12.1 INCIDENT LOG SHEET

Note: Complete the form for every accident leading to injury, violent or aggressive incident, ill health, disease, behaviour which could have resulted in injury, or near miss.

Incident date and time:	Location:
Group:	Group leader:
Person injured or subject of aggression:	
Relationship to Coastal School:	
Was the incident:	
□ an accident leading to injury □ a ne other	ear miss
	aviour which could have resulted in injury
What happened (describe below including the	nature of any injury/liness):
Was anyone else involved (note names if so)?	
Was anything damaged (e.g. vehicle)?	
What action has been taken to prevent a recur	rence?
Name of person completing form & relationsh	ip to Coastal School:
IF APPLICABLE: School contacted: Yes / No	By who?
When? Hov	v?

12.2 ACCIDENT FORM

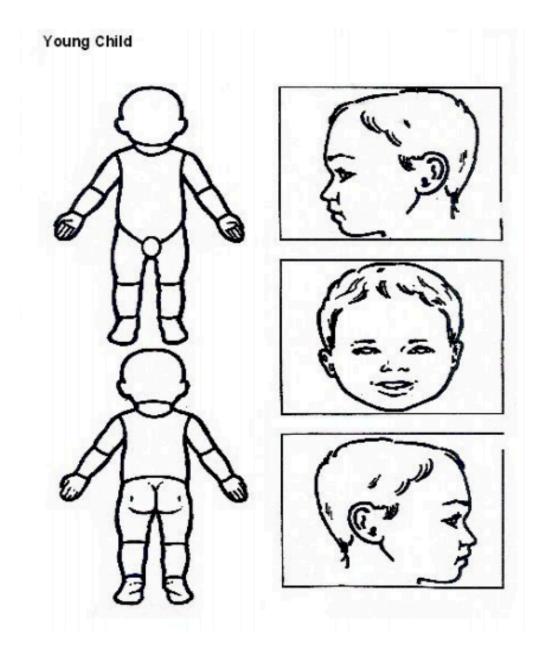
ACCIDENT REPORT FORM: THIS FORM MUST BE FILLED IN CLEARLY IN BLACK INK

FULL Name of child / adult:	Date of accident:	Time of accident:
Group:	Group Leader:	Location of accident:
Nature of injury:		
Wikat hann an d9		
What happened?		
Name of caregiver:	Role:	Relationship to WFS:
Caregiver response and first aid:		
Additional information:		

Parents / School contacted? Yes / No (delete as applicable)	When and by who?	How?
Other contacts / actions:		
Signed:	Date:	Print name:

12.3 Body Map Form

Indicate clearly where the injury was seen and attach this to the Recording Form:



12.4 Session Plan Format

Date, location and session time	
Age Adult/child ratio	
Forest School Lead/ Leaders	
First Aider/s	
Telephone	
Emergency vehicle access	
Insurance	
Key objectives to include links ot I	nolistic development:
Resources to fascilitate lear	ning:
Welcome at Meeting I	Point
Communal walk to sit	te, sharing local observations
	ntroduction, 'care rules' and children/leaders shared ety at Seaside (inc flags for boundaries)
Adult led (A) and child	d led (C) activities :
A -To include set up o	of shelter & tippi-tap
Gathering for drinks/s	snacks/
Joint activity/ game	
5 minute tidy time be	fore closing circle time
Closing circle time ar	nd reflection on today's activities & wishes for next session.
Communal walk to M	eeting point and goodbyes.
(Details of activities in plan like	ely to change in situ.)
Notes/Evaluation:	

12.5 Risk Assessments :

Daily Risk Assessment

Date:

