



FOREST SCHOOL HANDBOOK

Forest School Leader: Jessica Hay



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1. Mission Statement

“Our mission is to ignite the hearts and minds of our students through engaging with the natural environment on our doorstep.”

2. Vision Statement

“Our vision is to cultivate a community of capable free-thinking people.”

3. What is Forest School?

The modern Forest School movement originated in Denmark. It has been an integral part of early years education since the 1980’s when it was introduced as part of an expansion of kindergarten provision. Forest Schooling has been done informally throughout the ages as a way of ensuring children developed the necessary skills to survive. Forest Schooling is based on the idea that young children can develop enthusiasm for education through the appreciation of nature. It has been found that throughout the Scandinavian countries, forest schooling has boosted pupils’ confidence, improved behaviour and social skills along with improving gross and fine motor skills. Forest school is holistic learning through play and exploration, children learn about the environment, how to handle risks and use their initiative to solve problems and to co-operate with others and much more.

4. What happens at Forest School?

Typically, small groups of individuals (depending on child/adult ratio) take part in a programme of weekly sessions lasting for about 2-4 hours. The sessions involve practical hands-on activities which aim to build up participants’ skills, abilities and confidence week by week.

All sessions are designed and led by our trained staff, with the help and direction of our Forest School Leader. However, Forest School strongly encourages participant-led learning, so as the weeks progress, learners are given more freedom and responsibility to explore their interests and therefore initiate and direct their own learning.

Forest School uses natural resources to stimulate imagination, creativity and investigation. Activities can include:

- Shelter building
- Natural art
- Using knots and lashings
- Fire lighting
- Animal tracking
- Bug hunts
- Creating bug homes and bird feeders
- Tree investigations
- Climbing and balancing
- Woodwork using tools (saws, chisels, knives and measuring equipment) e.g. making musical instruments, jewelry, decorative items
- Collecting, identifying and sorting natural materials such as leaves
- Team games

Activities can be curriculum-linked and span almost all curriculum areas, including English, Math, Science, Design & Technology, Health & Physical Education, History, Geography, Music, Drama and



Art. Forest school sits wonderfully in the topic based skills curriculum that we have at Enkindle Village School.

5. The benefits of Forest School

Forest School is suited to all ages and abilities. The aim of Forest School is to develop the person as a whole. It is particularly suited to people who prefer hands on learning, children who struggle to focus and for those families that are not interested in providing their children with a traditional classroom setting.

Completing small achievable tasks, coupled with genuine praise from Leaders, helps to boost confidence and self-esteem. For children at school, attitudes to learning are improved as they find that learning can be fun and enjoyable. This new positive outlook is then transferred to the classroom where they are found to be more motivated and able to concentrate better.

Forest School can also:

- Develop physical abilities and help participants to stay active and healthy.
- Heighten self-awareness and improve emotional and social skills.
- Promote co-operative and group working.
- Encourage participants to take care of themselves and others.
- Foster care, appreciation and respect for wildlife and wild places.
- Broaden knowledge and understanding of the natural world.

6. Forest School Staff

Our Forest School sessions are organised and run by Jessica Hay who has her Level 3 Award for Forest School Practitioners through FSLI. Enkindle Village School are members of the Australian Forest School Association. Jessica attends online PD's monthly through AFSA and actively participates in the association.

All staff and volunteers have undergone an appropriate selection process to assess their skills and suitability for working with children. All sessions are staffed by a qualified first aid and all staff have access to a recommended first aid kit. All Enkindle School staff are given an induction on the Forest School processes and procedures.

All Forest School sessions have 2 or more staff members present (including Jessica Hay).

7. Forest School Code of Conduct

Entering the Forest/Bush

We will enter the natural environment respectfully and know that when at Forest School specific expectations are in place. We will explore, investigate, learn and play in a manner that will not intentionally damage our woodland environment. We understand that we share our Forest School with plants, animals and everything else found in the natural environment.

Boundaries



Before each session begins children are made aware of how far that they can explore. If children move to explore hidden areas an adult should also move into the cover deep enough to be able to see the children but allowing the children the freedom to explore independently. This enables the leader to trace children who have strayed. Children who are known to need support are given the support needed.

Lighting a fire

When lighting a fire the Forest School leader will take control of the operation and all accompanying adults will be briefed before we start. The person in charge of fire safety and management will wear a clear and visible symbol as a visual cue to the children, such as a high visibility jacket. A lit fire will not be left unattended at any point. Four litres of water will be onsite at the base camp whenever we are lighting a fire. A fire may not be lit until it has been confirmed to all that our fire safety equipment is in place. Open fires will be built within a fire pit. Enkindle Village School adheres to QFS advice, directives and warnings.

At the Fire Circle

An open fire will be lit within a fire square or stone circle. A fire circle using log sitting stools may be established around the perimeter, 2m from the fire square. No one may enter the fire circle perimeter unless invited to do so by the person leading the activity. There is no running past the fire circle. If a student wishes to move around the fire to a new stool they must step out of the circle and walk around the outside of the log circle. Enkindle Village School adheres to QFS advice, directives and warnings.

Using Tools

Before students use any tools they will be shown the correct techniques and safety considerations for its use, some of these include consideration of specific personal protective equipment, correct use of a specific body posture, and consideration of the appropriate types of activity that each tool may be used for.

Picking up and playing with sticks

Children can carry sticks shorter than their arm's length but are encouraged to think about how close they are to other children. Longer sticks may be dragged or carried with the help of another person when each person is at either end. Sticks must not be thrown. Sticks must not be pulled from living trees.

Picking up and playing with stones

Stones may be picked up and transported. Children often like to make patterns and pictures with them. Stones may not be thrown (unless it is part of an activity or safely supervised).

Digging

Digging large holes is not encouraged. Children may carefully move soil to look for insects and their habitats using fingers or small sticks found in the bush but deep holes should not be made.

Collecting wood



Wood is collected for fire lighting purposes. It is collected in four thicknesses – matchstick sized, pencil sized, thumb sized and wrist sized. This is a good mathematical activity involving sorting and matching. Sticks may be collected for creating pictures and patterns but should be collected sparingly so as not to disrupt creature habitats. Sticks should not be removed from the site and there are resources available within school in the Forest School area for activities where natural resources cannot be found on the site.

Eating and Drinking

Nil by mouth policy (No lick, no pick) for anything found in the area, unless this activity has been specifically planned for during the session. When having drinks and snacks children will store and remove any leftover food or general rubbish at the end of the session.

Rope and String Use

We encourage the collection and transportation of materials. If a child has a good idea and wants to tie up something, for example a tarp or a swing, an adult should help them as needed, modelling appropriate knot tying and modelling how to talk through ideas and decisions.

Carrying and Transporting Materials

Children are encouraged to roll, lift, drag and to pull materials, either by using their hands or by using ropes. We encourage safe lifting by bending our knees and keeping our back straight. Safe lifting should always be modelled by adults. Heavier objects should be rolled, lifted or carried by more people working together.

Toileting

Children are invited to use the toilets before we leave the school buildings. Children will be allowed to return to the school building with supervision should they need to use the toilet during a session. Children will have access to toilets at JCU if we are in our Rainforest Base Camp and will always be supervised by a staff member.

Leaving the Site

We work according to the ethos 'leave no trace' that we were in the wood as much as is reasonably possible. Shelters should be taken down, imported materials need to be removed. All equipment is carefully counted out and back in again, especially when using tools and tent pegs. Very occasionally large items may be left between sessions. All rubbish will always be removed. If artefacts have been found or made these may be taken off the site with the consent of the Forest School Leader.

Tree Climbing

An adult must be present when children climb trees in the Forest School. The ground cover should be checked for 'sharp objects' and the tree is deemed suitable for climbing. A visual check must be made for loose and rotten branches. Children are permitted to explore to their own limits or to a maximum height of 4m. Adults must monitor the child whilst the child is up the tree.

