

Risk Benefit Assessments.

Definitions used.

Probability (P)

1. Highly unlikely
2. Unlikely
3. Likely

Consequence (C)

1. Slightly harmful
2. Harmful
3. Extremely harmful

Probability (P) x Consequence (C)= Risk Rating (RR)
PARR = Post-Action Risk Rating

RR	Risk severity	Action
1	Minimal	No action required, no documentation necessary
2	Acceptable	No extra controls necessary. Alternatives can be considered. Monitoring essential to ensure controls are maintained.
3	Moderate	All avenues should be explored to reduce the risk and implemented within specified time limits.
4	Serious	If a moderate risk is associated with extremely harmful consequences, then further assessment is advisable to determine more accurately the probability of harm. This can be used to evaluate the need for improved controls.
6	Substantial	Activities should not start until risk has been reduced. If the activity is already in progress then urgent action should be taken.
9	Unacceptable	Activities should not start (or should be stopped) until the risk has been reduced. If this is impossible the activity must not be carried out.

Name of Activity: Tree climbing

Assessor: S. Farish

Signature: S. Farish

Date	Describe the activity. <u>Include the learning and the benefits of this activity for the participants.</u>	List the hazards that may be involved.	P	C	RR	Risk Severity
01/09/2022	Climbing trees <ul style="list-style-type: none"> • To asses and take risks themselves. • To think about their own safety. • To experience a sense of achievement. • To enhance their physical development and skills 	Falling from the tree Cuts and grazes	3	2	6	Substantial
			3	1	3	Moderate
Action needed?	Describe Action (s)		PARR	Risk Severity		Review date
	Children to be given safety advice before being allowed to climb tree re only climb up the tree as high as the mark on the tree, ensure you have a secure footing before taking the next step, Concentrate and hold on tightly, Children waiting to climb must not stand underneath the tree. Adults must be aware that children climb trees and keep a close eye on the area.		2	Acceptable		21/07/2023
	Daily site checks to be carried out and trees will be checked as well as the ground below the tree as part of this. Site grounds are checked and surveyed by an outside company and a report is submitted to the school with a plan of when the trees need rechecking and any work to be done. A company is then sourced to carry out the work. Adults to ensure children aren't wearing loose clothing or any jewellery and are wearing suitable foot wear. First aider and first aid box will be close by.		2	Acceptable		21/07/2023

Tree Climbing Procedure



Skills supported Improved gross motor skills, taking a risk, risk assessing.

Children will not be allowed to climb trees if:

The trees are too slippery due to wet weather conditions.

There is dead wood in the tree canopy above the climbing area.

Their clothing is unsuitable including wearing jewellery- easily caught on tree branches or flimsy footwear.

An adult is not within sight- an adult must be nearby.

Forest School offers children the opportunity to manage risk, therefore if a child wishes to climb a tree they need to do it independently.

An Adult may show children where to put their feet and give verbal encouragement but they may not help children to climb.

If a child has climbed up the tree and panics, an adult will help them by pointing out step by step how to get themselves down. If a child is very distressed and cannot get down independently then an adult may lift them down taking care of their own back.

One child may climb up and down at a time and the rest of the group need to keep a safe distance.

If a child falls from a tree the Forest School Leader will administer first aid. Parents will always be informed as soon as possible to decide whether the child needs to go home.

Tree Climbing Procedure



How to climb a tree safely – As high as the mark on the tree

- Put your foot in the lowest foothold and your hand on a branch or handhold. Always have 3 points of contact when climbing i.e. 3 limbs should always be connected to a branch.
- Lift your weight a little bit before lifting your body up to test the handhold or branch strength.
- Pull your other foot up to a higher foothold and lift your body.
- Use your hands to establish a safe position on your chosen branch.
- Sit on the branch or stand up whilst always holding on- never let go.
- Face the tree to get down.
- Feel the foothold with your foot and put your weight on it when it feels safe.
- Continue putting one foot underneath the other until your feet hit the floor.
- Well done- you have climbed a tree!

