



**OUR LADY'S ABINGDON (OLA)**  
**LOWER SCHOOL – OUTDOOR LEARNING & FOREST SCHOOL HANDBOOK**

The current version of any policy, procedure, protocol or guideline is the version held on the OLA website. It is the responsibility of all staff to ensure that they are following the current version.

**Document Details**

<b>Information Sharing Category</b>	School Domain
<b>Version</b>	1
<b>Date Published</b>	September 2022
<b>Authorised by (if required)</b>	Head
<b>Responsible Area</b>	Leadership Team

We comply with the Government guidance and regulations, currently in force, regarding COVID.

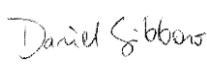

**Availability:** All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school.

**Monitoring and Review:**

Reviewed: September 2022

Next Review: September 2023

Signed:

Head	Deputy Head
Mr Daniel Gibbons	Dr Beth Reynaert
Signed: 	Signed: 

**1. Rationale**

At OLA, we develop a loving, caring and welcoming community in which all may grow as children of God. We encourage:

- Respect for ourselves, one another and our environment.
- Co-operation so that we may grow as valued members of our community; able and willing to support, help and appreciate each other.
- Nurturing of the whole person in order to fulfil each one's potential in a healthy and safe environment.
- Meaningful relationships, valuing each person for what they are.
- Openness and honesty in our opinions and ideas; remembering at all times the importance of reconciliation, the need to forgive and be forgiven.

Forest school will continue to develop the OLA ethos in an outdoor setting. The Forest School approach to outdoor education will allow the children to become lifelong learners. The children will be at the heart of their own learning within a child led environment where each pupil is valued. They will learn about boundaries, taking risks and using their imagination. This includes developing relationships, self-esteem and emotional Intelligence through use of tools and the environment around them.

Forest School is an exciting adventure in which all children will be valued, respected and developed as a whole. We will nurture creativity and independence to create lifelong learners with a thirst for knowledge that will be "roofed only by the sky". All children have a right to experience and benefit from the unique opportunities associated with being outdoors. The outdoors

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can provide space and freedom for a type of learning that is difficult to replicate indoors. We believe it is important for children to use the outdoor environment as a context for learning throughout the year. We are privileged to have access to our own woodland situated a short walk from the school, in addition to our onsite play areas, which is used for our Forest School sessions and our Forest School club.

## **2. Aims**

### **Forest School Statement of intent**

Research shows that, when learning in the outdoors, children will:

- Attain higher levels of knowledge and skills.
- Improve their physical health and increase their motor abilities.
- Socialise and interact in new and different ways with both peers and adults.
- Show improved attention and enhanced self-awareness, self-esteem and mental health.
- Change their environmental behaviours, values and attitudes.

### **Aims and Objectives of OLA Forest School**

- To create an outdoor area that is stimulating, exciting, and used as a learning environment across the curriculum
- To provide a rich and varied environment that will support children's learning and development throughout the year.
- To provide opportunities for children to build their confidence by exploring, managing risks and learning in secure, safe, enjoyable and challenging outdoor spaces.
- To make good use of outdoor space so that learning is enhanced by working on a larger, more active scale than is possible indoors.

### **Through our wider curriculum, we aim to provide an outdoor curriculum that:**

- Enables pupils to acquire knowledge, understanding and skills to engage effectively/enthusiastically with the outdoors.
- Arouses our pupils' curiosity about the environment, society and economy in which they live.
- Gives pupils 'first-hand' experiences within the environment – our school grounds, our immediate locality and other visits within the region and beyond.
- Helps pupils to develop an informed concern about the environment and the planet.
- Involves them in practical ways of ensuring the caring use of the environment and its resources, now and in the future.
- Enables pupils to acquire skills, knowledge and understanding regarding health and wellbeing.

## **3. Setting**

The Forest School site is based at the end of the OLA sport field (Barton Field), which is covered by OLA's insurance policy. The woodland contains a variety of trees and animals. OLA will be aware of the days that Forest School will be running on the school grounds so that site checks can be made by the ground's men or a member of the Forest School team. The school will also be aware of where the children and staff are in the event of an emergency or in the event of the fire at OLA or fire alarm practice. The grounds are checked regularly by the ground's men and an annual tree check is made of all trees in the woodland.

