



GREENWAYS
FOREST SCHOOL

HANDBOOK

GREENWAYS FOREST SCHOOL HANDBOOK

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2. GREENWAYS VISION

Greenways is determined to help grow organic, free-range children, in the middle of the city.

Greenways Forest School provides a huge range of experiences and adventures for your children to enjoy.

Our highly experienced team will follow the children on their individual learning journeys, helping them to build upon the skills they learn each week.

Carefully tailored activities like science experiments, bushcraft, and games, will help us learn more about the world around us and about ourselves, and help our brains development holistically.

By following these child-led learning journeys and setting realistic but challenging tasks or activities, our team will help the children gain a greater self awareness, self-esteem, and self belief.

3. FOREST SCHOOL IN A NUTSHELL

Forest school is a child-centred learning approach that encourages holistic development using what nature has to offer. Through hands-on, and supported-risk-taking activities, it encourages:

- Self-esteem
- Confidence
- Emotional Intelligence
- Resilience
- Spiritual Development.

It also encourages intellectual development including:

- Creativity
- Independent learning
- Problem solving

It creates a safe, judgement-free, space where children feel the ability to 'try stuff out' and take risks, giving them the confidence to take on the world. In Forest School, children will develop a deep and meaningful connection to the world and understand their place in it.

4. FOREST SCHOOL IN A BIT MORE DETAIL

The ethos of Forest School is based on a fundamental respect for children and young people and for their capacity to instigate, test and maintain curiosity in the world around them. It believes in children's right to play; the right to access the outdoors (and in particular a woodland environment); the right to access risk and the vibrant reality of the natural world; and the right to experience a healthy range of emotions, through all the challenges of social interaction, to build a resilience that will enable continued and creative engagement with their peers and their potential.

Forest School is based more on the process of learning than it is on the content - more on the 'how' than the 'what'. Forest School ventures into the realms of the unplanned, unexpected and ultimately unlimited. Significantly, a woodland environment is central in supporting this very dynamic approach to learning: the passage of time, from the changing of the seasons, to the contemplation of an ancient tree; the dynamic nature of an outdoor environment - an infinite source of smells, textures, sounds and tastes; a range of visual stimuli from near to far, high to low, very big to very small; and the infinite layers of historical, cultural, spiritual and mythological significance that speak of our deep relationship with trees and woodland through the ages.

(FSTC)

5. WHAT THE CHILDREN WEAR

Spring

What to wear:

- Comfortable trousers
- Long sleeved t-shirt or top
- Thick jumper
- Two pairs of socks
- Wellies or sturdy closed toe shoes

In the bag:

- Spare socks
- Spare underpants
- Spare trousers
- Spare top
- Spare jumper
- Waterproof trousers
- Waterproof coat
- Hat and gloves



Summer

What to wear:

- Comfortable trousers
- T-shirt, light long sleeved t-shirt
- Light jumper
- One pair of socks
- Wellies or sturdy closed toe shoes
- Sun hat
- Suncream

In the bag:

- Spare socks
- Spare underpants
- Spare trousers
- Spare top
- Spare jumper
- Waterproof trousers
- Waterproof coat



Autumn

What to wear:

- Comfortable trousers
- Long sleeved t-shirt or top
- Thick jumper
- Two pairs of socks
- Wellies or sturdy closed toe shoes

In the bag:

- Spare socks
- Spare underpants
- Spare trousers
- Spare top
- Spare jumper
- Waterproof trousers
- Waterproof coat
- Hat and gloves



Winter

What to wear:

- Thermal layers
- Comfortable, warm trousers
- Long sleeved t-shirt or top
- Jumper
- Fleece
- Waterproof coat
- Waterproof trousers
- Hat and gloves
- Scarf
- Two pairs of socks
- Wellies or sturdy closed toe shoes

In the bag:

- Spare socks
- Spare underpants
- Spare trousers
- Spare top
- Spare jumper
- Extra layers!



6. POLICIES

6.1. Behaviour

At Greenways, we aim to create a positive atmosphere where all children and their families feel valued and respected. It is the responsibility of ALL adults at our sessions to ensure there is warm, nurturing, and positive culture present. To **prevent** challenging behaviour, it is the responsibility of ALL adults responsible for the young people at a Greenways session to:

- Praise positive choices and celebrate acts of kindness, self-control, patience, and love.
- Role model kindness, respect and sharing.
- Set clear, age-appropriate, consistent boundaries, routines and expectations.
- Teach children the reasons behind why they should do things rather than getting them to act specifically for a reward, e.g. explaining to a child why giving their friend a cuddle when they were upset was so kind rather than rewarding them with a sticker.

In **reaction** to challenging behaviour, it is the responsibility of ALL adults, responsible for the young people at a Greenways session to:

- Never raise your voice or shout.
- Never send a child to 'a corner' or do anything to 'punish' or humiliate the child.
- Never physically punish a child. Physical intervention should only ever be used if required for a child's safety, ie. to stop them running into a road.
- Never discuss the child's behaviour with others in front of them.
- Always approach calmly and stop any hurtful actions or language.
- Always wait for a child to calm down and then talk about what happened
- Always help children to acknowledge their feelings using age appropriate language.
- Always find out what happened and talk through what the challenge is/ what boundary has been broken.
- Ensure that parents also hear positive feedback about their child, not just feedback on challenging behaviour.