Nature of hazzard Uncontrolled outcome Precautions to be taken (planninggroup guidance) Image: control of the second (planninggroup guidance) Very cold, wet, hot or windy weather - Exposure and dehydratio n - Advice all to wear appropriate on site for all age groups) Image: control of the second or site for all age groups) Image: control of the second rest for all age groups) Extreme fog. If persistent heavy fog is forecast, the secsion will be cancelled. Lost children, hypo/hyperthermia If extreme weather occurs during session and emergency evacuation is necessary, blow a whistle: 1 whistles = freeze and listen 2 whistles = gather immediately at backs and the second for each other so not to get separated/ lost. Image: control of the second rest oth or so not to get separated/ lost. Slippery, muddy or uneven underfoot/ flintstones -Sprain cut, resting from a height -Advise group to wear appropriate outdoor footwear. -Advise group to wear appropriate outdoor footwear. -Advise all to be weather aware/ muddy-slippery - -Advise group to wear appropriate outdoor footwear. -Advise all to be weather aware/ muddy-slippery - -Advise to clean hands before eating and drinking - Advise to clean hands before eating and drinking - Advise to clean hands before eating and drinking - Advise to clean hands before eating and follow individual risk assessment procedure. Image: control of the second for eating and follow individual risk assessment procedure. Slinging insects and sea creatures -Sings leading to allergic response creatures Brief group on how to spot a eliptifish and wea	SK ASSESSMENT		Date:	 _	_	 	_	_	_	 	
cold, wet, hot or windy weather and dehydratio n outdoor clothing (spare kit available on site for all age groups) -Shorten session or cancel - Extreme fog. If persistent heavy fog is forceast, the session will be cancelled. Lost children, hypo/hyperthermia If extreme weather occurs during session and emergency evacuation is necessary, blow a whistle: 1 whistles = freeze and listen 2 whistles = freeze and listen 2 whistles = gather immediately at basecamp flag available explain exit procedure, to include holding hands/ back/ shoulder of each other so not to get separated/ lost. Slippery, muddy or uneven underfoot/ fintstones -Sprain,cut, fracture or concursion Failing from a height -Advise group to wear appropriate outdoor footwear. Thormy plants, poisonous plants -Stings, rashes & Infected wounds -Damage to clothing -All to be briefed on contact with plants -All to be briefed on contact with group briefed about not eating anything not presented by group leader -All to be priefed about not setting anything not presented by group leader -Atvise to wear appropriate clothing Slinging insects and sea creatures -Stings leading to allergic response Brief group on how to spot a a sters or help if participants feel a stag and follow individuid irsk. assessment procedure. Brief group on how to spot a a stag and follow individuid irsk. assessment procedure.											
persistent heavy, fog is forecast, the session will be cancelled. hypo/hyperthermia sis necessary, blow a whistle: 1 whistles = freeze and listen 2 whistles =gather immediately at basecamp flag explain exit procedure, to include holding hands/ back/ shoulder of each other so not to get separated/ lost. Image: Comparison of the second reach other so not to get separated/ lost. Slippery, muddy or uneven underfoot/ flintstones -Sprain,cut, fracture or concussion -Faling from a height -Advise group to wear appropriate outdoor footwear. -Advise all to be weather aware/ muddy=slippery - Thorny plants, poisonous plants -Stings, rashes & sickness -Damage to clothing -All to be briefed on contact with plants -Group briefed about not eating anything not presented by group leader -All to be briefed on contact with plants Stinging insects and sea creatures -Stings leading to allergic response Brief group on how to spot a allergic response Brief group on how to spot a a fielyfish and weaverfish. Ask Leaders for help if participants feel a sting and follow individual risk assessment procedure. Image: Comparison of the second and follow individual risk assessment procedure.	cold, wet, hot or windy	and dehydratio n Hypo/hyp	outdoor clothing (spare kit available on site for all age groups) -Shorten session or cancel - Site boundaries appropriate to								
or uneven underfoot/ flintstonesfracture or concussion -Falling from a heightoutdoor footwear. -Advise all to be weather aware/ muddy=slippery -Thorny plants, poisonous plants-Stings, rashes & sickness -Infected wounds -Damage to clothing-All to be briefed on contact with plants-All to be briefed about not eating anything not presented by group leader -Advise to clean hands before eating and drinking -Advise to wear appropriate clothingImage to clothingStinging insects and sea creatures-Stings leading to allergic responseBrief group on how to spot a jellyfish and weaverfish. Ask Leaders for help if participants feel a sting and follow individual risk assessment procedure.Image to clothingAnimal faecesAnimal borne-Leader to check and clear areaImage to clothing	persistent heavy fog is forecast, the session will		 session and emergency evacuation is necessary, blow a whistle: 1 whistles = freeze and listen 2 whistles =gather immediately at basecamp flag explain exit procedure, to include holding hands/ back/ shoulder of each other so not to get separated/ lost. The Coastal School leader does a headcount and leads families back to a designated area of safety, e.g. 								
poisonous plantssickness -Infected wounds -Damage to clothingplants - Group briefed about not eating anything not presented by group leader -Advise to clean hands before eating and drinking -Advise to clean hands before eating and drinking -Advise to wear appropriate clothingImage to clothingStinging insects and sea creatures-Stings leading to allergic responseBrief group on how to spot a jellyfish and weaverfish. Ask Leaders for help if participants feel a sting and follow individual risk assessment procedure.Image to clothingAnimal faecesAnimal borne-Leader to check and clear areaImage to clear area	or uneven underfoot/	fracture or concussion -Falling from a	outdoor footwear. -Advise all to be weather aware/								
and sea allergic response jellyfish and weaverfish. Ask creatures Leaders for help if participants feel a sting and follow individual risk assessment procedure.	poisonous	sickness -Infected wounds -Damage to	plants - Group briefed about not eating anything not presented by group leader -Advise to clean hands before eating and drinking -Advise to wear appropriate								
	and sea		jellyfish and weaverfish. Ask Leaders for help if participants feel a sting and follow individual risk								
	Animal faeces										