The children and members of the Forest School team will agree the rules of Forest School. If parents or other people join us during Forest School sessions, the children will be asked to share these rules with other adults so that everyone is aware of the rules. Children will be reminded of the Forest School Rules before each session. Once at the Forest School site the children and adults will also be shown the assembly point should we need to evacuate the woods. The evacuation process will be practiced on a regular basis. Everyone at the woods will be made aware of this before the session begins.

## Sitemap



### 4. Planning

Outdoor areas can be used to enhance learning in all areas of the curriculum. Where possible, teachers should consider the outdoor area as an additional tool for teaching and learning. In plans, use of the outdoor areas should be clearly marked and linked the activities the children are taking part in. The Forest School resources are kept in the Forest School shed on the Forest School site. Tools and perishable materials are kept on the Forest school trolley.

The Forest School Leader is responsible for monitoring the use and provision of the woodland, allocation of resources, reviewing the Forest School handbook and risk assessments. The OLA outdoor environment is maintained and risk assessed by the facilities team on an annual basis. When the Forest School Leader is not leading the Forest school session, the leader of the session will be responsible for assessing the woodlands and completing the risk assessments. In the event of the Forest School leader not attending the woods on a regular basis, the leader of the woodland's session will inform the Forest School Leader of any changes that may need to be made to the risk assessment.

All staff members are responsible for the monitoring and evaluation of outdoor learning activities. Teaching staff will ensure that there is adequate supervision for groups of children working outside and that outdoor learning is well planned. It is the responsibility of all staff to be knowledgeable of planning, the risk assessment of the area they are working in, health and safety issues around particular pupils and to take the necessary precautions. Staff members are to report any potential hazards or faulty equipment to the Facilities team via the fault fixer app or by email [facilities@ola.org.uk](mailto:facilities@ola.org.uk).

### 5. Assessment, recording and reporting

As the children will be leading the learning, all Forest School sessions will be planned using previous observations and reflections (See **Appendix 1**). A Forest School display board in the classroom will be updated with the use of photographs of the children in the woodland. This will enable parents, staff members and visitors to observe learning during Forest School sessions.

### 6. Communication

*Communication with parent's and permission to take the children to Forest School:*

Before the children begin to go to the woodland for Forest School sessions, parents will be invited to attend a Welcome meeting which will include information on Forest School. Letters will also be sent out to parents/guardians regarding the principles of Forest School and what they can expect from a session. The letter will include a section on clothing they could wear to Forest School. The letter will ask the parents for permission to take the children to Forest School. For Forest School Lunch club, a separate letter will be sent to each parent in order to explain routines, dress code and gain permission.

### 7. Routines

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On the day of the session all adults will be aware of the focus for learning (See **Appendix 1**), this will be based on the previous weeks learning and children's interests. All adults attending the Forest School session will be given a set of cards detailing their 'job' in case of an emergency. Adults will have time to look through this before attending the session. On the day that the children will be attending Forest School, the children will come to school in appropriate Forest School clothing, which will be dependent upon the weather. The children will bring their school uniform in to school to change into once the session in the woodland has finished. The children will attend Celebration assembly and then get ready to go to the woodland. The children will bring in a snack, which they will put into a rucksack when they arrive in the morning ready to take to the woods.

## **8. Environmental impact assessment**

The site that will be used for Forest School sessions will be assessed from season to season to monitor the impact, positive or negative, that sessions may have on the environment. This assessment is intended to ensure that the site can sustain the use in this way, and influence decision-making processes regarding the long-term and short-term use of the area. The assessment will support this process and help to identify any impact caused by Forest School sessions.

## **9. Equal opportunities**

OLA Forest School is committed to the idea that there should be equal opportunity for all. Our policies help to ensure that we promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

We undertake to ensure that all our children:

- Feel secure and know that their contributions are valued.
- Appreciate and value the differences they see in others.
- Take responsibility for their own actions.
- Are able to participate safely in clothing that is appropriate to their religious beliefs.
- Are taught in groupings that allow them all to experience success.
- Use materials that reflect a range of social and cultural backgrounds.
- Have a common curriculum experience that allows for a range of different learning styles.
- Are set challenging targets that enable them to succeed.
- Participate fully, regardless of disabilities or medical needs.

