the Ground	Medium	<ul style="list-style-type: none">  Use of deadwood.  Soil compacts around the fire.  Damage to tree roots, ground layer and shrub layer.  Impact of wildlife. 	<ul style="list-style-type: none">  Minimize use of deadwood from site.  Import wood for use on fire.  Use dedicated area for fire to limit impact on the wider woodland,
Removing and using dead wood	Medium	<ul style="list-style-type: none">  Removal of habitats for insects and small mammals  Nutrients prevented from regenerating the soils through composition. 	<ul style="list-style-type: none">  Minimize removal of deadwood from site.  Plant trees and plants to increase site diversity.  Import deadwood from reliable researched local places.  Create special areas of deadwood for habitats.
Cutting live wood	High	<ul style="list-style-type: none">  Removal of habitats.  Small mammals impacted because they use trees to travel though the woodland. 	<ul style="list-style-type: none">  Plant trees to increase diversity  Minimize use of live wood.
Using trees and shrubs for support	Medium	<ul style="list-style-type: none">  Damage to tree if not able to support weight.  Erosion of bark. 	<ul style="list-style-type: none">  Make sure tree is able to support weight.  Check for signs of wildlife.

		<ul style="list-style-type: none"> 🕒 Tying rope/string can strangle tree if left in place for long periods of time. 🕒 Disruption of habitats. 	<ul style="list-style-type: none"> 🕒 Don't leave rope/string tied to tree or branches.
Bringing dead organic materials onsite	Medium	<ul style="list-style-type: none"> 🕒 Introducing foreign materials to woodland. 🕒 Risk of bringing disease into woodland. 	<ul style="list-style-type: none"> 🕒 Source from reliable checked areas. 🕒 Check on species that are coming in.
Collection of live herbaceous material	Medium	<ul style="list-style-type: none"> 🕒 Corruption of ecosystem prevents pollination and self-seeding. 🕒 Damage to habitats. 🕒 Disruption to wildlife food sources. 	<ul style="list-style-type: none"> 🕒 Limit amount of usage. 🕒 Plant seeds of herbaceous plants to encourage diversity and growth.
Mini-beast hunts	Medium	<ul style="list-style-type: none"> 🕒 Disruption of habitats. 🕒 Species becoming extinct from site. 🕒 Diverse effect on other wildlife. 	<ul style="list-style-type: none"> 🕒 Create habitat areas – deadwood, leaf piles, compost bins etc. 🕒 Encourage hunters to look at mini-beasts in habitat rather than removing them.
Bringing non organic materials onsite	High	<ul style="list-style-type: none"> 🕒 Introducing foreign materials to woodland. 🕒 Risk of disease and poisoning wildlife. 🕒 Pollution. 🕒 Cause injury to wildlife. 	<ul style="list-style-type: none"> 🕒 Limit bringing foreign materials to woodland. 🕒 Use natural paints, soaps etc 🕒 Closely monitor and assess site regularly clearing away non-organic materials.
Digging holes	Medium	<ul style="list-style-type: none"> 🕒 Damage to habitats. 🕒 Damage to tree roots. 	<ul style="list-style-type: none"> 🕒 Discourage digging very deep holes. 🕒 Encourage digging for a purpose.

Summary of 4 year Plan – ongoing

Year 1 – 2022 – 2023

- 🌳 Coppice low value trees.√
- 🌳 Create dead hedge.√
- 🌳 Plant wildflowers and trees on site to create biodiversity.√
- 🌳 Create path and boundaries to protect areas.√
- 🌳 Establish dedicated fire circle area and purchase shelter.√
- 🌳 Import deadwood and sticks √ - ongoing
- 🌳 Encourage range of grasses, herbs and shrubs.√ - ongoing
- 🌳 Create mini beast areas. √ - ongoing
- 🌳 Create bucket ponds. √

Year 2 – 2023 -2024

- 🌳 Import deadwood and sticks √ - ongoing
- 🌳 Encourage range of grasses, herbs and shrubs.√ - ongoing
- 🌳 Create mini beast areas. √ - ongoing
- 🌳 Plant trees onsite to increase diversity.√
- 🌳 Maintain paths and fire circle area.√
- 🌳 Maintain mini-beast areas.√

Year 3 – 2024 -2025

- 🌳 Import deadwood and sticks
- 🌳 Encourage range of grasses, herbs and shrubs.
- 🌳 Create mini beast areas.
- 🌳 Maintain paths and fire circle area.
- 🌳 Maintain mini-beast areas.
- 🌳 Build compost bin.
- 🌳 Maintain pond area.
- 🌳 Create a herb garden

Year 4 – 2025 -2026

- 🌳 Maintain the growth of trees, shrubs and plants.
- 🌳 Maintain paths and fire circle area.
- 🌳 Maintain mini-beast areas.
- 🌳 Maintain pond area.
- 🌳 Maintain herb garden.