8. Rules of Forest School

- Look after your Forest School
- Do not eat anything growing



- Stay within the boundaries marked
- Look above, below and around for hazards
- Safe me, safe you

9. Forest School Routines

Procedures to be carried out before each session

- A thorough sweep of the site will be done before each session to check for litter, glass, etc. Any such items should be collected and disposed of.
- Trees will be checked for any broken or dead branches which may fall on a regular basis by the Forest School Leader.
- Weather conditions will be monitored, if it is unduly windy or a thunder storm is imminent or has commenced then the Forest School session will be cancelled.

Procedures to be carried out at the end of each session.

- Clear away everything.
- Ensure if used that the fire is completely extinguished.
- Count all the tools back into the storage bags and boxes.
- Count children and adults and ensure that all are accounted for.
- Collect any sheets or observations from adults.
- Discuss next steps/ideas with adults back at school site present.

10. Equipment List for Forest School

In addition to tools suited to the planned for activities, the Forest School leader will always take an emergency bag with them.

The contents of the emergency bag will vary depending on the time of year and weather conditions, the site being used, and the planned for activities according to the relevant risk assessments and daily risk assessment. There are of course also essential items that should be carried out for every session. Items that may be taken to each session include but are not limited to:

Trolley for transportation	String & rope
Set of spare clothes	Sunscreen
Tools eg. saw (will depend on planned activity)	Insect repellent
Tape measures & rulers	Binoculars
IPad	Magnifying glasses
Boundary Markers	Bug catchers
Pen & paper	Drinking water in container

Emergency procedure information

Mobile phone with emergency contact numbers – in school	At a glance sheet - children's medical and contact information
Risk assessments	Emergency procedures in water-proof folder
School radio/mobile phone	Map of Forest School site with postcode and / or grid reference

First aid kit

First aid guidance booklet	Disposable gloves
Safety pins	Sterile non-medicated dressings
Eye bandage	Triangular bandages
Eye wash	Cleansing wipes
Instant ice pack	Space blankets x 1
Burn cool x 4	Band aids

Activities equipment (when in use)

Wood	Beads
Ribbon/string	Charcoal
Scissors	Paint brushes
Wood glue (PVA)	Masking tape
Pots for mixing things	Sieves
Bug collectors	Mortar & pestle
Magnifying glasses x 5	Flint/tinder

Tools

Toolboxes x 3	Whittling Knives x 4 in lockable toolbox
Bow saw x1	Small saws (depending on planned activity) x 5
Leather gloves x 5	Rope
Hand drills x 5	Letter & number punches
Mallets x 4	Tape measures x 2
Ipad x 2	Chisels x 5
Peelers x 10	Hammers x 5

11. Clothing List for Forest School

Clothing

Parents are encouraged to dress their child appropriately for Forest School. The clothing needs to protect the students from extremes of heat or cold, keep them covered to reduce the likelihood of cuts and scrapes and that fits appropriately for comfort.

Children and parents are encouraged to think about the usefulness of their clothing for outdoor activities, and to be aware they are likely to take some of our mud home with them after a session. In the bush it can often be cooler than expected under the shade of the trees.

Clothing list (recommended):

- Wide brimmed hat
- Long sleeved top
- Full length trousers
- Enclosed Shoes (or gum boots/water shoes depending on the weather, crocs aren't suitable)



- Socks (spare pair also)
- Raincoat (when rain can be reasonably expected)

We work on the principle that “there is no such thing as bad weather, only bad clothing”, but staff must be aware of how children in their class react to different weathers and how this affects their sensory processing.

We do have a selection of spare clothing but this will need to be matched to the child prior to the session and checked for suitability. Ask our staff for help. All students are required to have spare clothing in their cubbies at school.

12. Sun Policy

This policy applies to all Enkindle Village School Forest School events on and off-site and will be followed by all staff and students involved in outdoor education at the school.

SunSmart behaviour is regularly reinforced and promoted to the whole school community through staff and parent meetings, school assemblies, student and teacher activities.

Rationale

Too much of the sun’s UV can cause sunburn, skin and eye damage and skin cancer. UV damage accumulated during childhood and adolescence is strongly associated with an increased risk of skin cancer in later life. Australia has one of the highest rates of skin cancer in the world, with two in three Australians developing some form of skin cancer before age 70.

Purpose

This SunSmart policy provides guidelines to:

- ensure all students and staff are protected from over-exposure to UV radiation;
- ensure students are encouraged and supported to develop independent sun protection skills to help them be responsible for their own sun protection;

Legislation and Standards

- Work Health and Safety Act 2011
- Education (General Provisions) Act 2006

Environment

Seek shade

- The availability of shade is considered when planning all outdoor activities.
- Students are encouraged to use available areas of shade where possible when outside.
- Students who do not have appropriate hats or outdoor clothing will not be able to attend Forest School sessions or leave Enkindle Village School campus.

Behaviours

Slip on sun protective clothing

- Cool, loose-fitting, sun protective clothing made of densely woven fabric is encouraged, eg. long sleeve shirts with collars and long pants.

Slap on a hat

- All students and staff wear hats that protect their face, neck and ears, whenever they are attend Forest School.



Slop on sunscreen

- The school will provide SPF30 (or higher) broad-spectrum, water-resistant sunscreen for staff and student use.
- Sunscreen is applied in accordance with the manufacturer’s directions (applied at least 20 minutes before going outdoors and reapplied every two hours, or more frequently if sweating or swimming).
- All students require a roll-on sunscreen to be kept in the cubbies at school.

Slide on sunglasses [if practical]

- Students have the option of wearing wear close-fitting, sunglasses.

Monitoring and review

- The school staff monitor and review the effectiveness off the Sun Policy and revise the policy when required (at least once every three years) by completing a policy review.
- The Sun Policy is available to staff, students, families and visitors.

13. Children’s Medical Information Form (EVS has copies of medical forms from enrolled students)

Child’s Full Name	
Date of Birth	
Contact Name & Relationship to child	
Home Address	
Phone Numbers	Home: Work: Mobile:
Doctor	Name: Address: Contact details:

Has your child had any of the following?

Illness	Comment	Medication needed Please specify
Asthma/Bronchitis		
Sight/hearing difficulties		
Heart condition		
Diabetes		
Epilepsy		
Allergies: Eg.nuts		
Have you ever been stung by a wasp or bee? If yes, describe the reaction		
Date of last tetanus injection		



Refer to Enkindle Village school medication policy for further details.

14. Legislation

Education (General Provisions) Act 2006

Work Health and Safety Act 2011

15. Health and Safety

Enkindle Village School sets out a clear statement of intent regarding the schools' approach to the health and safety of the children, staff and visitors to the school. The following list is additional measures relating directly to Forest School sessions.

1. Regardless of the number of adults present at the Forest School sessions the person in charge is always the **Forest School Leader**.
2. The Forest School Leader has overall duty of care for the children in his/her charge, but all adults are required to take all reasonable steps to ensure children are safe.
3. All adult helpers must read this handbook and appropriate risk assessments and understand and agree to comply with the general operating procedures for Forest School.
4. Enkindle Village School has a first aid kit and Emergency bag. The emergency bag will contain:
 - Essential survival equipment
5. The Forest School leader will always carry a mobile in the case of an emergency.
6. In the event of an emergency, the Forest School Leader will ensure that they contact emergency services and the school will contact the guardians of students involved.
7. The Forest School Leader/Principal will review the risk assessments each school term.
8. When tools are used the adult/child ratio will always be kept at a manageable proportion depending on the year level and the prior experiences of the children. Any activity involving the use of a knife the adult/child ratio will never exceed 1:4.