### *Forest School for all:*

The outdoor area is suitable for all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of the children. When planning for work using the outdoors, we take into account the children's next steps for learning. Children and parents are encouraged to think about the usefulness of their clothing for outdoor activities, and to be aware that they are likely to get muddy during a Forest School session. We encourage a measure of risk-taking, always under close adult supervision, and actively foster friendships and collaboration between children who do not always get along in the usual course of events. Forest School activities are always designed to produce success and enjoyment, even if this seems to be of a transitory nature. The forest environment is one to which we all have an entitlement and we believe the happy experiences we have there will linger in the memory for years to come. Children with medical needs or disabilities will be helped so they can take as full a part as everyone else in Forest School sessions. Those with challenging behaviour are risk-assessed and may need one-to-one supervision, but their entitlement remains the same.

## **10. Emergency action plan in the event of an accident (See Appendix 4)**

### **RIDDOR - Reporting of injuries, Diseases and Dangerous Occurrences Regulations**

Certain types of accidents and incidents are required to be reported to the enforcing authority as soon as possible. At Forest School and in case of an emergency, an Emergency bag should be taken to each session:

#### *Contents for emergency bag:*

The kit needs to be regularly checked and re-stocked – refer to accident book. The kit should contain the following items, paying due consideration to the size of the group and remoteness of site:

- Gloves (in sealable bags, which can then be used for safe disposal of soiled items)

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- Swabs
- Bandages (cotton, in various sizes)
- Plasters
- Micro-pore tape
- Accident book
- Emergency procedures, containing emergency and missing person scripts.
- Medical information and emergency contact details for all in group,
- School registered mobile phone
- Sterile water (for washing out wounds or eyes)
- Designated first aid water for different purposes, 0.5 litre of fresh tap water
- Scissors

*Other essential items*

- Welfare kit (wet wipes, hand gel, biscuits, drinking water)
- Emergency whistle
- Roll mat
- Emergency shelter/parachute
- Medication for individuals
- Emergency fire kit
- Thermos of hot water (for cold weather conditions)
- Gaffa tape – to seal tools which have become unfit for purpose during session

*Emergency procedures:*

For Forest School sessions, the following steps should be implemented in the event of an emergency. In each scenario these have been divided into stages and job roles. Each adult before they participate in a Forest School session will be given a role and a set of cards so that they will be able to efficiently follow the Emergency Action Plan.

**a) In case of a medical emergency (i.e. serious injury, poisoning or illness):**

The Forest School Leader will co-ordinate the emergency procedure. Any adult who witnesses or is involved in an emergency, such as a serious injury, or suspects him/herself or another person to have a serious illness, should immediately alert the Forest School Leader or another member of staff, who must immediately inform the Forest School Leader. The Forest School Leader will contact the Head Teacher or the Deputy Head Teacher. They will then contact the school nurse for extra assistance.

*Person One – Forest School Leader (if not requiring medical assistance):*

Person One will assess the situation and decide what action is appropriate and put this into effect. Person One will remain with the patient from the moment he is made aware of the incident so that any symptoms can be effectively monitored. Person One will be responsible for the administration of First Aid. Person One will accompany the child to the hospital in the ambulance.

*Person Two:*

Person two will support person one and make phone calls to the relevant persons. Extra assistance will be sought – the school is nearby and a Leadership Team member will come upon request. The school contact details will be kept in the contact file under 'Extra Assistance'. Person two will also have all relevant phone numbers on their cards.

*Person Three:*

Person Three will gather children away from the casualty but stay nearby so the group remains together. The Forest School Leader administers First Aid. The assisting adult will instruct the other children to remain sitting in the safe place and wait for further instructions from the Forest School Leader.

*Person Four:*

Person Four will meet the ambulance which will be able to enter through the gates at the top of the field. The 'extra assistants' will be informed to meet us at this point.

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A member of the Leadership Team will contact the child's parents and inform the rest of the parents of the incident.

#### **b) In case of fire**

##### *Stage One:*

If a fire spreads or becomes out of control and attempts to extinguish it have failed, the Forest School Leader or assisting adult will blow the whistle and shout "Fire". Upon hearing this, all adults and children should immediately stop what they are doing, leave any tools, resources or belongings, and follow instructions given by the Forest School Leader (i.e., "walk to 'name' / place" or "walk to me") guided by supporting adults.

##### *Stage Two:*

Staff will account for the presence of all children and adults, and assemble the group ready to evacuate.

