



Site Risk Assessment

Name: Sharon Brown

Location: Nanstallon Forest School and EYFS Area

Description of activity: Forest School & outdoor Learning

Date: September 2020

Review Date: September 2021

Risk Severity	1= Remote 1=Slight	5=Definite 5=Fatal
Risk Severity=Rating		
blue	Low risk-continue with some caution	
amber	Medium Risk- urgent attention may be required	
red	High Risk-do not proceed	

		Residual Risk / Likelihood				
		1	2	3	4	5
Severity	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

	1. What?	How?	2. Who?	What is in Place?	3. Risk			4. Record	Risk Benefit analysis
	Hazard	Harm	People at risk	Existing preventative measures	Probability (P) 1-5	Severity (S) 1-5	Rating (P x S) 1-25	What new measures need to be taken	Benefits
1.	Slips and trips on uneven ground	Fall over tree stumps, branches, slip in wet and muddy areas. Possible fractures, sprains.	All participants	Boundaries clearly established at start of each session. Highlight common areas of uneven ground, slippery areas.	3	1	3	Risk assess site at the start of every session.	Understand boundaries. Children learning to manage own risks.

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2.	Weather cold/wet Windy/storms	Anyone, shivering, loss of feeling, collapse	All participants	Ensure children and adults are All participants dressed appropriately in warm and waterproof clothing. If severe wind session to be cancelled due to risk of branches falling. Warm people up near the fire and having warm fluids.	4	1	4	Have a supply of spare kit.	Build immune system. Children developing resilience. Learning about weather and how to protect themselves against the elements.
3.	Weather hot/sunny	Anyone, heat stroke & dehydration	All participants	Ensure fresh drinking water is available throughout sessions. Sun hats are advised, shade areas outlined to all. Sun cream to be brought to sessions with child. Ensure shelter available.	4	1	4	Have a supply of spare kit and sunscreen.	Build immune. Enjoying the outdoors. Learning about protecting themselves in the sun and how important it is to stay hydrated. Increasing vitamin D. Exposure to fresh air.
4.	Travelling Safety.	Falls from ramp. Banged heads on tunnel.	All participants	Perspex has been added to higher levels of ramp to outdoor classroom. Lower levels are of a safer height but are not to be used as a climbing experience due to others working underneath. Reinforce correct use of ramp to children.	2	2	4	Adult staff to have ramp in view and reinforce rules when necessary.	Understand safety. Managing risks.

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				Children taught how to use tunnel correctly, not standing before exit.					
5.	Using tools.	Scratches, cuts, loss of limbs.	All participants	Children work on 1-1/1-2 basis with an adult depending on age and activity. All to follow the "Safe Tool Guide" handout. Blood Bubble, protective clothing, adult supervision. Within outdoor classroom setting, Blood Bubble is reinforced by taped off area. Children know they can only access with adult.	2	4	8	First Aid kit always available with leaders having First Aid Training.	Understand importance of using tools safely. Developing creative and practical skills. Enjoyment in learning new skills. Raising confidence and self esteem. Management of own risk.
6.	Thorns & nettles.	Scratches, stings, cuts & grazes	All participants	Children wear long sleeves and long trousers to prevent scratches and stings.	3	1	3	Remove any obstructing access for young people.	Exploring woodland. Learning about how some plants can be safe to touch and others not. Exposure to nettles and the health benefits of using them ((cooking and tea).
7.	Carrying large branches, logs,	Scratches, bumps, concussion, trips & falls,	All Participants	Demonstrate carrying logs and branches safely. Drag sticks longer than your arm.	2	1	2	Demonstrations at the start of each session.	Creating wood structures/dens. Cooperation-team building.