16. Risk Assessment Guidelines

A SITE risk assessment (that includes all activities being undertaken in the sessions) is undertaken each term and a DAILY SAFETY SWEEP/Risk Assessment and Check is made prior to every Forest School session at our Forest site.

The risk assessment process is detailed below:

- We look for potential hazards.
- We decide who might be at risk of harm.
- We think about how harm may occur and the worst outcome that we could face.
- We evaluate the current level of risk.
- We decide on a course of action or set of precautions that will be put in place to minimise the potential risk.
- We then re-evaluate the level of risk once our course of action and precautions have been put in place.
- We create a risk assessment and collate them in the Forest School file.



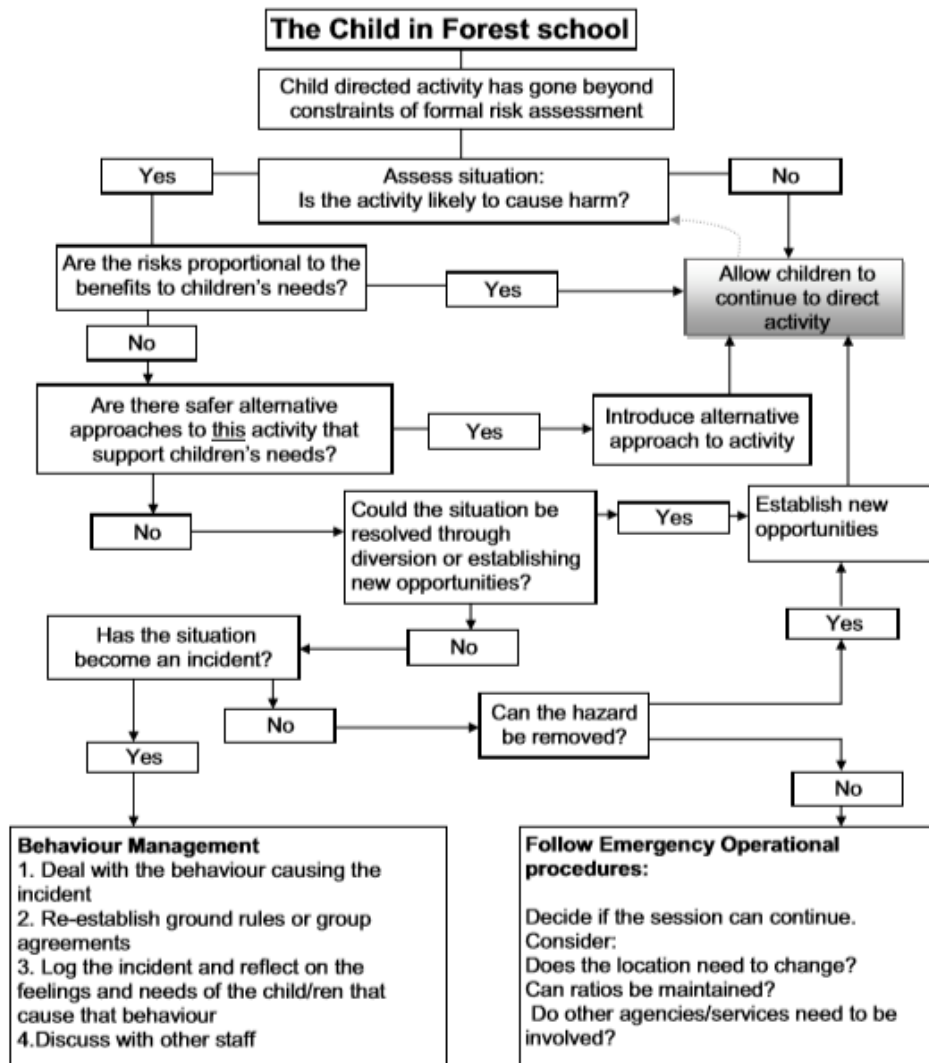
- We inform all adults accompanying the group and require them to sign each relevant risk assessment and the Forest School Handbook to show that they have read and understood the assessments.
- We monitor and review each risk assessment each school term and as action is needed.

Refer to the Appendices for further information on individual risk assessments

17. Emergency Procedures during Forest School

- Children with minor injuries will receive first aid on site and will go back to school supervised by the Forest School Assistant if required.
- Major injuries will be dealt with by Forest School Leader who will phone emergency services. The Assistant(s) will phone the school and will support other children.
- To evacuate the site 'Base Camp' will be called.
- Record full details through school incident procedure back at school.
- Missing child. Children will be taught "Base Camp", where all students need to return to the base immediately.
 1. Search vicinity
 2. Assemble the rest of the children by calling 'Base Camp'.
 3. Forest School Leader will phone police (assistant will phone the school who will contact the parent/guardian and will send staff member/s to support at the forest school site and will take remaining students back to Enkindle Village School campus)
 4. Follow school critical incident procedure.

18. Dynamic Risk Assessment



19. Safety Sweep Evidence

Prior to each Forest School session the chosen site will be inspected to identify and assess any potential hazards or risks. All safety sweeps will be recorded and filed by the Forest School Leader.

Safety sweeps will be recorded & stored in the Forest School Folder.

Refer to appendices for Safety Sweep document (**Exhibit 2**)

20. Risk Management of tools and equipment

General rules for tool use:

- All tools being used must be in the Base Camp risk assessments.
- All tools to be stored in school securely, with Forest School leader having overall responsibility and access.
- Forest School Leader has responsibility and safe storage of tools at Forest School site.
- A designated area will be used for activities involving tools.



- Adults and children use tools appropriately, children to only use tools that they have been shown how to use and will have adult supervision while in use.
- Never walk around with tools.
- Children will be taught to ensure they have 'a blood bubble' around them, when using tools.
- Tools are to be clean and sharp before use.
- Children can only use tools with the Forest School Leader.

21. Designated person responsibility

The Forest School Leader is Jessica Hay. She completed her Forest School Level 3 training in 2022. Jessica will carry out the safety sweeps, risk assessments (alongside the Principal) and will plan for the Forest School sessions. Jessica/the relevant class teaching assistant will check all students have the necessary clothing and equipment at the beginning of each Forest School session to ensure full student engagement in the sessions. If students do not have the appropriate attire or a water bottle, they will remain at school and will be supervised by another staff member. Jessica will advise staff who and what we may be observing during Forest School as it is important to record any fabulous 'wow' moments of the children. All staff will have access to a camera/iPad to help document the experience and to help students to reflect on their experience in the classroom/reflection circle following the Forest School session. Jessica will have the responsibility of packing the Forest School cart and ensuring the first aid kit and snake kit are taken to each session. Jessica will be responsible for carrying and issuing the medication (Inhalers, EpiPens etc.) of children who require it to and from the site.

22. Toileting Considerations

Children will have the option to use the toilet before leaving school and going to the woodland site. However, in the case of an emergency all students will have access to a toilet where they will be taken to by the Forest School Assistant.

23. Insurance Requirements

The Education (General Provisions) Act 2006 and Work Health and Safety Act 2011 place a variety of legal responsibilities on the school. Enkindle Village School has insurance cover appropriate to its duties under this legislation, including Employer's and Public Liability Insurance. Responsibility will in most cases rest with the school and staff will take reasonable care, both for themselves and other people who may be affected by their acts or omissions at work.

24. Ecological Impact Statement

This document describes the impact of the operation of a Forest School provision in the physical environment at Enkindle Village School. It describes what is in place to mitigate any negative effects. The statement considers land, water, air, structures, living organisms and the environmental values of the school.

Description: Enkindle Village School Forest School has 2 Base Camps which are located in Wadda Mooli Creek within James Cook University Bebegu Yumba Campus Douglas. Wadda Mooli Creek edges the perimeter of the school grounds, is enclosed by natural animal paths, James Cook Drive and Smith Road. There are two base camps used, 'Bush Base Camp' (#1. in the diagram below and

'Rainforest Base Camp' (#2. In the diagram below), these are used in different seasons due to weather and to have less of an Environmental Impact by having just one base camp.

