



Braco Primary School Forest School Handbook



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1. Introduction & Ethos

The Braco Primary School & Nursery Forest School Handbook contains key information, policies and procedures relating to the running of our Forest School Sessions. It was created by Craig Torrens, Acting Headteacher and Forest School Lead, and was last reviewed in January 2025.

Ethos

Our aim is to provide rich, meaningful learning opportunities, which prepare our children with the skills required for lifelong learning and work.

Forest School is a unique educational experience, which provides learners with the opportunity to develop a wide range of skills and abilities.

Forest School is a child-centred, holistic approach to learning, that can develop children's health and wellbeing, confidence, social skills, self-esteem and nature-connectedness. Additionally, through a wide range of hands on activities and experiential learning, our children will also develop a range of practical skills and knowledge.

During Forest School session children engage in motivating and stimulating activities throughout the year and in almost all weathers. They will work with tools, play, learn boundaries of behaviour; both physical and social, grow in confidence, self-esteem and motivation whilst developing an understanding of the natural world.

Within the wider Scottish educational context, Forest School provides opportunities for children to be: successful learners, confident individuals, responsible citizens and effective contributors.

At Braco Primary School, it embodies our school's vision of 'Include, Inspire, Achieve'. It is also reflected in our school aims:

BBrains and bodies that are healthy.

Respectful, responsible and resilient attitudes.

Achievement for all.

Challenging and active learning experiences.

Opportunities for skills development.

This handbook was read and ratified by the Chair of Braco Primary School Parent Council in August 2024. The contents have been read and agreed upon and signed off by the Acting Headteacher.

Craig A Torrens.

Craig Torrens
Acting Headteacher

2. Suggested Activities

The activities that we undertake in Forest School are diverse and numerous, and will depend on the ability and experience of participants. Where possible, we will be responsive to the interests of the children and they will lead the direction of their learning.

Examples of Forest School activities include:

- Woodland management and nature exploration.
- Building dens and structures.
- Fires and cooking.
- Games and opportunities for imaginative play.
- Natural crafts.
- Using tools, such as knives, loppers and saws.
- Scavenger hunts.
- Risky play, such as climbing and rope play.
- Seasonal celebrations.
- Sensory activities.



3 . Environmental Policy & Environmental Impact Assessment

Braco Primary School has utilised an area of the Braco Castle Estate for our Forest School site for a number of years.

The site is located at the grid reference: 56.272990 N, 3.882670 W and its 'What Three Words' are waving.chap.oaks. The site sits between the paths known as 'The Snuff' and 'Castle Drive'.

To access the Forest School site, the school will use the Castle Drive. As there are no pavements on the Castle Drive, children are required to wear High Viz vests at all times when walking to the site.



As responsible woodland users, we are always trying to reduce the impact that our Forest School activities are having on the woodland environment. Our general approach to the Forest School site is that we 'take nothing but photos and leave nothing but footprints'.

A more detailed Site Stewardship Plan has been created to ensure minimal impact to the Forest School Site. Some of the key considerations to minimise our impact can be found in the grid below.



Activity	Impact	Mitigation
Walking, playing and completing activities at the Forest School site.	Soil Compaction results in the compression of the pores that transport water and air. This can impede root growth and can cause an oxygen deficiency. Soil compaction can lead to a severe decrease in yield.	Only one fire circle is used by the group. Forest School leader rotates the areas where activities are taking place.
Collecting Wood	Dead wood is important to the woodland ecology. It is a home a food source for many insects, micro-organisms and fungi. A lack of deadwood reduces the biodiversity of a woodland.	Limit the frequency of fires and evaluate the amount of dry, dead wood before having a fire. Reserve specific areas for dead wood conservation and animal habitat. When making larger fires, bring wood onto the site.
Fires	Changes in soil chemistry can lead to increases in PH levels, carbon and phosphorus etc. This can be harmful to some plants, while other essential nutrients may be depleted. Fire can scorch the earth and kill root systems. Fires can travel underground to roots even after they appear to be extinguished. Fires can disrupt wildlife.	Large fires will always take place in the fire circle. Kelly kettle spaces should be rotated to minimise the impact in one area. Where possible, the ash should be scattered. Ensure that all fires are extinguished fully before leaving the site. If needed, use a fire bowl to contain fire. Regularly evaluate the location of fires. Ensure that birds or other animals have not build nests in the nearby area.
Cooking	Food waste may attract animals to the site or increase the number of certain species, potentially causing	To prevent contamination, rubbish bags and tubs will be provided to ensure food/ rubbish disposal.

	changes to the biodiversity.	
Tree Climbing	Damage to trees.	Climbing will be limited to the trees and branches that can withstand this activity.
Collecting Natural Materials.	Damage to plants, fungi etc. Certain species of tree and plant are sensitive to losing their leaves or flowers. Moving of fungi, mosses and lichen will kill them.	Inform group about which types of plant are best to pick, if any. Ensure that leaves and flowers are taken from fallen parts, where possible. Ensure learners understand the impact of removing fungi, mosses etc. Use ratio of 1:20 when picking resources. Limit the frequency of this type of activity.
Toilet Use	Human waste entering waterways. Ammonia from urine can affect the chemical balance of the soil.	Designated toileting area will be at least 30m from a waterway. Same toilet area used for each visit. Where possible, children will be taken back to school before defecating. Use of a toilet tent, with camping toilet. Waste bagged securely and removed.
Hand washing	Soapy water can contaminate the soil and alter the chemical balance/ PH of the soil. This may kill off micro-organisms or plant roots.	Kiddiwash hand basins used for children washing hands. Soap is collected in a reservoir and disposed of when back at school. Hand sanitiser used as a back-up for handwashing.

4. Safeguarding Children, Confidentiality & Forest School

Every adult at Braco Primary School & Nursery has a responsibility in relation to child protection. The Child Protection Officers for our school are Mr Craig Torrens and Miss Amelia Conway.

Child Protection procedures are shared with all adults who work with our children, in line with Perth and Kinross Council's Safeguarding Children Policy and the Scottish Government's National Guidance for Child Protection (2021). Furthermore, our safeguarding procedures adhere to relevant legislation including the; Protection of Vulnerable Groups (Scotland) Act 2007, Children and Young People (Scotland) Act 2014, Children (Scotland) Act 1995 and United Nations Rights of the Child (UCRC).

All school staff assisting at Forest School are registered with the Protecting Vulnerable Groups Scheme. The Forest School Leader's PVG Membership has been included in the appendices (**Appendix 1**).

Many of the adults who volunteer are registered with the PVG Scheme, but this is not a requirement. Only staff members with current PVG membership will assist with personal care and toileting. Volunteers who are not members of the PVG Scheme will not be left with children unsupervised.

All adults assisting at Forest School are aware of Perth & Kinross Council's procedures concerning disclosures and reporting concerns. Any member of staff, or volunteer, who finds that a child is telling them something that concerns them should follow the course of action set out below:

- **Listen** to the child, but DO NOT ask any leading questions. Allow the pupil to lead the discussion but do not press for details.
- **Keep calm** and offer reassurance. Accept what the child says without challenge.
- **Make NO promises**. You cannot 'keep a secret'. You should make it clear that there are limits to confidentiality.
- **Inform** the Child Protection Officer (Mr Torrens or Miss Conway). They will advise you on the next steps.
- Keep an accurate, **written record** of the conversation including the date, time and place the conversation occurred in and the essence of what was said and done by whom. Keep the record secure and hand it to the CPO. Child Protection Officers can direct you to the appropriate forms for doing this.

Signs to Look for:

Perth and Kinross Council have issued the following guidance regarding the signs of child abuse.

7.

You may notice one, or a combination of the following; the child or young person may:

- have unexplained bruising or bruising in an unusual place;
- appear afraid, quiet or withdrawn;
- be afraid to go home;
- appear constantly hungry, tired or untidy;
- be left unattended or unsupervised;
- have too much responsibility for their age;
- be acting in a sexually inappropriate way;
- be misusing drugs or alcohol;
- tell you something that sounds as though they have been hurt by someone.

The full document can be accessed at:

[WhattodoifWorriedLeaflet.pdf \(pkc.gov.uk\)](#)

More information regarding Perth and Kinross Council's approach to Child Protection can be found at: [Child protection - Perth & Kinross Council \(pkc.gov.uk\)](#)

If an allegation is made regarding a member of staff, the Child Protection Officers (Mr Craig Torrens and Miss Amelia Conway) should be informed as soon as possible. Standard reporting procedures will be followed in line with Perth and Kinross Council's Policy.

There are two named persons at Braco Primary School. If an allegation is made regarding one of these two people (Mr Craig Torrens or Miss Amelia Conway), then the concern should be reported to the other Child Protection Officer. Standard reporting procedures will then be followed in line with Perth and Kinross Council's Policy.

Anyone can report a Child Protection concern. The Perth and Kinross Council website also highlights that individuals can raise concerns with the following bodies:

Who	Phone number
Child protection and duty team - (24 hours) email: ChildProtection@pkc.gov.uk	01738 476768
Police (Non Emergency Number)	101
In an emergency call 999	999
NHS 24	111
Childline	0800 1111
Crimestoppers Scotland	0800 555 111

Staff & Ratios

Forest School Leader:

Mr C Torrens
Level 8 FSTC Forest School Leader
Acting Headteacher

Ratios:

The minimum adult ratios will ensure appropriate support and supervision for all learners. These are in line with Care Inspectorate, Local Authority and National guidelines.

Nursery: 1 adult to 6 children.

Primary 1 - Primary 3: 1 adult to 8 children.

Primary 4 – Primary 7: 1 adult to 10 children.

Volunteer Helpers:

Braco Primary Schools' Forest School sessions benefit greatly from the assistance of our fantastic volunteers. All school staff are registered on the Protecting Vulnerable Groups Scheme. Staff should remind volunteers that there is an expectation of confidentiality and discretion surrounding events such as behaviour, additional support needs etc.

Medical:

Class teacher will be present for all Forest School sessions, and as such they will be aware of any medical or additional support needs of the children within their care. All medication will be labelled and taken to the Forest School site in the designated backpack.

Photographs & Videos:

Consent for photos and videos, and the purposes for which these can be used, is given annually by parents and carers. This forms part of Perth and Kinross Council's annual Data Check. All teaching staff are aware of the children who can be photographed or videoed. All data collected, including photos and videos, is compliant with GDPR regulations.

Braco Primary School also uses Learning Journals and Twitter to share our learning experiences with parents and carers. Lists of who has permission to appear on these platforms is held within the schools database, and can be accessed by staff.

Only members of staff should take photographs of pupils, and these should be taken using Local authority devices.

New Staff:

All new members of staff who will be assisting or taking a Forest School session will undertake basic induction training. They will be required to do the following:

- Read, sign and date Braco Primary School Forest School Handbook.
- Read Braco Primary School's Site Risk Assessment and Risk Assessments relating to specific activities.
- Observe the Forest School Leader deliver a Forest School lesson and participate in a follow-up discussion.