Name of Activity: Playing with sticks and moving and lifting logs

Assessor: Ms S Farish

Signature:

Date	Describe the activity. <u>Include the learning and the benefits of this activity for the participants.</u>	List the hazards that may be involved.	P	C	RR	Risk Severity
01/09/2022	Playing with sticks, Moving and Lifting Logs: <ul style="list-style-type: none"> • To asses/manage risks themselves. • To think about theirs and others safety. • To enhance their physical development and skills. • To experience a sense of achievement. • To use sticks of different lengths. • To use a variety of natural resources. 	Bumps, cuts and grazes. Being poked in the eye. Injury to foot if log dropped. Children tripping up. Possibility of straining their back. Possible crush injuries if log rolled up/down the hill.	3	2	6	Substantial
			2	2	4	Serious
			2	2	4	Serious
Action needed?	Describe Action (s)		PARR	Risk Severity		Review date
	Children to make agreements with adults on the safest way to handle and play with sticks and logs. For example, sticks held safely. Children to be aware of who and where others are around them when holding/carrying sticks logs to be carried between 2 children. All children are made aware that long sticks are used in Forest School and for everyone to be vigilant and take care. First aid kit available on site.		2	acceptable		21/07/2023
	Heavy/large logs should be carried between 2 children without straining – if too heavy children mustn't attempt to lift. Adults supervising at all times. Held at waist height when carrying (bending knees and keeping back straight), Again do not attempt to lift if too heavy. Adults supervising at all times.		2	acceptable		21/07/2023
	Children to be aware of who and where others are around them when moving and or rolling logs. Especially if rolling them down the hill – eyes up before rolling.		2	acceptable		21/07/2023

Name of Activity: Potato Peelers/Palm Drills/Secateurs/Knives/Hammer and nails/Bow Saws/Crowbar

Assessor: S. Farish

Signature:

Date	Describe the activity. <u>Include the learning and the benefits of this activity for the participants.</u>	List the hazards that may be involved.	P	C	RR	Risk Severity
01/09/2022	To peel sticks, to make holes in wood, to cut sticks and wood, For carving/cutting/whittling, To construct with. <ul style="list-style-type: none"> • To introduce children to basic tool, use and safety procedures. • To use sticks/wood to shape and make with. • To learn about different wood. • Developing hand-eye co-ordination. • Promoting physical development – both gross and fine motor skills. • To develop and promote spacial awareness. • To give the children further opportunity to widen their skills and to show them a level of trust to use tools, especially knives and saws. 	Cuts, grazes and bruises	2	3	6	Substantial
Action needed?	Describe Action (s)		PARR	Risk Severity		Review date
	To follow relevant procedure. Children to be given rules, safety advice and dangers of using tools prior to using i.e. use in designated tool area, behaving sensibly and concentrating, wear a glove on your holding hand (hand holding stick/wood), children not using the tools to stay away from the designated tool area for safety etc. Adult supervision and guidance at all times. First aider and first aid box will be close by.		2	Acceptable		21/07/2023

Peelers Procedure –

For whittling small soft sticks and peeling bark.



Skills supported Improved fine and gross motor skills, spatial awareness.

How to use it safely

- No gloves on tool hand; well-fitting glove on non-tool hand. Gloves need to be a really good fit otherwise grip on the working material can be compromised. It is better to have no glove and a safer grip than a glove that is too big.
- Maintain safe distance. Always use tools at a distance at arms' length and one tool's length away from other people – Blood Bubble.
- Establish expected behaviour. To ensure everyone clearly understands all instructions/expected behaviour for safe tool use. Anyone misusing a tool intentionally will be required to put tool down, and step away, until they are ready to behave appropriately and join in.
- Ensure proper demonstration and supervision.
- **You must remain seated.** Keep blade facing away from you on the outside of your wood, on the outside leg peeling away from you.

Passing Hold blades in gloved hand and offer handles to other person. **Do not walk around with the peeler.**

Placing Put the tool down on ground or surface with handle facing backwards, or return it to its designated place.

Cleaning Use gloved hand to clear any wood & dust in blade of peeler. Use cloth and WD40 to ensure all dirt and moisture is removed.

Storing Store in a tray in the storage container.

Palm drill Procedure –

For drilling holes into wood.



Skills supported Improved fine and gross motor skills, spatial awareness.