Grid References: 1. Bush Base Camp: 19°19'50.0"S 146°45'22.9"E

2. Rainforest Base Camp: 19°19'39.7"S 146°45'29.4"E

Size: Approx. 240m x 180m (split into two zones, 1. Bush Base Camp and 2. Rainforest Base Camp)



Flora: Trees within the woodland are primarily broadleaved and the woodland consists of mainly several types of Eucalyptus with Wattles, Oaks, Melaleuca (paperbarks), Poincianas, Chinees Apples and Day Flowers.



Fauna: There are Wallabies, Rainbow Lorikeets, Pale-headed Rosellas, Friarbirds, Blue-Winged Kookaburras, Kingfishers, Cockatoo's, snakes, spiders, bugs, insects, bees, wasps, butterflies, frogs, cane toads, small fish.

Abiotic Elements: Wadda Mooli is a creek that runs along parallel to James Cook Drive. It is mainly dry, however, during the wet season there is running water. The soil is mostly clay, though, the creek bed itself is mainly rocks. During the wet season there are some small species of fish in the creek.

Activity	Aspect	Impact	Mitigation
General activities – knot tying, games, free play etc	<ul style="list-style-type: none"> - Walking/Running - Tying 	<ul style="list-style-type: none"> - Trampling grass and other plant life 	<ul style="list-style-type: none"> - Set up activities in various areas or change zones where necessary to allow plants to regrow.
Fire	<ul style="list-style-type: none"> - Sourcing wood - Siting the fire - Where to do it - Extinguishing 	<ul style="list-style-type: none"> - Using wood from our woodland would destroy habitats and diminish our supplies. Lighting a fire on the ground will damage the soil and change the way it behaves. - Risk of setting woodland on fire. - Soil compaction from regular use. - Fire can travel underground to roots even after extinguished. 	<ul style="list-style-type: none"> - Use a sustainable source for the supply of wood, rather than using the woodlands resources (students bring in wood from home, buy it etc) - All fires should be lit in the fire pit, or on trays and not in or on the ground. - Alter the site of fires to allow regrow of vegetation. - Ensure that all fires are fully extinguished before leaving the site
Tree Climbing & Shelter Building	<ul style="list-style-type: none"> - Tampering with trees by climbing/tying things on etc - Where to do it - Resources 	<ul style="list-style-type: none"> - Damage to plants that are more sensitive to losing leaves or flowers. - Damage to trees that aren't as strong as others. - Breaking leaves and sticks off Flora for building use would deplete resources and could destroy habitats. 	<ul style="list-style-type: none"> - Restrict activities to trees that are suitable and can tolerate the activity. - Designate a fixed location for climbing and den building, leaving other areas free to grow as normal. - Have a selection of resources available for the children to use each time, rather than creating new ones
Collecting Wood	<ul style="list-style-type: none"> - Taking wood from the woodland for activities 	<ul style="list-style-type: none"> - Dead wood is both homes to mini beasts and beds for fungi so removing too much would be bad for the habitat. 	<ul style="list-style-type: none"> - Limit the frequency and evaluate the amount of dry, dead wood around the woodland before removing any. Collect only the minimum amount needed. Reserve specific areas for deadwood conservation.
Collecting materials	<ul style="list-style-type: none"> - Using sticks, leaves, flowers etc for activities 	<ul style="list-style-type: none"> - Damage to plants 	<ul style="list-style-type: none"> - Ensure that only fallen leaves or flowers are collected.



25. 3 Year Management Plan

The aim of this 3-Year Management Plan is to identify the potential impact of Enkindle Village School’s Forest School on the current site at JCU. The site is currently managed by JCU with grass being mown regularly and an arborist inspecting the entire Bebegu Yumba Campus (which includes EVS and the Forest School area) for potential branch hazards twice yearly. The university also monitors the creek that runs adjacent to the school that is used for Forest Schooling to ensure the banks are re-established, if necessary, throughout the wet season.

Year 1	Year 2	Year 3
Establish base camp	Establish new base camp	Establish new base camp
Identify flora & fauna on the site	Tree planting of natives	Tree planting of natives
Identify pest species of flora & fauna on site	Removal of pest species of flora & fauna (eg. Chinee Apple)	Removal of pest species of flora & fauna (eg. Chinee Apple)
Identify appropriate climbing trees along with associated impact of student use	Removal of old dens and/or other built structures	Removal of old dens and/or other built structures
Removal of dead/dying trees	Maintenance of creek – removal of rubbish/debris/unnatural materials	Removal of dead/dying trees



Planting (led by TropEco -JCU)	Re-planting (led by TropEco - JCU)	Re-planting (led by TropEco - JCU)
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26. Appendices of relevant school policies list and where they are located



Appendices

Exhibit 1: Risk Assessments (Please find attached)

Risk assessment for Forest School Sites:

#1 Bush Base Camp

#2 Rainforest Base Camp

Exhibit 2: Safety Sweep Document (Please find attached)



Risk assessment for Forest School Site: #1 Bush Base Camp

Activity: Forest School

Risk Assessment Completed by: Jessica Hay

Date Completed: 21/01/2025

Checked by Principal: 21/01/2025

Signed:

A handwritten signature in black ink, appearing to be "Jessica Hay", written over a faint, illegible printed name.

Notes:

- This generic template should be used for support in determining modifications or alternative controls to ensure an equivalent level of safety.



- Use this generic template to identify risks relevant to the activity.
- **Any activity conducted off site** requires parent/carer consent, irrespective of risk level.

Activity scope

A Forest School session is an outdoor learning experience where children explore and learn in a natural environment, here at Enkindle the sessions are held in Wadda Mooli Creek. The session is child-centered and guided by a trained Forest School leader (Jessica Hay) who encourages hands-on, experiential learning. The goal is to develop resilience, confidence, independence, and problem-solving skills through activities that are often open-ended and adaptable to children’s interests.

Step 1: Identify the hazards

Biological (e.g. hygiene, disease, infection)		
<input type="checkbox"/> Blood/bodily fluid	<input type="checkbox"/> Virus/disease	<input type="checkbox"/> Food handling
Other/details:		
Chemicals (note: refer to the label and safety data sheet (SDS) for the classification and management of all chemicals)		
<input type="checkbox"/> Non-hazardous chemical(s)	<input type="checkbox"/> Hazardous chemical (refer to a completed hazardous chemical risk assessment)	
Name of chemical(s)/details:		
Critical incident – resulting in:		
<input type="checkbox"/> Lockdown	<input type="checkbox"/> Evacuation	<input type="checkbox"/> Disruption
Other/details:		
Energy systems – incident/issues involving:		



<input type="checkbox"/> Electricity (incl. mains and solar)	<input type="checkbox"/> LPG gas	<input type="checkbox"/> Gas/pressurised containers	
Other/details:			
Environment			
<input type="checkbox"/> Sun exposure	<input type="checkbox"/> Water (creek, river, beach, dam)	<input type="checkbox"/> Sound/noise	
<input type="checkbox"/> Animals/insects	<input type="checkbox"/> Storms/weather	<input type="checkbox"/> Temperature (heat, cold)	
Other/details:			
Facilities/built environment			
<input type="checkbox"/> Buildings and fixtures	<input type="checkbox"/> Driveway/paths	<input type="checkbox"/> Workshops/work rooms	
<input type="checkbox"/> Playground equipment	<input type="checkbox"/> Furniture	<input type="checkbox"/> Swimming pool	
Others/details:			
Machinery, plant and equipment			
<input type="checkbox"/> Machinery (fixed plant)	<input type="checkbox"/> Machinery (portable)	<input type="checkbox"/> Hand tools	<input type="checkbox"/> Vehicles/trailers
Other/details:			
Manual tasks/ergonomics			
<input type="checkbox"/> Manual tasks (repetitive, heavy)	<input type="checkbox"/> Working at heights	<input type="checkbox"/> Restricted space	
Other/details:			
People			



Students	Staff	Parents/others
<input type="checkbox"/> Physical	<input type="checkbox"/> Psychological/stress	
Other/details:		
Other hazards/details:		

Step 2: Assess the level of risk

Consider the hazards identified in Step One and use the risk assessment matrix below as a guide to assess the risk level.