It is the responsibility of the Forest School Leader to:

- Explain the key theories and ideologies underpinning Forest School.
- Share the Forest School Handbook.
- Show staff members where they can access relevant Forest School documentation.
- Plan and deliver a Forest School session, where new staff members can observe good practice and routines. Wherever possible, the new staff member should not be included in the ratios for the visit. This will allow them to focus on making observations.

New Volunteers:

All new volunteers who will be accompanying Forest School sessions will:

- Be provided with an electronic copy of the Forest School Handbook to read, prior to their first session.
- Take part in a discussion with the Forest School Leader regarding the contents of the handbook and their responsibilities, particularly with regards to child protection and safeguarding.
- Be provided with any relevant risk assessments and Standards Operating Procedures relevant to the session.

5. Equal Opportunities and Inclusion

Inclusion and Equal Opportunities at Forest School operates in line with the whole school policy, a copy of which can be found on the school website or from the school office. Local Authority policies ensure that all learners are not directly or indirectly discriminated against with regards to their; ethnicity, gender, socio-economic background, religion, age, attainment or additional support need.

By law, education authorities must identify, provide for and review the additional support needs of their pupils. These duties are set out by the Education (Additional Support for Learning)(Scotland) Act 2004 and the Equalities Act 2010.

At Braco Primary School, we are passionate about meeting the needs of all learners, and ensuring that they are included and can participate fully in school life.

Where appropriate, staff will take additional measures to ensure that all learners are included within Forest School sessions, such as:

- Making reasonable adaptations to learning activities.
- Completing an Environmental Review/ Audit and making adjustments.
- Conducting additional risk assessments for individual learners.
- Increasing staff: child ratios.
- Utilising our 'bank' of Forest School clothing.

Forest School sessions are responsive to the interests of the learners and provide opportunities for community-based learning and the development of social skills. As such, incidents of challenging behaviour are uncommon.

6. Health and Safety

Staff Responsibilities:

Braco Primary School and Nursery's Health and Safety Policy sets out clear statements of intent regarding the whole school approach to the health and safety of its children, staff and visitors. All policies and procedures with regard to Forest School are in accordance with the Health and Safety at Work Act 1974. Provided below is a list of additional measures which relate to our Forest School sessions.

- The trained Forest School Leader will lead, support and offer guidance on sessions.
- The Forest School lead and class teachers have overall duty of care for the children in their charge. All adults accompanying Forest School sessions are required to take all reasonable steps to ensure that children are safe.
- All teachers must sign and date relevant forms to indicate that they have read and understood their content. This includes the Forest School handbook and any risk assessments appropriate to the sessions which are being undertaken.
- The Forest School session lead or staff member with First Aid training will always carry a first aid kit into the forest at every session.
- The member of staff leading the session will ensure the following items are taken to each Forest School session: a mobile phone, first aid kit, contact list, medication, location details for emergency services, relevant risk assessments and operating procedures.
- The lead for each session will review the risk assessments before every trip to the Forest School session.
- The lead for the Forest School session will conduct a dynamic risk assessment with the learners at the beginning of each session.
- Appropriate adult: child ratios will be adhered to, taking into account the activities to be undertaken (for example certain tools will require a 1:1 ratio so additional supervising adults may be required).
- The Forest School Leader is responsible for the maintenance and checking of all tools and equipment to be used at Forest School. This should be done prior to each use.
- The lead of each forest school session will be responsible for conducting any pre-site visits to the site and checking weather conditions prior to sessions.

First Aid

A trained First Aider will accompany the children to each Forest School Session. If a child or adult attending Forest School requires First Aid treatment, the trained First Aider is responsible for administering any First Aid.

First Aiders have undertaken two day First Aid courses provided by Perth and Kinross Council: Emergency Paediatric First Aid and Emergency First Aid at Work.

If someone is injured, the class teacher will be responsible for the remaining children at the site. It is their responsibility to keep these children safe.

If further non-emergency medical treatment is required, and the injured person is able to be moved, the class teacher will phone the headteacher at school.

Appropriate next steps will be taken, including the headteacher driving to the Forest School Site to collect them. The school will phone the injured party's emergency contacts to inform them. If staff ratios have been impacted upon, the headteacher will also drive additional adult helpers to ensure the group can safely return to school.

If the emergency services are required, it will be the responsibility of the trained First Aider to phone them. The class teacher will be responsible for the safety and well-being of the remainder of the group. The class teacher will also phone the school to let them know that the emergency services have been phoned. The school will alert the injured party's emergency contact in line with ordinary procedures. If appropriate, the school may send additional adults to the Forest School site by car. This will take approximately 5 minutes.

The class teacher will then conduct a dynamic risk assessment to decide whether it is suitable for the group to remain on site while waiting for the emergency services.

Ratios:

The minimum adult ratios will ensure appropriate support and supervision for all learners. These are in line with Care Inspectorate, Local Authority and National guidelines.

Nursery: 1 adult to 6 children.

Primary 1 - Primary 3: 1 adult to 8 children.

Primary 4 – Primary 7: 1 adult to 10 children.

Additional adults may be required for certain activities. Adult: child ratios for specific activities are included on risk assessments.

Clothing and equipment:

No person will be permitted to attend a Forest School session without appropriate clothing that is suitable for the weather conditions. Clothing should protect from cold or heat, cover to reduce the likelihood of cuts and scrapes, provide a barrier from ticks, fit appropriately and comfortably and be waterproof when required. In the forest, it can often be colder than expected under the shade of the trees.

Children and parents are encouraged to think about the usefulness of their clothing for outdoor activities, and to be aware that clothes and boots are likely to be dirty after sessions.

Clothing list:

- Waterproof trousers.
- Waterproof coat with a hood.
- Long sleeved top.
- Full length trousers.
- Warm boots (wellies can be cold during the winter).
- Warm socks, and a spare pair.
- Gloves and a woolly hat – cold weather
- Sun hat – sunny weather.

Children's equipment list:

- Water bottle.
- Snack.
- Sunscreen- sunny weather.

We work on the principle that “*there is no such thing as bad weather, only bad clothing*”.

Thanks to the support of the Ardoch Development Trust, we do have a number a collection of spare clothing that we can lend to children. This will need to be looked out in advance so in order to maximise our Forest School time, parents are encouraged to notify the school in advance if their child needs to borrow clothing.

Essential Equipment: First Aid Kit:

The following items will be taken to the Forest School site as part of a First Aid Kit.

- Contact Cards.
- Location information for the site.
- Latex gloves.
- Plasters.
- Bandages.
- Burns gel.
- Burn dressing.
- Eye wash.
- Antiseptic wipes.
- Scissors.
- Medication for children.
- Sterile water.
- Cling film.
- Blood bag (disposal bag for medical waste).
- Tweezers.
- Tick removers.
- Wound staunching pads.
- Bandages, self-adhesive type (Vet wrap).
- Steri-strips.
- Resuscitation masks.
- Karrimat.
- Space blanket.

Essential Equipment: When having a fire

- Risk assessment.
- Fire blanket.
- Bucket of water.
- Fire steel.
- Vaseline.
- Cotton wool.
- Matches.
- Flame retardant gloves (optional).

General Hygiene

Hygiene is an important factor at Forest School, and at Braco Primary School, we aim to ensure that strict hygiene practices are adhered.

Toileting:

In order to ensure privacy and dignity when toileting, the school uses a toilet tent. This is erected at the back of the Forest School site, at least 30m from the burn. There is a portable toilet for use within the toilet tent, as well a designated “toilet box” which is taken to the site. This includes toilet roll, hand sanitizer, waste disposal bags, latex gloves, sawdust, sanitary products, hazardous waste bags and hand soap. At the end of the session, the bag will be sealed and transported off the site. This bagged waste will be disposed off using school and nursery’s nappy bin.

Hand washing:

Children are required to wash their hands before preparing or consuming any food at the forest school site, after toileting or after touching anything potentially hazardous (mushrooms etc.).

Where possible, staff should take a Kiddiwash hand washing station with them to Forest School. These portable hand washing stations are insulated, so they provide warm water for washing hands. They also contain a reservoir, which collects the soapy water. This water is taken back to school and disposed of.

Anti-bacterial handwash is taken to the Forest School site for use when washing hands.

Staff will also take hand-sanitiser with them. In exceptional circumstances, this may be used to disinfect hands where using the Kiddiwash station is not practical or appropriate.

Contingencies and Cancellation

Each class teacher shares their Forest School session dates with parents at the beginning of each term. However, there may be instances when planned sessions are cancelled or postponed.

The member of staff leading a forest school session will assess the weather forecast the day before, and again on the morning of a session. We use the Beaufort Scale to assess for wind safety. If winds exceed 19KMpH then sessions will be cancelled. Parents and carers will be notified using the School App and Seesaw, while volunteers will be contacted via their preferred contact method.

Generally, we will continue with Forest School sessions regardless of whether it is cold or wet. If the Forest School lead believes that weather conditions will be too challenging for learners, then they may use their own discretion and decide to cancel a session.

If the minimum adult:child ratios outlined in section 6, page 12 cannot be met, then the Forest School Session will be cancelled.

If a session is cancelled, an alternative session will be arranged at a later date.

Risk Benefits and Management at Forest School

Children taking risks and learning to manage risks is an important part of growing up. Forest School gives children to chance to take carefully ‘managed risks’ in a safe environment. This allows them to challenge themselves, explore, develop their confidence and gain an awareness of their own limits and boundaries.

At forest school, we believe in raising children’s self-esteem by allowing them to take supported risks. This also helps to develop trust and positive relationships within the Forest School learning community.

Risk Assessments:

In accordance with Perth and Kinross Council policy, risk assessments have been completed for the Forest School site and for each activity being undertaken. Site risk assessments are reviewed seasonally, when there has been an incident or if there has been changes or alterations to the site. Activity risk assessments are reviewed annually, or if there has been an incident/ injury during an activity.

All risk assessments are completed in the format used by Perth and Kinross Council.

When completing risk assessments, considerations include:

- The likelihood of harm.
- The severity of harm.
- How the likelihood or severity can be sufficiently mitigated.
- The rewards or outcomes of the activity for learners.

In Perth and Kinross Council, the following Risk Assessment matrix is used to assess and manage risk. If an activity initially appears to be high, then additional measures may be put in place to reduce the likelihood or severity. In order for an activity to ahead, the benefits to the individuals must outweigh the level of risk involved.