##### *Stage Three:*

A final head count will be made, and upon all children and adults being present, evacuation will begin immediately, taking the safest (not necessarily the quickest) route. Adults will lead the group swiftly, with a supporting adult following behind the last child. The Fire brigade will be called on route. Arrangements will be made for children to be collected once at the OLA car park. A supporting adult will remain with the group until the last child has been collected.

#### **c) In case of a missing person**

If anybody suspects a person may be missing, they should immediately alert all members of staff.

##### *Stage One:*

Any built fire will be extinguished immediately and tools gathered to a safe place by supporting adults.

##### *Stage Two:*

If after an initial sweep of the site, the person is not found, the group should assemble and find out where and when the person was last seen. The Forest School Leader will continue to search for the child while the group is assembled in a safe place.

##### *Stage Three:*

If the person is not found within 10 minutes, the Forest School Leader will alert the Police and begin to organize a search party. Any supporting adults will lead the group back to OLA, while the Forest School Leader undertakes a search of the site. Extra assistance will be sought and asked to meet at the entrance to Forge Lane.

##### *Stage Four:*

If after an initial search of the entire site and surrounding areas the missing person is not found, the Forest School Leader will return to school to meet the rest of the group.

The search party must work in pairs, never alone. Each pair will be given a whistle to attract attention if they find the missing person. If the missing person is not found following a sweep of the entire site, the search area will be increased. The Forest School leader will remain with the search party to administer first aid if necessary. The search will continue until poor light prohibits progress.

**If there is a reason to believe that a child has been abducted**, the group will remain together and return to OLA immediately, staff having ensured that any fires are extinguished. Personal belongings will be collected on the way if it is safe to do so. The police will be called on route. Once safely at school, the emergency contact of the missing person will be informed. The advice of the police will be followed in relation to searching for the missing person.

Ordnance Survey Grid Reference

SU 50347 97507

Latitude: 51.674085

Longitude: -1.2733118

X: 450347

Y: 197507

Procedure for Air Ambulance Landing Zone

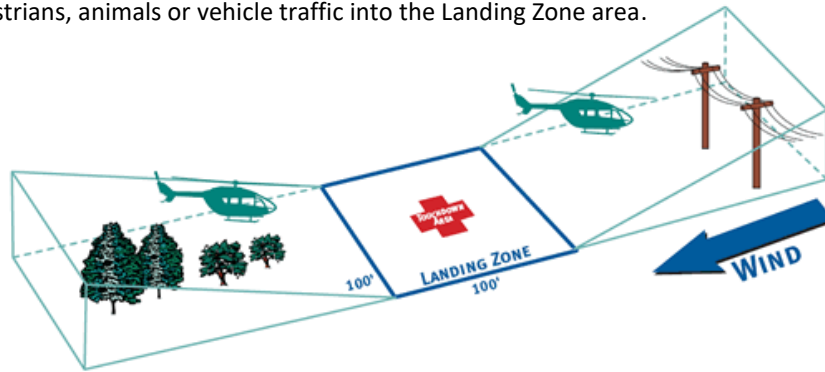
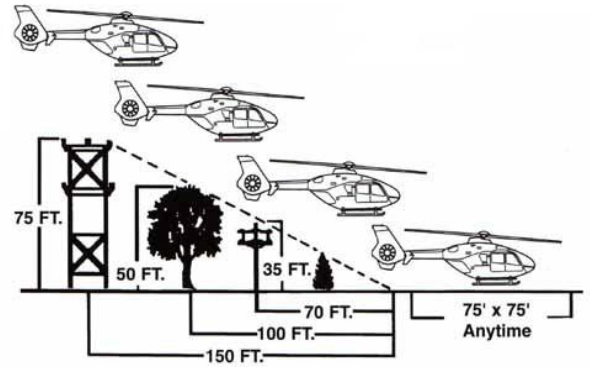
Launch Information:

Location of the Scene

- Latitude and Longitude / GPS Coordinates (minutes & seconds)
- Cross Streets or roads
- Closest City/Town
- Address of location
- Well-known landmarks
- Local weather conditions

