



Risk Assessment Form A

Age Group: 3 + year old

Risk assessment completed by: Christopher Pryke

Date Completed: 02/02/2014

Location: Ham Common Woodland Forest School

Review date: Half termly or when new hazards are recognized.

Signed:

Hazard	Who may be At Risk?	Short-Term Action	Long-Term Action	Level of risk
Personal medical conditions.	Clients, Staff and Assistants.	Details of all medical conditions Any food or medical allergies and contact details will be obtained before the start of any session.	Ensure that medical forms are kept up to date and that any medication brought onto site is accompanied by a prescription from a GP or hospital.	Low

<i>Allergic reactions</i>	<i>Clients, staff & assistants</i>	<i>Consent forms completed for all children containing allergy information-in extreme cases ensure that medication is handed in to the group leader to be kept in the medical kit</i>	<i>Regularly check first-aid box. Ensure that medication handed in for the clients is complete and in date</i>	<i>Low</i>
<i>Dirty hands after foraging in the woodland area</i>	<i>Staff and children sickness from cross contamination</i>	<i>Instructions on where hand washing supplies are bowl to wash and soap. Remind children of the no pick no lick rule. Discuss germs. And with older children and adults discuss cross contamination</i>	<i>Repeat short-term actions. Observe hand washing to ensure it's done properly. Peer teaching</i>	<i>Low</i>
<i>Horses and Dogs Feces</i>	<i>Leader, Assistants and Children</i>	<i>Children will be taught 'x-factor' in response to dogs and horses. □The Forest School Leader will do a Safety Sweep before each Forest School session in which any feces will be removed from the site</i>	<i>Remind and reinforce the no picking, no licking rules that apply to Forest School. Ensure there is always water and wet wipes available to the children for hand washing</i>	<i>Low</i>
<i>Litter, metal, glass, hypodermic needles, condoms etc</i>	<i>Leader, assistants and children</i>	<i>The Forest School Leader will do a Safety Sweep before each Forest School session in which any litter will be removed from the site in a safe manner</i>	<i>If hazards cannot be moved rope off the area to prevent site occupants from going near it</i>	<i>Low</i>
<i>Volunteer's not following agreed protocol</i>	<i>Children</i>	<i>Provide Guidelines for volunteer helpers prior to session starting and discuss content and answer questions for clarification of roles. Volunteers to fill out helper declaration form. Session Leader to inform all volunteers</i>	<i>Regular Volunteers to be kept up to date with session plans and any changes in procedures. Course Leader to be vigilant at all times and to be aware of helpers' actions and discuss any issues after session</i>	<i>Low</i>

		<i>about planned activities taking place during the session and ways in which they can support the session.</i>		
<i>Public footpaths passing near the site Strangers wondering onto the site</i>	<i>Clients, Staff and Assistants.</i>	<i>Ensure all clients and staff are aware of the paths and proximity to the site. Ensure that staffing ratio is sufficient to deal with animals and owners. The Forest School Leader and other adults present will control public access to the site. The adults present throughout the session will monitor all entrances to the site.</i>	<i>Follow staff: client: ratio regular head counts Have a clear lost child procedure and ensure all staff are familiar with it / All mobiles to be charged and on / Build on children's existing knowledge of strangers for teaching purposes.</i>	<i>Low</i>
<i>Log pile on the ground</i>	<i>All, danger of slipping twisting ankle's and squashing feet from logs falling.</i>	<i>Explain to the children why they should not climb on the logs. Ask helpers not to climb on log piles. Remind children of the no running rule and explain to the children why running is not acceptable to run in Forest School. If they wish to lift the logs to look for mini beasts then to ask for adult help.</i>	<i>Repeat short-term action and if necessary rope off pile.</i>	<i>Low</i>
<i>Uneven surfaces.</i>	<i>Leader, assistants and Children</i>	<i>Remind children of the no running rule and explain to the children why running is not acceptable to run in Forest School.</i>	<i>If the slopes are steep and in a heavily travelled area mark off so the children can avoid the hazard.</i>	