DoE Risk Management Matrix					
Likelihood	Consequence				
	Insignificant	Minor	Moderate	Major	Critical
Almost certain	Medium	Medium	High	Extreme	Extreme
Likely	Low	Medium	High	High	Extreme
Possible	Low	Medium	Medium	High	High
Unlikely	Low	Low	Medium	Medium	High
Rare	Low	Low	Low	Low	Medium



Consequence	Description of consequence
1. Insignificant	No treatment required.
2. Minor	Minor injury requiring first aid treatment (e.g. minor cuts, bruises, bumps).
3. Moderate	Injury requiring medical treatment or lost time.
4. Major	Serious injury (injuries) requiring specialist medical treatment or hospitalisation.
5. Critical	Loss of life, permanent disability or multiple serious injuries.

Likelihood	Description of likelihood
1. Rare	Will only occur in exceptional circumstances.
2. Unlikely	Not likely to occur within the foreseeable future, or within the project lifecycle.
3. Possible	May occur within the foreseeable future, or within the project lifecycle.
4. Likely	Likely to occur within the foreseeable future, or within the project lifecycle.
5. Almost certain	Almost certain to occur within the foreseeable future or within the project lifecycle.

Assessed risk level	Description of risk level	Actions
<input type="checkbox"/> Low	If an incident were to occur, there would be little likelihood that an injury would result.	Undertake the activity with the existing controls in place.
<input type="checkbox"/> Medium	If an incident were to occur, there would be some chance that an injury requiring first aid would result.	Additional controls may be needed.

<input type="checkbox"/>	High	If an incident were to occur, it would be likely that an injury requiring medical treatment would result.	Controls will need to be in place before the activity is undertaken.
<input type="checkbox"/>	Extreme	If an incident were to occur, it would be likely that a permanent, debilitating injury or death would result.	Consider alternatives to doing the activity. Significant control measures will need to be implemented to ensure safety.

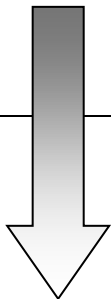
Step 3: Control the risk

In the table below:

1. List the hazards/risks you identified in Step One.
2. Rate their risk level (refer to information contained in Step two to assist with this)
3. Detail the control measures you will implement to eliminate or minimise the risk.

Note: control measures should be implemented in accordance with the preferred **hierarchy of control**. If lower level controls (such as administration or PPE) are to be implemented without higher level controls, it is important the reasons are explained.

Hierarchy of controls	
Most effective (High level)	Elimination: remove the hazard completely from the workplace or activity.
	Substitution: replace a hazard with a less dangerous one.
	Redesign: changing a machine or work process to make it safer.
	Isolation: separate people from the source of the hazard.





<p>Least effective (Low level)</p>	<p>Administration: putting rules, signage or training in place to make a workplace safer.</p>
	<p>Personal protective equipment (PPE): protective clothing and equipment.</p>
<p>Provide pertinent information about supervisor qualifications, supervision ratios¹, parent/carer consent, industry regulations or guidelines, facility/equipment specifications, travel requirements, safety induction procedures.</p>	
<p>Sessions are supervised by the Forest School Leader Jessica Hay (Forest School Leader Certificate through FSLI) and a Forest School Assistant (Teacher Aide). Forest School Leader and assistant are qualified to give First Aid and CPR (at least one staff member present is required to have their Anaphylaxis training when student Poppy Roots attends sessions). There will always be a cart taken which will have a First Aid kit (including Epi Pen) and a snake kit, all emergency information and risk assessments will be in a folder stored in the Forest School Cart. Sessions will not go ahead if there is extreme weather.</p>	

Hazards/risks and control measures



Hazards	Likelihood	Consequence	Risk Level	Planned control measures (Note: if only administration or PPE controls are used, please explain why)
Snakes	<i>Possible</i>	<i>Major</i>	High	Safety sweep prior to every session (documented), snake kit and first aid kit in cart always. Students trained in snake safety: If a snake is discovered Participants will be taught to what to do if they see a snake including: - Assume the snake to be venomous until it is identified by an expert on snake identification - Yell out 'SNAKE' and immediately tell any nearby people to stay well away from the snake while someone alerts the supervisor. - FREEZE LIKE A TREE! If you are within striking distance of a snake, a snake may feel threatened and strike if you are stomping, so we FREEZE instead. Forest School Leader will use our emergency call of 'Base Camp, Base Camp" to alert all children to return to base camp. If the snake is at Base Camp students will be taken elsewhere with Forest School Assistant. Snake awareness revisited every few Forest School Sessions with role playing will take place.
Animals	Possible	Major	High	Safety sweep prior to session, student awareness training. Students are taught not to disturb native animals.
Holes in the ground	Possible	Moderate	Medium	All visitors to site to be made aware of the potential trip hazards, children are taught to be mindful of where they are walking.
Using Whittling Knives	Possible	Major	High	Only the Forest School leader to use whittling knives. Students will be sitting in a separate section of Forest school on a dedicated mat for this activity. All students will have an induction into how to use whittling knives using our safe practices, the induction will be done one on one with the Forest School Leader. Each student will be reminded of these safe practices and monitored throughout the activity. The Forest School teacher will always remain on the mat while students are whittling supervising. When whittling there will be a student to Forest School Leader ratio of 4:1. Forest School Leader to have Whittling Knives stored in locked box.

Hazards	Likelihood	Consequence	Risk Level	Planned control measures (Note: if only administration or PPE controls are used, please explain why)
Slips, trips and falls causing cuts, grazes, sprains/breaks	Possible	Moderate	Medium	Brief children on the expectations of creek and forest play, particularly ensure that children are aware that rocks in creek will be slippery and that objects like glass may lie hidden beneath the surface. Brief children that they will need to watch where they walk/run due to uneven surfaces/tree roots. Encourage children to look carefully and not to run due to uneven surfaces and trip hazards such as tree roots.
Sticks	Possible	Moderate	Medium	Rules and expectations set for students in regards to behaviour whilst holding sticks. Using a stick that isn't longer than your arm. If it is being used for shelter builder the stick can be dragged or carried with another student or staff member.
Fire	Possible	Major	High	Only using a gas cooker and using on either a table or area of dirt/sand where there are no leaves present. No open fires or fire pits will be used at any of these Base Camps. 'Please see section about cooking' for further fire information.
Debris/rubbish	Possible	Moderate	Medium	Removal of rubbish and debris using appropriate PPE where necessary.
Sun exposure	Possible	Moderate	Medium	Students to wear appropriate clothing, hats and sunscreen and use the Rainforest Base Camp in warmer weather for shade. Students to bring water bottles. Forest School Leader to have spare water. Students also have access to water so they can be supervised by Forest School assistant in filling up their water bottles.
Glass and sharp hazards	Possible	Major	High	Students to wear enclosed shoes to Forest School at all times.



