



# Adventure Fridays

**Adventure Fridays are a step beyond our usual preschool experience and are only for those children due in school the following academic year. The day runs as a full session only.**

Due to insurance and the complexity of some of the activities, children must be 3 years old to participate. The children face more challenges and explore deeper into nature. It is a brilliant opportunity for them to push the boundaries of their learning, challenge themselves and build the confidence and resilience needed for their next steps in life.



To ensure that the children can fully enjoy Adventure Fridays, and to ensure their personal safety, we must stress the importance of having the correct clothing, a substantial lunch, an understanding of the conditions within the woods and the expectations we have of the children.





# Expectations

Places on Adventure Fridays are granted at the managers' discretion. All children must be ready and able to cope with the more extreme full day session in order to grant them a space.

There are no fences in the woods so all children must adhere to the boundaries we set out. We expect the children to have respect for the environment, for each other and the staff. They must have good awareness of road safety and be able to follow instructions and understand that to keep themselves and other's safe from harm they must do what is asked of them on the first request.

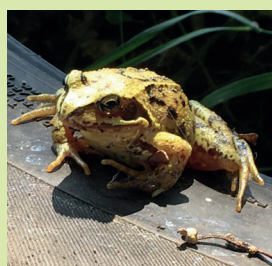
**Children can, as long as it has been agreed with a manager, start at the beginning of any of the three terms: Autumn, Spring or Summer. Fridays cannot be chosen as a single session, they must be done in tandem with a minimum of one other day.**



## What to bring

A small backpack - this must fit inside it:

- set of spare clothes
- water bottle
- packed lunch



# Activities

- Fire pit -fire lighting, cooking and fire talk
- Tool use - potato peelers, hammers, bow saws, secateurs and tree loppers
- Rambling and hiking in the local area (including road safety)
- Tree climbing, swinging
- Den building
- Allotment work in the community allotment
- Crafts
- Nature id and hedgerow medicine



Children will not be using tools until they are ready in every way; emotionally and physically. They are taught safety rules including tool and fire safety which are reinforced regularly. All our staff are first aid trained as well as having outdoor first aid.

Risk assessments are performed frequently due to differing environments and weather conditions and staff keep each other and the children informed of potential hazards so that everyone learns how to safely manage risks.



## Adventure Friday agreement

All parents are expected to read, understand, sign and therefore abide by our Adventure Friday agreement. This explains how your child must be prepared for each session to ensure their safety.

You and your child will both be asked complete agreements when they start.





# Clothing & food

To be prepared, your child will need:

**Autumn term** (September to December) and  
**Spring term** (January to March)

- 2 base layers on (one should be a skin-tight layer on the skin and the other can be looser)
- Sweatshirt or jumper
- Leggings or tracksuit bottoms (you can put tights or skins on underneath either of these if it's very cold)
- Waterproof coat (fleece-lined or down-filled)
- Waterproof trousers or dungarees (dungarees are better and keep children warmer, again you can have fleece-lined)
- A warm hat and waterproof gloves
- Waterproof boots with a Velcro fastening or fleece-lined wellies

**Summer term** (April to July)

- Long-sleeved cotton top (this is to help prevent harm from ticks, wasps, nettles etc)
- Leggings or light cotton trousers
- Waterproof coat (non-lined)
- Waterproof trousers/dungarees (non-lined)
- Sun hat preferably with a flap to cover the neck
- Sun cream on before they arrive
- Waterproof boots with Velcro fastening or wellies

## Packed lunches

- Must be hearty and filling for a full day outside moving around
- Should not contain any sweets or chocolate bars
- Each food item should be packed separately ideally in small tubs, this way if the lunch gets dropped not everything will be ruined
- No hot food on a Friday please as this has more chance of being dropped, is often too heavy to carry and requires cutlery which can sometimes be forgotten or lost
- No nuts please





Please ensure that even on hot days, your child is wearing full length sleeves and leg-coverings. This is to ensure they're protected from nettles, ticks and other hazards.



