

Risk and Benefit Assessment				
Location Address	School field/wood Killamarsh Junior School Sheffield Road Killamarsh S21 2EA	Description of site ❶ Base camp - a small clearing at the beginning of the woods. ❶ The small wood is situated on the edge of a the School field. ❷ The wood is next to a large field. ❸ We also have an enclosed area called the quad. ❹ Some of these properties have gates leading onto the field. ❺ Locked gates for tractor access to the field.		Emergency Procedure
Forest School Leader	Miss Angela Davis 07963057308			Call - 1, 2, 3 Basecamp/ Echo - 1, 2, 3 I'm here Children return to base camp Whistle blown, group gathers at base camp, head count/ register. Contact school office to phone emergency services Move to assembly point on playground
First Aider	Mrs Gillian Cotton 07999557604			Completed by: Angela Davis Date: 27/4/24
Emergency phone location	School office 01142486277			 Review by: 27/10/24

SEVERITY RATING				
1	2	3	4	5
TLC	First Aid	Non-emergency care	Emergency medical care	Multiple injury or death

Hazard	Harm	People at risk	Existing Preventative measures	Probability (P) 1-5	Severity (S) 1-5	Rating (PxS) 1-25	New Preventative measures	Who? When?	Benefits
Uneven/Slippery Ground or vegetation	Slip/trip or fall	Children and adults	Safety Talk. Encourage children to walk. Adult supervision. Clear pathways of potential trip hazards.	4	2	8	Monitor any changes in ground whilst using area. Move to another location if necessary.	Group Leader to check paths/ area prior to visit. Deliver safety talk and provide suitable supervision	Children learn to respect the environment and about managing own risks in the woodland. It will boost confidence, self-esteem and give a sense of achievement. It provides an opportunity for children to learn communication and social skills.
Falling Branches	Head or other injury	Children and adults	Site visit prior to session. Check trees regularly in working area for lose/dead branches.	3	4	12	Cancel visit if excessively windy. Move location if site visit shows lot of lose branches.	Group leader to check area and weather forecast prior to use.	
Low branches on site	Banging head, poking eyes, scratching face	Children and adults	Site visit prior to session. Safety talk. Children warned to avoid low branches.	2	4	8	Loppers/secateurs to cut away any other branches spotted. Safety glasses available.	Group Leader to ensure hand cleaning provision made.	
Tractor on site	Knocked down	Children and adults	Check prior to site any known visits of tractor. Safety talk with children.	1	5	5	Gather children at base-camp and lead children off the field is necessary.	Group leader to check any known visits and monitor.	

Hazard	Harm	People at risk	Existing Preventative measures	Probability (P) 1-5	Severity (S) 1-5	Rating (PxS) 1-25	New Preventative measures	Who? When?	Benefits
Animal faeces/ mud/dirt/ etc	Infections in cuts	Children and adults	Provide wet wipes and water for cleaning hands. Ensure participants clean hands before eating and at end of session.	2	2	4	Move to another location if necessary.	Group Leader to ensure hand cleaning provision made.	Children learn to respect the environment and about managing own risks in the woodland. It will boost confidence, self-esteem and give a sense of achievement. It provides an opportunity for children to learn communication and social skills. It provides a knowledge of dangerous plant/ insects/fungi.
Insects, wasps, plants and fungi	Possible allergic reaction, poisoning, choking	Children and adults	Find out about known allergic reactions within group. Warn children about wasps. Discuss poisonous plants and fungi. Warn children not to eat anything or put fingers in mouth. Everyone to wash hands after. Carry antiseptic wipes	2	5	10	Move to another location if necessary. Contact council over any wasps nest etc in the location.	Group leader to know about children's allergies before entering the woodland. First aider has epi-pens etc.	
Litter and debris	Cuts, trips.	Children and adults	There is minimal litter in the woods. Ensure the children know not to touch any litter or debris. Ensure that children report any litter or debris so it can be removed safely.	2	2	4	Bring bin bag to collect any litter that children find.	Group leader to monitor for any discovered litter and remove.	
Weather (hot, cold, wet)	Sunstroke, sunburn, hypothermia, cold	Children and adults	Ensure children are wearing appropriate clothes. Ensure children have sun-cream. Take regular breaks to have a drink/ find shade. Ensure children are warm enough. Encourage physical activity.	2	5	10	Monitor weather. Monitor children and stop session outside if necessary.	Group leader to ensure children are appropriately dressed. Adults to keep an eye on children's condition.	
Medical Conditions	Asthma, diabetes, epilepsy, etc	Children and adults	Find out about known conditions before session. Ensure appropriate equipment has been taken to site.	2	5	10	Monitor child. Cancel session if necessary.	Group leader and First Aider to take responsibility for medical conditions of children and to bring equipment eg inhalers.	