Tool Safety




General rules

- 🌳 Tools used with permission from FSL.
- 🌳 Tools used after briefing and modeling under supervision of suitable adult.
- 🌳 Safe working distances to be used at all times. Students to be made aware of personal space and not entering other's space when using tools.
- 🌳 Long hair to be tied back.
- 🌳 Guide book for each tool available to students and adults for guidance in using tools safely. Supervising adults to read before guiding students.
- 🌳 Only Adults that feel comfortable with using tools will supervise students.
- 🌳 Tools stored safely and well maintained. Sharp tools will be kept in locked shed and removed by supervising staff.
- 🌳 Tools to be counted in and out at the beginning and end of sessions.
- 🌳 Gloves to be thick enough to protect hands sufficiently.
- 🌳 Have First aid kit to hand.
- 🌳 Ensure first aid trained staff onsite.

Rubber/Wooden Mallet On the safe side





Rubber/Wooden Mallet

	
Glove?	<ul style="list-style-type: none"> 🕒 No
Walk	<ul style="list-style-type: none"> 🕒 Walk, don't run.
Pass	<ul style="list-style-type: none"> 🕒 Pass with handle facing friend.
Placed	<ul style="list-style-type: none"> 🕒 In designated place
What for	<ul style="list-style-type: none"> 🕒 Splitting wood with bill hook or axe 🕒 Knocking stakes or pegs into the ground
How	<ul style="list-style-type: none"> 🕒 Safe swing, keep mallet movements short and contained in front of your body. (Adult to model safe swing) 🕒 When holding a peg or stake in position, hold near the floor away from the part you are hitting. Aim carefully and use mallet to hit peg several times slowly.
Maintenance	<ul style="list-style-type: none"> 🕒 Clean at end of session if excessively dirty. 🕒 Check for damage, dispose of if beyond repair.
Storage	<ul style="list-style-type: none"> 🕒 Store in mallet bucket in shed.


Bow Saw

On the safe side



	
Glove?	<ul style="list-style-type: none"> ✔ Yes. ✔ Glove on non sawing hand only.
Walk	<ul style="list-style-type: none"> ✔ Guard on. Held by top of saw. Saw held downwards to in line with leg.
Pass	<ul style="list-style-type: none"> ✔ Guard on. ✔ Pass blade facing downwards.
Placed	<ul style="list-style-type: none"> ✔ Guard on, in designated place.
What for	<ul style="list-style-type: none"> ✔ Cutting wood with a diameter bigger than a 2 pence piece.
Blades	
How	<ul style="list-style-type: none"> ✔ Either kneel in the respect position with legs away from the saw blade and the wood off the ground. ✔ Or Use a saw horse to support wood. Stand so the saw is drawn freely to the side of the body. ✔ Saw in writing hand. ✔ 3 starter cuts before beginning to saw. ✔ Students to receive 1:1 suitable adult support until confident to work independently.
Maintenance	<ul style="list-style-type: none"> ✔ Clean after each session. ✔ Ensure blade is guarded when not in use. ✔ Replace blade as and when needed.

Storage

•  Store in locked shed with blade cover on.

Bow Saw





Loppers

On the safe side



Loppers


Secateurs

	
Gloves?	<ul style="list-style-type: none"> No. Both hands needed for grip
Walk	<ul style="list-style-type: none"> Carry loppers closed, tucked under arm, holding lower handle, end pointing down. 
Pass	<ul style="list-style-type: none"> Pass handles towards friend, blades towards the floor.
Placed	<ul style="list-style-type: none"> When not cutting, blades closed in designated area.
What for	<ul style="list-style-type: none"> Cutting wood with a diameter up to about 4cm.
Blades	 <p>Bypass loppers – ideal for green wood blade</p>  <p>Anvil loppers – ideal for dry/dead wood blade</p>
How	<ul style="list-style-type: none"> Modelled by adult. Hold the handles at the ends when cutting. Keep parts of the body, especially fingers away from cutting zone. Bracing hand to be away from cutting zone. To be supervised by suitable adult.
Maintenance	<ul style="list-style-type: none"> Clean and dry blades after each session. Check for rust and sharpness on a regular basis. Sharpen/replace as necessary.
Storage	<ul style="list-style-type: none"> Store in locked shed.