# Visit the woods

Every July we offer an introductory visit to the woods for those children hoping to join us the following school year. Parents are invited to come to the hall with their child at 9:30 on the second Friday of July and walk down to the woods where staff will discuss what we offer and explain activities and expectations. This session lasts an hour.

We hold other visiting sessions in December and March for those parents interested to join us on a walk down to the woods with their child and spend some time down there to see what we do. Your child may already be with us on a Friday and you want to see what they are up to or you didn't get a chance to come to the introduction visit or your child is interested in a place for that year.







# Where we are & map

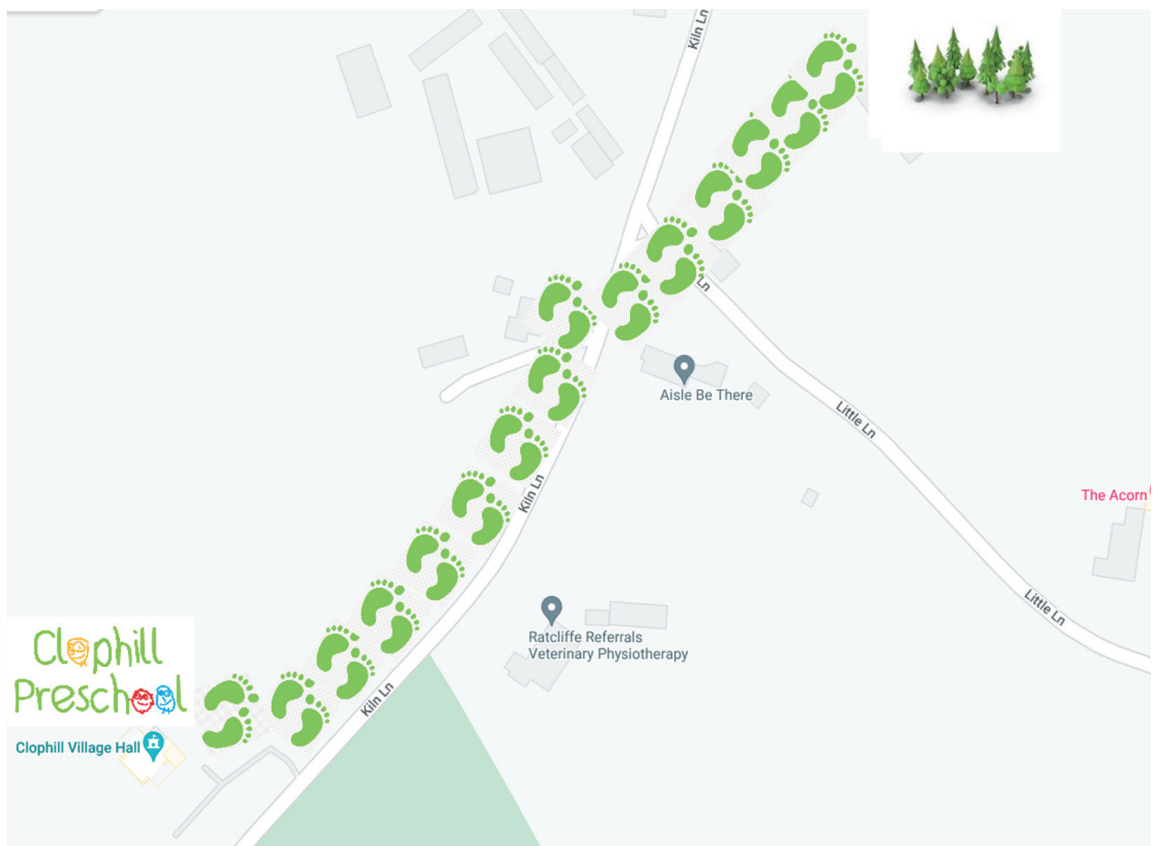
We start each session at preschool and walk from there to the Tracy's woods which are off the top of Little Lane. Tracy's woods are private land and she has given us permission to use them, we ask therefore that parents do not visit them out of our Friday session hours.

We sometimes take children for a hike across the village rambling over fields and footpaths, this will sometimes involve a trip to Chris's small holding and the Eco-Lodges. We will also do trips to the village shop, church and other sites of interest in the village.

