

R i s k : B e n e f i t A s s e s s m e n t



Location: Top Site

Activities undertaken: Forest School

Name of person carrying out risk:benefit assessment: Daniel Nichols

Last Updated: 13th June 2018

No	Likelihood (L)	Severity (S)
1	Very unlikely	Very low
2	Unlikely	Low
3	Possible	Medium
4	Likely	High
5	Very Likely	Very high

Risk level

	1	2	3	4	5
1	1	2	3	4	5
2	2	4	6	8	10
3	3	6	9	12	15
4	4	8	12	16	20
5	5	10	15	20	25

White - Usual vigilance required

Green - Actionable - Regulatory measures required

Orange - Significant risk - Regulatory measures required, including appropriate training and equipment

Red - Severe - Regulatory measures required, including appropriate training, equipment and monitoring

Hazards	Risk level L / S	Who is at risk? <i>S = Staff C = Child P = Public</i>	Benefits of activity in question to those at risk	Regulatory measures required to control hazards and maximise benefits
Fire - burns	4/4	S / F	Children learn how to start fires safely, how to put out fires safely and how fires can be used positively rather than destructively.	<ul style="list-style-type: none"> - Fire starting equipment to be kept in box unless instructor opens. - Relevant and clear safety information and demonstrations taught before use. - Instructor to always be present when fires are being lit or fire is lit in campfire pan. - Child to light fire whilst kneeling as opposed to standing or sitting. - Wind direction noted. Fire to be lit so flame blows away from child. - Child to light cotton wool held in bamboo tongs so it can be moved without hands being near it. - Small fires to be made in fire pit with marked area (logs) that no one can step past. - Fire circle to be made around fire pit from log rounds. Children must kneel once inside the fire circle to avoid walking and tripping. - Children to toast marshmallows/food on extra long (0.5m) hazel skewers. - Children told to count to 30 once marshmallow/food has come off fire before testing heat on back of hand and eating if cool enough.

Hazards	Risk level L / S	Who is at risk? <i>S = Staff C = Child P = Public</i>	Benefits of activity in question to those at risk	Regulatory measures required to control hazards and maximise benefits
				<ul style="list-style-type: none"> - Food wrapped in tinfoil allowed to cool sufficiently before passing back to children. - Orange fire proof (welders) gloves to be present in order to stamp out fire. Instructor/adult to hold onto forearm when small children wear to avoid glove falling off. - Bucket of water to be present to tip on fire or for burns. - Campfire to be properly extinguished with plenty of cold water. - Children to be taught only to try starting fires when adults are present.
Tools - cuts, stabs, wounds	4/4	S / C	Children learn how to use tools safely, store tools safely and are encouraged to practise creativity and craftsmanship with tools as opposed to destruction.	<ul style="list-style-type: none"> - Relevant and clear safety information and demonstrations taught before use. - Safety gloves to always be worn on hand that is not holding tool (non cutting hand). Safety gloves worn on both hands if not sure. - Saws to always be stored under saw horses when not in use. - Adults to aware when children are using tools. - Adults to supervise children using bow saw and loppers. - Knives/peelers used on a 1:1 adult:child ratio.

Hazards	Risk level L / S	Who is at risk? <i>S = Staff C = Child P = Public</i>	Benefits of activity in question to those at risk	Regulatory measures required to control hazards and maximise benefits
Uneven Muddy Ground - slips, trips, falls	5/2	S / C / P	Children learn how to move safely through tricky terrain. Improves for coordination and balance. Children learn how to dress appropriately for the outdoors.	<ul style="list-style-type: none"> - Sharp objects packed or stored away safely. - Sharp edges blunted as best as possible (e.g. tent pegs to be blunt on top) - Guy ropes to be brightly coloured or marked. - Children asked to drag den building poles along ground when moving. - Large stones placed to side (next to hedge) of top site, not on path.
Food - allergies, intolerances	3/4	S / C / P	Children learn how food can safely be foraged, prepared and eaten. Children learn which plants to avoid whilst foraging. Children learn how to cook on open fires. Children learn how to act around open fires whilst cooking on them.	<ul style="list-style-type: none"> - Avoidance of foods if a person present has an allergy to it. - Can use foods if a person present is intolerant but "Free From" alternative to be available. - Parents required to fill out form including allergy section before session. Instructor to take note of any allergies.