Hazards	Likelihood	Consequence	Risk Level	Planned control measures (Note: if only administration or PPE controls are used, please explain why)
Tree Climbing	Possible	Major	High	<p>Branch Inspection: Before climbing, visually inspect branches for signs of rot or damage. Shake each branch gently to ensure stability. Only allow climbing on branches thicker than the child's leg. James Cook University Arborist do tree checks regularly.</p> <p>Ground Check: Clear the area beneath the tree of any sharp or hard objects (sticks, rocks).</p> <p>Climbing Rules: Implement a “one-at-a-time” rule to prevent climbing directly above or below another child.</p> <p>Supervision: Adults supervise all climbs, providing guidance on safe grip, foot placement, and ensuring children climb within their skill level.</p>
Exploring small bodies of water	Possible	Major	High	<p>Conduct a safety sweep of the creek before each session, ensuring there is no glass, and that any underlying logs or branches are removed from the water play area. A weather check must be conducted using BOM data before each session to ensure no heavy rain or flood warnings are present. Point out the water play boundary or rope off the area where children may explore, ensuring the water is no deeper than each child’s knees. Brief participants on Water Safety Rules (see Safety Briefing Guidelines): no swimming, diving, or putting heads underwater; no drinking the water; enclosed shoes must be worn in the water; no going past knee depth. If the water is flowing too fast or if the water is stagnant or murky (visible algae), water play will be cancelled or moved to a different area of the creek or water source.</p>
Missing Children	Possible	Major	High	<p>A class role is done on compass before leaving the school grounds. Boundaries are set and are always discussed and shown before each session commences (The same boundaries are used at each base camp for student familiarity), There are always adults supervising the boundaries. A head count is done in the middle of the session and before we return to school.</p>



Hazards	Likelihood	Consequence	Risk Level	Planned control measures (Note: if only administration or PPE controls are used, please explain why)
Walking to the Base Camp	Possible	Medium		When walking to and from the Bush Base Camp the students are in a line with the Forest School Leader at the front and the assistant at the back.
Evacuation	Possible	Major	High	If an evacuation is necessary all students are trained in returning to the Base Camp by listening to the Forest School leader who will yell “Base Camp”, “Base Camp”. Forest School leader will move students to where they need to go. If there is danger at the base camp Forest School leader and assistant will lead students elsewhere.
Student Stress	Possible	Major	High	If students need help self-regulating or need to return to school the Forest School Assistant will supervise. The session begins with a mindful meditation and a circle for children to discuss feelings so they can inform us if they need extra support emotionally.

Hazards	Likelihood	Consequence	Risk Level	Planned control measures (Note: if only administration or PPE controls are used, please explain why)
Interactions with members of the public	Possible	Major	High	<ul style="list-style-type: none"> • Forest School Leader or assistant to use “Base Camp, Base Camp” emergency call if they see a person loitering in the Boundary. • All staff members and contractors to have up to date working with blue card • No staff member to work alone; there will always be 2 staff members present (one being the Forest School Leader. • Forest School leader to have mobile phone in case of needing to call 000 • Children to be taken to the toilet by Forest School Assistant who will first check toilets for safety before students enter. • Make children aware of boundaries, toileting procedures and of our emergency “Base Camp, Base Camp” call.
Severe Weather	Possible	Major	High	<ul style="list-style-type: none"> • Appropriate clothing to be always worn and drinking water carried/available. • Activities cancelled or postponed in extreme weather. • Forest School Leader to monitor Australian Bureau of Meteorology forecasts including weather, wind, rainfall, flooding, heat etc.



Hazards	Likelihood	Consequence	Risk Level	Planned control measures (Note: if only administration or PPE controls are used, please explain why)
Medical Conditions	Possible	Major	High	<ul style="list-style-type: none"> Forest School Leader to have action plans for students. Current Action Plan: Poppy Roots: requires Epi Pen for anaphylaxis. Forest School Leader to have training up to date. Forest School First Aid kit to always contain an Epi Pen with Action Plan for Poppy.

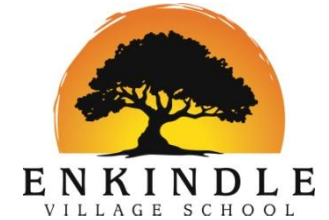


<p>General Medical</p>	<p>Possible</p>	<p>Major</p>	<p>High</p>	<ul style="list-style-type: none"> • First Aide Kit & Snake Kit always taken to Forest School Sessions. Forest School Leader & Assistant are required to have up to date First Aid and CPR certificates. If minor medical issue, then first aid is administered by Forest School Leader or Assistant and if needed the student will return to school with the Forest School Assistant. If there is an emergency medical situation then the process is (#18 in Forest School Handbook) • Children are taught no ‘lick or pick’ • Emergency Incident Procedures during Forest School • Children with minor injuries will go back to school supervised by the Forest School Assistant. • Major injuries will be dealt with by Forest School Leader who will take charge and call emergency services.. Nominated assistant will phone through to school so that extra staff can be sent to Forest School Base Camp and the school can inform Parents/Guardians of the student/s involved. Assistant will support the other students. • To evacuate the site ‘Base Camp’ will be called. • Record full details through school incident procedure back at school. • Missing child: Children will be taught “Base Camp”, where all students need to return to the base immediately. • 1. Search vicinity • 2. Assemble rest of children • 3. Call into school to alert and school calls police (parent/guardian)
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Hazards	Likelihood	Consequence	Risk Level	Planned control measures (Note: if only administration or PPE controls are used, please explain why)
				<ul style="list-style-type: none"> 4. Follow school critical incident procedure.
Tick bite or Mosquito bite/Insect Bite	Possible	Major	High	<ul style="list-style-type: none"> Parents are informed to check their children for ticks, compass posts are sent out as a reminder if a tick is found on any student or staff member to remind families to check regularly. Insect repellent is provided for students, and all parent/guardians have been requested to send roll-on insect repellent to school with their children. Stingos is stored in the first aid kit for insect bites.
Cooking with Gas Stove/Food Handling	Possible	Major	High	<ul style="list-style-type: none"> Use a table nearby Base Camp, ensure the stove is on a flat surface and not sitting on top of leaves or natural materials Supervise closely; only adults turn on/off stove. Teach children to keep pot handles away from the edge of the stove. Children to use cooking utensils and deliver food on paper towels & in cups and bowls for safe food handling practices.
Falling branches from trees	<i>Possible</i>	<i>Moderate</i>	<i>Medium</i>	<ul style="list-style-type: none"> Arborist to do checks regularly on Bebugu Yumba Campus.

Note: **Attach** any additional, pertinent risk assessment information (e.g. supplied by activity providers) to this document.



Risk assessment for Forest School Site: #1 Bush Base Camp

Activity: Forest School

Risk Assessment Completed by: Jessica Hay

Date Completed: 21/01/2025

Checked by Principal: 21/01/2025

Signed:

A handwritten signature in black ink, appearing to be "Jessica Hay", written over a light blue horizontal line.

Notes:

- This generic template should be used for support in determining modifications or alternative controls to ensure an equivalent level of safety.
- Use this generic template to identify risks relevant to the activity.
- **Any activity conducted off site** requires parent/carer consent, irrespective of risk level.

Activity scope



A Forest School session is an outdoor learning experience where children explore and learn in a natural environment, here at Enkindle the sessions are held in Wadda Mooli Creek. The session is child-centered and guided by a trained Forest School leader (Jessica Hay) who encourages hands-on, experiential learning. The goal is to develop resilience, confidence, independence, and problem-solving skills through activities that are often open-ended and adaptable to children's interests.