Our **What Three Words** locations and addresses are:

Tracey's Woods	PACK/PASSENGER/LOBBED and SWING/SLANTING/TANGO
Eco lodges	SOMETIMES/NOON/HUMANS Old Church Path, Mk45 4BP
Chris's house	GEOLOGIST/RESPOND/PITY Churchfield Farm, Shefford Road, MK45 4BT

We have the app for other locations.



# Risk assessments

Likelihood (1,2,3,4,5) | Severity (1,2,5,7,10) | Risk Factor – (likelihood x severity) (31-50 = high risk; 16-30 = medium risk; 1-15 = low risk)

Hazard	Risk	Likelihood (before controls)	Severity (before controls)	Risk factor (before controls)	Mitigating controls	Likelihood (before controls)	Severity (before controls)	Risk Factor (before controls)
Tree/branch fall	Severe personal injury	2	10	20	Area check before session commences Continuous monitoring of weather and tree conditions	1	10	10
Hazardous materials left on site by the public	Severe personal injury	5	10	50	Check area before session commences and dispose of accordingly	1	10	10
Dog/fox/ badger fouling	Severe personal injury	3	2	6	Check area before session and remove if dog poo and make other staff and children aware	1	1	1
Lost children / strangers	Death	5	10	50	Sign in sheet Frequent headcounts Aware of boundaries High viz jackets Aware of handbook policies and procedures	2	10	20
Trips and falls, cuts and grazes	Personal injury	5	5	25	Explain the hazards in the wood Explain the rules Teach them how to take managed risk and show them how to check how things are safe before they use them	10	5	50



Hazard	Risk	Likelihood (before controls)	Severity (before controls)	Risk factor (before controls)	Mitigating controls	Likelihood (before controls)	Severity (before controls)	Risk Factor (before controls)
Tool use (includes: peelers, bow saw, loppers, power drill, knife, and bill hook)	Severe personal injury	5	5	25	Only be delivered by level 3 fs leader Explain the rules and boundaries Have 1:1 ratio when working closely with fire	2	5	10
Use of fire	Severe burns to body	3	10	30	Only be delivered by level 3 fs leader Explain the rules and boundaries of the fire circle Have 1:1 ratio when working closely with fire	1	10	10
Cooking on the fire	Severe burns to body	4	10	40	Only be delivered by level 3 fs leader Explain the rules and boundaries of the fire circle Have 1:1 ratio when working closely with fire	2	10	20
Rope bridges and swings	Personal injury	1	7	7	Check daily to make sure it is safe to use Explain the rules	1	5	5
Tree climbing	Death	5	5	20	Rules of height they can climb Appropriate footwear	1	2	2
Natural crafts	Personal injury	1	2	2	Explain the rules	1	1	50

Hazard	Risk	Likelihood (before controls)	Severity (before controls)	Risk factor (before controls)	Mitigating controls	Likelihood (before controls)	Severity (before controls)	Risk Factor (before controls)
Mini beast hunt/Pond dipping	Drowning	3	10	30	Explain the rules Sit back when not pond dipping and lying down when dipping Make sure you have a form of rescue equipment nearby	1	10	10
Den Making/Shelter building	Bumps to head and body	5	1	5	Model and explain the rules	2	1	2
Use of water in play	Inhaling water or drowning contamination	1	10	10	Rules need to be in place and staff need to be observant Empty standing water daily if able to	1	10	10
Foraging	Poisonous fruit and plants	5	10	50	Rules on what we can and cannot pick Knowing what flora we have in our setting	1	10	10