On the safe side



Secateurs


	
Gloves?	<ul style="list-style-type: none"> ✔ Yes. ✔ Glove on hand holding wood steady. ✔ Tool hand no glove.
Walk	<ul style="list-style-type: none"> ✔ Keep blades closed. ✔ Carry at your side with hand on shaft.
Pass	<ul style="list-style-type: none"> ✔ Pass handles towards friend.
Placed	<ul style="list-style-type: none"> ✔ When not cutting, blades closed in tool box.
What for	<ul style="list-style-type: none"> ✔ To cut small twigs no bigger than 2cm diameter.
How	<ul style="list-style-type: none"> ✔ Modelled by adult. ✔ Hold the handles at the ends when cutting. ✔ Keep parts of the body, especially fingers away from cutting zone. ✔ To be supervised by suitable adult.
Maintenance	<ul style="list-style-type: none"> ✔ Clean and dry blades after each session. ✔ Check for rust and sharpness on a regular basis. ✔ Sharpen/replace as necessary.
Storage	<ul style="list-style-type: none"> ✔ Store in tool box. ✔ Store in locked shed.

Palm Drill

On the safe side




Palm Drill

	
Gloves?	<ul style="list-style-type: none">✔ Yes.✔ Glove on hand holding wood steady.✔ Tool hand no glove.
Walk	<ul style="list-style-type: none">✔ Walk, don't run.
Pass	<ul style="list-style-type: none">✔ Pass with handle facing friend.
Placed	<ul style="list-style-type: none">✔ In designated place.
What for	<ul style="list-style-type: none">✔ To make holes in wood.
How	<ul style="list-style-type: none">✔ Be aware drill bit is sharp.✔ Place wood for drilling on a hard surface.✔ Hold wood steady and press down firmly with drill and twist.✔ Reverse twist to remove drill.✔ Check progress to avoid drilling into surface underneath.
Maintenance	<ul style="list-style-type: none">✔ Clean and dry before putting away.✔ Check blades for rust regularly.✔ Replace when necessary.
Storage	<ul style="list-style-type: none">✔ Store in bag in locked shed.

Knives and Peelers On the Safe Side



Knives and Peelers

<p>Always use tools 2 arms length and a tool away from other people.</p>	
<p>Gloves?</p>	<ul style="list-style-type: none"> ✔ Yes ✔ Glove on non tool hand.
<p>Walk</p>	<ul style="list-style-type: none"> ✔ Walk, don't run. ✔ If using a knife, it should be clipped into sheath, and carried alike a bag on string over head and shoulder. (to be modelled by an adult/FSL). ✔ Peelers should be held by the handle. Blade pointing downwards.
<p>Pass</p>	<ul style="list-style-type: none"> ✔ Pass with handle facing friend.
<p>Placed</p>	<ul style="list-style-type: none"> ✔ When not in use, peelers should be place in locked box. ✔ Knives should be placed in sheaths, string wrapped around, placed in locked box.
<p>What for</p>	<ul style="list-style-type: none"> ✔ To whittle wood.
<p>How</p>	<ul style="list-style-type: none"> ✔ Be aware blades are sharp ✔ Whittle sitting down. ✔ Ensure area is safe before beginning. ✔ Elbows on knees, hold stick pointing downwards, between or beside legs. ✔ Whittle downwards away from body.
<p>Maintenance</p>	<ul style="list-style-type: none"> ✔ Clean and dry before putting away. ✔ Check blades for rust regularly. ✔ Replace/sharpen when necessary.
<p>Storage</p>	<ul style="list-style-type: none"> ✔ Store in locked box in locked shed.