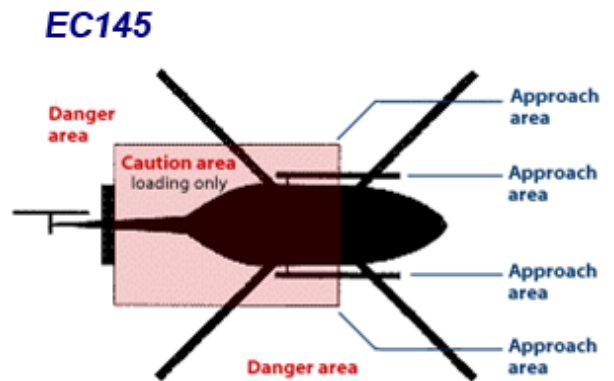
Landing Zone Preparation

- Locate an area at least 100' x 100'.
- Minimal slope or as flat as possible.
- Clean surface area of debris.
- Choose a landing zone with a clear approach and departure path into the wind.
- Mark the Landing Zone with Cones for daytime and strobes for night-time.
- Do not allow pedestrians, animals or vehicle traffic into the Landing Zone area.



Helicopter Safety Zones

- Don't assume the helicopter crew can see you just because you can see them.



**11. Health and Safety**

**Fire safety:**

We will be lighting fires at Forest School. This will be done by an experienced adult and will be monitored and risk assessed throughout the session with an adult being in charge of the fire at all times. In the event that we have a fire the children will be asked to collect firewood in three different sizes. The children will be reminded how to enter the circle when a fire is lit and reminded about walking around the circle rather than through it. If the children come to the fire they will be taught the correct position, on one knee and will use a safety glove.

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**Tool safety:**

The children will be given the opportunity to use a variety of tools during their Forest School sessions. The types of tools that the children will be able to use during Forest School sessions are; bow saws, fixed blade knives, secateurs and loppers. The tools and safety equipment will be checked regularly by the Forest School Leader. The tools will be counted in and out of the bag and all safety catches will be checked and monitored. The children will be shown how to use the tools properly and appropriately and will use them on a 1:1 basis. The Forest School team will model good use of tools at all times.

Please refer to Appendix 3: *Forest School Site Risk Assessment*.

**Using rope and string:**

The children will have access to rope and string during every Forest School session. If the children show an interest in using the string/rope a member of the Forest school team will ask the child if they would like them to show them a knot. The member of the Forest School team should act as a facilitator and not make the children perform a knot in a certain way if they do not want to. The children will also have booklets on knot tying to hand to use if they want to do it themselves.

**Tree climbing:**

The children will be allowed to climb the trees during each Forest School session. The children will be encouraged to think about the associated risks involved in climbing the tree and be able to explore their own limits. Before the session a member of the Forest School team or a grounds man will have completed a site assessment in which the ground below the tree and the tree will have been checked to make sure it is safe for the children to climb.

**Sticks:**

The children are allowed to pick up and play with sticks. The children will be encouraged to look at the risks associated with carrying sticks. The children will be facilitated in order to think about the best way to carry the stick, i.e. maybe drag the stick rather than carry it, or get a friend to help them carry it. The children will not be allowed to pull sticks from living trees. If the children do this then the Forest School leader will discuss the environmental impact the child. Children will not be allowed to throw sticks during the sessions.

**Boundaries:**

The children are made aware of the boundaries at the beginning of every session. The children are free to explore the woods but are not allowed to leave the woods at any point during the session. There are two ways in which the children could leave the woods, at either end of the woods. A member of staff or a helper will be based at either end of the woodlands so that all children can be seen at all times during the session. The children are also taught the game “**1...2...3...where are you**”, to which the children reply “**1.....2.....3 we’re over here**”. This allows verbal communication with the children should they need an adult at any point during the session. It also gives children a resource in the event that they become lost.

**Site checks (See Appendix 2):**

The Forest School site will be based at the end of the school sport field, which is covered by OLA’s insurance policy. OLA will be aware of the days that Forest School will be running on the school grounds so that site checks can be made by the ground’s men or a member of the Forest School team. OLA will also be aware of where the children and staff are in the event of an emergency or in the event of the fire at OLA or fire alarm practice. The grounds are checked regularly by the ground’s men and an annual tree check is made of all trees in the woodland.

The children and members of the Forest School team will agree the rules of Forest School. If parents or other people join us during Forest School sessions, the children will be asked to share these rules with other adults so that everyone is aware of the rules. Children will be reminded of the Forest School Rules before each session.