		1	 	 _		 	,		
		hands after an activity -Gloves, disposable bags and water to be available							
Dogs/public present	Exposure, panic, injury, chock/ chn lost/harmed	Ensure children are briefed on safe behaviour around dogs/ calls Leader for help if worried. Children to know and follow whistle retreat. Staff familiar with lost children procedure							
Fires	Burns	-Brief children on safe distance from fire -Campfire always attended by adult -Keep a clear space free from equipment or undergrowth around the fire area -Have extra water available to put out fire -Have running water available -Have heat proof gloves and fire blanket available							
Food preparation	Food poisoning Food Allergy	-Ask group if anyone has allergies -Ensure all food is stored and cooked correctly -Ensure hand hygiene and all cooking equipment is clean							
Lost member of group	Exposure, injury, chock, panic	Walk around highlighted flag boundaries with group. Ask group to stay within boundaries Train children to follow whistle retreat Staff familiar with lost child procedure							
Debris in dunes/on beach	Cuts, infections	-Check area for debris and clear prior to session/ during							
Sign									
Additional risk ide	ntified:								
							\square	\square	
								\downarrow	
								\downarrow	

12.6 Risk Assessments Forms

Site Risk Assessment

Site name: Ca	ister-on-Sea	Assessment carried	d out by: I	
Post code:	NR30 5HD What3Words: pinks.pose.vocab Grid Ref: TG 539 122 Longitude 52°38.730N Latitude 001°44.195E	Signature:	Date:	Renew Date:

Areas to consider	What are the hazards?	Who might be harmed and how?	Risk Level	Control actions (What needs to be done, Who does it & by When?)	In place? (tick or initiate)	New level
Parking Access route to site	Traffic, lost children	Children, all	High. Children wander off/ hit by car	Children to walk to meeting place with parents. Stay with leaders once joined group. Walk together with group to coast.	All parents informe d	Low
Boundaries around site	Open boundaries leading to sea	Children, lost & drowning	Low/me dium			Low
Sea						Low
Shore						
Sanddunes, ie hazardous plant species		Poisoning Stinging	High Low	No picking/eating is a ground rule unless identified by FS leader. Remind children during sessions.	Ongoing remindi ng and updatin g / workers & voluntee rs aware	Low
Sanddunes, ie uneven ground, slopes, surfaces, hidden obstacles	Slippery, rabbit holes,	All	Low	FS leaders to check site before session & digging area during session.		Low
Fish/ insects/ dogs	Stinging insects or fish Animal faeces	All Stings and bites Allergic reaction	Medium	Hot water for jellyfish stings. Bug repellent and	Advice about recomm ended	medi um/l ow

				antihistamine avail if needed and permission given by parents Parents to provide medical info and medication for children with allergies . Antibacterial hand wipes	clothes to wear in welcomi ng letter. Identific ation of jellyfish and weeverfi sh. Local antihista mine cream applied on site if parent/s give permissi on				
Seasonal weather conditions	High winds and storms. Hit by branches Excess rainfall\ cold/heat	All, bruise, fracture, concussion Hypothermia or Hyperthermia	medium	Daily check of weather forecast, cancel or reschedule proposed session in case of extreme weather/winds. If children show distress of being cold, shorten session.	Cancell ation of session if FS leader assesse s necessa ry.	Low			
Low Risk (Something which may result in minor damage or slight harm i.e. scratch or bruise) Medium Risk (Something which may result in a significant loss/damage or major injury i.e. broken bone or other injury which results in person being taken to hospital for treatment) High risk (something which may result in extensive damage, multiple or major injuries or death.)									