		Impact How severe would the outcomes be if the risk occurred?				
		Insignificant 1	Minor 2	Significant 3	Major 4	Severe 5
Probability What is the probability the risk will happen?	5 Almost Certain	Medium 5	High 10	Very high 15	Extreme 20	Extreme 25
	4 Likely	Medium 4	Medium 8	High 12	Very high 16	Extreme 20
	3 Moderate	Low 3	Medium 6	Medium 9	High 12	Very high 15
	2 Unlikely	Very low 2	Low 4	Medium 6	Medium 8	High 10
	1 Rare	Very low 1	Very low 2	Low 3	Medium 4	Medium 5

We regularly add to our Risk Assessments, when new activities are undertaken. Braco Primary School currently has Forest School Risk Assessments for the following:

- Site Risk Assessment.
- Use of Fires.
- Metal Casting.
- Use of Kelly Kettles.
- Use of a Bow Saw.
- Use of Palm Drills.
- Use of Sheath Knives for whittling.
- Den Building.

See Appendix 3

7. Accident and Emergency Procedures

All staff and volunteers will be briefed on what to do in the case of an emergency. Procedures are established with learners about what they should do in the event of an accident.

Procedure:

In the event of an injury, a call will be issued for children to gather in the fire circle. A designated adult will support these children while first aiders respond to the incident. If the Forest School leader or first aider thinks it is required, the rest of the group will be removed from the area and supervised in a designated 'safe zone', which is at the bench on the farm track. If required, a phone call will be made to the school to make any necessary arrangements: car, phone call to parents. If the First Aider deems it necessary, the emergency services will be contacted.

Should the first aider be injured, a call to the school will be made for additional members of staff to come to the Forest School site. The site can be accessed by road within 5 minutes.

Electronic first aid forms should be completed following any injury, which are signed by parents. If a staff member is injured this will be recorded in line with Perth and Kinross Council procedure, and in accordance with Reporting of Injuries, Diseases and Dangerous Occurrences Regulations' 2013.

Following any injury, the Forest School Leader and staff present will review the risk assessments.

Serious incidents:

In the event of an injury or illness which cannot be treated by First Aid on-site and requires medical assistance:

- In serious cases (concussion, severe breaks), the Emergency Services should be contacted using the mobile carried by the lead. The school will then be notified.
- The school office will be responsible for contacting the emergency contacts of the injured party.
- The rest of the group will be supervised by an adult in either the fire circle, or the 'safe zone'.
- If required, an additional First Aider will be requested to assist at the Forest School site.
- Incidents will be recorded electronically using Perth and Kinross council's pro-forma.
- Risk assessments and procedures will be reviewed by the adults present and the Forest School Leader.

Information for the emergency services:

A copy of these details can be found inside the school's Forest School bags. Forest School Leaders should ensure the information cards are in the bag before each session.

Forest School Site Address: ***Braco Castle Estate
Castle Drive
Braco
FK15 9LA
Grid Reference: 56.27299o N, 3.88267o W
'What Three Words': waving.chap.oaks.***

School Details: **Braco Primary School
Feddal Road
Braco
FK159QD
01764 661420**

Missing Child:

Children are regularly reminded of the boundaries of our Forest School site, so it is unlikely that a child would go missing. As the site has a hill at the back end of it, children walking up the hill are very likely to be seen by the supervising adults. In the event that a child was unaccounted for, the following should happen:

- Forest School Leader issues a role call.
- Children called back to the fire circle.
- Immediately notify the school office.
- The school secretary will notify the headteacher, who will contact the child's parents/ carer and the police.
- One adult supervises the children, while the remaining adults check the Forest School site.
- If the missing child is not located within 5 minutes, the school will be contacted and emergency services called.

Any child who is considered a flight risk, will have their own risk assessment. If a child is dysregulated prior to a session or is showing signs that they could present a flight risk, they should not attend the Forest School session.

8. Fire Policy

Campfires are an important aspect of Forest School for several reasons. They develop children's ability to manage risks, provide a spiritual experience, allow children to practise cooking food, create a sense of belonging and foster a community ethos.



Within our Forest School setting, children light small fires within Kelly kettle, or they may make a larger fire to cook food on. All activities

involving fires are subject to individual risk assessments and Standard Operating Procedures. These ensure that safe practices are adhered to while we use fires in Forest School.

All risk assessments and standard operating procedures are printed out, shared with supporting adults and taken to the forest school site.

General:

- For larger fires, there is a designated site which is clear from overhanging branches, stones and surface roots.
- Fire areas are surrounded by log and stone seats which are at least 1.5m from the fire.
- Learners are not allowed to enter the area without permission.
- Before the fire is lit, children are reminded about how to safely move within the fire circle, how to approach the fire and how to enter/ exit .
- A fire will never be lit until the Forest School Leader is satisfied that the learners are demonstrating safe practices.
- Learners will not throw anything into the fire.
- The Forest School Leader has been trained in how to light, use and extinguish fires safely.

Fire Lighting:

- A Fire Blanket, plunge bucket, burns kit and watering can must be sited close to the fire.
- When learners are lighting fires they must be under the direct supervision of the Forest School Leader.
- Fires are lit using a fire steel or extra long matches. Where possible, natural tinder will be used but cotton wool and Vaseline may be used during more challenging weather conditions.
- No plastics or rubbish will be burnt.

- If children are adding fuel to the fire, this must be done under the direct instruction and direct of the Forest School Leader.

Extinguishing:

- All fires must be thoroughly extinguished.
- Whenever possible, all fuels should be burnt off to ash.
- If appropriate, the cold, wet ashes should be dispersed and scattered thinly across the site.
- The fire should be doused with water until there is no smoke or steam.



Cooking:

- Cooking food at Forest School is subject to an individual risk assessment.
- Strict hygiene practices and hand washing procedures will be adhered to at all times.
- Raw meat will not be cooked and then eaten at the Forest School site.

Example of a Standard Operating Procedure for Campfires.

Store fuel at safe distance from fire	
Ensure area 1 step and full length fall stays free from trip hazards	
Ensure fire stays within clearly demarcated and stable surround	
Ensure adequate extinguishing water, first aid equipment and first aider on hand	
Keep fire size limited to purpose, and time and water available.	
Ensure stop, drop & roll known to all	
Encourage all to be low & balanced in area, limit movement across area	
Ensure people have no flammable hazards (loose long hair, non heat proof gloves, loose clothing)	
Encourage people to avoid down-wind side of fire	
Encourage people move if smoke is troublesome	
Encourage people to match distance from fire to flame length and heat	
Consider how activities could cause hazards to each other along length of fire (esp. Kelly kettle/soup pans)	
Add fuel downwind end during cooking phase	
Ensure hot metal stays within fire area till cooled	
Ensure fire fully extinguished , check all large embers	

9. Tool Policy

Tool use is also an important element of Forest School. It allows children to take supported and well-managed risks and learn practical skills, while building their confidence and self-esteem.

At present, Braco Primary has the following tools available for use during Forest School sessions; peelers, whittling knives, secateurs, loppers, bow saws and hammers/ mallets. The tools that we use at Forest School sessions will depend largely upon the age and stage of the children.

General:

- Tools must stored and locked in the Forest School shed.
- The Forest School Leader is responsible for checking and maintaining tools. This will be done prior to each session and only tools that are in a safe working order shall be used.
- Tools will be counted in and out after each session.
- Children are not to help themselves to tools.
- Tools should be kept in a designated safe area when not in use- none should be left unattended by adults.
- Any tools being used will be in an allocated working area.
- Working areas will be designated/ outlined visually.
- Children must be invited to enter the tool working area.
- Learners will comply to safe working distances when using tools (arm length plus the length of the tool).
- Ratios set out in risk assessments and standard operating procedures must be adhered to.
- Each tool used will have a risk assessment and standard operating procedure, which will be shared with all staff and adult volunteers before the session.
- We do not wear gloves when using tools.
- If tools have a guard or sheath, these should be replaced immediately after use.
- Adults should always demonstrate the correct way to use a tool. This should form part of a discussion before tools are used.



10. Code of Conduct and Behaviour

At Braco Primary School, we believe in creating a positive and inclusive environment for all. As well as developing a caring attitude towards each other, the children are encouraged to foster a positive awareness of the needs of others.

Braco School employs a system of positive reinforcement to encourage the best from our pupils, but we also recognise that '*everyone makes mistakes*'. We welcome all staff and volunteers to recognise positive behaviour through the use of House-points and Happy Day Smiles. We also have weekly Golden Achievers for Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. Accompanying adults can suggest Golden Achievers to the class teachers based upon the positive behaviour seen at Forest School.

If negative behaviour occurs, then the children are assisted to restore any harm done through restorative conversations. This enables all those involved the opportunity to have their voices heard. Parents and carers will always be kept informed of any issues arising.

The school has more detailed information regarding our approaches to behaviour management, which can be found in the School Handbook.




With regards to behaviour management, additional measures may be required to ensure the safety of those participating in the session:

- If a learner acts inappropriately or unsafely, then only school staff should be responsible for supporting them.
- If a child is dysregulated, they should be encouraged to safely access a designated quiet space under the supervision of school staff.
- If appropriate, a restorative conversation or group discussion should take place to restore relationships and resolve incidents.
- If a learner's actions are deemed to be sufficiently unsafe, they may be returned to school.
- In instances where a child is accompanied back to school, the Forest School Leader should phone the school to alter the headteacher. This will allow any adjustments to staffing/ ratios to be implemented.

We take allegations of bullying seriously at Braco Primary school and would urge any adults attending Forest School session to report suspected incident to the headteacher or class teachers. Our approach to bullying behaviours is in line with the guidance by Perth and Kinross Council.

Code of Conduct:

We have collaborated with our learners to create a Code of Conduct for Forest School session. This has been shared with all children participating in Forest School and will be reviewed annually by the pupil Council.

<p><u>Walking to our Forest School Site.</u> Before walking to the Forest School site, we will remind ourselves of the rules for doing this safely: We should not pat any dogs. We should give other pedestrians space to walk on pavements. We should listen carefully to the adults. We should only step onto the road when instructed to do so. When in the village, we should walk in pairs. We should wear our High Viz vests. When on the castle track, we should stay between the adult at the front and the adult at the back. Before splashing in puddles, we should check with those around us.</p>	
<p><u>When We Arrive at the Site</u> We enter the forest respectfully, remembering that we share our Forest School with plants and animals. We should sit in the fire circle to review how we should conduct ourselves in the forest and to remind ourselves how to keep safe in the forest. The Forest School Leader will establish roll-call and remind us of the signals to come back to the fire-pit.</p>	
<p><u>Boundaries</u> Before each session, we recap on where the boundaries are for our Forest School site. The site parameters are: the path leading up to the Snuff, the bottom of the hill, the fence and the 'skinny tree' by the burn. We may go up the hill or to the burn, but we need adults to be nearby. We can explore and play independently but if we move to hidden areas, we understand that the adults may move so that they can see us. If the adults want to check we are all within the site, they can shout 'Roll Call' and we will reply with our numbers.</p>	 <p>25.</p>

Fires

When we light fires, the Forest School Leader will manage how we approach this. It is their job to make sure that the other adults know their roles and what will happen in advance.