6.2. Environment

We recognise the potential impact of woodland activities on the natural environment and endeavour to ensure that the work that we do encourages all our volunteers, service-users and visitors to develop a high level of respect for the natural world, helping to maintain the sustainable use of the woodland and enhancing its biodiversity and ecological value. At Greenways we achieve this through ongoing education of all the individuals who use the woodland and by taking steps to protect, conserve and develop diversity within the flora and fauna of the woodland.

6.2.1 Ecological impact. We will periodically assess our ecological impact and use the findings to inform our woodland management. One of the main focuses of a Greenways forest school session, is learning how to look after the woodland. This will be encouraged by discussing the importance of things like using natural resources from the woodland floor rather than picking leaves and flowers, taking care when looking for insects and ensuring that any found are returned to their habitat, etc. We involve everyone in our sessions in clearing away at the end of each session and leaving the woodland as we found it.

6.2.2 Landowners Agreement. Greenways does not own any land, so any sessions will be taking place on someone else's. We have an agreement with Hackney Council to run our sessions at Wick Woodland and our programme will constantly monitor its ecological impact and works within a sustainable site management plan agreed between the landowner/manager, the forest school practitioners and the learners.

We hold environmental sustainability as a core value. We are always mindful of reducing waste and of the need to re-cycle and re-use rather than buying new. Through doing this we hope to demonstrate and encourage a wider respect for the environment.

6.3 Equality

At Greenways we will:

- Provide equal opportunity for all children and their families, regardless of gender, ethnic origin, race, colour, sexual orientation, marital status, family structure, social grouping, nationality, age, or disability
- Challenge all forms of discrimination consistently, promptly, and efficiently
- Comply with all relevant legislation
- Recruit, select, train, and promote individuals on the basis of occupational skills and requirements.
- Include and value the contribution of all families to our understanding of equality, inclusion, and diversity
- Make reasonable adjustments for children with special educational needs and disabilities.

In practice it is the responsibility of all team members to promote diversity, include all children and families where reasonably practical, and to challenge any forms of discriminatory practice. Educators should specifically ensure that they:

- Report any suspicions of discriminatory language and behaviour without delay to Richard Weltch
- Role model appreciation and celebration of diversity
- Celebrate the cultures and traditions of the children in our sessions
- Encourage parents and families to share their cultural or religious beliefs with the children
- Ensure that multilingual children have full access to the curriculum and are supported in their learning
- Encourage children's self-esteem and self belonging
- Teach children about the characteristics of themselves and others
- Ensure the medical, cultural, and dietary needs of children are met

6.4 Health and Safety

6.4.1 Accident, Incident and First Aid

We want to ensure that the children in our sessions play and learn in a safe environment. However, being a Forest School accidents and incidents will happen and the following policy and procedures ensure they are recognised, recorded and dealt with appropriately.

Accident and Incident Response Procedure

It is Greenway's policy that at least 50% of the adults present will hold a relevant paediatric first aid certificate or will complete paediatric first aid training within three months of commencing employment. Team members will be trained in order to deal with each situation appropriately.

We keep an accurate record of all accidents and incidents that occur on site, and seek to ensure any future events are minimised or the possibility of re-occurrence is removed. Accident will be analysed monthly by the team to identify any trends or recurring causes of injuries, potential or actual hazards and make necessary adjustments to the site or practice. Accidents are recorded in an accident report, including a body map and is kept safely and accessibly. All accidents and incidents are brought to the attention of the appropriate persons/bodies and parents are contacted via telephone where a child has had an accident involving a bump to the head.

In the highly unlikely event of serious injury where the emergency services are needed; one first-aid qualified adult (preferably the Forest School leader) is to remain with the casualty and administer first aid, another is to stay with the remaining children and lead an activity away from the scene, while the remaining adult is to contact and direct the emergency services.

Where the serious injury involves an adult; one adult must administer first aid and call emergency services, the remaining adult must lead an activity with the children away from the scene.

In attending a Greenways Forest School session, you agree that Greenways cannot be held legally responsible for any injury if all procedures are followed correctly.

6.4.2 COSHH

We have a duty under the Control of Substances Hazardous to Health Regulations 2002 to prevent employees from coming into contact with substances hazardous to health. However, at Greenways, as we will mostly be in woodland we will try to avoid the use of substances that have the risk of being hazardous to health or the environment. Safety data sheets under the Control of Substances Hazardous to Health (COSHH) or Chemical Hazard Information Packaging (CHIP) information supplied by manufacturers will be held on file for all substances and available for staff reference purposes and risk assessment. Staff who use these chemicals and materials have the duty of care to make themselves aware of the potential hazard, contradictions and treatments.

We will conduct a risk assessment in relation to all substances to be used on site and none will be used unnecessarily.

1. Cleaning substances are safely stored in the leaders bag.
2. Adequate washing areas are made available for every session
3. PPE Aprons and rubber gloves are provided where required;
4. All waste products, including medical waste is disposed of safely in accordance with statutory regulations;
5. COSHH information sheets are accessible to all the team accessible on the Google Drive. All information must be filled in.

6.4.3 Extreme Weather

In cases of extreme weather, such as high winds or storms, with risk of flooding, the Forest School session will be cancelled prior to taking place. Parents will be informed via email, text and/or social media sites linked to Greenways and any payments made will roll over to a future date where space is available.