Activity Risk/Benefit Assessment

Which activity is this assessment for?	
Consider the benefits to	
the children of allowing	
this activity to take place:	

Th e Ha zar d	Who could be harmed ?	How could they be harmed?	Level of risk (with no control measures in place)	Control	Who will carry out control measure and when (before or during activity)?	Level of risk (with control measure s in place)

Experiences & Activity Assessment

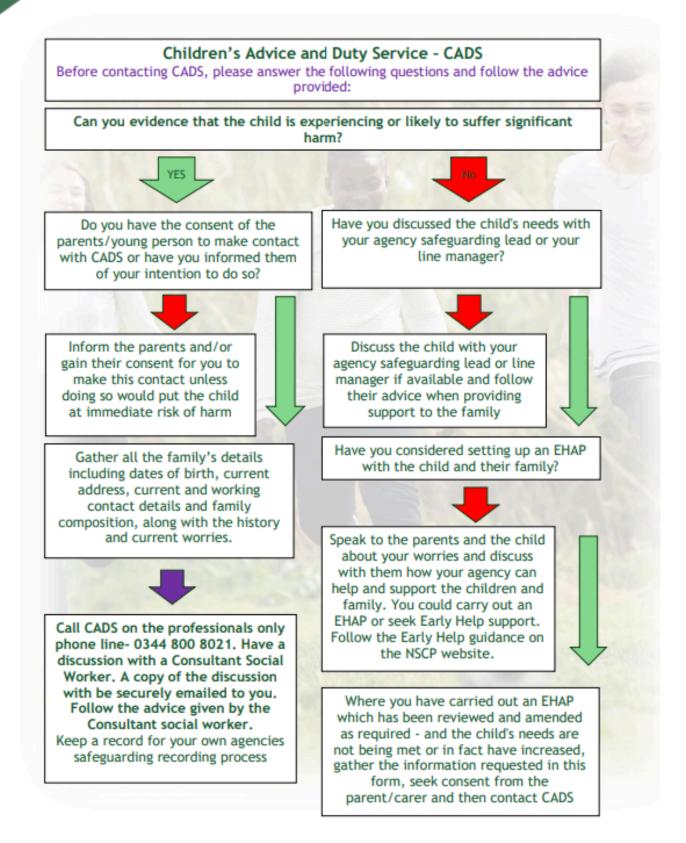
Assessment ca	Assessment carried out by:			Date:				
Signature:				Review Date:				
Experience / Ac	ctivity:							
Benefits of Exp		_						
Activity/Expe rience	Risk	Risk Level	Co	ontrol Actions		New level		

Hazard	Initial visit	Check Date	Check Date	Check Date	Check Date	Check Date	Check Date
Mobile phone signal present							
Tide for day High/low/rising/neap/spring							
etc							
Debris in tideline							
Slippery surfaces							
poisonous plants noted							
Free from dangerous rubbish							
Free from dog faeces							
Flotsam and jetsam							
Uneven ground noted							
Potentially dangerous meteorological conditions							
Rain							
Frost							
Wind speed							
Sun							
Fog							
Electrical storm forecast							
Unique activities for the day							
Adaptations for the day							

12.7 CADS Flow chart







Safeguarding Concern Record

Name of Adult reporting			
Your role at Coastal School			
Contact telephone Number			
The Learn	ers Details		
Full Name			
Address			
Telephone Number			
Date of Birth			
Relevant details about the child e.g. family circumstances, physical/mental health, communication difficulties			
Parent/guardians/carers details Name Contact details			
Details of the disclosur	e/allegation/suspicion		
 Are you recording: Disclosure made directly to you by a child? Y/N Disclosure or suspicions from a third party? Y/N Your suspicions or concerns? Y/N 			
Date this form has been written			
Time at which this form was written (24 hour clock)			
Date of the disclosure			
Time of the disclosure (24 hour clock)			
Date of incident			

Time of the incident			
Details of the disclosure/allegation/suspicion			
(State exactly what you were told/observed and what was said. Use the person's own			
words as much as possible)			
Action Taken so far			

Signed	Date