How to use it safely

- No gloves on tool hand; well-fitting glove on non-tool hand. Gloves need to be good fit or grip on working material can be compromised. It is better to have no glove and a safer grip than a glove that is too big.
- Maintain safe distance. Always use tools at a distance at arms' length and one tool's length away from other people – Blood Bubble.
- Establish expected behaviour. To ensure everyone clearly understands all instructions/expected behaviour for safe tool use. Anyone misusing a tool intentionally will be required to put tool down, and step away, until they are ready to behave appropriately and join in.
- Ensure proper demonstration and supervision.
- **You must remain seated.** Keep the tip of the drill facing away from you.
- Use a suitable hard surface to place the wood on in order to drill through.
- Always keep in designated place.

Passing Holding tip with gloved hand, offer handle to person. **Do not walk around with the Palm drill.**

Placing Always return it to its designated place when not in use.

Cleaning Use cloth and WD40 to ensure all dirt and moisture is off the drill.

Storing Store in the Tool bag provided.

Secateurs Procedure –

For cutting twigs smaller than a penny piece.



Skills supported Improved fine and gross motor skills, spatial awareness.

How to use it safely

- No gloves on tool hand; well-fitting glove on non-tool hand. Gloves need to be a really good fit otherwise grip on the working material can be compromised.
- Maintain safe distance. Always use tools at a distance at arms' length and one tool's length away from other people – Blood Bubble.
- Establish expected behaviour. To ensure everyone clearly understands all instructions/expected behaviour for safe tool use. Anyone misusing a tool intentionally will be required to put tool down, and step away, until they are ready to behave appropriately and join in.
- Ensure proper demonstration and supervision.
 - Ensure the secateurs are used correctly so they are smiling (As above picture).
 - If it is a long stick ask a friend to help you hold it.
- To put down, close and lock safety catch and return to the designated place.

Passing Holding blades in gloved hand, offer handle to person.

Placing Always return it to its designated place when not in use.

Cleaning Use cloth and WD40 to ensure all dirt and moisture is off the blade.

Storing Store in the Tool bag provided.

Knife Procedure –

For whittling, carving and cutting.



Skills supported Improved fine and gross motor skills, spatial awareness.

How to use it safely

- No gloves on tool hand; well-fitting glove on non-tool hand. Gloves need to be a really good fit otherwise grip on the working material can be compromised.
- Maintain safe distance. Always use tools at a distance at arms' length and one tool's length away from other people – Blood Bubble.
- Establish expected behaviour. To ensure everyone clearly understands all instructions/expected behaviour for safe tool use. Anyone misusing a tool intentionally will be required to put tool down, and step away, until they are ready to behave appropriately and join in.
- Ensure proper demonstration and supervision.
- **You must remain seated.** Keep blade facing away from you on the outside of your body.
- Always keep in designated place.
- Sheath immediately after use.
- Only Adults to remove/replace sheaths/guards unless participants are competent.

Passing Holding sheathed part, offer handle to person. **Do not walk around with the knife.**

Placing Always return to designated place when not in use.

Cleaning Use cloth/WD40 to remove dirt and moisture off blade.

Storing Store with protective sheath on, in Tool bag provided.

Hammer and Nails Procedure

To construct. Joining pieces of wood together.



Skills supported Improved fine and gross motor skills, spatial awareness.

How to use it safely

- No gloves on tool hand; well-fitting glove on non-tool hand. Gloves need to be a really good fit otherwise grip on the working material can be compromised.
- Maintain safe distance. Always use tools at a distance at arms' length and one tool's length away from other people – Blood Bubble.
- Establish expected behaviour. To ensure everyone clearly understands all instructions/expected behaviour for safe tool use. Anyone misusing a tool intentionally will be required to put tool down, and step away, until they are ready to behave appropriately and join in.
- Ensure proper demonstration and supervision.
 - Ensure the hammer is being used correctly.
 - If need be asking a friend to help you hold the wood in place, ensuring hands are a distance from the nail that is being hammered.
- To return to the designated place.

Passing Offer handle to person.

Placing Always return it to its designated place when not in use.

Cleaning Use cloth/WD40 to ensure all dirt and moisture is off hammer head.

Storing Store in the Tool bag provided.

Using a Hammer and nails

NEVER use a hammer with a loose or broken handle. The hammer head could come off whilst in use and cause an injury.

Holding a hammer

When starting to drive a nail, grip close to the hammer head. Once the nail has gone into the wood, hold the hammer like you are shaking hands with someone.