In such cases, when extreme weather develops when we are already on site, the Forest School leader will assess the situation and make a judgement about bringing the session to an early conclusion. The equipment will need to be packed away safely, whilst the children are briefed and prepared for the walk back to the meeting point. This will need to be carefully supervised and support from local volunteers sought, if necessary. In this instance, the session will be non-refundable

6.4.4 Fire

All adults at Greenways sessions will ensure that any sessions involving the use of fire and the use of Kelly Kettles will be done in a calm and safe manner, posing minimal risk to children and adults taking part in the session. The fire risk assessments must be read and followed by all adults at any session, in line with our insurance policy. There will always be Participants to be briefed on dangers and rules of firelighting by leader in charge of the activity

Adults will ensure there is: no loose clothing to be worn, hair to be tied back, easily accessible buckets of water, first aid kit and fire gloves available, fire lighting equipment stored in appropriate and clearly marked containers, no more than two people tending to the fire, area around the fire is kept tidy and free of unnecessary clutter, fire is extinguished after use. Seasonal factors are considered if they increase risk, clear guidance on fire circle entrance and exits.

6.4.5 Insurance

Greenways is insured by Birnbeck Insurance Services, under the product 'Combined Liability Insurance' including:

Forest school practitioner providing activities for children & adults of all ages. General forest school work including shelter building, use of hand tools (including knives), tree climbing to five (5) metres, use of swings rope swings and play equipment, occasional lopping/coppicing, felling (diameters less than 6"), foraging, low level charcoal making (twigs/tins/cans), green woodworking, gardening sessions including tuition, pond/stream dipping, face painting, birthday parties, camp fires, overnight camps etc.

LIABILITIES:-

Employers Liability – Limit of Indemnity	£10,000,000
Public/Products Liability – Limit of Indemnity	£5,000,000

EXCESSES:-

Standard	£250
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6.4.6 Manual Handling

In our sessions, there may be a need for adults to lift heavy items or children. If there is a need to lift something manually:

- Reduce the amount of twisting, stooping and reaching – demonstrate bending and lifting from the legs.
- Avoid lifting from floor level or above shoulder height, especially heavy loads
- Consider how you can minimise carrying distances: eg. Passing onto others
- Assess the weight to be carried and whether the child can move the load safely or needs any help – maybe the load can be broken down to smaller, lighter components or they can carry it as a group.
- If they carry as a group they need to know the front, back and middle approach to lifting and carrying. Recommended handling technique for lifting
- Remove obstructions from the route.
- For a long lift, plan to rest the load midway on a table or bench to change grip.
- Keep the load close to the waist. The load should be kept close to the body for as long as possible while lifting.
- Keep the heaviest side of the load next to the body.
- Adopt a stable position and make sure your feet are apart, with one leg slightly forward to maintain balance Think before lifting/handling. Simply put
- Plan – do – assess – adjust- achieve-share. The acronym recommended from the manual handling risk assessment is: T I L E
 - T = Task (what does it involve?)
 - I = Individual capability (consider exceptions, ie young, pregnant, pre-existing back condition etc).
 - L = Load.
 - E = Environment, (conditions of the surroundings).

6.4.7 Tools

Using hand tools is an important part of Forest School as it enables children to develop new, practical skills that help them develop self-confidence. Hand tools are to be maintained in good order by the Forest School Leaders and preschool staff. The Forest School leaders will inspect the tools before each session to ensure safety. Children and adults will be taught how to handle tools properly and to treat them with respect. Whilst using hand tools the staff to child ratio is increased. This will be achieved by following these guidelines:

- Staff to child will vary depending on the tool in use. The ratios will vary from 1:1 to 1:5.

- Tools will be kept in the kit bag and only removed by the Forest School leaders, staff or volunteers.
- Adult and child sized gloves will be available and are to be used when appropriate.
- The respect position must be used for all tool use, apart from loppers
- Running with tools is prohibited
- Bow saws must have a blade guard on them when not in use. Blade guards to be removed and put back only by Forest School staff, or volunteers.
- All tools must be counted back into the tool box at the end of the session
- All adults must receive basic training on the use of individual hand tools before being allowed to use them with children, and be signed off by the Forest School leader.
- All adults are to read the Tool Use section of our Practical Skills Guide before starting any session including tool use.

6.5 Safeguarding and Child Protection

Safeguarding is defined as –

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances by accessing services as early as possible.

Greenways is committed to safeguarding and promoting the welfare of all the children at our sessions. We believe that:

- All children have the right to be protected from harm, abuse and neglect;
- That every child has the right to an education and children/young people need to be safe and to feel safe in school;
- Children need support that matches their individual needs, including those who may have experienced abuse;
- All children have the right to express their views, feelings and wishes and voice their own values and beliefs;
- All children people must be encouraged to respect each other's values and support each other;
- All children people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy, healthy, sociable child/young person will achieve better educationally;
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

Greenways will fulfil their local and national responsibilities as laid out in the following documents:-

- The most recent version of [Working Together to Safeguard Children](#) (DfE)
- The most recent version of [Keeping Children Safe in Education: Statutory guidance for schools and colleges](#) (DfE Sept 2016)
- [Hackney Child Wellbeing Framework](#)
- [The Education Act 2002 s175](#)
- [Mental Health and Behaviour in Schools: Departmental Advice](#) (DfE 2014)

6.5.1 Anti-bullying

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing

In the immediate term, any acts of bullying witnessed by an adult will be immediately stopped. We aim to provide a culture where children feel they are able to tell us about any bullying they witness.