Bill hook


















and

Axe

On the Safe Side



Bill hook or Axe

	
Gloves?	<ul style="list-style-type: none">  Yes  Glove on non tool hand.
Walk	<ul style="list-style-type: none">  Walk, don't run.  Guard on. Held by handle.  Blade facing down in line with Leg.
Pass	<ul style="list-style-type: none">  Guard on.  Pass by handle blade facing downwards
Placed	<ul style="list-style-type: none">  Guard on, in designated place.
What for	<ul style="list-style-type: none">  Splitting wood
How	<ul style="list-style-type: none">  Be aware blades are sharp  Ensure area is safe before beginning.  Visual Demonstration, depending on particular activity.
Maintenance	<ul style="list-style-type: none">  Clean and dry before putting away.  Check blades for rust regularly.  Replace/sharpen when necessary.
Storage	<ul style="list-style-type: none">  Store in tool box in locked shed.

Risk Assessment

Forest School

Risk Assessment Form – Moor House School & College 2023

PLEASE ENSURE GATE TO CAR PARK IS LOCKED AT THE BEGINNING OF THE SESSION.


All Accidents need to be recorded in the accident book in the healthcare office.

Assessed:	General risks			Date:	04.12.2023		
Site Location:	Moor House School & College	The Forest School site is located at the end of the school field. There is a student entrance at the end of the MUGA. This is padlocked when the site is not in use. The padlock number is known to Maintenance, the admin office and can be found in the Forest School files on the education drive. The keys to the shed and outside gate are kept with Maintenance, the admin office or Ali Wright. The emergency Access is from the school car park.					
Assessed by:	Ali Wright						
Signed:							
Type of Hazard:	Likelihood of occurrence	Hazard severity	Risk factor	Precautions Action taken to reduce the risk	New Likelihood of occurrence	Hazard severity	New Risk factor
General Emergency	1	5	5	Forest School Leader (FSL) and/or one other member of staff to have a radio for contact in an emergency. First aid trained staff are present. In case of a major injury, trained staff to radio for healthcare (ask them to bring their phone if emergency services may be required) and administer first aid whilst waiting. Other staff members to look after remaining students and move away from the incident. In case of fire, all staff and students to vacate the area and radio	1	5	5

				reception to call emergency services. Inform Senior Management and Maintenance immediately.			
Uneven ground – slips, trips and falls	3	2	6	Make participants aware of uneven ground. Particularly tree roots, holes, stones and logs. Ensure suitable footwear is worn. If accident occurs provide first aid as appropriate, take to healthcare if needed. Follow general emergency procedure if needed.	2	2	4
Drowning – deep water	3	5	15	Make students aware of the dangers of deep water. If hole fills up, cover with pallet. Ensure area is suitably staffed.	2	4	8
Lifting and handling	3	3	9	When lifting heavy equipment, staff and volunteers should bend at the knees to avoid damage to their backs. Heavy equipment should be carried by two or more people depending on the weight. If something is too heavy, speak to the maintenance team who may be able to assist. Students carrying sticks longer than their arms should drag it on the floor behind them.	1	3	3
General use of Tools and equipment. See specific tool guidance and safety.	2	3	6	Safe use of tools and equipment is demonstrated by FSL before any students or staff use them. Staff to read specific tool guidance before use. Appropriate PPE to be provided. If accident occurs provide first aid as appropriate, take to healthcare if needed. Follow general emergency procedure if needed.	1	3	3
Injury by whittled sticks	3	3	9	When students make sticks to a point they will remain in the forest school and be stored in the adult shed. If students wish to play with them we will discuss boundaries and how to do so safely and monitor. Staff will ensure that they do not endanger other students or themselves and ensure that they do not run with sharp objects.	1	3	3
Danger to self and others carrying tools around the site	2	2	4	Students and other staff to be shown how to carry tools around the site. See specific tool guidance for safe carrying instructions.	1	2	2
Use of spades/Digging tools	2	2	4	Use the ball of foot to push the spade into the ground. Do not try and move too much soil at	1	1	1