Once at the Forest School site the children and adults will also be shown the assembly point should we need to evacuate the woods. The evacuation process will be practiced on a regular basis. Everyone at the woods will be made aware of this before the session begins.

**Daily procedures**

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A safety check will take place before each Forest School session to identify any hazards and document any steps taken to reduce risk (See Appendix 2). This will be completed by the Forest School Leader, and shared with other adults if necessary.

### **Lost children**

If anybody suspects a person may be missing, they should immediately alert the Forest School Leader or another member of staff. The Forest School Leader will then put into action the Emergency Action Plan for lost children

### **Medical forms**

When the children join OLA, every parent has to sign a medical form. The parent's also sign an Emergency Medical consent form. The school office has a copy of all the children's medical needs and a spread sheet detailing these is updated and given to each teacher.

### **Permissions form**

#### *Parental consent:*

Before the children begin to go to the woodlands for Forest School sessions letters to parents/guardians will be sent out regarding the principles of Forest School and what they can expect from a session. The letter will include a section on clothing they could wear to Forest School. The letter will ask the parents for permission to take the children to Forest School.

#### *Media consent:*

When the children join OLA, each parent is asked to sign a media consent form. A check list of children that have permission for photographs to be taken and used for media purposes is kept in the school office.

## **12. Risk assessments**

All the equipment the children are using at Forest School and the Forest School site is risk assessed. For all risk assessments see the *Forest School Site Risk Assessment*.

OLA recognises and accepts its responsibility for providing a safe, healthy workplace and working environment for all its employees and pupils and any others affected by its activities – contractors, visitors, neighbours and members of the general public. We will work on those areas that are not fully implemented and will amend those where changes are needed to reflect changes in the law and best practice.

### **Transport**

#### *Walking procedure:*

The children will be walking to the Forest School site. Before the sessions begin they will practise the road safety rules and be given a certificate to show that they understand how to cross a road appropriately. The children will walk with a partner to the Forest School site. The Forest School Leader will be at the front of the line and coordinate the crossing of the road. Another member of staff will be at the back of the line. The remaining adults will walk alongside the children in the middle of the line.

**Appendix 1: Forest School Session Record**

Date:	Setting:	Group:
<b>Safety Check:</b> Site checked  Signed	New Hazards:	Weather:

**What can we do today?:** if anyone is unsure about what they could do then they could try this or use some of the resources we have:

**Resources to use:**

**Risk Assessment:**

**What are the children doing?**

One of the most important things about Forest School is to watch what the children are doing. Please write down anything you observe a child doing, saying any achievements. Thank you.

**Previous learning, possible lines of development and resources for next session:**

Previous observations	Possible lines of development	Resources

**Appendix 2: Daily Procedures Site Check**

Date	Location	Forest School Leader
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Hazard Checklist	Checked	Action Taken
Fallen branches		
Slippery areas		
Broken glass/needles		
Vandalism/intruders		
Weather effects		
Standing water		
Fire zone		
Tool area		
Emergency rucksack		
Spare clothes		
Other hazards		

### Appendix 3: Forest School Site Risk Assessment

This outlines some of the more commonly faced risks associated with the outdoor classroom. OLA staff must actively implement the measures outlined, and remain vigilant to the potential for risk arising throughout the session.