1. The incident will be recorded by staff and reported to the Forest School leader.
2. The bullying behaviour or threats of bullying will be investigated
3. In serious cases, parents will be informed and may be asked to come in to a meeting to discuss the problem.
4. An attempt will be made to help the bully (bullies) change their behaviour in consultation with parents and staff.
5. If necessary and appropriate, police will be consulted.
6. The bully (bullies) will be asked to genuinely apologise and time will be spent talking through the incident with both the bully and if appropriate, the victim. A plan to support both children will be devised and parents will be informed of the action agreed.
7. In serious cases, suspension (staff) or even exclusion (child) will be considered.
8. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

We will use preventative measures such as:

- discussing bullying, signs and symptoms with staff.
- discussing bullying with pupils in an open and respectful manner enabling them to trust adults to look after them.

- Ensuring that all new staff are aware of the behaviour policy and the role of the anti bullying policy within that.

6.5.2 Privacy

Greenways is committed to protecting your privacy. This statement explains how we use any information you give to us and the ways in which we protect your privacy. We may be required to change it from time to time so we also ask you to check it occasionally to make sure you are aware of the latest version.

We treat any personal information (which means data from which you can be identified, including your name, address, e-mail address, etc.) that you provide us, or that we obtain from you, in accordance with the provisions of the Data Protection Act. Under this Act, we have a legal duty to protect any information we collect from you.

When you send your children to Greenways Forest School, we receive information about you and any children who attend our sessions in a number of different ways. You may give us the information when you:

- apply for, or we offer you, a place at Greenways Forest School
- apply for holiday camp with us
- sign up to any of our waiting lists
- let us know about a change in your personal circumstances (for example, if you change your name when you get married or move house).
- We may receive it from another organisation, for example, if we are required to work with local council

How we use your personal information

Administration – This applies to past, current and potential future children and their parents/guardians. The types of personal information we collect and use include:

- The personal details of your child
- The payment of fees due
- Details of the child's Family (so we can contact you in case of an emergency)
- Medical information (so we can cater for any special needs)
- Ethnic background of your child (in line with our Inclusion Policy).

Provision of Education – This applies to past, current and potential future children and their parents/guardians. We use this information to ensure that your child's development needs are catered for.

Keeping you informed – This applies to current, past and potential future children and their parents/guardians

We use this information to keep you updated about news, events and changes to schedules. The types of information we collect and use include:

- Email address. In order for us to email you updates and newsletters. (Note: This is optional, and you can opt out of receiving email updates at any time, just let us know).

Where data is stored

We use third party data processors. These are secure online systems and any personal information shared with us is stored securely for necessary use by Greenways Forest School. The following systems are in use:

- Wix
- Google Sheets
- Google Forms
- Mailchimp
- Monzo

Where we process personal information

As we use third party storage systems (detailed above), personal information may be stored in servers outside of the United Kingdom. We will only use your personal information in the United Kingdom.

Our Commitment to you

We will process your personal information in line with the Data Protection Act. This means that we will:

- only collect and hold information about you which we need for some reason
- keep your personal information up to date and accurate (to help us do this, please let us know if any of your details change)
- take appropriate steps to protect your personal information from being used without permission, or illegally, and to safeguard your rights
- destroy your personal information in a secure way once we no longer need it.

Your rights over your personal information

You have certain rights over your personal information. Most importantly, you have a right to ask for a copy of all the personal information we hold about you but there are some legal exceptions to this, such as information which is confidential to Greenways Forest School. If you would like a copy of your personal information, you should contact Richard Weltch.

6.5.3 DBS

Every adult working at Greenways Forest School will hold a current enhanced DBS. We will store these until the team member no longer works with us. These will be updated in line with the service's requirements.

6.5.4 Disclosure/Accusations

All disclosures and accusations will be taken very seriously. It is our policy that all paid staff and volunteer members are recruited as per our recruitment and selection procedures, and are subject to Disclosure and Barring checks and all referees are contacted.

Staff will undertake regular training. Volunteer staff and parent volunteers will not be left alone with children at any time.

Procedures

- We will respond to all allegations and they will be taken seriously.
- The validity of all allegations will be checked: eg were both parties present
- The staff member will be suspended until the investigation is completed; Greenways will seek employment advice from ACAS.
- Advice will be sought from the Local Authority Designated Officer (LADO) at First Access and Screening Team directly on 020 8356 4569 - who will advise the action to be taken and any outcome: - re-instated, re-training or dismissal.

Abusive behaviour by parents

Abusive behaviour from parents/careers towards staff or volunteers will not be tolerated in the first instance. Should a parent/carer become abusive towards any member of staff or visitor we shall contact: London Police Tel: 101 or 999 in real emergency.

Please refer to City and Hackney Safeguarding Children Partnership, Managing Allegations of Abuse against People Who Work with Children. Any verbal conversations with First Access must be followed up in writing within 24 hours.

6.5.5 Lost/Missing Child

Greenways Forest Schools' all-encompassing aim is to keep our children safe as an utmost priority at all times.

As soon as it is discovered that the head count at any particular moment does not agree with that recorded at the start of that session, the situation will be taken very seriously. The Forest School Leader will be informed, if unaware. If an immediate recount still shows a shortfall, all activities will be suspended and the call for all children to return to the Forest School circle will be used to rally all group members.

One adult will be released for a five minute search of the immediate area, whilst another adult occupies the remaining children with a game/song or story.

Then the call to return to the circle will be called again.

If the five minute search does not discover the missing child/or children, the Forest School Leader will contact the police and parents of the missing child, while continuing a search of area. One adult must stay with the children and lead an activity while the other adult will contact all of the remaining children's parents to come to collect their children.