Before the fire is lit, we will remind ourselves about how to safely enter and exit the fire circle, and how we approach and use the fire safely. Nobody may enter the fire circle without being invited in by an adult. There is no running near the fire. If we wish to move around the fire circle we must step out of the circle and walk around the outside.

Even when the fire is unlit, we will follow the rules as if it is lit.

The fire should not be lit until all of our fire safety equipment is in a designated area.

The lit fire must not be left unattended at any point.

Campfires should be built within the designated fire area.



Using Tools

All tools have their own clear code of conduct for correct use (standard operating procedure and risk assessment). The Forest School Leader will share these with the other adults prior to the Forest School session. These include important information about safe working areas, grip, body posture, etc.

The forest school leader should always give a 'tool talk' and demonstration before we use tools.



Picking up and playing with sticks

We are allowed to pick up and play with sticks in the forest school site, but the adults should encourage us to think about the practicality and safety of doing so (weight, sharp edges etc.).

Sticks must not be thrown in the Forest School site and they should not be pulled from living trees.






Picking up and playing with stones

We are allowed to pick up and transport stones, however, care should be taken to place these back where they came from. Stones can be dropped but thought must be given to whether it is safe to do so, i.e. 'what is beneath where I am dropping it?' Stones must not be thrown.



Digging

Our aim is to leave the forest how we found it, as much as possible. Therefore, digging large holes is not

<p>permitted at Forest School. At times, there may be a need to dig smaller holes, but these should be filled in once the activity is over.</p>	
<p><u>Collecting wood</u> Small amounts of deadwood may be collected for a variety of Forest School activities including fire lighting and woodland craft. If being burned, sticks should be collected sparingly, using the 1:20 rule. If we are having a larger fire, the adults should bring wood to the Forest School site for this purpose.</p>	
<p><u>Eating and Drinking</u> We should not eat anything that we find at the Forest School site. There may be occasions where the adults direct us to naturally occurring berries or edible plants, which they will allow us to sample (raspberries, blaeberrys, wild strawberries). These will always be consumed sparingly as the animals and insects of the forest rely on them. When preparing food or drink at Forest School, strict hygiene practices will be followed. We will take handwashing facilities with us. We will not cook, prepare or consume raw meats.</p>	
<p><u>Rope and String</u> We will regularly use rope and string for a variety of purposes, such as: building dens, woodland craft, creating rope courses etc. We will only use ropes for the purposes of our chosen activities and they will not be used to tie, or wrap people up. If we want to tie up something, for example a tarp, hammock or swing, an adult will help us as needed. This may involve modelling appropriate knot tying and discussing our ideas with us. All ropes will be collected in after activities. Some bio-degradable strings may be left in the Forest School site.</p>	 <p style="text-align: right;">27.</p>

Carrying or Transporting Materials

An important aspect of Forest School is connecting with nature, and making use of the abundance of open-ended resources that the forest provides. We are encouraged to use these natural materials, and this may mean that we have to move them. We can use our hands or ropes to roll, lift, drag and pull materials. The adults will support us to lift objects safely by bending our knees and keeping our back straight. This should be modelled by adults where required. Heavier objects may require us to work with others.



Toileting

The adults will remind everyone to use the toilets at the school before we leave for our Forest School session. If a child needs to go for a wee at the Forest School site, we can go behind the 'Pee Tree', which is not visible to the rest of the group and is more than 30m from the stream. To prevent build-up of urine in the soil, the location will be varied over time. If possible, and adult ratios allow, a staff member may take a child back to school to use the toilet. When required, a waste collecting bag can be used for the toilet. A designated "toilet box" will be taken to the site. This includes toilet roll, hand sanitizer, waste disposal bags, latex gloves, sawdust, hazardous waste bag and hand soap. At the end of the session, the bag will be sealed and transported off the site. This bagged waste will be disposed off using school and nursery's nappy bin.



Tree Climbing

We are allowed to climb trees within our Forest School site, but there are a number of restrictions to keep everyone safe. If we want to climb a tree, we should approach an adult for assistance. They will support us to decide whether the tree and surrounding area is suitable, and they will be there to assist if required. Together we will conduct a visual check for loose or rotten branches. Children are then allowed to explore their own limits to a maximum height of around 1.5m. The adults should remain close enough to reach the children if required, but far enough away to not be invasive of our exploration. The tree climbing risk assessment will be shared with staff and accompanying adults.



Leaving the Site

We work to the principles of 'leave no trace' and 'leave nothing but footprints, take nothing but photos'. All

rubbish and toileting items will be safely bagged and removed from the site. If woodland craft items have been made, these may only be removed from the site with the consent of an adult. All Forest School resources should be removed from the site. If dens have been built using bio-degradable string, then these can be left up temporarily. As multiple classes use the site each week, it is unlikely they will remain up for long.



Parental Consent:

Parental Consent is required from all parents before their children are permitted to attend Forest School sessions. When giving permission, parents are encouraged to access and read Braco Primary School's Forest School Handbook, which can be found on the school's website.

Furthermore, parents are informed of their ability to withdraw consent at any point they wish.

11. Data Protection Considerations

Braco Primary School's Data Protection procedures are outlined by wider Perth and Kinross Council policy.

Data Protection legislation says that organisations must make sure that personal information is:

- Fairly, lawfully and transparently collected.
- Collected for specified, explicit and legitimate purposes.
- Adequate, relevant and limited to what is necessary.
- Accurate and up to date.
- Not to be kept longer than necessary.
- Kept securely.

All children attending Braco Primary School's Forest School are pupils of the school, and so their essential information: emergency contacts, address, medical information etc. is stored securely at school in line with Perth and Kinross Council Policy.

Any photographs taken of children will be taken on school devices. They will be stored for no longer than 2 years, in line with Local Authority guidance. If children do not have photographic permission, then they will not have any photographs taken.

Any sensitive paperwork is shredded or securely destroyed when it is no longer required.

If anyone has a concern about how their data is being used or stored, they can contact Perth and Kinross Council's Data Protection Officer on 01738 475444.

Daily Operating Plan

Below is an example of a Daily Operating Plan that staff will use when planning a Forest School Session.

<p>Several Days Before Session</p>	<ul style="list-style-type: none"> -Check weather forecast, temperature, wind speeds. -Send out a reminder to parents containing timings, required equipment and weather forecast. -Ensure adequate staffing and volunteers have been arranged. -Ensure all staff have read the Forest School Handbook. -Check volunteers and staff have the school's number stored in their mobile phones.
<p>Before Session</p>	<ul style="list-style-type: none"> -Check weather forecast again looking for last minute changes to the forecast. -Ensure risk assessments and Standard Operating Procedures have been printed for planned activities. -Additional copies of RA and SOP given to volunteers and staff members prior to session. -Print and pack additional paperwork: register, medicine paperwork. -Conduct equipment check to ensure required equipment is fit for use. -Ensure all equipment is sufficiently and appropriately stored for transport (i.e. tools in toolbox). -Required Medication packed. -Check First Aiders have their First Aid Kits. -Ensure essential equipment outlined in page 14 is packed in Forest School bags. -All adults and children to wear high-vis vest for travelling. -Children remind class about expectations when walking to FS.
<p>Beginning of Session</p>	<ul style="list-style-type: none"> -Use register to conduct a 'head count'. -Conduct dynamic risk assessment of the site with children. -Establish/ remind pupils of the boundaries of the site, expectations and procedures: toileting, role call etc. -Remind adults and pupils of key roles and responsibilities. -Ensure First Aid Kits, Medication and essential equipment is stored in the designated area. -Set up toilet tent and a tarp for belongings/ learners.
<p>During Session</p>	<ul style="list-style-type: none"> -Ensure relevant SOP and tool talks are shared with learners. -Observe children and ensure they are following expectations and Forest School Code of Conduct. -Regularly conduct head counts or role call to ensure all children are accounted for.

	<ul style="list-style-type: none"> -Allow children space to explore, where appropriate. -Ensure Risk Assessments are adhered to.
End of Session	<ul style="list-style-type: none"> -Conduct headcount of learners. -Tool count to ensure all tools have been returned. -Children encouraged to scan the area to ensure we have 'left nothing but footprints and taken nothing but photos'. -If a fire has been used, adults should do a final check that it has been fully extinguished.
After session	<ul style="list-style-type: none"> -Appropriate maintenance and storage of tools. -Session reflection and evaluation. -Alter risk assessment (if required). -Staff de-brief if there has been any injuries. -Planning for next session with learners.

Appendix 1: PVG Membership

STRICTLY PRIVATE AND CONFIDENTIAL

Disclosure
SCOTLAND

PVG SCHEME RECORD UPDATE

Short scheme record disclosure issued under section 53 of the Protection of Vulnerable Groups (Scotland) Act 2007

MR CRAIG ARNOTT TORRENS
ARDERYTH FERNTOWER RD
CRIEFF
PERTHSHIRE
PH7 3DB
SCOTLAND

APPLICANT COPY

Disclosure Number: 200000002243771
Date of Issue: 27/02/2014
Page 1 of 2



Applicant Personal Details

Surname: TORRENS
Forename(s): CRAIG ARNOTT
Date of Birth: 08/11/1990

PVG Membership No. 1111 2275 9328 0308

A copy of this disclosure record has also been sent to:

MISS DANIELLE MCNAUGHTON
CLERWOOD HOUSE
96 CLERMISTON ROAD
EDINBURGH
EH126UT

Appointment Details

Position Applied For: REGISTERED TEACHER
Name of Organisation: THE GENERAL TEACHING COUNCIL

Countersignature Details

Registered Body: THE GENERAL TEACHING COUNCIL FOR SCOTLAND
Registered Person: MISS DANIELLE MCNAUGHTON

Statement of Scheme Membership

Membership Status

The applicant is a PVG Scheme member in respect of regulated work with children and, therefore, not barred from that type of regulated work.

Consideration Status

The applicant is not under consideration for listing by the Scottish Ministers for the workforce(s) to which this disclosure relates.

Information about last PVG Scheme Record(s)

Date of last disclosure of PVG Scheme Record for the workforce(s) to which this PVG Scheme Record Update relates:	23/08/2013 Child Workforce
Disclosure number of PVG Scheme Record (APPLICANT'S copy):	200000001574981
Content of last PVG Scheme Record:	There was no vetting information on the applicant's PVG Scheme Record when it was last disclosed.

Information about changes to Vetting Information

New Vetting Information Added

There has been no new vetting information added to the applicant's PVG Scheme Record since it was last disclosed.