Step 1: Identify the hazards

Biological (e.g. hygiene, disease, infection)		
<input type="checkbox"/> Blood/bodily fluid	<input type="checkbox"/> Virus/disease	<input type="checkbox"/> Food handling
Other/details:		
Chemicals (note: refer to the label and safety data sheet (SDS) for the classification and management of all chemicals)		
<input type="checkbox"/> Non-hazardous chemical(s)	<input type="checkbox"/> Hazardous chemical (refer to a completed hazardous chemical risk assessment)	
Name of chemical(s)/details:		
Critical incident – resulting in:		
<input type="checkbox"/> Lockdown	<input type="checkbox"/> Evacuation	<input type="checkbox"/> Disruption
Other/details:		
Energy systems – incident/issues involving:		
<input type="checkbox"/> Electricity (incl. mains and solar)	<input type="checkbox"/> LPG gas	<input type="checkbox"/> Gas/pressurised containers
Other/details:		
Environment		



<input type="checkbox"/> Sun exposure	<input type="checkbox"/> Water (creek, river, beach, dam)	<input type="checkbox"/> Sound/noise	
<input type="checkbox"/> Animals/insects	<input type="checkbox"/> Storms/weather	<input type="checkbox"/> Temperature (heat, cold)	
Other/details:			
Facilities/built environment			
<input type="checkbox"/> Buildings and fixtures	<input type="checkbox"/> Driveway/paths	<input type="checkbox"/> Workshops/work rooms	
<input type="checkbox"/> Playground equipment	<input type="checkbox"/> Furniture	<input type="checkbox"/> Swimming pool	
Others/details:			
Machinery, plant and equipment			
<input type="checkbox"/> Machinery (fixed plant)	<input type="checkbox"/> Machinery (portable)	<input type="checkbox"/> Hand tools	<input type="checkbox"/> Vehicles/trailers
Other/details:			
Manual tasks/ergonomics			
<input type="checkbox"/> Manual tasks (repetitive, heavy)	<input type="checkbox"/> Working at heights	<input type="checkbox"/> Restricted space	
Other/details:			
People			
<input type="checkbox"/> Students	<input type="checkbox"/> Staff	<input type="checkbox"/> Parents/others	
<input type="checkbox"/> Physical	<input type="checkbox"/> Psychological/stress		
Other/details:			



Other hazards/details:

Step 2: Assess the level of risk

Consider the hazards identified in Step One and use the risk assessment matrix below as a guide to assess the risk level.

DoE Risk Management Matrix					
Likelihood	Consequence				
	Insignificant	Minor	Moderate	Major	Critical
Almost certain	Medium	Medium	High	Extreme	Extreme
Likely	Low	Medium	High	High	Extreme
Possible	Low	Medium	Medium	High	High
Unlikely	Low	Low	Medium	Medium	High
Rare	Low	Low	Low	Low	Medium

Consequence	Description of consequence
1. Insignificant	No treatment required.

Likelihood	Description of likelihood
1. Rare	Will only occur in exceptional circumstances.



2. Minor	Minor injury requiring first aid treatment (e.g. minor cuts, bruises, bumps).
3. Moderate	Injury requiring medical treatment or lost time.
4. Major	Serious injury (injuries) requiring specialist medical treatment or hospitalisation.
5. Critical	Loss of life, permanent disability or multiple serious injuries.

2. Unlikely	Not likely to occur within the foreseeable future, or within the project lifecycle.
3. Possible	May occur within the foreseeable future, or within the project lifecycle.
4. Likely	Likely to occur within the foreseeable future, or within the project lifecycle.
5. Almost certain	Almost certain to occur within the foreseeable future or within the project lifecycle.

Assessed risk level		Description of risk level	Actions
<input type="checkbox"/>	Low	If an incident were to occur, there would be little likelihood that an injury would result.	Undertake the activity with the existing controls in place.
<input type="checkbox"/>	Medium	If an incident were to occur, there would be some chance that an injury requiring first aid would result.	Additional controls may be needed.
<input type="checkbox"/>	High	If an incident were to occur, it would be likely that an injury requiring medical treatment would result.	Controls will need to be in place before the activity is undertaken.

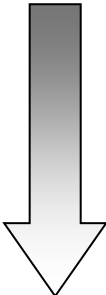
□	Extreme	If an incident were to occur, it would be likely that a permanent, debilitating injury or death would result.	Consider alternatives to doing the activity. Significant control measures will need to be implemented to ensure safety.
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Step 3: Control the risk

In the table below:

4. List the hazards/risks you identified in Step One.
5. Rate their risk level (refer to information contained in Step two to assist with this)
6. Detail the control measures you will implement to eliminate or minimise the risk.

Note: control measures should be implemented in accordance with the preferred **hierarchy of control**. If lower level controls (such as administration or PPE) are to be implemented without higher level controls, it is important the reasons are explained.

Hierarchy of controls	
Most effective (High level) 	Elimination: remove the hazard completely from the workplace or activity.
	Substitution: replace a hazard with a less dangerous one.
	Redesign: changing a machine or work process to make it safer.
	Isolation: separate people from the source of the hazard.
	Administration: putting rules, signage or training in place to make a workplace safer.
	Personal protective equipment (PPE): protective clothing and equipment.



Least effective (Low level)	
Provide pertinent information about supervisor qualifications, supervision ratios ² , parent/carer consent, industry regulations or guidelines, facility/equipment specifications, travel requirements, safety induction procedures.	
Sessions are supervised by the Forest School Leader Jessica Hay (Forest School Leader Certificate through FSLI) and a Forest School Assistant (Teacher Aide). Forest School Leader and assistant are qualified to give First Aid and CPR (at least one staff member present is required to have their Anaphylaxis training when student Poppy Roots attends sessions). There will always be a cart taken which will have a First Aid kit (including Epi Pen) and a snake kit, all emergency information and risk assessments will be in a folder stored in the Forest School Cart. Sessions will not go ahead if there is extreme weather.	

Hazards/risks and control measures



Hazards	Likelihood	Consequence	Risk Level	Planned control measures (Note: if only administration or PPE controls are used, please explain why)
Snakes	<i>Possible</i>	<i>Major</i>	High	Safety sweep prior to every session (documented), snake kit and first aid kit in cart always. Students trained in snake safety: If a snake is discovered Participants will be taught to what to do if they see a snake including: - Assume the snake to be venomous until it is identified by an expert on snake identification - Yell out 'SNAKE' and immediately tell any nearby people to stay well away from the snake while someone alerts the supervisor. - FREEZE LIKE A TREE! If you are within striking distance of a snake, a snake may feel threatened and strike if you are stomping, so we FREEZE instead. Forest School Leader will use our emergency call of 'Base Camp, Base Camp" to alert all children to return to base camp. If the snake is at Base Camp students will be taken elsewhere with Forest School Assistant. Snake awareness revisited every few Forest School Sessions with role playing will take place.
Animals	Possible	Major	High	Safety sweep prior to session, student awareness training. Students are taught not to disturb native animals.
Holes in the ground	Possible	Moderate	Medium	All visitors to site to be made aware of the potential trip hazards, children are taught to be mindful of where they are walking.
Using Whittling Knives	Possible	Major	High	Only the Forest School leader to use whittling knives. Students will be sitting in a separate section of Forest school on a dedicated mat for this activity. All students will have an induction into how to use whittling knives using our safe practices, the induction will be done one on one with the Forest School Leader. Each student will be reminded of these safe practices and monitored throughout the activity. The Forest School teacher will always remain on the mat while students are whittling supervising. When whittling there will be a student to Forest School Leader ratio of 4:1. Forest School Leader to have Whittling Knives stored in locked box.

Hazards	Likelihood	Consequence	Risk Level	Planned control measures (Note: if only administration or PPE controls are used, please explain why)
Slips, trips and falls causing cuts, grazes, sprains/breaks	Possible	Moderate	Medium	Brief children on the expectations of creek and forest play, particularly ensure that children are aware that rocks in creek will be slippery and that objects like glass may lie hidden beneath the surface. Brief children that they will need to watch where they walk/run due to uneven surfaces/tree roots. Encourage children to look carefully and not to run due to uneven surfaces and trip hazards such as tree roots.
Sticks	Possible	Moderate	Medium	Rules and expectations set for students in regards to behaviour whilst holding sticks. Using a stick that isn't longer than your arm. If it is being used for shelter builder the stick can be dragged or carried with another student or staff member.
Fire	Possible	Major	High	Only using a gas cooker and using on either a table or area of dirt/sand where there are no leaves present. No open fires or fire pits will be used at any of these Base Camps. 'Please see section about cooking' for further fire information.
Debris/rubbish	Possible	Moderate	Medium	Removal of rubbish and debris using appropriate PPE where necessary.
Sun exposure	Possible	Moderate	Medium	Students to wear appropriate clothing, hats and sunscreen and use the Rainforest Base Camp in warmer weather for shade. Students to bring water bottles. Forest School Leader to have spare water. Students also have access to water so they can be supervised by Forest School assistant in filling up their water bottles.
Glass and sharp hazards	Possible	Major	High	Students to wear enclosed shoes to Forest School at all times.