Your Comments:	Your Recommendation:
Your main concerns: This is an enclosed site attached to our school. However, some houses on the field have access to the site out of school hours.	This is an enclosed site attached to our school and is safe to use. However, some houses on the field have access to the site out of school hours. Ensure that a site visit is done immediately prior to every visit to check for any changes. As the field is used by children at play, no camp fires will be lit in the wood. Our fire will be done in the enclosed quad. Any fire-lighting session will be done in metal tins and brought back to school after session. There is no road but there is a gate on the field for a tractor to enter to cut the grass. Ensure you check dates for this and moved children if necessary.
Your main positive features: As the site has not access to the general public there is no members of the public or dog walkers using the site during school sessions.	

Tools Risk Assessment

Tool	Harm	People at risk	Existing Preventative measures	Probability (P) 1-5	Severity (S) 1-5	Rating (PxS) 1-25	New Preventative measures	Who? When?	Benefits
Billhook	Injury whilst carrying	Children and adults	All billhooks are kept in sheaths when not being used. Billhooks are kept in tool box when not being used.	2	2	4	Ensure group have a full understanding on how to carry the tool correctly. Model to the group how to walk/carry the tool.	Group Leader to check tools before and after visit.	Children learn to respect the environment and about managing own risks in the woodland. Develop own risk management for child. It will boost confidence, self-esteem and give a sense of achievement.
	Slipping during use	Children and adults	Tool maintenance to keep billhook sharp and useable. No glove worn to prevent slipping.	3	4	12	Ensure the group have a full understanding on how to position the tool correctly when using so if a slip occurs it will not make contact with anyone	Group leader supervise. 1:1 ratio	
	Bouncing off	Children and adults	Tool maintenance to keep billhook sharp and useable. No glove worn to prevent slipping.	4	3	12	Ensure the group have a full understanding on how to position the tool correctly to reduce the likelihood of the tool bouncing and ensuring no contact with any member of the group. Ensure the group know to use the respect position when using the tool.	Group leader supervise. 1:1 ratio	
	Blade snapping	Children and adults	Regular and effective maintenance of tools.	1	3	3	Ensure group know that if a problem occurs with the tool it should be reported immediately to the leader so it can be decommissioned	Group leader supervise. 1:1 ratio	
Bowsaw	Injury during bowsaw transport	Children and adults	All bow saws kept in sheaths when not in use. Bow saw to be kept in a tool box when not in use.	2	2	4	Ensure group have a full understanding on how to carry the tool correctly in its designated holder.	Group Leader to check tools before and after visit.	It provides an opportunity for children to learn communication and social skills.
	Tool slipping when being used	Children and adults	Tool maintenance to keep bow saw sharp and useable. Glove worn on the non sawing hand.	3	4	12	Ensure group have a full understanding on how to position the tool correctly so that if it slips it does not make contact with them/anyone else. Ensure children are in respect position when using the bowsaw, put their hands through the bowsaw when starting the sawing to prevent saw bouncing.	Group leader supervise. 1:1 ratio	
	Bow Saw blade snapping		Regular maintenance of tools. Glove worn on the non sawing hand.	2	3	6	Ensure group know how a blade should look and to report any problems immediately to the leader so the tool can be decommissioned	Group leader supervise. 1:1 ratio	
	Bow Saw trapping hand		Hand guards on tools. Glove worn on the non sawing hand.	3	2	6	Ensure group know how to correctly position the saw when in use.	Group leader supervise. 1:1 ratio	