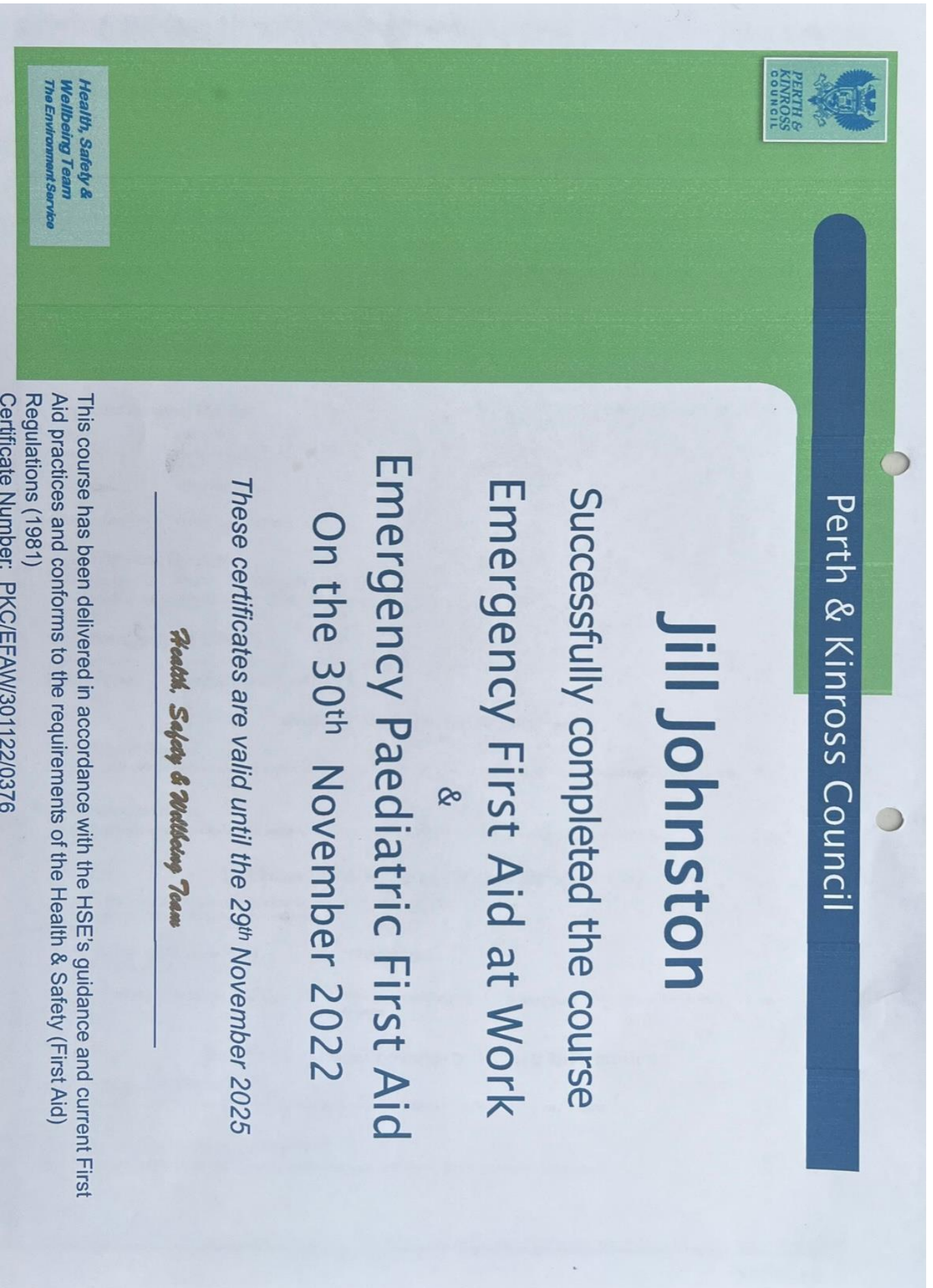
Existing Vetting Information Removed

There has been no vetting information removed from the applicant's PVG Scheme Record since it was last disclosed.

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Appendix 2



Perth & Kinross Council

Jill Johnston

Successfully completed the course

**Emergency First Aid at Work
&**

Emergency Paediatric First Aid
On the 30th November 2022

These certificates are valid until the 29th November 2025

Health, Safety & Wellbeing Team

This course has been delivered in accordance with the HSE's guidance and current First Aid practices and conforms to the requirements of the Health & Safety (First Aid) Regulations (1981)

Certificate Number: PKC/EFAW/301122/0376

Appendix 3

1.3c) Site risk assessment Venue: Woodland on Braco Castle Land	Assessment Carried out by: Craig Torrens	
Postcode: FK15 9LA	Signature: Craig Torrens	Date: 04.01.25
Location Grid Reference:		

Areas to check (only check and tick those relevant to your site)	Hazards	Risk	Evaluation	Control action	Final evaluation
Access to the site, eg. <ul style="list-style-type: none"> Public rights of way Roads Parking 	Moving vehicles, including bicycles.	Collision with vehicle: broken bones, cuts, grazes, bruises.	2 x 5 = 10	<ul style="list-style-type: none"> Clear procedures for walking to FS site. Expectations set with learners. Children wear High Viz jackets. Designated crossing points with adults standing in centre of road. Pavement conditions regularly monitored by staff- check for deterioration in know places. 	1 x 5 = 5
	Uneven pavements/ paths/ potholes.	Falls: Bruises, cuts, grazes.	3 x 2 = 6		<ul style="list-style-type: none"> Established procedures for dogs; do not touch dogs even if known, drop sticks.

Areas to check (only check and tick those relevant to your site)	Hazards	Risk	Evaluation	Control action	Final evaluation
	Dogs	Bites, scratches, licks (bacteria).	3 x 2 = 6	<ul style="list-style-type: none"> • Make space on pavements for dog walkers, adults stand closer than children. • Hand-sanitizer/ washing facilities available if dog licks hands. • Clear procedures for when we can splash in puddles. • First aid kits include saline eye solution drops. • Children reminded that they are not allowed to climb on embankments. • Single file when walking on narrow path by burn. 	2 x 2 = 4

Areas to check (only check and tick those relevant to your site)	Hazards	Risk	Evaluation	Control action	Final evaluation
	Deep puddles/ potholes.	Dirt/ dirty water coming into contact with eyes: infection, scratches to eye. See above for trips/ falls.	2 x 2 = 4	<ul style="list-style-type: none"> • Plants managed to make burn edges more visible. • Path muddy and potentially slippery. Dynamic risk assessment conducted before use. If deemed to muddy, use top access point for FS site. 	2 x 2 = 4
	Steep embankments on either side of road.	Slips, falls: cuts, grazes, bruises, broken bones.	3 x 4 = 12	<ul style="list-style-type: none"> •Trousers worn at all times in FS. •Adult leads group past known, narrow point with nettles/ brambles. •Adult can use stick to push nettle stems and brambles from path if required. 	1 x 4 = 4
	Stream (approx. 2ft drop)	Falls, slips, trips: cuts, bruises, grazes, broken bones.	3 x 3 = 9		2 x 3 = 6

Areas to check (only check and tick those relevant to your site)	Hazards	Risk	Evaluation	Control action	Final evaluation
	Brambles & nettles	Scratches Stings.	2 x 2 = 4		1 x 2 = 2
Boundaries around site, eg: <ul style="list-style-type: none"> • Barbed wire • Streams • Ditches • Roads • Tracks 	Barbed wire fence	Cuts, grazes, scratches.	3 x 2 = 6	<ul style="list-style-type: none"> • Remind children of barbed wire, its uses and risks. • Children not allowed to climb trees next to barbed wire. 	3 x 2 = 6

Areas to check (only check and tick those relevant to your site)	Hazards	Risk	Evaluation	Control action	Final evaluation
	<p>Livestock in field: Sheep</p> <p>Stream (no drop)</p> <p>Stone dyke in disrepair (very little left standing over 1ft).</p>	<p>Bites, barges, disease/ infection (Orf etc.).</p> <p>Falls, slips, trips: cuts, bruises, grazes.</p> <p>Trips, falls, partial wall collapse: cuts, grazes, minor crush injuries, drop injuries.</p>	<p>$2 \times 3 = 6$</p> <p>$3 \times 2 = 6$</p> <p>$3 \times 3 = 9$</p>	<ul style="list-style-type: none"> • Reminder to keep away from livestock if they are at field perimeter. • Children accompanied when going near stream. • Higher adult ratios: 4:1. • Children reminded not to climb on sections of wall still standing. • Children supported when lifting or moving stones. • Children actively involved in conduction dynamic risk assessment each time we visit FS site, discuss condition of wall and look for changes. 	<p>$3 \times 2 = 6$</p> <p>$2 \times 2 = 4$</p> <p>$2 \times 3 = 6$</p>

Areas to check (only check and tick those relevant to your site)	Hazards	Risk	Evaluation	Control action	Final evaluation
	Woodland pedestrian track	Collision with pedestrians: cyclists, joggers.	2 x 3 = 6	<ul style="list-style-type: none"> • Site ends before path, but children may wander. • Regular reminder of where boundary lies. • Staff members positioned where they can see boundary and ensure children do not leave FS site. 	1 x 3 = 3

Areas to check (only check and tick those relevant to your site)	Hazards	Risk	Evaluation	Control action	Final evaluation
<p>Other people using site. eg:</p> <ul style="list-style-type: none"> • Rangers • Contractors • Walkers • Cyclists • Horse riders • Other children 	<p>Walkers</p> <p>Dogs</p> <p><i>-Due to stones on ground, it is not possible to cycle through site. See 'Boundaries' for path along side site.</i></p>	<p>Strangers- Child protection.</p> <p>Bites, scratches, licks (bacteria).</p>	<p>1 x 5 = 5</p> <p>3 x 2 = 6</p>	<ul style="list-style-type: none"> • Staff supervising children at all times. • Children made aware that other people may use the site and speak to a staff member if there are any issues. • Ask dog walkers to put dogs on lead where possible/ or pertinent (when using tools/ fire). • Children signaled back to gather point if dogs are not deemed to be safely contained (running around while Kelly Kettles in use etc.). • When eating, encourage pupils to close boxes, bags. • Children know to drop sticks if dog approaches. 	<p>1 x 5 = 5</p> <p>2 x 2 = 4</p>
<p>Canopy layer</p> <ul style="list-style-type: none"> • Deadwood in overhead trees • Leaning, dead trees • Branches dying back/stress signs 	<p>Loose deadwood overhead.</p>	<p>Collision, impact: head injury, death, concussion.</p>	<p>2 x 5 = 10</p>	<ul style="list-style-type: none"> • Children and adults always conduct a dynamic risk assessment upon entering the FS site. Look for new and 	<p>1 x 5 = 5</p>