Hazard	Evaluation	Control Measure
Poisonous berries/ fungi	Low	Give verbal warning not to touch or eat berries or fungi. Wash hands before eating and at the end of the session. Seek medical aid if ingested.
Low or dangerous branches	Medium	Give verbal warning to take care (especially of eyes). Remove damaged branches at risk of falling.
Uneven ground, holes and slopes	Low	Advise children of hazardous areas and to take appropriate care
Children going out of sight or missing	Low	Advise children of the boundaries and give verbal warning. Adults should remain aware of the group. Children will be instructed that if they become lost or separated from the group, they should remain where they are and wait for us to return to them.
Insect bites and stings	Low	Risk-assess the area, looking for harmful insect nests, hives, and plants. If these cannot be removed, they should be avoided, and children and staff advised of the hazard.
Allergies	Low	Staff should consider whether any measures need to be taken for children with allergies – <i>i.e. severe asthma sufferers may need to sit upwind of campfires, take regular breaks etc.</i> Epi-pens and other medication should be at hand.
Disease or infection i.e. <i>Toxicara canis</i> (dog faeces), tetanus (soil), Lyme disease (ticks)	Low	Cover broken skin on hands. Risk-assess the area before each session. Advise staff of symptoms and seek medical advice ASAP if an infection is suspected. Tuck socks into trousers if in potential tick area.
Behaviour	Low	Staff should decide whether individual children are capable of undertaking tasks responsibly and safely. Children will be made aware of the behavioural expectation. Children must demonstrate knowledge of safe working practice and understanding of the rules outlined before they can participate in higher risk activities – <i>i.e.</i> , around the campfire, using tools, etc. Ensure that children are calm and attentive before participating in Forest School Handbook tasks.
Food	Low	Choking Children must sit when eating.
Clothing & weather	Low	Sessions will take place in most weather conditions, except extremes. Children may only participate in outdoor sessions if they are appropriately dressed – waterproof clothing if necessary, sturdy footwear (no open-toed footwear), sun hats, sun block, etc.
Moving and lifting	Low	The moving and lifting of logs or large sticks must be done in pairs. If the work is light enough for one, another person should assist to make sure it is done safely. Safe lifting advice will be given, including lifting technique, the environment, other people in the area, etc.
Cuts, burns & other injuries	Low	A first aid kit will be to hand or nearby. People who require medical attention should be referred to the first aider

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Tools	Medium	<p>Tools will be used under close supervision.</p> <p>The facilitator will introduce by demonstration how to use tools safely. Safety instructions will be given before children use any tools. Safety equipment will be worn when using tools.</p> <p>The behavioural expectation will be reinforced and children made aware of the potential for injury.</p> <p>Tools will be stored away safely when not in use, and children informed not to use them unless accompanied.</p>
Roads	Low	<p>Children will be instructed to walk single file or in pairs along roads, following adult's directions and paying attention to the road when crossing. When waiting to leave or be collected from the car park, children must wait on the grass area.</p>
Fire	Low	<p>Campfires will be in a designated fire pit or fire bowl, and introduced by demonstration.</p> <p>Children will be informed how to move safely in the fire zone.</p> <p>All people in the area will be informed when the fire is lit.</p> <p>A restriction zone will be created around the fire.</p> <p>Behavioural expectations and potential danger reinforced.</p> <p>The fire will be closely supervised at all times.</p> <p>The fire will be strategically placed to minimize the risk of setting alight surrounding foliage.</p> <p>Burning sticks must not be removed from the fire.</p> <p>Water must be immediately available throughout, and the fire doused thoroughly when finished.</p> <p>Fire lighting equipment will be stored safely away when not in use, and children instructed not touch them.</p>
Unanticipated emergencies	Low	<p>A mobile phone will be available throughout the session. Dial 999 for emergency services</p>

**Appendix 4: Emergency Action Checklist:** In an emergency, it can be helpful to have a list of procedures to help you check that you have done everything necessary and perhaps to co-ordinate action if a number of people are dealing with the situation. The following checklist is for guidance only. Because each emergency situation is different, the action taken at the time will be that which the person in charge deems appropriate.

ACTION	COMPLETED BY
Establish the nature and extent of the emergency	
Account for all members of the party and ensure that they are safe	
If there are injuries, establish the extent as far as possible and administer first aid	
Contact the emergency services immediately if required	
Advise other staff of the nature of incident and ensure they know emergency procedures are being followed	
Ensure that an adult from the party accompanies any casualties to hospital	
Ensure that remainder of party are adequately supervised/reassured and plan for early return to base	
If required, arrange for one adult to remain at incident site to liaise with emergency services	
Control access to telephones until the Head or other emergency contact has been fully briefed and has had time to contact the families of pupils involved.	
Use this sheet to note down details of the incident while they are still clear in your mind	
Record details of all conversations with people involved, whether victims, witnesses or emergency personnel	
If appropriate and/or possible, take photographs of the scene and any relevant features e.g. warning signs, positions of vehicles, protective barriers etc.	
ANY OTHER RELEVANT INFORMATION	
DATE AND TIME OF INCIDENT	
LOCATION OF INCIDENT	
NATURE OF INCIDENT (Give as much detail as you can)	
NAMES OF THOSE DIRECTLY INVOLVED IN THE INCIDENT	
NAMES AND, IF POSSIBLE, CONTACT DETAILS OF WITNESSES OR OTHERS YOU MAY NEED TO CONTACT AGAIN	