1. Place the nail where you want to drive it and hold it between the thumb and forefinger of your non-working hand (the hand with the glove on). Hold it near the top of the nail.
2. Tap the nail lightly until the nail has sunk into the wood enough that it can stand on its own.
3. Then holding the hammer in the hand shaking position tap the nail until it is through both pieces of wood and the top of the nail is flat against the wood.
4. Ensure the other end of the nail isn't sticking out the other side. If so use the hammer at an angle to flatten it against the wood.

Bow Saw Procedure –

For cutting lengths of wood in 2.



Skills supported Improved fine and gross motor skills; co-operative work (if working with a partner, saying ‘to me to you’ to get a rhythm of forwards and backward motion, then allowing the other to pull).

How to use it safely

- No gloves on tool hand; well-fitting glove on non-tool hand. Gloves need to be a really good fit otherwise grip on the working material can be compromised.
- Maintain safe distance. Always use tools at a distance at arms’ length and one tool’s length away from other people – Blood Bubble.
- Establish expected behaviour. To ensure everyone clearly understands all instructions/expected behaviour for safe tool use. Anyone misusing a tool intentionally will be required to put tool down, and step away, until they are ready to behave appropriately and join in.
- Ensure proper demonstration and supervision. Adult ratio 1.1 or 1:2.
- Keep both legs to one side of the saw. Always put protective guard on when not in use.
- Only adults to remove/replace sheaths/guards unless participants are competent.
- Use standing in an upright position.
- Make a groove in the wood first. Use the full length of the saw, drawing backwards. Keep it straight! Repeat this until a reasonable groove has been formed. If working with a buddy, then one pushes and the other pulls the saw.
 - Push and pull the saw back and forth in the groove you have made until you have completed the cut. If you are working with a buddy then one person pushes and the other pulls until you have cut through the wood.

Passing Keeping blade facing downwards, turn the handle to offer to the other person.

Placing Always return to its designated place when not in use.

Cleaning Use cloth and WD40 to ensure all dirt and moisture is off the blade.

Storing In large tool Bag provided. with protective sheath/ cover on.

Crowbar Procedure

To pull wooden pallets apart.



Skills supported Improved fine and gross motor skills, spatial awareness.

How to use it safely

- No gloves on tool hand; well-fitting glove on non-tool hand. Gloves need to be a really good fit otherwise grip on the working material can be compromised.
- Maintain safe distance. Always use tools at a distance at arms' length and one tool's length away from other people – Blood Bubble.
- Establish expected behaviour: To ensure everyone clearly understands all instructions and expected behaviour for safe tool use. Anyone misusing a tool intentionally will be required to put down the tool, and step away, until they are ready to behave appropriately and join in again.
- Ensure proper demonstration and supervision.
 - Ensure the crowbar is being used correctly.
- To return to the designated place.

Passing Offer handle to person.

Placing Always return it to its designated place when not in use.

Cleaning Use cloth and WD40 to ensure all dirt and moisture is removed. **Storing** Store in the Tool bag provided.

Name of Activity: Plank and tree stump seesaw

Assessor: S. Farish

Signature:

Date	Describe the activity. <u>Include the learning and the benefits of this activity for the participants.</u>	List the hazards that may be involved.	P	C	RR	Risk Severity
01/09/2022	Children making and using a seesaw from a log and a plank of wood. <ul style="list-style-type: none"> • To be able to design/make themselves. • To assess and take risks themselves. • To think about their own safety. • To experience a sense of achievement. • To enhance their physical development and skills. 	Being thrown from the seesaw Falling off the seesaw Feet and hands getting caught underneath the seesaw	2	2	4	Serious
	Describe Action (s)		PARR	Risk Severity	Review date	
	Children to be made aware of safety before using the seesaw where necessary i.e. Have a secure footing before beginning to seesaw and be aware of others both on the seesaw and nearby. Remind children to use the seesaw with care and ensure that they aren't being too overzealous when on it.		2	acceptable	21/07/2023	
	If sitting on seesaw, ensure hands and feet are clear of the seesaw itself – legs up on to plank of wood or knees bent with feet at a distance. Children waiting to go on the seesaw must not stand too close and must wait for a safe time to get on it.		2	acceptable	21/07/2023	
	Adults must supervise, ensuring the seesaw has been built correctly/securely by the children. If it has or is raining, then children will be reminded that the seesaw will be slippery and as a group we will decide if we think it safe enough to use. First aider and first aid box will be close by.					