Areas to check (only check and tick those relevant to your site)	Hazards	Risk	Evaluation	Control action	Final evaluation
	Branches dying back. <i>-Note: no leaning, dead trees on site at present. Dynamic risk assessment conducted with learners upon each visit.</i>			previously identified loose deadwood/ branch die back. <ul style="list-style-type: none"> •Areas below loose dead wood or dead branches cordoned off with rope or cones. •FS cancelled in winder over 19KM/H. 	
Shrub layer <ul style="list-style-type: none"> • Deadwood in smaller trees • Leaning smaller tree • Poisonous/irritant species 	Lower dead wood/ branches.	Collision, impact: head injury, cut, concussion.	2 x 4 = 8	<ul style="list-style-type: none"> •Children and adults always conduct a dynamic risk assessment upon entering the FS site. Look for new and previously identified loose deadwood/ branch die back. •Areas below loose dead wood or dead branches cordoned off with rope or cones. •FS cancelled in winder over 19KM/H. •Strict rules regarding tree climbing: set height limits (2m), no 	1 x 4 = 8

Areas to check (only check and tick those relevant to your site)	Hazards	Risk	Evaluation	Control action	Final evaluation
	Climbing tree: fall.	Fall: cuts, grazes, bruises, fractured bones.	3 x 4 = 12	hazards around tree base, adult supporting.	3 x 3 = 9 <i>Adequate but high: risks/ benefits should be considered carefully.</i>
Field layer <ul style="list-style-type: none"> • Branches sticking out at eye level • Poisonous plants • Prickly plants 	Low branches	Collision: Cuts, grazes, bruises bumps.	4 x 3 = 12	<ul style="list-style-type: none"> • Dynamic risk assessment and safety points discussed at beginning of each session. • Tie rope or coloured band onto branches which are difficult to distinguish/ see. 	2 x 3 = 6

Areas to check (only check and tick those relevant to your site)	Hazards	Risk	Evaluation	Control action	Final evaluation
	Poisonous plants and berries	Sickness, diarrhea, organ failure.	2 x 5 = 10	<ul style="list-style-type: none"> •Participants regularly reminded not to eat plants of berries without explicit adult permission. •Participants are regularly educated about the plants and berries to avoid. 	1 x 5 = 10
	Brambles and Nettles	Scratches Stings. Bites, lymes disease.	2 x 2 = 4	<ul style="list-style-type: none"> •Trousers worn at all times in FS. •Avoid areas with lots of nettles and brambles. •Awareness raised with children and parents about ticks and the potential risk of lymes, signs to look for (bullseye) etc. •Information leaflet sent home annually for parents. •Trousers worn at all times in FS. •Children check for ticks following FS sessions in milder weather. 	2 x 2 = 4

Areas to check (only check and tick those relevant to your site)	Hazards	Risk	Evaluation	Control action	Final evaluation
	Dog faeces	Worms: Toxacara canis, leading to blindness. vomiting, diarrhea.	2 x 4 = 8	<p>cordoned off/ covered with cone.</p> <ul style="list-style-type: none"> •Hand washing facilities/ hand sanitizer available if child's hands come into contact with dog faeces. •Each session, discuss with children hazards including ground surface, roots etc. •If prominent roots are deemed dangerous of extremely likely to trip, they should be pointed out specifically. •Children will be regularly know not to consume anything in the forest without explicit instruction. •If mushrooms have been touched or handled, hands will 	2 x 4 = 8

Areas to check (only check and tick those relevant to your site)	Hazards	Risk	Evaluation	Control action	Final evaluation
	Uneven ground: roots, holes.	Falls: Bruises, cuts, grazes, broken bones.	3 x 3 = 12	be washed thoroughly using the hand washing facilities.	2 x 3 = 6
	Fungi	Poisoning, sickness, vomiting, diarrhea, death.	3 x 5 = 15		1 x 5 = 5

Palm Drill Risk Assessment and Standard Operating Procedure.

Risk Assessment: Palm Drill	Completed By: Craig Torrens Date: 04.01.25 Review Date: 04.01.26
Brief description of activity: Learners will use palm drills to drill holes through wood cookies. The children will then use acrylic paint pens to paint an animal which represents them onto the wood cookie. The Forest School leader is suitably qualified to lead this activity, and is insured to do so. Before any tool is used, a tool introduction or “tool talk” must take place. This will inform the children and other adults of the different parts of the tool, and how to stand, walk, carry, pass, store and use the tool safely. The Forst School session leader will supervise all tool use. Tools are stored in a lockable box.	
Benefits of Experience/Activity: The aims of using tools include teaching children about the potential risks and how we can manage them. Therefore, using tools does contain an element of risk, however the level of risk that the children are exposed to are carefully controlled at a manageable level so that the benefits achieved outweigh the level of risk. Specific benefits from using the pal/ hand drills: Emotional intelligence; self-esteem; confidence; resilience; teamwork; child-differentiated learning; holistic development; empathy; sense of self-worth; communication skills; logical thinking; problem solving; practical extensions of classroom objectives; curriculum enrichment; connect with nature; promote eco-friendly attitudes; higher order thinking skills; child-specific learning; extension of skills and knowledge; improved behaviour; de-stress; increased motivation to learn; learning above and beyond the national curriculum; cross curricular learning; imagination; creativity; physical development; core strength; emotional literacy; physical literacy; independence; self-awareness and management of risk.	

Hazards (activity steps)	Risk	Evaluation	Control action	Residual evaluation
Injury during transportation.	Cuts, scratches.	2 x 2 = 4	<ul style="list-style-type: none"> • All tools stored in a lockable toolbox during transportation. • Adult responsible for carrying tool. • All learners have an understanding of the parts of the drill, and how to stand, walk, pass, carry, use and store them. • Children only open or remove tools from toolbox when invited to do so by the Forest School Leader. 	2 x 2 = 4
Injury to others not using the drill.	Cut, scratch, puncture wound.	2 x 3 = 6	<ul style="list-style-type: none"> • A designated tool area is used, away from other activities. • Children must be invited into the tool area. • Children work within 'blood bubbles' which are two arm lengths, plus the length of the tool. • Children have had 	1 x 3 = 3

Hazards (activity steps)	Risk	Evaluation	Control action	Residual evaluation
			<p>'tool talk' outlining use instructions.</p> <ul style="list-style-type: none"> All adults on the site have seen the risk assessment and will ensure children remain at a safe distance. 	
Mis-use of tool	Cuts, graze, scratch, puncture wound	2 x 3 = 6	<ul style="list-style-type: none"> Tools are kept in a lockable box when not in use. The other adults will supervise other activities while the session lead will supervise tool use. Children will take part in a 'tool talk' before each use. Children identified as not being in the right frame of mind to use tool will not be allowed to take part until it is safe to do so. Adult ratios for palm drilling will be 1:5. 	1 x 3 = 3
Drill slipping when being used.	Cut, scratch, graze	3 x 2 = 6	<ul style="list-style-type: none"> Tool properly maintained: ensure the drill bit is sharp and the handle is in good condition. 	2 x 2 = 4

Hazards (activity steps)	Risk	Evaluation	Control action	Residual evaluation
			<ul style="list-style-type: none"> • Ensure children have a good understanding of how to safely use tool. 1:1 ratio for first use. • Drill onto a wooden block. • Any helper will wear gloves to protect their hands. Learners will not wear gloves as it may affect their ability to feel the tool correctly. 	
Drill bit snapping	Cut, graze.	2 x 3 = 3	<ul style="list-style-type: none"> • Tools regularly maintained as outline in Standard Operating Procedure. • Group informed how to check the drill condition prior to using. • Forest School leader regularly checks tools and decommissions tools when necessary. • Ensure the drill is suitable for 	1 x 3 = 3

Hazards (activity steps)	Risk	Evaluation	Control action	Residual evaluation
			hardness and thickness of wood.	

Location of use:	Completed By: Craig Torrens Date: 04.01.25 Review Date: 04.01.26
<p>Tool Talk:</p> <p>No gloves on person using the tool.</p> <p>Glove on helping hand(s) of the other person holding the wood.</p> <p>This is a hand/ palm drill.</p> <p>This is the handle, this is the drill bit.</p> <p>This is the drilling end I hold the hand/ palm drill like this (Hold handle with drill bit facing down).</p> <p>I walk with the hand/ palm drill like this (Hold handle & hold drill to the side with drill bit facing downwards).</p> <p>I pass the hand/ palm drill like this (Hold the bottom of the handle near the drill bit and pass so the other person can take the top part of the handle).</p> <p>When I am not using the hand/ palm drill I put it down with the handle facing forward and drill bit facing backwards like this.</p>	

I use the drill to drill a hole in wood.

When I use the hand/ palm drill I use it 2 arms and a tool away from anyone else like this.

When I have finished using the hand/ palm drill I place it in the designated place or toolbox provided.

Tool Use:

If required, the helper should hold the wood with gloved hand(s) on a flat surface, such as wood. This ensures that the drill bit is not damaged when it cuts through. The driller should identify the spot on the wood to be drilled. If using the hand drill, the driller should then hold the drill vertical and turn the handle clockwise so that the drill bit spins on a straight vertical axis. The driller should reverse the rotation if the drill bit should become stuck and may need to blow some dust away from the hole, ensuring both people have turned away so as not to get dust in their eyes. They should both be careful not to touch the drill bit immediately after drilling as it may become hot. If using the palm drill, the driller should lean weight onto the drill and turn it in a clockwise direction by the handle. Once the hole has been drilled, they should turn it anti-clockwise whilst pulling it out carefully.

Tool Maintenance:

The tool should be cleaned with a cloth and oil and checked after each session. The drill may be blown on to clear any dust. If the drill bit is deemed unsafe, then it should be changed. The drill should be stored in a waterproof/ airtight container.

Metal Casting Risk Assessment.