The police will take over and the incident will be logged internally, and the adults in the session will comply with any needs of the authorities.

6.5.6 Social Media

Parents/guardians will state, via our initial forms, whether their child can have their photograph taken by Greenways and agree to how the pictures can be used.

Permission will be checked before a child undertakes the Forest School sessions and any photos that the child is recognisable in will not appear on the website or social media.

6.5.7 Staff, Ratios, Roles and Responsibilities

All sessions will have three team members present, consisting of one Forest School Leader (Level 3) and two assistants. The maximum number of children in each session will be 15, therefore the maximum ratio of adults to children is 1:5.

Forest School Leader

- To plan, prepare and deliver a range of Forest School sessions, with guidance/instruction from the Director and support from assistants as appropriate. Client groups will include children's birthday parties, as well as our regular forest school sessions all year round.
- To liaise with clients prior to sessions to ensure plans are appropriate and all needs and expectations are met.
- To supervise and support clients with varying needs while delivering sessions.
- To create and maintain an engaging, fun and supportive environment, demonstrating flexibility in planning and running sessions in response to varying/changing needs of children.
- To ensure that all sessions are well prepared.
- To be aware of and comply with all A Touch of the Wild Policies and Procedures.
- To participate in training and other learning activities/meetings as required.

- To administer basic first aid as the need arises.
- To observe confidentiality at all times.
- To undertake all duties reasonably requested by the Director

Forest School Assistant

- Supporting Forest School sessions at Children of the Forest Site.
- To liaise with Directors and colleagues (using our private channel on the Discord app), before and after sessions to plan and reflect, as necessary.
- To supervise and support clients with varying needs while delivering sessions.
- To create and maintain an engaging, fun and supportive environment, demonstrating flexibility in supporting sessions in response to varying/changing needs of children.
- To be aware of and comply with all Children of the Forest Policies and Procedures.
- To participate in training and other learning activities/meetings as required.
- To administer basic first aid as the need arises.
- To observe confidentiality at all times.
- To undertake all duties reasonably requested by the Directors.

7. Risk Assessments

7.1 Wick Woodland



Site Risk Assessment WICK WOODLAND

Author(s)	Richard Welch	Version:	1
Other documents		Status:	Draft
People at risk	All	Date*	Signed
Location	Wick Woodland, Hackney, E9 5	9/3/2021	

*Review set for 12 months from this date

Risk Rating Risk = Likelihood x Severity

	Unlikely	Possible	Occasional	Likely	Highly Likely
Negligible Injury	1	2	3	4	5
Minor Injury	2	4	6	8	10
Minor / Significant Injury	3	6	9	12	15
Significant Injury	4	8	12	16	20
Major Injury	5	10	15	20	25

Hazards and associated risks	Control Measures	Risk Rating			Further Controls
		L	S	R	
<p>Campfire</p> <p>Risk of burning injury either from fire or hot items around the fire.</p> <p>Smoke could cause irritation or trigger reactions.</p> <p>If combustibles are stored too close to the fire they may ignite.</p> <p>In periods of dry weather fire may spread. High winds can reignite fire and blow sparks causing a fire to spread.</p> <p>Fire may spread below ground via roots or soil in some cases.</p>	<p>Area around the fire is kept tidy and free of unnecessary clutter.</p> <p>Fire is extinguished after use. Seasonal factors are considered if they increase risk.</p> <p>Fire fighting equipment is available. Appropriate supervision and fire marshalls.</p> <p>Fire risk assessment in place and participants must abide by fire circle rules.</p> <p>Health monitoring is available for staff or pupils regularly around fire.</p> <p>Long hair & loose clothes are tied back. Highly flammable clothing or hair spray is not advised.</p> <p>Weekly site checks.</p> <p>Combustible items and people maintain safe distances from the fire.</p>	2	3	6	

<p>Uneven or unstable surfaces. Mud, soft ground, trip hazards, stumps.</p> <p>Risk of injuries such as bruising, grazes and cuts. More serious slips and trips could cause sprains, or even broken bones.</p> <p>Dependent on the circumstances head injuries could occur when falling.</p> <p>Injuries may be increased if carrying heavy items or sharp tools.</p> <p>Slips & trips around the fire could result in burns.</p>	<p>Sites are designed to provide safe access on main routes.</p> <p>Monthly site checks. Weather conditions are considered. Dynamic risk assessment.</p> <p>People attending the site are warned of the conditions and suitable footwear is advised.</p> <p>Participants must only carry what they can safely manage</p> <p>Fire circle and fire risk assessment in place to reduce risk around fire</p>	3	3	9	
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<p>Missing Child/Getting Lost.</p> <p>Risk of injury/ill health to Service Users wandering off from the group.</p> <p>Large sites, no landmarks, unfamiliar to visitors.</p> <p>Risk of abduction as open to public</p>	<p>Headcount every 20 minutes</p> <p>Register at start of session</p> <p>Hi-vis to be worn by all children on site.</p>	2	5	10	
<p>Animal faeces</p> <p>Illness/ disease from touching or ingesting faeces</p>	<p>Staff in front of the group to watch out for animal faeces, if found ensure children do not approach.</p> <p>Initial site sweep done by team member will remove any faeces on site.</p>	2	2	4	