# Risk/benefits assessment

Activity	Risk	Risk factor (after mitigating controls outlined in RA)	Benefits	Decision	Ongoing monitoring arrangements
Tool Use (Includes: peelers, bow saw, loppers, power drill, knife, and bill hook)	Severe cuts and puncture wounds	10	Knowledge of characteristics and uses of specific tools Fine and gross motor control Builds confidence and self-esteem New skills enabling learner to develop and execute ideas	Activity can be delivered to appropriate groups, ensuring the mitigating controls outlined in the Risk Assessment are fully in place	Accident and Incident records to be reviewed monthly. Recurring incidents should be investigated and further assessments carried out.
Fire Use (includes fire activities with children)	Severe burns	10	They learn about fire safety They learn bush craft skills They enjoy being around a fire Builds confidence	Children must keep out of the inner circle unless instructed and supported by the leader. No-one to cross the fire pit or lean over. Safety circle 2m radius from fire. Ensure children understand the danger of fires and safe practice with fire Children to be supervised by the fire at all times Water available near to fire in case of burns.	Fire is managed constantly to ensure it does not become too big. Rules and boundaries must remain clear. Accidents need to be recorded. Children to be told they must not light fires when on their own 1:1 ratio of adults to children in close proximity to the fire i.e. when warming food over fire. Children and adults to be made aware there may be embers around the fire hearth Children also must understand safe procedures of extinguishing fire and lowering ground temperature First aid kit available at all times, first aiders make themselves known to children.
Swings	Broken bones	5	They become more physically able They learn to take managed risks They learn social skills, turn taking They learn to socialise	Ensure the swing and what it is attached to is safe. Can be monitored by an adult and the rules need to be clear	The swing and the tree must be regularly checked for signs or damage.

Activity	Risk	Risk factor (after mitigating controls outlined in RA)	Benefits	Decision	Ongoing monitoring arrangements
Cooking on the fire	Severe burns	20	<p>They learn about fire safety</p> <p>They learn bush craft skills</p> <p>They enjoy being around a fire</p> <p>Builds confidence</p> <p>They learn to cook on it</p>	<p>This activity needs to be monitored and rules need to be reminded during the activity.</p> <p>When warming food over the fire use sticks at least an arm's length long.</p> <p>Children to be supervised by the fire at all times</p> <p>Water available near to fire in case of burns.</p>	<p>Fire is managed constantly to ensure it does not become too big. Rules and boundaries must remain clear. Accidents need to be recorded</p> <p>Children to be told they must not light fires when on their own</p> <p>1:1 ratio of adults to children in close proximity to the fire i.e. when warming food over fire.</p> <p>Children and adults to be made aware there may be embers around the fire hearth</p> <p>Children also must understand safe procedures of extinguishing fire and lowering ground temperature</p> <p>First aid kit available at all times, first aiders make themselves known to children.</p>
Tree climbing	Broken bones and damage to the tree	2	<p>Pushing their own limits/ managing risks</p> <p>Become more confident</p> <p>Sense of achievement</p> <p>Social skills</p>	<p>Our tree is easier to climb in the winter when it has no leaves on it. So when it is in leaf we need to demonstrate how to go under the branches without damaging them.</p>	<p>Make sure the children know how high they can climb it. They need to be aware of not damaging the tree as they climb. Clear rules</p>
Natural foraging	Poisonous	10	<p>Gaining knowledge about hedgerow food</p> <p>Making &amp; baking with what you find</p> <p>Social skills</p> <p>Cooking skills</p>	<p>We need to be aware of the flora around us. Some things are easier to identify than others. Very clear rules about what we can harvest.</p>	<p>Continuously monitor what is growing in our area and make sure we are up to date with information.</p>

Activity	Risk	Risk factor (after mitigating controls outlined in RA)	Benefits	Decision	Ongoing monitoring arrangements
Natural crafts	Damage to trees and flowers	1	Becoming more creative Looking at maths, size, colour Working together Social skills	We only use leaves and twigs that we find on the floor. We don't pick leaves from trees or flowers. We will teach the children to respect them and educate them on why we need them.	Be aware of ropes and their dangers, have clear rules. Assess the area before you start building.
Den making/shelter building	Bumps and cuts	2	Learn new skills Pass on their own knowledge to others Learn knots Solving problems Keeping warm and dry	It a good way to teach practical skills and you have a practical shelter at the end. Demonstrate ways to build a shelter using natural and non-natural resources.	Make sure the children know how high they can climb it. They need to be aware of not damaging the tree as they climb. Clear rules

We use the Beaufort scale to measure the wind. We do not go in the woods if it is 6 or above, 8 we would close.