Risk Assessment: Fire & Metal Casting	Completed By: Craig Torrens Date: 04.01.25 Review Date: 04.01.26
Brief description of activity: Lighting, maintaining and putting out of small, contained fires. All fires take place in the centre of the fire circle and are contained. Fires will be contained either within a Fire Bowl or within a log surround. We always have a clear purpose for building and using fires at Forest School. These include the cooking of simple meals, heating of water, metal casting Forest School craft activities. This is undertaken with an adult and child group at our Forest School site. School children and staff are engaged with all aspects of the fire, from collection of tinder and fuel to preparation, ignition, maintaining and putting out of fire. For larger fires, we bring a supply of kindling and wood onto the site, so not to deplete the deadwood of the forest. School staff and/or the Forest School Leader are responsible for the fire and will be manage all aspects of its use and how pupils move and interact near it. Responsibility for the fire will never be delegated to a volunteer helping at	

Forest School. All adults supporting Forest School sessions have read this risk assessment for fires.
<p>Benefits of Experience/Activity: Enjoyment, excitement and spiritual reflection. In managing a fire, participants will learn risk management, responsibility and organisation. In using fire as a (cooking) tool, children learn to respect it and use it wisely. Participants will learn simple science lessons (fire triangle) including the suitability of materials to ignite and keep a fire going, how to balance the right amount of oxygen and heat loss. Individuals will also learn about simple food preparation, meals and food types. They will also learn food hygiene basics, in a challenging practical environment. Putting a fire out, clearing up and taking items away will teach environmental responsibility and personal respect. In preparing, cooking and eating simple foods on an open fire groups will connect with food production, and enjoy social time. For many, the simple meals will also show variety of food types available, and signpost healthy food choices.</p>

Hazards (activity steps)	Risk	Evaluation	Control action	Residual evaluation
Injury during collection of kindling and sticks.	Cuts, grazes, scratches, splinters, puncture wounds.	2 x 2 = 4	<ul style="list-style-type: none"> • Before collecting any wood for the fire, children will be reminded of the different sizes that we can use: match stick, thumb, pencil, arm. • Children carrying or dragging larger sticks will be instructed to leave them. • Children supported when breaking sticks into smaller 	2 x 2 = 4

Hazards (activity steps)	Risk	Evaluation	Control action	Residual evaluation
			sizes.	
Igniting the fire or adding fuel	Small burns from sparks.	2 x 1 = 2	<ul style="list-style-type: none"> • Fire to be lit at arm's length using fire steel (magnesium block and striker). • Long matches only to be used during wet or damp weather conditions. • Adults supervise fire lighting 1:1, rest of the group are seated around the fire circle. • Group aware of fire before policy and procedures before lighting. • Fire blanket, burns kit and plunge bucket kept in designated area. • Trained first aider present. • Children are directly instructed to add fuel (wood). No sticks or wood will ever be thrown into the fire. 	1 x 3 = 3

Hazards (activity steps)	Risk	Evaluation	Control action	Residual evaluation
			<ul style="list-style-type: none"> • Children add fuel (wood) from a safe distance. • Only suitable varieties of wood for burning will be used. 	
Slipping, tripping or falling onto the fire once lit.	Burns, cuts bruises.	3 x 4 = 12	<ul style="list-style-type: none"> • All seating to be more than a falls length away from the fire. • Adults expressly review fire safety procedures before the fire is lit. Procedures are followed even when the fire is not lit. • A perimeter is established around the fire circle. • Session lead is responsible for assessing whether learners are behaving in a manner which will permit the fire to be lit. • Children only approach the fire when instructed to by an adult. • Children never 	1 x 4 = 4

Hazards (activity steps)	Risk	Evaluation	Control action	Residual evaluation
			<p>approach the fire directly from their seat, they leave the circle from behind and enter the fire circle through the 'gate'.</p> <ul style="list-style-type: none"> • An adult is positioned at the 'gate' to the circle and ensures children enter safely. • As the site is on a slight slope, the 'gate' is downhill of the fire. • When working with the fire, children of how to position themselves to reduce the risk of slipping or tripping. • Fire blanket, burns kit and plunge bucket kept in designated area. • Trained first aider present. 	
Clothes or hair igniting	Burns	3 x 4 = 12	<ul style="list-style-type: none"> • Adults explicitly share safe fire practices and procedures before 	1 x 3 = 3

Hazards (activity steps)	Risk	Evaluation	Control action	Residual evaluation
			<p>the fire is lit.</p> <ul style="list-style-type: none"> • All long hair must be tied back within the fire circle. • No gloves are permitted when using the fire. • Long sleeves rolled back from hands. • Children will maintain a safe distance from the fire. This is marked out with a log fire surround. • Children maintain the 'will you marry me' position when working with the fire. • Fire-blanket, burns kit and plunge bucket kept in designated area. • Trained first aider present. 	
Setting the surrounding ground/ vegetation alight.	Burns	3 x 3 = 9	<ul style="list-style-type: none"> • Ground fires will only ever take place in the fire circle. • The living layer and any leaves etc. will be removed before the fire is lit. 	

Hazards (activity steps)	Risk	Evaluation	Control action	Residual evaluation
			<ul style="list-style-type: none"> • Fire-blanket, burns kit and plunge bucket kept in designated area. • Trained first aider present. 	
Cooking: burns from kettles/steam, pans, burning wood, flames, hot oil, water.	Burns from kettles/steam, pans, burning wood, flames, hot oil, water.	3 x 3 = 9	<ul style="list-style-type: none"> • Adult explicitly share procedures and policy for fire and cooking, before the fire is lit. • Cooking will only take place with limited numbers, depending on the type of food being prepared. • Fire-blanket, burns kit and plunge bucket kept in designated area. • Trained first aider present. 	1 x 3 = 3
Pewter casting: burn from molten metal.	Severe burn form metal/ molten metal run out.	3 x 4 = 12	<ul style="list-style-type: none"> • A tool talk/ SOP will be shared with learners before the casting spoon is used. • Only one person is permitted to cast metal at a time. • Adult ratios for this activity will always 	1 x 4 = 4

Hazards (activity steps)	Risk	Evaluation	Control action	Residual evaluation
			<p>be 1:1, regardless of age and stage.</p> <ul style="list-style-type: none"> • The session leader is responsible for ensuring that learners are behaving in a manner that is appropriate for the activity. If not, the plan should be changed. • Children must wear a leather apron. • Children always practice handling and using the casting spoon with water each session, before working with molten metal. • A second adult is positioned on the perimeter of the fire circle to prevent other children distracting or interrupting activity. • Casting spoon condition monitored by Forest School Leader. Casting maintained by Forest School 	

Hazards (activity steps)	Risk	Evaluation	Control action	Residual evaluation
			<p>Leader.</p> <ul style="list-style-type: none"> • The casting spoon is properly dried before use. • Children pour molten metal into a metal container (to prevent melting), which is positioned within the fire square. • Then not in use, the casting spoon is placed inside the square fire surround, where no children are permitted. • Adults set a 4 minute timer before the adult attempts to touch the metal casting. • Once the activity is completed, the casting spoon is plunged into a bucket of cold water. • Fire-blanket, burns kit and plunge bucket kept in designated area. • Trained first aider 	

Hazards (activity steps)	Risk	Evaluation	Control action	Residual evaluation
			present.	

<p>Location of use: Braco Castle Estate Castle Drive Braco FK15 9LA Grid Reference: 56.27299o N, 3.88267o W 'What Three Words': waving.chap.oaks.</p>	<p>Completed By: Craig Torrens Date: 04.01.25 Review Date: 04.01.26</p>
<p>Tool Talk: Casting Spoon/ Casting metals.</p> <p>No gloves on person using the tool. Leather apron to be worn by learners.</p> <p>This is a casting spoon.</p> <p>This is the handle and this is the crucible.</p> <p>The wooden handle is the only part that I hold, and the crucible is where the pewter will go.</p> <p>A casting spoon is used for heating metals up to a high temperature and them. This means that we need to be very responsible and safe when using a casting spoon.</p> <p>I stay where I am, in the will you marry me position, when using the casting spoon.</p> <p>I do not pass the casting spoon to anyone. This is because it gets very hot.</p> <p>When I am using the casting spoon, I will remain in the 'will you marry me' position.</p> <p>When I see the metal becoming molten, I will leave the casting spoon on the fire. An adult will instruct me to remove it.</p> <p>When I have finished using the casting spoon, the adults will instruct me to place it carefully into the fire square.</p>	

An adult will explicitly tell me when it is okay to handle or touch my casting. The Forest School Leader will always check its temperature before I handle it.

Tool Use:

- The learner will always wear a leather apron before undertaking any metal casting.
- The child should use the tool in the ‘will you marry me’ position.
- They will only hold the casting spoon using its wooden handle with one or two hands.
- If their arms get tired, they will let an adult know.
- When the metal is molten, an adult will instruct them to move it across and pour the metal.
- Once they have poured the metal, the adult will instruct them to place the casting spoon down in the fire square.

Tool Maintenance:

The tool should be plunged into cold water when no longer in use. The Forest School Leader should wipe the crucible clean of debris between uses. Before each use, the Forest School Leader will assess the condition of the tool, paying particular attention to the handle.

Sheath Knife Whittling.

<p>Risk Assessment: Sheath Knife Whittling</p>	<p>Completed By: Craig Torrens</p> <p>Date: 04.01.25</p> <p>Review Date: 04.01.26</p>
<p>Brief description of activity: Braco Primary School's Forest School view sheath knives as a tool to be used in order to meaningfully achieve or produce something. They are not simply given out in order to occupy time or to satisfy a desire to use a knife. The choice to allow individual participants to use a knife, and the manner in which that knife is used reflects an appreciation of the participant's ability and developmental level. It should be borne in mind that the use of tools reflects the FSA's principle of taking supported risks, as well as the risk being balanced against the benefit the participant will gain from such use. The use of a knife as a tool will be for such tasks as whittling a stick in order for it to be used to roast marshmallows, production of campsite items from natural materials and cooking. The use of sheath knives receives specific attention in Forest School practitioner training</p>	

and assessment, and there are established 'tool talks' which are applied each time knives are to be used. The dynamic risk assessment of an individual participant's ability to use a knife and the manner in which that knife is to be used rests with the Forest School practitioner and their professional and pedagogic judgement.

Benefits of Experience/Activity:

The aims of using tools include teaching children about the potential risks and how we can manage them. Therefore, using tools does contain an element of risk, however the level of risk that the children are exposed to are carefully controlled at a manageable level so that the benefits achieved outweigh the level of risk.

Specific benefits from using sheath knives for whittling:

Emotional intelligence; self-esteem; confidence; resilience; teamwork; child-differentiated learning; holistic development; empathy; sense of self-worth; communication skills; logical thinking; problem solving; practical extensions of classroom objectives; curriculum enrichment; connect with nature; promote eco-friendly attitudes; higher order thinking skills; child-specific learning; extension of skills and knowledge; improved behaviour; de-stress; increased motivation to learn; learning above and beyond the national curriculum; cross curricular learning; imagination; creativity; physical development; core strength; emotional literacy; physical literacy; independence; self-awareness and management of risk.