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		pulled muscles.		2 people (friend on the end). Only logs thinner than 6 inches in diameter carried by children. Carry close to body.					Survival skills. Creative development. Managing own risks.
8.	Rope and twine	Rope burns Strangulation.	All participants	Group reminded how to use (especially when shelter building) Gloves used for thick rope. Ropes tied on quick release knots. Ensure ropes are not at head height.	2	1	2	Remove any rope, twine left in trees, warn children about wearing gloves.	Learn about knots. Learning how rope can be a useful tool for a number of activities.
9.	Falling branches, sticks	Head bumps, scratches and cuts	All participants	Explain to children not to swing on branches. Listen for creaks and cracks especially on windy days. Ask participants to do the 'wobble test' before testing out shelters.	2	3	6	Extra caution in higher winds	Learn to risk assess.
10.	Scissors	Cuts and lacerations	All participants	Demonstrate safe use and carrying of scissors. Rounded edge used for young children. Safe tool use followed for scissors as per other tools.	1	2	2	Explain and demonstrate usage	Developing skills and coordination. See the importance of using tools safely.
11.	Insect bites and stings	Skin irritations, allergies. Dizziness, panic, rash, difficulty	All participants	Staff aware of participant allergies (consent forms), awareness of anaphylactic shock with epipen if	2	3	6	Long sleeves and trousers worn.	Learning about nature and features of different creatures. Learn how to

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		breathing.		required. Wash with water. Hand washing and soap available. Phone 999 using mobile phone if cause for concern.					protect against stings and bites
12.	Fruits and seeds, mushrooms. Poisonous plants.	Allergies, poisoning, upset stomach, sickness, rash, burns.	All participants	Explain to all participants that we don't touch or eat any mushrooms. Must not eat any fruits, berries. Operate a "look but don't touch" policy. Educate children and all staff, on plants.	2	2	4	Show pictures of example fruits and mushrooms. Show children plants and explain why we look but not touch. Show children any plants that are currently growing on site and discuss safety. Update staff on any poisonous plants that are growing with photo and location ID.	Learning about nature and plant identification. Understand our wild growing environment. Realise that some plants in nature are good for us but others can be harmful. Helping children to manage risk when they are outside without adults.
13.	Campfire	Skin burns, sparks in eyes, smoke inhalation, Death.	All participants	*Leader to ensure that children are seated at a safe distance away from fire (1.5m minimum). *Bucket of water kept next to fire at all times. *Explain that nobody throws anything into the fire.	3	3	9	Careful considerations of wind. Constantly observing groups around the fire.	Raising confidence with survival skills. Teach children how to keep warm if they are ever in a survival situation. Learn how to be safe around fire.

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				<p>*Fire lighting box to be kept out of reach. *Fire gloves to be worn at all times when stoking the fire. *Participants to walk around the outside of fire at ALL times. *Only light fires at designated campfire sites. *Spare wood kept at safe distance away from lit fire. *Group to remain seated around the campfire. *Explain that could still be hot when no flames. *Fire to be put on by dismantling and small amount of water splashed on to avoid sparks and hot ashes.</p>					Learn how to cook different foods safely on an open fire.
14.	Campfire cooking	Burns, scolds, upset stomach (hygiene), allergies	All participants	<p>Leader to check allergies of all participants, ingredient packets available to view. Wash hands regularly with soap. Cooking equipment kept clean. Waste collected in bins, not thrown on the fire.</p>	3	3	9	Max number of people cooking is 6. 1 knee up, 1 knee down around the fire when cooking.	Learn how to cook different foods safely on an open fire. Raising confidence and self esteem-the feel good factor of cooking own food on an open fire!

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				Demonstrate safe handling of cooking sticks (not waving around & draw in towards body). Food Hygiene Certificate held by FS Leader.					
15.	Sandpit/mud kitchen.	Contamination by animals or stagnant water. Sand in eyes.	All participants	Children are able to play in the sand in bare feet if they wish, so extreme care needs to be taken to protect the pit. They are taught safety rules of not throwing sand and not putting into mouths. A tarpaulin is to cover sand when not in use to ensure no contamination by animals. Children told to wash hands before eating when playing in the sand pit/mud kitchen.	1	1	2	Reinforce rules on handwashing before eating/after playing in mud kitchen/sand pit.	Children to enjoy the fun but also see the danger of contamination. Learning about the qualities of different materials.
16.	Emergency procedures & considerations		All participants	Leader to be First Aid qualified and training to take place minimum every 2 years. Emergency procedures explained to adult participants. Water bucket for fire available. Wet wipes,	4	2	8	First Aid carried every session. If in any doubt contact the emergency services.	Begin to understand basic first aid and risk assessing themselves.

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				first aid kits available for use by FS Leader. Emergency signs displayed in meeting point areas with postcode and co-ordinates outlined. Mobile phones to be carried at all times by Leader. All participant's medical consent forms carried at all times. Site access for emergency vehicles.					
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