<i>Mud, Ice and debris on the paths and Forest school site</i>	<i>Children – danger of tripping & slipping.</i>	<i>Assess conditions on arrival and avoid areas considered to be too dangerous.</i>	<i>Set pace to suit needs of children. Check contents of first aid box regularly.</i>	<i>Low</i>
<i>Standing Water</i>	<i>Children getting soaked and threat of them getting cold.</i>	<i>Forest School leader to undertake a safety sweep before session and brief children and assistants on safe water play.</i>	<i>Monitor the water levels area and if the water does not drain away mark off the water to prevent the children from going in. Carry a spare set of the appropriately sized clothing.</i>	<i>Low</i>
<i>Weather conditions – wet</i>	<i>Staff and clients getting cold and wet.</i>	<i>Provide information in pre course literature on appropriate clothing and footwear. For young clients have a store of appropriate warm clothing as a change. Tarpaulin shelter to be erected as a dry base for the group to shelter and work under.</i>	<i>Repeat short-term actions and with clients that persistently ignore requests for appropriate clothing arrange a time to discuss their actions. .</i>	<i>Low</i>
<i>Weather conditions – hot</i>	<i>Clients, Assistants and group leader's – danger of sunstroke/sunburn.</i>	<i>Children instructed to come to sessions in appropriate clothing e.g. with sun-hats; activities to run in the shade if it is very hot. Request that parents or adults bring sun cream that they normally use or have it applied at home. Helpers advised to bring own sun cream for protection.</i>	<i>In addition to short term action arrange for additional water to drink to be available and ask clients to bring additional drinks</i>	<i>Low</i>
<i>Protected or Poisonous plants</i>	<i>Leader, assistants and Children</i>	<i>E.g. Bluebells, wood spurge Make note of location and instruct clients and staff to stay clear</i>	<i>In growing season cordon off so that the plants cannot be trampled or broken.</i>	<i>Low</i>

<i>Berries/Fungi</i>	<i>Clients, children, assistants· Sickness by ingestion of toxins·</i>	<i>Remind assistants and children of the no picking /no licking rule policy at beginning of every session·</i>	<i>Repeat short-term action· Ensure that there is hand-washing water and wet wipes available to clean hands·</i>	<i>Low</i>
<i>Nettles, Holly, Brambles</i>	<i>Instructors and Helpers - minor cuts/scratches·</i>	<i>Ensure that all children are appropriately dressed before entering the woodland (full length waterproof jackets and trousers as well as sturdy footwear) to protect against scratches· Show children how to walk through nettles and holly in a safe manner·</i>	<i>Check first-aid box and gain consent from parent/cares to use antiseptic cream and wipes or holistic alternative·</i>	<i>Low</i>
<i>Insect bites and stings</i>	<i>Leader, Assistants and Children</i>	<i>Communicate with Parents the possibility of insect bites and ensure that they have put insect repellent on their children should they choose to do so· <input type="checkbox"/> Monitor on site growth & insect nests and use as a learning opportunity·</i>	<i>Ensure that all participants are appropriately dressed before entering the woodland (full length waterproof jackets and trousers as well as sturdy footwear)·</i>	<i>Low</i>

<p><i>Tree climbing</i></p>	<p><i>Children falling from a height.</i></p>	<p><i>Visual taped boundary set to show the height children allowed climbing to. Remind children that they are only allowed to climb trees if an adult is nearby them.</i></p> <p><i>Ensure that there is only one child in the tree at the same time to prevent the domino effect should one child fall.</i></p>	<p><i>Repeat short-term actions.</i></p>	<p><i>Low</i></p>
<p><i>Sticks and Branches (Transporting)</i></p>	<p><i>Leader, assistants</i> <i>Children Minor/moderate injury</i></p>	<p><i>Instruction on the safe way to carry small sticks and to drag larger ones, not to use heavy logs unless they are being carried as a team.</i></p> <p><i>Activity monitored by staff that will step in if inappropriate use or behavior is seen.</i></p>	<p><i>Repeat short-term actions and monitor progress.</i></p>	<p><i>Low</i></p>
<p><i>Low branches at eye level</i></p>	<p><i>Leader helpers and children</i> <i>Minor/moderate injury (e.g. poked eye).</i></p>	<p><i>During safety sweep ensure there are no low level branches. If there are explain to the children where they are and remind the children of the no running rule.</i></p>	<p><i>If branches are small and in a heavily travelled area either mark off so the children can avoid the hazard or remove the branch.</i></p> <p><i>Ensure first aid kit has sterile water for eye wash and appropriate bandages. If poked in the eye badly, bandage both eyes.</i></p>	<p><i>Low</i></p>

Tool Specific Risk assessment to be amended when a new tool is introduced.