				once to avoid injuring back. When using trowels be mindful of fingers and other tool users nearby.			
Improper use of rope, unsafe knots, poor condition rope. Injuries – falls, rope burn, strangulation.	2	4	8	Students to be given safety talk before use. Rope not to be left hanging anywhere when not in use. Rope will not be tied around any part of the body or someone else. 18mm – 45mm Jute/hemp/polyester rope to be used for swings. Adults to monitor use of ropes. Students shown appropriate knots. Knots checked by adult. FSL to check condition of ropes regularly.	1	4	4
Attachment point of rope. Injuries – hit by falling branches/branch snapping and causing fall/swinging into trunk	2	3	6	Adults to monitor where students attach rope and assess whether it's safe. Students are encourage to take part in the dynamic RA process, checking for signs of dead/unhealthy limbs, as well as which size branches are appropriate to support weight, and type of tree species. Size of branch chosen according to use. Tree swings should be temporary to protect the health of the tree.	2	2	4
Falling from a tree	3	3	9	Tree health to be considered before climbing. Students encouraged to take part in dynamic RA as above. Safety talk before climbing – Students can climb as high as the can reach, should only climb on branches the thickness of the top of their legs. Conditions such as weather will also be taken into consideration. If a student gets stuck, verbal assistance will be given. If absolutely necessary further help will be requested.	1	3	3
Injuries relating to low branches. (poking in eyes, hitting on head)	3	3	9	Area assessed before use. Students made aware of low branches.	1	3	3
Blindfold games Injuries – slips trips and falls. Walking into objects.	2	3	6	Appropriate manner of moving through space without vision discussed before. Adult supervision.	1	4	4
Fire Burn Injuries	2	5	10	Fire safety talk given before any fires are lit. 1.5 metre safety circle around the fire. Fire equipment to be in place. See fire guidance and safety.	1	5	5

Fire spreading	2	5	10	Ensure fire is in a safe area. Use logs to create boundary. Ensure safety equipment is in place.	1	5	5
School Lockdown	1	5	5	For further detail please refer to school Lockdown & Intruder Procedure. As signaled via radio: <u>Perimeter Lockdown:</u> Staff remain calm. Move back indoors. Headcount and register. Await communication to enable movement outside of buildings. <u>Full Lockdown:</u> Staff to remain calm. Move back indoors to locations communicated. Secure windows and doors and pull blinds. Head count and register. Supervise and remain out of sight. Remain quiet and in safe area during lockdown procedure. Remain in lockdown until the all-clear has been given and normal situation resumes.	1	5	5
Cooking Allergy to food being cooked	2	5	10	Leader to obtain up to date allergy information prior to session, information to be used accordingly. Separate preparation and utensils to be used.	1	5	5
Hot food/drink burns Injuries - Burns	3	2	6	Food and drink allowed to cool before consumption. Count to 30 before consuming campfire marsh mellow. Students preparing food under adult supervision.	2	2	4
Cooking Injuries - food poisoning	2	5	10	<ul style="list-style-type: none"> 🕒 Hands washed before food prep. 🕒 Use clean utensils. Keep area clean. 🕒 Follow food hygiene rules. 🕒 Check food is cooked before consumption. 🕒 Perishables to be stored appropriately. 	1	5	5
Hot weather - heatstroke, sunburn, dehydration.	3	3	9	Shady areas provided, sun hats and sun screen to be used/available. Water to be provided along with regular breaks.	1	3	3
Cold/wet weather - hypothermia, slips and falls.	4	3	12	Ensure suitable clothing is worn to match the weather. In particularly wet/icy weather, a walk and talk with participants to highlight high risk areas.	1	3	3
High winds - falling branches	3	5	15	Follow safety protocol. Wind speeds 17 - 23 mph - site check for safety before session starts. Above 23 - relocate session.	1	5	5

Contact with insects/vegetation – allergic reaction, scratches and stings, poison due to ingestion.	2	4	8	Walk and talk with participants about plants on and offsite, discussing reactions etc. If contact is made with a plant that causes a reaction. Wash off, irrigate eyes with water and clean thoroughly if it does occur. Seek medical advice if needed. NO PICK, NO LICK policy.	1	4	4
Tick bites – Lyme’s disease	2	4	8	Advise students to wear long sleeves, long trousers, tuck trousers into socks. Advise students to check for ticks, if any found seek medical advice. Information sheet about ticks sent to parents before sessions commence.	1	4	4
A simple equation used as a basis:  Risk = Hazard Severity x Likelihood of Occurrence				Risk factors: 1-3 = low, improve where possible 4-9 = medium, improve as soon as possible 10+ = high, unacceptable, reduce risk before work carried out.			
The likelihood of occurrences should be assessed on a scale of 1-5: 1 Not Likely – An injury may occur less than once in a lifetime through this activity. 2 Possible – An injury may occur once in a working year (doing this activity everyday). 3 Occasional – An injury may occur two or three times in a working year (doing this activity everyday). 4 Common – An injury may occur more than 3 times in a working year (doing this activity everyday). 5 Likely – An injury is probably going to occur.				The hazard severity should be similarly be assessed on a scale of five: 1 Low – Minor injury to one individual. 2 Slight – Injury or disease capable of keeping one person off work for 3 days or more. 3 Moderate – or disease capable of keeping one person off work for 3 days or more. 4 High – Death to an individual. 5 Very High – Multiple deaths.			