<p>Litter</p> <p>Children picking up bottles, cigarette butts, condom wrappers etc. could lead to physical injury, illness/ disease.</p>	<p>One member of team to do initial site sweep before each session to look obvious dangers.</p> <p>Children know not to touch rubbish but to tell an adult.</p> <p>Litter pickers provided as part of conservation effort</p>	3	2	6	
<p>Adverse weather</p> <p>Risk of injury due to high winds, heavy rain snow and ice.</p> <p>Cold weather and prolonged exposure could cause hyperthermia.</p>	<p>Hackney Council will be consulted to identify trees at risk. Remedial work undertaken.</p> <p>Wind policy in place.</p> <p>Weather conditions are planned for and work is postponed if necessary.</p> <p>Welfare facilities. Hot water provided by LPG boiler. Buildings heated.</p>	3	2	6	
<p>Tool use</p> <p>Injury risk with improper use</p> <p>Injury risk due to incorrect storage of tools</p>	<p>Tool use risk assessment in place including: tool talk, blood bubble, and age appropriateness</p> <p>Guide in handbook for correct tool storage and maintenance</p>	2	4	8	

<p>Risk of injury due to poor tool selection</p>	<p>Constant adult supervision for tool use</p> <p>They will only be used once children have passed the safe tool use sessions</p>				
<p>Crossing roads</p> <p>Nearby roads surrounding woodland. May be crossing Homerton Road to enter site</p> <p>Fatal accident could occur crossing road</p>	<p>Member of team to stand the traffic side of children, blocking the road as they cross.</p> <p>'Children crossing' sign on teams hi-vis vests</p> <p>Roads only crossed to access and exit site, while under heavy adult supervision.</p>	2	5	10	

7.2 Tool Use

GREENWAYS**Risk Assessment
TOOL USE**

Author(s)	Richard Welch	Version:	1
Other documents		Status:	Draft
People at risk	All	Date*	Signed
Location	Wick Woodland, Hackney, E9 5	4/4/2021	

*Review set for 12 months from this date

Risk Rating
Risk = Likelihood x Severity

	Unlikely	Possible	Occasional	Likely	Highly Likely
Negligible Injury	1	2	3	4	5
Minor Injury	2	4	6	8	10
Minor / Significant Injury	3	6	9	12	15
Significant Injury	4	8	12	16	20
Major Injury	5	10	15	20	25

Hazards and associated risks	Control Measures	Risk Rating			Further Controls
		L	S	R	
<p>Bowsaw</p> <p>Transportation of Bow saw - Injury sustained during transport of Bow Saws</p> <p>Bow saw slipping through use - Cuts</p> <p>Bow saw blade snapping - Cuts</p> <p>Bow saw trapping hand - Cuts</p>	<p>Transportation of Bow saw - All Bow Saws to have their blade guard on when not being used and in the tool bag. Tool talk given before each use. Ensure group have understanding of how to carry the tool correctly.</p> <p>Bow saw slipping through use- Tool maintenance keeps Bow saw sharp and useable. Glove to be worn on non-sawing hand. Group to have full understanding of how to position the tool and themselves correctly when using it so if a slip occurs it will not make contact with them or any other member of the group.</p> <p>Bow saw blade snapping- Regular effective maintenance of tools/ Glove worn on non-sawing hand. Group to be informed of how the blade should look and that if it doesn't resemble that they should report it immediately to the leader. Tool to then be decommissioned. Tools to be inspected by the Forest School Leader prior to use.</p> <p>Bow saw trapping hand- Hand guard on tools. Glove worn on non-sawing hand. Correct position of saw and person using the saw when in use to be followed.</p>	2	4	8	

<p>Palm Drill</p> <p>Transportation and storage of Palm drills- Injury sustained during transport of Palm drills</p> <p>Palm drill slipping off target when in use-Bruises and cuts</p> <p>Palm drill failing-Bruises and cuts</p> <p>Palm drill snapping-Cuts</p>	<p>Transportation and storage of Palm drills- Tool talk given before each use. Ensure group have understanding of how to carry the tool correctly. Drills kept in designated locked tool box when not in use.</p> <p>Palm drill slipping off target when in use-Regular and effective tool maintenance. Gloves to be worn on non-drilling hand. To ensure group have a full understanding of how to position the tool and themselves correctly when using it so if a slip occurs it will not make contact with themselves or any member of the group. The group should know that if a problem has occurred with a tool it should be reported immediately to the Forest School Leader. The Leader will decommission the tool if it is broken. Always drill items that are placed on a stump and never whilst holding the item in your hand.</p> <p>Palm drill failing-Drills kept in designated tool box when not in used. Gloves to be worn on non-drilling hand. Group to fully understand the use and storage of the tool.</p> <p>Palm drill snapping- Regular effective maintenance of tools/. Group to be informed of how the drill bit should look, group should know that if a problem occurs with the drill they should report it immediately to the Forest School Leader. Tool to then be decommissioned. Tools to be inspected by Forest School Leader prior to use.</p>	2	2	4	
<p>Sheath knife and Peelers</p> <p>Transportation and storage of Sheath knife and Peelers- Injury sustained during transport of Sheath knife and Peelers</p> <p>Sheath knife and Peelers slipping during use- Cuts</p> <p>Sheath knife and Peeler blades snapping- Cuts</p>	<p>Transportation and storage of Sheath knife and Peelers- All Sheath knives to be kept in sheaths when not being used. Peelers to be kept in designated locked tool box when not in use. Tool talk given before each use. Ensure group have understanding of how to carry the tool correctly in its designated holder. All knives and peelers to be kept in a locked container until supervised use begins.</p> <p>Sheath knife and Peelers slipping during use-Tool maintenance keeps sheath knife and peelers sharp and useable. Glove to be worn on non-cutting hand. Group to have full understanding of how to position the tool and themselves correctly when using it so if a slip occurs it will not make contact with them or any other member of the group</p> <p>Sheath knife and Peeler blades snapping- Regular effective maintenance of tools. Glove worn on non-cutting hand. Group to be informed of how the blade should look group should know that if a problem occurs with the knife they should report it immediately to the Forest School Leader. Tool to then be decommissioned. Tools to be inspected by Forest School Leader prior to use.</p>	2	4	8	