<i>Hazard</i>	<i>Who may be at Risk</i>	<i>Short Term Action</i>	<i>Long term action</i>	<i>Level of risk</i>
<i>Tent Peg (Pokey outie thing)</i>	<i>Leader, assistant and Child Small stabbing wound.</i>	<i>Direct instruction of how to use the tool, correct storage of the tools. Monitoring of initial tool use and re assessment of risk</i>	<i>Ensure correct staffing ratios 1:2 for children less than 11 years based on prior manual dexterity assessment. 1:4 for older children and adult's. Close monitoring Peer teaching for older groups and adult's</i>	<i>Low</i>
<i>Potato peeler</i>	<i>Leader, assistant and Child Shallow laceration or scrape.</i>	<i>Direct instruction of how to use the tool, correct storage of the tools. Monitoring of initial tool use and re assessment of risk</i>	<i>Ensure correct staffing ratios 1:2 for children less than 11 years based on prior manual dexterity assessment. 1:4 for older children and adult's. Close monitoring Peer teaching for older groups and adult's</i>	<i>Low</i>
<i>Hand Drill</i>	<i>Leader, assistant and Child Small stabbing wounds.</i>	<i>Direct instruction of how to use the tool, correct storage of the tools. Monitoring of initial tool use and re assessment of risk</i>	<i>Ensure correct staffing ratios 1:2 for children less than 11 years based on prior manual dexterity assessment. 1:4 for older children and adult's.</i>	<i>Low</i>

			<p><i>Close monitoring</i></p> <p><i>Peer teaching for older groups and adult's</i></p>	
<p><i>Cutting Tools</i></p> <p><i>Bow Saw</i></p>	<p><i>Leader, assistant and Child</i></p> <p><i>Jagged cutting wounds·</i></p>	<p><i>Direct instruction of how to use the tool, correct storage of the tools·</i></p> <p><i>Monitoring of initial tool use and re assessment of risk</i></p>	<p><i>Ensure correct staffing ratios 1:2 for children less than 11 years based on prior manual dexterity assessment· 1:4 for older children and adult's·</i></p> <p><i>Close monitoring</i></p> <p><i>Peer teaching for older groups and adult's</i></p>	<p><i>Medium</i></p>
<p><i>Cutting Tools</i></p> <p><i>Hand Saw (Laplander Folding)</i></p>	<p><i>Leader, Volunteers Children</i></p> <p><i>Jagged cutting wounds</i></p>	<p><i>5 years and older</i></p> <p><i>Direct instruction of how to use the tool, correct storage of the tools·</i></p> <p><i>Monitoring of initial tool use and re assessment of risk</i></p>	<p><i>Ensure correct staffing ratios 1:2 for children less than 11 years based on prior manual dexterity assessment· 1:4 for older children and adult's·</i></p> <p><i>Close monitoring</i></p> <p><i>Peer teaching for older groups and adult's</i></p>	<p><i>Medium</i></p>
<p><i>Cutting Tools</i></p> <p><i>Frosts Mora (stainless Steel) Knife</i></p>	<p><i>Leader, Volunteers Children</i></p> <p><i>Penetrating and slicing wounds</i></p>	<p><i>5 yrs· and older</i></p> <p><i>Direct instruction of how to use the tool, correct storage of the tools·</i></p> <p><i>Monitoring of initial tool use and re assessment of risk</i></p>	<p><i>Ensure correct staffing ratios 1:2 for children less than 11 years based on prior manual dexterity assessment· 1:4 for older children and adult's·</i></p> <p><i>Close monitoring</i></p> <p><i>Peer teaching for older groups and adult's</i></p>	<p><i>Medium</i></p>
<p><i>Cutting Tools</i></p> <p><i>Carving (spoon knife)</i></p>	<p><i>Leader, Volunteers Children</i></p> <p><i>Penetrating and slicing wounds</i></p>	<p><i>Teenagers and older</i></p> <p><i>Direct instruction of how to use the tool, correct storage of the tools·</i></p> <p><i>Monitoring of initial tool use and re</i></p>	<p><i>Not to be used by younger children only teenagers and adults after assessment of ability</i></p>	<p><i>Medium</i></p>

		<i>assessment of risk</i>		
<i>Cutting Tools Draw Knife</i>	<i>Leader, Volunteers Children Penetrating and slicing wounds</i>	<i>Teenagers and older Direct instruction of how to use the tool, correct storage of the tools. Monitoring of initial tool use and re assessment of risk</i>	<i>Not to be used by younger children only teenagers and adults after assessment of ability</i>	<i>Medium</i>