Tools Risk Assessment

Tool	Harm	People at risk	Existing Preventative measures	Probability (P) 1-5	Severity (S) 1-5	Rating (PxS) 1-25	New Preventative measures	Who? When?	Benefits
Sheaf knife	Injury whilst carrying	Children and adults	All sheath knives are kept in sheaths when not in use. When not using the sheath knife, place into the designated tool box.	2	2	4	Ensure group have a full understanding on how to carry the tool correctly. Model to the group how to walk/carry the tool.	Group Leader to check tools before and after visit.	Children learn to respect the environment and about managing own risks in the woodland. Develop own risk management for child. It will boost confidence, self-esteem and give a sense of achievement. It provides an opportunity for children to learn communication and social skills.
	Slipping during use	Children and adults	Tool maintenance to keep the knife sharp and usable.	4	3	12	Ensure group have a full understanding on how to position the tool correctly when using so that if a slip occurs it will not make contact with themselves or any member of the group. Make sure children are in the correct position when using the knife, so sitting down and using the knife away from their body to avoid any injuries.	Group leader supervise. 1:1 ratio	
	Sheath knife storage during a session	Children and adults	Knife stored away when not in use in the designated tool box .	1	3	3	Ensure group have full understanding on how to safely put the pen knife away.	Group leader supervise. Ensure tool is stored safely.	
	Blade snapping	Children and adults	Regular and effective maintenance of tools.	1	3	3	Ensure group know that if a problem occurs with the tool it should be reported immediately to the leader so it can be decommissioned	Group leader supervise. 1:1 ratio	
Loppers	Injury during bowsaw transport	Children and adults	All loppers are carried closed and kept down by the side. Loppers to be kept in a tool box when not in use.	2	2	4	Ensure group have a full understanding on how to carry the tool correctly	Group Leader to check tools before and after visit.	
	Incorrect use of tool	Children and adults	Inform person using Loppers of tool talk . No glove needed to ensure grip.	2	3	6	Ensure group know how to use and store the loppers correctly.	Group leader supervise. 1:1 ratio	
	Falling branches from cutting	Children and adults	Ensure other children are clear of the working area. Ensure those using the loppers know the correct procedure.	3	2	6	Ensure children know to monitor others around them when cutting.	Group leader supervise. 1:1 ratio	

Use of Fire Risk Assessment

Hazard	Harm	People at risk	Existing Preventative measures	Probability (P) 1-5	Severity (S) 1-5	Rating (PxS) 1-25	New Preventative measures	Who? When?	Benefits
Igniting the fire	Burns	Children and adults	Fire to be lit at arms length using fire striker only. Fires only to be lit by a Forest School leader. Person lighting fire must be in the respect position	1	2	2	The group will be made fully aware of the forest schools fire policy and there is no acceptable alternative. Fire must only be lit in the enclosed quad not in the wood.	Group Leader ensures they follow the fire policy,	Children learn to respect the environment and about managing own risks in the woodland. Develop own risk management for child. It will boost confidence, self-esteem and give a sense of achievement. It provides an opportunity for children to learn communication and social skills.
Setting surrounding ground and vegetation areas alight	Uncontrolled fires	Children and adults	Fires are not to be used in the woods on the field. The fire pit will be strategically placed with minimum risk of setting surroundings alight Area to be cleared before fires. Burning sticks are not to be removed from fire	1	5	5	Ensure that all feeding of the fire is carried out using suitable sized sticks that do not cross the barrier. Large amounts of water are available to extinguish fire.	Group leader to control fires at all times.	
Slipping, tripping, falling onto the fire once alight	Burns	Children and adults	Ensure there is a safe working distance from the fire to prevent slipping. Seating around the fire will be at a distance of at least 2 metres and will be raised of the ground to aid easy exit and reduce the risk of falling.	2	5	10	Ensure the group understand safety zone procedures. Ensure that the children know how to position themselves correctly when using the fire so that if they slip they will not make contact with the fire.	Group leader to control fires at all times.	
Cooking burns from kettles/ pans, burning wood or hot water	Burns Blisters Scalding	Children and adults	Leaders to remove all items from the fire area. Children to be seated when passing hot items around. Adults/children must be in the respect position when cooking/ using fire.	2	3	6	The group will be made fully aware of the forest schools fire policy All children to move around in fire zone in a safe and controlled manner. Children only allowed into fire circle if they are invited in by FS leader.	Leader to ensure that all children follow the policy.	
Leaving site after you have had a fire	Uncontrolled fires Hot embers	Children and adults	Ensure the fire is fully extinguished before leaving the site.	1	3	3	Break up embers with a stick. Ensure you have water/sand/dirt available to fully extinguish fire. Do not pour water directly on fire for risk of steam.	Group Leader to check tools before and after visit.	