Onsite Key Information card

AT START OF A SESSION FOREST SCHOOL LEADER TO:

- 🕒 Risk assess site before students arrive.
- 🕒 Check 2-3 staff are present and at least one has a radio.
- 🕒 Student head count/Register
- 🕒 Read individual risk assessments before students' arrival.

IN CASE OF LOCKDOWN IN LOCAL AREA

- 🕒 School to radio informing us that we should leave site and go to sports hall.
- 🕒 Staff to gather students quietly and leave site quickly and calmly.

IN THE CASE OF A MINOR INJURY:

- 🕒 Inform another member of staff. Qualified first aiders administer first aid. Record incident in accident book at Healthcare after session. If additional assistance is required, radio Healthcare to let them know that a student will be sent to them.

IN THE CASE OF A MINOR BURN:

- 🕒 If a child has burned themselves, submerge the burned area in tepid water (fire bucket) for an extended period of time and take them to Healthcare.

Fire

Ensure that you have the following outside the fire circle:

- 🕒 Fire blanket
- 🕒 Bucket of water
- 🕒 Heat resistant gloves

Ensure the fire is always supervised by an adult.

- 🕒 Students must walk around the outside of the tree stump seats.
- 🕒 If students are invited inside the fire circle, they kneel on one knee when next to the fire.
- 🕒 Limit numbers.
- 🕒 Fire to be doused with water to extinguish.
- 🕒 Check with hand that there is no heat remaining.

IN THE CASE OF A MAJOR INJURY:

- 🕒 As above and: Radio for SMT and Healthcare to ask them to come to the Forest School site.
- 🕒 Ask Healthcare to bring their phone (to call emergency services). If healthcare is unavailable, radio reception.
- 🕒 1 st staff member to move other students away.
- 🕒 2 nd staff member to stay with injured student.
- 🕒 3 rd staff member to meet emergency services at car park Forest School gate.
- 🕒 After incident, inform student's parents and update SMT.

Moor House school and college

Risk/Benefit - Assessment Bow Sawing

Assessed By: Ali Wright

Date Assessed: 02/01/2024

Experience/Activity	Benefits of Experience	Hazard & Risk	Risk Level	Control Measures	New Risk Level
Bow sawing with or without an adult	Gross Motor Skills Safety of self and others	Danger of Cuts During;			
	Risk management Hand eye coordination	Storage	Low	Blade guard on at all times, stored hung up in the locked shed.	Low
	Communication Understanding how tools work	Transport	Med	Guard on, walking with saw, held by top of saw. Tie guard on if necessary.	Low
	Team work Building confidence and self esteem Encouraging resilience	Use	Med	User will wear safety gloves Role model safe posture and positioning, body to side of blade with cutting arm in line with saw, held by 'D' handle. Childs bracing hand separated from blade by adult's bracing hand. Child's posture to be upright, 90 degrees from the knees. Wood resting on a trunk with v' cut to stop it moving, or use a saw horse. Older children may be able to use the saw in pairs, with the adult in the middle of the saw to take control if necessary. Ratio 1 adult 1 child for younger children. Ratio 1 adult to 2 children for older children.	Low

Moor House school and college

Risk/Benefit Assessment – Fire Starting/Kelly Kettle/Cooking Marshmallows and other food.