	(To be used by over 10s only)	3	3	9	
<p>Bill Hook</p> <p>Transportation and storage of Bill hook- Injury sustained during transport of Bill Hooks</p> <p>Bill hook slipping during use-Cuts</p> <p>Bill hook bouncing off- Cuts</p> <p>Missing bill hook when hitting with a piece of wood- Bruises (breaks of fingers), splinters</p> <p>Bill hook blade snapping- Cuts</p>	<p>Transportation and storage of Bill hook- All Bill Hooks to be kept in sheaths when not being used and in tool bag. Tool talk given before each use. Ensure group have understanding of how to carry the tool correctly. All Bill Hooks to be kept in a locked container until the supervised use begins.</p> <p>Bill hook slipping during use-Tool maintenance keeps Bill Hook sharp and useable. Gloves to be worn on the hand that pushes down the blade. Group to have full understanding of how to position the tool and themselves correctly when using it so if a slip occurs it will not make contact with them or any other member of the group</p> <p>Bill hook bouncing off- Tool maintenance keeps Bill Hook sharp and useable. Gloves to be worn on the hand that pushes down the blade. Group to have full understanding of how to position the tool and themselves correctly when using it so if a slip occurs it will not make contact with them or any other member of the group. Keep hands away from holding the wood when splitting, never beneath the blade.</p> <p>Missing Bill hook when hitting with a piece of wood- Partners to use 3 questions and responses before allowing the Bill Hook to be hit. If piece of wood is unsuitable replace with another piece of wood.</p>				
	<p>Bill Hook blade snapping- Regular effective maintenance of tools. Group to be informed of how the blade should look. Group should know that if a problem occurs with the knife they should report it immediately to the Forest School. Tool to then be decommissioned. Tools to be inspected by Forest School Leader prior to use.</p>				
<p>Loppers and Secateurs</p> <p>Transportation and storage of Loppers and Secateurs- Injury sustained during transport of Loppers and Secateurs</p> <p>Loppers and Secateurs slipping during use- Cuts</p> <p>Loppers and Secateurs bouncing off- Cuts</p> <p>Lopper and Secateurs' blades snapping- Cuts</p>	<p>Transportation and storage of Loppers and Secateurs- Tool talk given before each use. Ensure group have understanding of how to carry the tool correctly. All loppers to be kept in a locked container until the supervised use begins.</p> <p>Loppers and Secateurs slipping during use- Tool maintenance keep Loppers and Secateurs sharp and useable. No gloves to be used to prevent slipping. Group to have full understanding of how to position the tool and themselves correctly when using it so if a slip occurs it will not make contact with them or any other member of the group. Group know size of wood they can cut with loppers and secateurs.</p> <p>Loppers and Secateurs bouncing off- Tool maintenance keeps Loppers and Secateurs sharp and useable. No gloves to be used to prevent slipping. Group to have full understanding of how to position the tool and themselves correctly when using it so if a slip occurs it will not make contact with them or any other member of the group.</p>	2	2	4	

	<p>Lopper and Secateurs' blades snapping- Regular effective maintenance of tools. Group to be informed of how the blade should look group should know that if a problem occurs with the Loppers and Secateurs they should report it immediately to the Forest School Leader. Tool to then be decommissioned. Tools to be inspected by Forest School Leader prior to use.</p>				
<p>Mallet</p> <p>Transportation and storage of Mallets- Injury sustained during transport of Mallets</p> <p>Mallets slipping off the target when it is in use- Bruises</p> <p>Mallet failing-Bruises</p> <p>Mallet hitting fingers- Bruises fractures of finger bones</p>	<p>Transportation and storage of Mallets- Tool talk given before each use. Ensure group have understanding of how to carry the tool correctly. Mallets kept in designated tool box when not in use.</p> <p>Mallets slipping off the target when it is in use- Regular and effective tool maintenance. No gloves worn on tool hand to prevent slipping. To ensure group have a full understanding of how to position the tool and themselves correctly when using it so if a slip occurs it will not make contact with themselves or any member of the group The group should know that if a problem has occurred with a tool it should be reported immediately to the Forest School Leader. The Forest School Leader will decommission the tool.</p> <p>Mallet failing- Mallet kept in designated tool box when not in used. No gloves to be worn on tool hand to prevent slipping. Group to fully understand the use and storage of the tool.</p>	2	3	6	
	<p>Mallet hitting fingers- Users made aware of safe use. Ensure that group understand how to position hands when using the mallet.</p>				
<p>Fire Steel</p> <p>Transportation of Fire Steels- Injury sustained during transport of Fire Steels</p> <p>Fire Steel being struck- Burns</p> <p>Breakage and damage to the Fire steels-Cuts</p> <p>Storage of Fire Steels- Misuse of Fire steels</p>	<p>Transportation of Fire Steels- Tool talk given before each use. Ensure group have understanding of how to carry the tool correctly. Fire steels kept in designated locked tool box when not in use. Tie long hair back and keep scarves away.</p> <p>Fire Steel being struck-Group instructed to strike away from body and facing upwind to prevent burns from ignition of tinder. Only to be used on flammable material as per instructed by the Forest School Leader. Suitable ratio of adults to children to be maintained.</p> <p>Breakage and damage to the Fire Steels-Regular effective maintenance of tools. Group to be informed of how the steel should look. Group should know that if a problem occurs with the steel they should report it immediately to the Forest School Leader. Tool to then be decommissioned. Tools to be inspected by the Forest School Leader prior to use.</p> <p>Storage of Fire Steels- Fire Steels to be counted out and back in when being used.</p>	2	2	4	