Opportunities	Benefit Analysis		Management of Risk	S.P.I.C.E.S.
	Risks	Benefits		
Building shelters and use of ropes	*Knots slipping *Shelter collapsing *Sharp edges on materials *Muscle injuries *Banging heads on low shelters *Tripping on ropes *Injury from tool use from lifting *Entanglement *Catching neck on rope	*Social skills from working together to build shelter. *Boosts self esteem and confidence	Area where shelter is built, and items used to build it are risk assessed to ensure safe. Knots for shelters all done by Forest School leader. All tool use is supervised by Forest School leader. Correct lifting procedures used. Forest School leader has a knife for any entanglement problems. Ropes are brightly coloured so children can see them.	Social ✓ Physical ✓ Intellectual ✓ Communication ✓ Emotional ✓ Spiritual ✓
Collecting natural materials	*Trips and slips *Muscle injuries from lifting *Stings from insects/plants *Cutting hands on litter *Infection from dog *Poking eyes on low branches *Faeces *Bangs from swinging sticks *Poisonous fungi/plants	*Social skills from working together to lift heavy items. *Observational skills *Creativity from using materials found *Knowledge of dangerous plants/insects/fungi *Physical development from walking on uneven ground	Area risk assessed for uneven ground, poisonous plants and fungi, litter, low branches and dog faeces. Guides carried to help identify dangerous plants/insects/fungi Procedures in place for if anything is missed during risk assessment and found during session. Correct lifting and carrying procedures used.	Social ✓ Physical ✓ Intellectual ✓ Communication ✓ Emotional ✓ Spiritual ✓
Using fire	*Burns from fire *Burns from hot food	*Building self esteem and confidence. *Sense of achievement. *Learning about how to be safe and assess risks.	All fires are started and monitored by Forest School leader. The group must follow the safety procedures in the Fire Policy.	Social ✓ Physical Intellectual Communication ✓ Emotional ✓ Spiritual ✓
Tool use	*Risk of injury from unsafe use of tools *Tool slipping during use *Falling over tools if not stored correctly *Tool blade snapping	*Building self esteem and confidence. *Sense of achievement. *Learning about how to be safe. *Able to follow instructions. *Able to identify risks.	All tool use is carefully monitored by the Forest School leader and policies followed. Children are shown how to use the tool correctly and safely. Tools are stored safely. Tools are checked by Forest School Leader before use. Tools are only introduced to sessions if the children are ready.	Social Physical ✓ Intellectual ✓ Communication ✓ Emotional Spiritual
Climbing	*Falling *Scratching body *Banging head *Poking eye	*sense of achievement *building self esteem and confidence *physical development *Social skills if working together	Children are assisted by Forest School leader. Children are taught to assess the tree and surrounding area for hazards.	Social ✓ Physical ✓ Intellectual Communication Emotional ✓ Spiritual ✓
Blindfolds	*Blindfold tied too tight, causing eye injury *Walking into branches or trees *Tripping and slipping *Cutting hands when exploring items with blindfold on	*Sense of trust between children. *Exploring the woods using other senses.	Activity controlled and monitored by Forest School leader. Children are told about the risks and how to minimise them. Area risk assessed before activity.	Social ✓ Physical Intellectual ✓ Communication ✓ Emotional ✓ Spiritual ✓