Assessed By: Ali Wright

Date Assessed: 02/01/2024

Experience/Activity	Benefits of Experience	Hazard & Risk	Risk Level	Control Measures	New Risk Level
				Before lighting a fire ensure you have a bucket of water, fire gloves, a fire blanket and appropriate first aid supplies.	
Fire Starting	Being able to light a fire and keep it going is one of the most fundamental life skills there is.	Sparks from Fire Steel	Low	Children to be kneeling upright, aiming sparks away from the body.	Low
Kelly Kettle	<p>There are numerous skills involved; Gross motor skills and observation skills gathering firewood and tinder Mathematical and fine motor skills for sorting the wood into groups of the same diameter.</p> <p>Understanding what burns easily – wet or dry, small or big.</p> <p>Understanding the science behind how the Swedish fire steel works.</p> <p>Understanding that heat rises.</p> <p>Communication. Teamwork.</p> <p>Independence.</p>	Tinder burning	Low	Tinder – cotton wool with/ out Vaseline to act as a wick or natural tinder's e.g. thistle and other downy finds all to be placed on a non-flammable surface and ignited with the fire steel.	Low
		Risk of burns/ scald from the fire and the hot Water from Kelly Kettle	Med	<p>Once burning the Forest School team will put them into the fire.</p> <p>Kelly Kettle base to be set up on level ground, clear all leaf litter away from the base. Line base with dry sticks to insulate the fire, gather dry dead sticks of various diameters and small sticks ready.</p> <p>Tinder to be placed in the base and ignited in situ. Once the tinder is a light, adult to add further kindling until alight.</p> <p>Fill Kelly Kettle to the required level with clean water and put on the base using the handle.</p> <p>Educate the children about heat rising and the safe way to add small sticks for the fire – drop in sideways.</p>	Low

Toasting Marshmallows	<p>Fire safety, correct methods of fire feeding and extinguishing.</p> <p>Emotional and spiritual development that the warmth of a fire brings to the individual.</p> <p>Understanding the effects of weather on fire building, lighting and maintenance.</p> <p>Empowerment to individual and group Building self-esteem and confidence.</p>			<p>Once the Kelly Kettle has boiled it should be removed from the base using handles has shown by an adult and placed on a flat surface.</p> <p>To pour, hold the chain in one hand and the handle in the other lift the Kelly Kettle by the handle and pull the chain to tip.</p>	
		Burns over fire base	Med	Use long, freshly harvested greenwood sticks, peel the bark to toast the marshmallows with to keep fingers as far as possible from the fire.	Low
			Burns from fire and hot food	Med	<p>Ensure children wear safety Gloves.</p> <p>Always have an adult present.</p> <p>Follow the rules of heat as with the Kelly Kettle.</p> <p>Ensure food is cool enough to eat.</p>
Cooking		Food poisoning	Low	<p>Leader has completed food hygiene training.</p> <p>Hands washed.</p> <p>Follow food safety policy</p>	low

Moor House school and college

Risk/Benefit Assessment- Knives and peelers

Assessed By: Ali Wright

Date Assessed: 02/01/2024

Experience/Activity	Benefits of Experience	Hazard & Risk	Risk Level	Control Measures	New Risk Level
Using a peeler or a knife to strip bark from greenwood	Gross & fine motor skills. Hand eye co-ordination. Confidence. Self esteem.	Risk of laceration, cuts and grazes during;			
	Safety of self and others. Risk management.	Transport	Med	Knives to be kept in their sheaths, clipped in properly in the tool box. Peelers to be kept in the box. Removed only with permission from FSL	Low
	Understanding tool use. Being creative. Emotional & spiritual development that whittling brings to the individual. Empowerment.	Use	Med	Peelers and knives to be passed to each other handle first, blade edge pointing up and away from the body saying 'here is a knife/ peeler' to ensure everyone knows what is happening. Children to learn about the blood bubble, keeping distance from each other. Model safe position and use. 1:1 ratio, children to be seated on a steady log, elbows on knees with the wood facing down, cutting down and away from the body	Low
		Afterwards	Med	Tools to be put away following the above guidelines. FSL to ensure the tools are kept sharp and clean.	Low

Moor House school and college
Risk/Benefit Assessment- Secateurs and Loppers

Assessed By: Ali Wright

Date Assessed: 02/01/2024

Experience/Activity	Benefits of Experience	Hazard & Risk	Risk Level	Control Measures	New Risk Level
Cutting sticks with loppers/ secateurs	Gross motor in holding and using them.	Cuts, severed appendages, lacerations during;			
	Communication in telling everyone they are using them. Communication in working where to cut. Understanding how they work. Maths how many cuts, angles of the branches coming off. Being creative. Increased confidence and self esteem.	Transport	Low	If carrying loppers around the site, one handle to be tucked into the armpit, other handle by elbow with the blades facing down. Walking. Secateurs to be carried in the locked position, held with the blades facing downwards.	Low