Hazards (activity steps)	Risk	Evaluation	Control action	Residual evaluation
Injury during transportation.	Cuts, grazes, scratches.	1 x 3 = 3	<ul style="list-style-type: none"> • All tools stored in a lockable toolbox during transportation. • All sheath knives are stored with the sheath securely on. • Adult responsible for carrying tool box. • All learners have an understanding of the parts of the knife, and how to stand, walk, pass, carry, use and store them. 	1 x 3 = 3

Hazards (activity steps)	Risk	Evaluation	Control action	Residual evaluation
			<ul style="list-style-type: none"> Children only open or remove tools from toolbox when invited to do so by the Forest School Leader. 	
Injury when walking with sheath knife	Cut, scratch, graze, puncture wound	2 x 3 = 6	<ul style="list-style-type: none"> 'Tool talk' on sheath knives given each session before pupils handle them. This reminds learners how to walk with and store knives. All sheath knives are stored with sheaths on. Children may only collect sheath knife with session lead's permission. Sheath remains on knife while person is moving around the site. Swift intervention made if someone is walking with an unsheathed knife. 	1 x 3 = 3
Removing the knife from sheath	Cuts,	3 x 2 =6	<ul style="list-style-type: none"> Use of 'tool talk'. Demonstration of the safe way to sheath and unsheathe knife. 	2 x 2 = 4

Hazards (activity steps)	Risk	Evaluation	Control action	Residual evaluation
Incorrect technique when using knife	Cutting 'helper' hand Cutting someone else Cuts to legs	3 x 3 = 9	<ul style="list-style-type: none"> • Use of 'tool talk'. • Demonstration of the safe way to use the knife. • Some children (depending on confidence, age, stage and need) may require a glove on their 'helper hand'. • Log discs to be available to rest work piece on. • Practitioner monitor use of knives closely and intervene if necessary. • Adult ratios strictly adhered to. • Blood bubbles used for safe working distances. • Use of tool working area, which people must be invited into. 	2 x 3 = 6
Injury to others not using the sheath knife.	Cut, scratch, puncture wound.	2 x 3 = 6	<ul style="list-style-type: none"> • A designated tool area is used, away from other activities. • Children must be invited into the tool area. • Children work within 'blood bubbles' which are two arm lengths, plus the length of the 	1 x 3 = 3

Hazards (activity steps)	Risk	Evaluation	Control action	Residual evaluation
			tool. <ul style="list-style-type: none"> • Children have had 'tool talk' outlining use instructions. • All adults on the site have seen the risk assessment and will ensure children remain at a safe distance. • Practitioner monitor use of knives closely and intervene if necessary. 	
Mis-use of tool	Cuts, graze, scratch, puncture wound	2 x 3 = 6	<ul style="list-style-type: none"> • Tools are kept in a lockable box when not in use. The other adults will supervise other activities while the session lead will supervise tool use. • Children will take part in a 'tool talk' before each use. • Children identified as not being in the right frame of mind to use tool will not be allowed to take part until it is safe to do so. • Adult ratios for whittling drilling will be 1:1 moving to 1:3 after children are 	1 x 3 = 3

Hazards (activity steps)	Risk	Evaluation	Control action	Residual evaluation
			<p>deemed confident.</p> <ul style="list-style-type: none"> • Establish relationship with group/ individuals before introducing the use of knives. • Limit the numbers using knives at any one time in accordance with the developmental and maturity level of the participants. • Practitioner to observe and monitor use. • Intervention made if unsafe behaviour or practice is seen. • Revisiting the 'tool talk' to re-establish correct behaviour and use of knives. 	
Knife slipping when being used: incorrect force used.	Cut, scratch, graze	3 x 3 = 9	<ul style="list-style-type: none"> • Tool properly maintained: ensure the blade is sharp and the handle is in good condition. This will ensure minimum force is needed. • Children supported to select soft wood for whittling. • Ensure children have a good 	2 x 3 = 6

Hazards (activity steps)	Risk	Evaluation	Control action	Residual evaluation
			<p>understanding of how to safely use tool. 1:1 ratio for first use.</p> <ul style="list-style-type: none"> • Less confident children whittle onto a wooden block. • Any helper will wear gloves to protect their hands. Learners will not wear gloves as it may affect their ability to feel the tool correctly. • Demonstration of correct tool use each session, 45o angle and only taking small shavings off the wood. 	
Baton-ing	Cut, scratch, slice wound	3 x 3 = 9	<ul style="list-style-type: none"> • Clear tool talk • Demonstration • Use of flat surface and wood block. • Knife handle always used to outside of wood • Restrict diameter of wood to be batoned to approx' 3" • Blade to be struck vertically onto spine. • Portion of blade in contact with wood to be hit; not the 	2 x 3 = 6

Hazards (activity steps)	Risk	Evaluation	Control action	Residual evaluation
			expose tip. <ul style="list-style-type: none"> Once wedge released blade from the wood, the knife is to be replaced into the sheath. 	
Blade snapping	Cut, graze.	2 x 3 = 3	<ul style="list-style-type: none"> Tools regularly maintained as outline in Standard Operating Procedure. Group informed how to check the drill condition prior to using. Forest School leader regularly checks tools and decommissions tools when necessary. Ensure the knife is suitable for hardness and thickness of wood. 	1 x 3 = 3
Using knife whilst sitting	<ul style="list-style-type: none"> Cutting knee Cutting inside of thigh 	3 x 4 = 12	<ul style="list-style-type: none"> Use of 'tool talk' Demonstrate the safe way to use the knife, emphasising the cutting on the 'outside of the body policy' or 'elbows on knees policy.' Practitioners to monitor use of knives and intervene as 	1 x 4 = 4

Hazards (activity steps)	Risk	Evaluation	Control action	Residual evaluation
			necessary. <ul style="list-style-type: none"> • Practitioners hold a valid first aid certificate. • First aid kit carried at all times. 	
Kneeling/ sitting/ stepping on unsheathed knife	Cutting knee Cutting bottom Knife puncturing footwear	2 x 3 = 6	<ul style="list-style-type: none"> • Use of 'tool talk'- re-sheathing knife when not being used/ returning to storage when finished. • Tool only used one arm and a tool away from any other person. • Safe working area practices in place. Use of visuals for learners who require: cones etc. • Practitioners to monitor use of knives and intervene as necessary. 	1 x 3 = 3
Knives taken/ stolen/ lost	Injury to pedestrians Potential criminal offence	2 x 3 = 6	<ul style="list-style-type: none"> • All knives counted in and out, in line with SOP. • Use of bright knives and sheathes only for visibility. • Tools only used within the designated tool area. • Adults supervise use 	

Hazards (activity steps)	Risk	Evaluation	Control action	Residual evaluation
			of tools carefully.	

Location of use: Braco Castle Estate Castle Drive Braco FK15 9LA Grid Reference: 56.27299o N, 3.88267o W 'What Three Words': waving.chap.oaks.	Completed By: Craig Torrens Date: 04.01.25 Review Date: 04.01.26
<p>Tool Talk:</p> <p>This is a sheath knife for whittling.</p> <p>This is the handle, this is the sheath.</p> <p>When I take the sheath off: this is the spine and this is the blade.</p> <p>The blade is the sharp, cutting edge of the blade.</p> <p>When I am not using my sheath knife to cut, I have the sheath on the knife for safety.</p> <p>I know the sheath is on when I hear a click. If I don't hear the click, I gently remove the sheath and place it on again.</p> <p>I walk with the sheath knife like this (Hold handle & knife to the side with the sheath on and the blade pointing downwards).</p> <p>I pass my sheath knife like this (Hold the sheath and pass so the other person can take the handle).</p> <p>When using a sheath knife, I am in my blood bubble, which is two arms and a tool length away from others.</p>	

I hold the knife in my writing hand.

I always use it on the outside of my body and away from me.

I only cut away from my body.

I can wear a glove on my helper hand to keep it safe.

When I am not using the knife I put it down with the handle facing forward (away from me) and point facing towards me.

When I have finished using the knife, I place it in the designated place or toolbox provided.

Tool Use:

The tool can be used in two ways, based on the age and stage of the learner. A glove may also be worn on the 'helper hand' if the adult deems this a necessary precaution.

- 1) **Sitting:** Child is working in a designated and clearly visible tool area. They place their wooden object to be cut where they are going to work and collect a knife. Child collects knife as outlined above and sits on a secure seat, which is a safe working distance from others. They hold the knife in their dominant 'writing' hand and remove the sheath. They sit with their legs facing forward together, and their torso turned to the side. Learners hold the stick in their (gloved) non-dominant hand. To cut, they place the knife at roughly a 45° angle and cut away from their body. When they are finished cutting, they put the sheath back on the knife.
- 2) **Kneeling:** Child is working in a designated and clearly visible tool area. They place their wooden object to be cut where they are going to work and collect a knife. The child will cut the wood onto a secure, flat surface. They hold the wood in their non-dominant hand, with the end pressing down on the flat surface (wood sliced provided). Children should be kneeling over the board with three points of contact on the ground. They hold the knife in their dominant 'writing' hand and remove the sheath. They sit with their legs facing forward together, and their torso turned to the side. Learners hold the stick in their (gloved) non-dominant hand. To cut, they place the knife at roughly a 45° angle and cut away from their body. When they are finished cutting, they put the sheath back on the knife.

Tool Maintenance:

The tool should be cleaned with a cloth and oil and checked after each session. Each term, or sooner if required, the Forest School Leader will sharpen the knife blades. If a knife is deemed unsafe, then it should be removed until it is fixed or replaced. The knives should be stored in a waterproof/ airtight container.

Standard Operating Procedures

Metal Casting

Standard Operating Procedure

Store Fuel at safe distance from fire	
Ensure area 1 step and full length fall stays free from trip hazards	
Ensure fire stays within clearly demarcated and stable surround	
Ensure adequate extinguishing water, first aid equipment and first aider on hand	
Keep fire size and time limited to purpose	
Ensure Stop, Drop and Roll is known to all	
Establish procedures for entering and exiting the fire circle	
Encourage all to be low and balanced in area, limit movement across area	
Ensure people have no flammable hazards (loose long hair, non-heat proof gloves, loose clothing)	
Encourage people to avoid down-wind side of fire	
Encourage people to move if the smoke is troublesome	
Encourage people to match their distance from the fire to flame length and heat	
Consider how activities could case hazards to each other	
Add fuel to downwind end	
Learners remain in the ' will you marry me ' position when working with the fire	
Learners wear leather apron when metal casting	
Adult 1:1 when melting metals on casting spoon	
Cast remains inside the fire surround until check by adult	
As soon as metal is poured, casting spoon is placed within fire surround	
When finished with, the casting spoon is plunged into cold water	
Ensure fire is fully extinguished , check all large embers	

Palm Drill: Standard Operating Procedure

Tool Talk given prior to use	
Safe Tool-working area clearly defined	
'Blood Bubbles' established 2 arms and a tool width	
Learners only take tool from toolbox with explicit adult permission	
Drilling takes place onto a flat wooden block	
Kneeling position adopted, body positioned above block.	
Drill held in dominant hand	
Object to be drilled supported with non-dominant hand.	
Drill turned clockwise to drill into wood	
Drill turned anti-clockwise to release/ reverse drill.	
When object is drilled, children place drill back in toolbox.	

Sheath Knife- Whittling

Standard Operating Procedure

Tool Talk given prior to use	
Safe Tool-working area clearly defined with ropes	
People may only enter tool-working area when explicitly invited by Forest School Lead.	
'Blood Bubbles' established 2 arms and a tool width	
Learners only take tool from toolbox with explicit adult permission	
The sheath remains on the knife until the person is ready to cut	
Whittling with sheath knife takes place onto a flat wooden block	
Kneeling position adopted	
Knife held in dominant hand	
Object to be whittled supported with non-dominant hand	
Knife blade held at 45o angle to wood	
Knife blade is only used to cut away from body, NEVER towards	
As soon as the person has finished cutting, the sheath is placed back onto the knife	
The sheath knife is always placed back in the toolbox when not in use	