Hazards	Likelihood	Consequence	Risk Level	Planned control measures (Note: if only administration or PPE controls are used, please explain why)
Tree Climbing	Possible	Major	High	<p>Branch Inspection: Before climbing, visually inspect branches for signs of rot or damage. Shake each branch gently to ensure stability. Only allow climbing on branches thicker than the child's leg. James Cook University Arborist do tree checks regularly.</p> <p>Ground Check: Clear the area beneath the tree of any sharp or hard objects (sticks, rocks).</p> <p>Climbing Rules: Implement a “one-at-a-time” rule to prevent climbing directly above or below another child.</p> <p>Supervision: Adults supervise all climbs, providing guidance on safe grip, foot placement, and ensuring children climb within their skill level.</p>
Exploring small bodies of water	Possible	Major	High	<p>Conduct a safety sweep of the creek before each session, ensuring there is no glass, and that any underlying logs or branches are removed from the water play area. A weather check must be conducted using BOM data before each session to ensure no heavy rain or flood warnings are present. Point out the water play boundary or rope off the area where children may explore, ensuring the water is no deeper than each child’s knees. Brief participants on Water Safety Rules (see Safety Briefing Guidelines): no swimming, diving, or putting heads underwater; no drinking the water; enclosed shoes must be worn in the water; no going past knee depth. If the water is flowing too fast or if the water is stagnant or murky (visible algae), water play will be cancelled or moved to a different area of the creek or water source.</p>
Missing Children	Possible	Major	High	<p>A class role is done on compass before leaving the school grounds. Boundaries are set and are always discussed and shown before each session commences (The same boundaries are used at each base camp for student familiarity), There are always adults supervising the boundaries. A head count is done in the middle of the session and before we return to school.</p>



Hazards	Likelihood	Consequence	Risk Level	Planned control measures (Note: if only administration or PPE controls are used, please explain why)
Walking to the Base Camp	Possible	Medium		When walking to and from the Bush Base Camp the students are in a line with the Forest School Leader at the front and the assistant at the back.
Evacuation	Possible	Major	High	If an evacuation is necessary all students are trained in returning to the Base Camp by listening to the Forest School leader who will yell “Base Camp”, “Base Camp”. Forest School leader will move students to where they need to go. If there is danger at the base camp Forest School leader and assistant will lead students elsewhere.
Student Stress	Possible	Major	High	If students need help self-regulating or need to return to school the Forest School Assistant will supervise. The session begins with a mindful meditation and a circle for children to discuss feelings so they can inform us if they need extra support emotionally.

Hazards	Likelihood	Consequence	Risk Level	Planned control measures (Note: if only administration or PPE controls are used, please explain why)
Interactions with members of the public	Possible	Major	High	<ul style="list-style-type: none"> • Forest School Leader or assistant to use “Base Camp, Base Camp” emergency call if they see a person loitering in the Boundary. • All staff members and contractors to have up to date working with blue card • No staff member to work alone; there will always be 2 staff members present (one being the Forest School Leader. • Forest School leader to have mobile phone in case of needing to call 000 • Children to be taken to the toilet by Forest School Assistant who will first check toilets for safety before students enter. • Make children aware of boundaries, toileting procedures and of our emergency “Base Camp, Base Camp” call.
Severe Weather	Possible	Major	High	<ul style="list-style-type: none"> • Appropriate clothing to be always worn and drinking water carried/available. • Activities cancelled or postponed in extreme weather. • Forest School Leader to monitor Australian Bureau of Meteorology forecasts including weather, wind, rainfall, flooding, heat etc.



Hazards	Likelihood	Consequence	Risk Level	Planned control measures (Note: if only administration or PPE controls are used, please explain why)
Medical Conditions	Possible	Major	High	<ul style="list-style-type: none"> Forest School Leader to have action plans for students. Current Action Plan: Poppy Roots: requires Epi Pen for anaphylaxis. Forest School Leader to have training up to date. Forest School First Aid kit to always contain an Epi Pen with Action Plan for Poppy.



<p>General Medical</p>	<p>Possible</p>	<p>Major</p>	<p>High</p>	<ul style="list-style-type: none"> • First Aide Kit & Snake Kit always taken to Forest School Sessions. Forest School Leader & Assistant are required to have up to date First Aid and CPR certificates. If minor medical issue, then first aid is administered by Forest School Leader or Assistant and if needed the student will return to school with the Forest School Assistant. If there is an emergency medical situation then the process is (#18 in Forest School Handbook) • Children are taught no ‘lick or pick’ • Emergency Incident Procedures during Forest School • Children with minor injuries will go back to school supervised by the Forest School Assistant. • Major injuries will be dealt with by Forest School Leader who will take charge and call emergency services.. Nominated assistant will phone through to school so that extra staff can be sent to Forest School Base Camp and the school can inform Parents/Guardians of the student/s involved. Assistant will support the other students. • To evacuate the site ‘Base Camp’ will be called. • Record full details through school incident procedure back at school. • Missing child: Children will be taught “Base Camp”, where all students need to return to the base immediately. • 1. Search vicinity • 2. Assemble rest of children • 3. Call into school to alert and school calls police (parent/guardian)
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Hazards	Likelihood	Consequence	Risk Level	Planned control measures (Note: if only administration or PPE controls are used, please explain why)
				<ul style="list-style-type: none"> 4. Follow school critical incident procedure.
Tick bite or Mosquito bite/Insect Bite	Possible	Major	High	<ul style="list-style-type: none"> Parents are informed to check their children for ticks, compass posts are sent out as a reminder if a tick is found on any student or staff member to remind families to check regularly. Insect repellent is provided for students, and all parent/guardians have been requested to send roll-on insect repellent to school with their children. Stingos is stored in the first aid kit for insect bites.
Cooking with Gas Stove/Food Handling	Possible	Major	High	<ul style="list-style-type: none"> Use a table nearby Base Camp, ensure the stove is on a flat surface and not sitting on top of leaves or natural materials Supervise closely; only adults turn on/off stove. Teach children to keep pot handles away from the edge of the stove. Children to use cooking utensils and deliver food on paper towels & in cups and bowls for safe food handling practices.
Falling branches from trees	<i>Possible</i>	<i>Moderate</i>	<i>Medium</i>	<ul style="list-style-type: none"> Arborist to do checks regularly on Bebugu Yumba Campus.

Note: **Attach** any additional, pertinent risk assessment information (e.g. supplied by activity providers) to this document.



Safety Sweep Evidence

Before each Forest School session there will be a safety sweep of the Forest School site to look for and assess immediate risks.

All safety sweeps will be recorded and filed by the Forest School Leader and stored in the Forest School Folder.

School: Enkindle Village School

Forest School Leader: Jessica Hay

Term: Week:

Checklist	Date:	Date:	Date:	Date:
Fallen Branches				
Insects/Wildlife				
Sun conditions/shelter				
Slippery Areas				
Broken Glass				
Vandalism/Intruders				
Weather Affects/wind				
Standing Water				
Base Camp				
First Aide Kit				



Snake Check				
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Other Hazards Identified:
Action Taken