		Use	Low	<p>Demonstrate the proper use of the tool, blade uppermost to ensure visibility.</p> <p>Ensure children use the blood bubble.</p> <p>Loppers- Standing over the brush, feet wider than hip width for stability and to avoid cutting toes cut the desired wood.</p> <p>After use place in designated area.</p> <p>Secateurs, hold any brush at least a hands width from the intended cut line with a gloved hand, blade uppermost to see cut.</p>	Low
		Afterwards	Low	FSL to ensure tools are sharpened and maintained properly, a rusty blunt tool is far more likely to cause an accident.	Low

Moor House school and college

Risk/Benefit Assessment- Palm Drill

Assessed By: Ali Wright

Date Assessed: 02/01/2024

Experience/Activity	Benefits of Experience	Hazard & Risk	Risk Level	Control Measures	New Risk Level
<p>Making a hole in a slice of wood for a necklace, hanging hole, or any other use we can think of.</p> <p>Using a palm drill</p>	<p>Gross and fine motor skills. Hand eye co-ordination.</p>	<p>Risk of impalement, laceration;</p>		<p>Gloves to be worn on non tool hand</p>	
	<p>Confidence. Self esteem. Safety of self and others.</p>	<p>Transport</p>	<p>Med</p>	<p>Tools to be kept in the tool bag/box. FSL to remove them. Smaller tools ie. Palm drills, drill bits to be stored in the appropriate box. Carried bit pointed down when walking.</p>	<p>Low</p>
	<p>Risk management. Understanding tool use. Communication to work together.</p>	<p>Use</p>	<p>Med</p>	<p>Use a stable flat topped log as a workstation, use a gloved hand. Child to kneel upright at half arms length from the work piece. Model correct stance and tool use. With a palm drill the child must push and twist to drive the tool through the wood, keeping it upright. Bit and brace- the child may need help to hold the top pivot in position whilst turning the handle clockwise, driving the bit through the wood.</p>	<p>Low</p>
	<p>Teamwork.</p>	<p>Afterwards</p>	<p>Low</p>	<p>Place tools back into box in bag, FSL to keep clean and sharp. Clean them on return to base and ensure they are dry.</p>	<p>Low</p>

Certificates



Rem
Any
www.



**Training
Certificate**

This is to certify that
Alison Millington-Wright

has completed a course in

First aid at work
and has demonstrated competence in currently accepted first aid practice and in
accordance with the Health and Safety (First Aid) Regulations 1981
on **06 December 2023** at **Redhill**

Valid for three years from **06 December 2023**
This certificate is valid until **05 December 2026**

Delegate no. 7755939
Certificate no. 2300192819

Martin HB

Martin Houghton-Brown
Chief Executive

To check the validity of this certificate, please call 0344 770 4800

© St John Ambulance 2020 (27th June) Licence Number: ECHM4881 Certificate: 1077265A



Certificate of Employers' Liability Insurance (a)

(Where required by regulation 5 of the Employers' Liability (Compulsory Insurance) Regulations 1998 and amended by The Employers' Liability (Compulsory Insurance) (Amendment) Regulations 2008 (the Regulations), one or more copies of this certificate must be displayed at each place of business at which the policy holder employs persons covered by the policy. Alternatively, the policy holder is permitted to display this certificate in electronic form, provided each employee covered by the policy has reasonable access to it)

Policy Number UC CMK 5574075

- | | |
|--|-------------------------------|
| 1. Name of policy holder | Moor House School And College |
| 2. Date of commencement of insurance policy | 31st March 2023 |
| 3. Date of expiry of insurance policy | 30th March 2024 |

We hereby certify that subject to paragraph 2:-

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

Signed on behalf of Travelers
Insurance Company Limited
(Authorised Insurer)

Matthew Wilson
Chief Executive Officer

Notes

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

Travelers Insurance Company Limited
Registered in England 1034343
Registered office: One Creechurch Place, Creechurch Lane, London EC3A 5AF

EL Certificate (Excl Offshore) 01.16