Name of Activity: Fire

Assessor: S. Farish

Signature:

Date	Describe the activity. <u>Include the learning and the benefits of this activity for the participants.</u>	List the hazards that may be involved.	P	C	RR	Risk Severity
01/09/2022	Having a fire <ul style="list-style-type: none"> • Understanding and collecting resources. • Construction of the fire and the 3 elements – fuel, oxygen and heat. • The use of fire as a tool. • The safety of a fire 	Burns to skin and clothing. Inhalation and irritation of smoke inhalation. Fire becoming out of control and burning the surrounding area.	2	3	6	Substantial
Action needed?	Describe Action (s)		PARR	Risk Severity		Review date
	To follow fire procedure. Supervision of fire by an adult at all times. Children to be given rules and safety advice and dangers of fire prior to lighting and visiting the fire ensure no loose clothing is being worn and long hair is tied back, no walking between the seating and fire area, children to be on one knee to remain stable if cooking on the fire, no one is to enter fire area. First aid box will be available. Fire proof gloves within easy reach. Embers to be dampened down and cooled with water when fire has finished and spread out. A fire blanket will be available to wrap around person who may be alight. The fire will be positioned away from buildings. The wind direction will be constantly assessed and children advised to move safely out of smoke direction. Dry suitable wood to be used to prevent excess smoke. Fire will be in a fire pit surrounded by logs to prevent the fire escaping the area.		2	Acceptable		21/07/2023
			2	Acceptable		21/07/2023
			2	Acceptable		21/07/2023

Fire Procedure –

To understand its uses



Skills supported knowledge and understanding of fire as a tool.

Fires are an important part of Forest School and will be used in sessions. We aim to ensure all children and adults participating in Forest School sessions with fires will do so safely and with as little risk to their health as possible. We have established a fire area and train pupils how to approach and leave before lighting a fire:

Fire Circle Agreements

- We always walk when approaching the fire circle.
- We always go around the outside of the circle to get to the other side.
- We always stay seated when at the fire.
- We only enter the Fire Circle when instructed by the Forest School Leader.
- No loose clothing or loose hair in the Fire Circle.

Fire Safety procedures

A careful regard and respect of fire is reinforced with children through a step by step process. Strict fire circle rules are enforced at all times and behaviour is controlled by the Forest School leader and support staff.

The fire Site has been carefully chosen. There are no hanging tress, and tree roots have been avoided. Stones are not present in the fire area as hot stones (especially flints) can explode. A surround for the fire using logs has been constructed and 1.5 metres from this are seating logs which are placed with gaps in between for easy exit. Our fire site is situated away from buildings and any shelters. It is the decision of the forest school leader as to whether a fire is lit in certain conditions i.e. too windy.

A fire is never to be left unattended and we have a large container of water nearby to pour on the fire.

The forest school leader will explain to participants the importance of using dead wood for fires. Smoke inhalation will be reduced by this. Those in smoky areas will be encouraged to move to less smoky areas. Fires will only be lit in the fire pit.

All participants will follow the fire circle rules. Related safety equipment, including heat-proof gloves, a fire blanket, a burns kit and water, will be kept within close range of fires. All fires should be fully extinguished and all traces removed at the end of a session.

Name of Activity: Building with pallets

Assessor: S. Farish

Signature:

Date	Describe the activity. <u>Include the learning and the benefits of this activity for the participants.</u>	List the hazards that may be involved.	P	C	RR	Risk Severity
01/09/2022	Building with pallets: <ul style="list-style-type: none"> • To assess and take risks themselves. • To think about their own safety. • To experience a sense of achievement. • To enhance their physical development and skills 	Pallets falling over Cuts and grazes	3	2	6	Substantial
			3	1	3	Moderate
Action needed?	Describe Action (s)		PARR	Risk Severity		Review date
	Children to be given safety advice before building with pallets. Adults must be aware that children build with pallets and keep a close eye on the children as well as the structure. If it is windy then pallets must not be left standing on its end in order to avoid them falling over. Pallets should be carried by at least 2 children without straining held at waist height when carrying (bending knees and keeping back straight) - If too heavy children must not attempt to lift it. Daily site checks to be carried out on any structure made and taken down between sessions if the Forest school leader feels the structure isn't safe enough for the year group accessing Forest Schools. First aider and first aid box will be close by.		2	Acceptable		21/07/2023
			2	Acceptable		21/07/2023