Hazards	Risk level L / S	Who is at risk? <i>S = Staff C = Child P = Public</i>	Benefits of activity in question to those at risk	Regulatory measures required to control hazards and maximise benefits
Weather - hypothermia (cold), hyperthermia (heatstroke), sunburn.	3/3	S / C	Being outdoors in the fresh air is healthy for children. Children learn how to dress appropriately for the outdoors and the weather. Children learn how to regulate their temperatures.	<ul style="list-style-type: none"> - Shelter available provide shade from sun and protection from wind and rain. - Children encouraged to put on suncream if not under tree canopy during sunny weather. - Children encouraged to put on warm clothes in colder weather. - Children encouraged to bring along full waterproofs if weather forecast is wet. - Children encouraged to drink enough water. Water/snack breaks built into programs.
Passers By - child abduction	1/4	C	Being outdoors in the fresh air is healthy for children.	<ul style="list-style-type: none"> - Children introduced to the instructors leading the session at the beginning of all the sessions if they do not already know them. - Parents to remain with the session and keeping an eye on their own children. - Physical boundaries to be made clear. Staying inside hedgerows and shelter unless all going elsewhere together.
Insects - bites and stings	2/4	S / C	Being outdoors in the fresh air is healthy for people. Children get to learn about nature and appreciate it. Children learn how to best avoid potential bite and sting situations.	<ul style="list-style-type: none"> - Care taken when working in new areas. - Bite/sting kit in first aid box.

Hazards	Risk level L / S	Who is at risk? <i>S = Staff C = Child P = Public</i>	Benefits of activity in question to those at risk	Regulatory measures required to control hazards and maximise benefits
Open space - getting lost	1/3	C	Being outdoors in the fresh air is healthy for people. Children learn how to navigate difficult terrains as well as learning how to navigate back to a central base. Children get to learn about nature.	<ul style="list-style-type: none"> - Area is enclosed by hedgerow with gate to get in and out. - Children always encouraged to look and listen when leaving through the gate before walking into the carpark area.
Plants - poisonous, thorns, stings.	4/4	S / C	Being outdoors in the fresh air is healthy for people. Children get to learn about nature and which plants are thorny or carry stings.	<ul style="list-style-type: none"> - Children taught never to eat plants or berries. Foxgloves and bluebells pointed out to children as poisonous plant. - Site checks to remove as much of the known problematic plants (foxglove, bluebells, blackthorn, hogweed, stinging nettles) as possible as well as any others found (e.g. lords and ladies or hemlock. - Parents to be notified if child gets a splinter or thorn stuck in their skin.

Hazards	Risk level L / S	Who is at risk? <i>S = Staff C = Child P = Public</i>	Benefits of activity in question to those at risk	Regulatory measures required to control hazards and maximise benefits
Swings - falling off, knocking into.	3/3	C	Good for children's co-ordination and balance and promotes social situations such as sharing and working together.	<ul style="list-style-type: none"> - Children taught to risk manage by holding onto swings and not getting too close to swing if someone else is on it. - Swings hangs in open area without large rocks or pointed objects nearby. - Swings are in good view from most positions on site so adults can spot dangers. - Children taught that only one person is allowed on a swing at a time. - Adult to remain vigilant and nearby when child goes on swing.
Play Den - falling over, hitting head.	3/3	C	The Play Den promotes social interactions, co-ordination, independence and role playing amongst the children.	<ul style="list-style-type: none"> - Children notified of risks. - Adult to position themselves near to play den when children are inside it. - Edges which heads could be bumped on to be blunted or covered in foam. - Adult to check all children have left the play den before moving away. - Play den swept of sharp objects after every session.

Hazards	Risk level L / S	Who is at risk? <i>S = Staff C = Child P = Public</i>	Benefits of activity in question to those at risk	Regulatory measures required to control hazards and maximise benefits
Viewing Point - falling off hedge	3 / 3	C	Good for children's co-ordination and balance. Children get to learn about life beyond NFS including farming and the airport. Children learn how to use binoculars.	<ul style="list-style-type: none"> - Steps built into bank to reach platform. - Fence built at top of hedge to stop children falling off hedge. - Children taught to always use steps. - Adult to remain aware of when children use viewing point. - No more than 5 children at a time to use viewing point.