7.3 Fire Lighting

GREENWAYSSite Risk Assessment
FIRE LIGHTING

Author(s)	Richard Weltch	Version:	1
Other documents		Status:	Draft
People at risk	All	Date*	Signed
Location	Wick Woodland, Hackney, E9 5	5/4/2021	

*Review set for 12 months from this date

Risk Rating
Risk = Likelihood x Severity

	Unlikely	Possible	Occasional	Likely	Highly Likely
Negligible Injury	1	2	3	4	5
Minor Injury	2	4	6	8	10
Minor / Significant Injury	3	6	9	12	15
Significant Injury	4	8	12	16	20
Major Injury	5	10	15	20	25

Hazards and associated risks	Control Measures	Risk Rating			Further Controls
		L	S	R	
<p>Fire</p> <p>Risk of burning injury either from fire or hot items around the fire.</p> <p>Smoke could cause irritation or trigger reactions.</p> <p>If combustibles are stored too close to the fire they may ignite.</p> <p>In periods of dry weather fire may spread. High winds can reignite fire and blow sparks causing a fire to spread.</p> <p>Fire may spread below ground via roots or soil in some cases.</p>	<p>Participants to be briefed on dangers and rules of firelighting by leader in charge of the activity</p> <p>No loose clothing to be worn for this activity</p> <p>Hair to be tied back</p> <p>Easily accessible buckets of water, first aid kit and fire gloves available.</p> <p>Fire lighting equipment stored in appropriate and clearly marked containers</p> <p>No more than two people tending to the fire</p> <p>Area around the fire is kept tidy and free of unnecessary clutter.</p> <p>Fire is extinguished after use. Seasonal factors are considered if they increase risk.</p> <p>Clear guidance on fire circle entrance and exits</p>	2	4	8	
<p>Poor behaviour</p> <p>Serious burns</p>	<p>All adults to monitor participants</p> <p>One adult at the fire pit at all times</p>	2	4	8	

<p>Fire Spread</p> <p>Burns, destruction of environment</p>	<p>Clear instruction of rules</p> <p>Adults to instil rules to participants at all times</p> <p>Fires to be away from and downwind from tarps or any flammable material</p> <p>Clear the area around a fire & do not light on peat areas, under trees, or any other low hanging vegetation</p> <p>Fire escape route to be considered</p> <p>Clear guidance on fire circle entrance and exits</p>	2	3	6	
<p>Smoke</p> <p>Inhalation, irritation</p>	<p>The position of the fire will be away from buildings.</p> <p>The wind direction will be constantly assessed and children advised to move safely out of smoke direction.</p> <p>Dry suitable wood used to prevent excess smoke.</p> <p>Use clear goggles if needed.</p>	3	2	6	
<p>Heat from hot embers.</p> <p>Burning to skin & clothes</p>	<p>When the fire activity is finished the embers will be dampened and cooled with water and spread out with a spade.</p> <p>Use fire gloves to move embers</p>	2	4	8	

7.4 COVID-19

GREENWAYS

Site Risk Assessment COVID-19

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Author(s)	Richard Weltch	Version:	1
Other documents		Status:	Draft
People at risk	All	Date*	Signed
Location	Wick Woodland, Hackney, E9 5	5/4/2021	

*Review set for 12 months from this date

Risk Rating Risk = Likelihood x Severity

	Unlikely	Possible	Occasional	Likely	Highly Likely
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Minor Injury	2	4	6	8	10
Minor / Significant Injury	3	6	9	12	15
Significant Injury	4	8	12	16	20
Major Injury	5	10	15	20	25

Hazards and associated risks	Control Measures	Risk Rating			Further Controls
		L	S	R	
Getting or spreading coronavirus in commonly used or high traffic areas	<p>Identify pinch points during pick up and drop off. In these areas, parents and children must stand 2m apart.</p> <p>In circle times during the sessions, the children will stand arms width apart</p> <p>Areas and equipment where people touch the same surfaces, such as the toilet or washing facilities, to be cleaned every 60 minutes</p>	2	2	4	
Getting or spreading coronavirus by not washing hands or not washing them adequately	<p>Provide water, biodegradable soap and towels to wash and dry hands.</p> <p>Provide information on when and how to wash hands properly.</p> <p>Provide hand sanitiser for the occasions when people can't wash their hands</p>	2	2	4	

<p>Getting or spreading coronavirus by not cleaning surfaces, equipment and workstations</p>	<p>Use the guidance on cleaning and hygiene during the coronavirus outbreak</p> <p>Identify surfaces that are frequently touched and by many people. These will be in the common areas like the toilet and washing facilities, along with other shared equipment.</p> <p>Specify the frequency and level of cleaning and who should do it.</p> <p>Give children their own equipment where possible</p> <p>Keep areas clear to make it easier to clean and reduce the likelihood of contaminating objects</p>	2	2	4	
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