

RISK ASSESSMENT FORM

Index of Area of Concern/Activity Your school day may consist of many activities included in all areas of the below:	Page Number	Assessor(s):	Reference:
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RISK ASSESSMENT FORM

Area of Concern/Activity: Environmental Activities / All Walks and Activities on Site				Date of Assessment: Apr-26 Date of Review: Apr-27		Assessor(s): Michelle Hopkins		Reference: RAEd1	
Activity/Task/ Situation	What are the benefits?	What are the hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?	Action by whom	Action by when	Completed	
General access/walks on site in: Crossing Temple Barns Great Notley Country Park Cudmore Country Park Danbury Country Park Hadleigh Country Park Thorndon Country Park Belhus Country Park Weald Country Park	<ul style="list-style-type: none"> Exploring natural environment Sensory awareness Geographical Skills and Understanding Wildlife and nature identification Physical exercise Nature Connection 	Vehicles on site Car Parks Tree Safety Visitor Centres Paths	Pupils Teaching/School Staff Parents Education Rangers	Each site is managed for all visitors at all times through risk assessments and control measurements. These can be viewed at each specific site.					
All activities on site including foraging, bug hunts, scavenger hunts and those undertaken whilst on an Education Visit day	<ul style="list-style-type: none"> Exploring natural environment Sensory awareness Geographical Skills and Understanding Wildlife and nature identification Physical exercise Pattern finding abilities Investigation skills Nature Connection 	Poisoning	Pupils Teaching/School Staff Parents Education Rangers	Safety talks on fungi/berries given before the activity commences. Include steps to take if a fungus is touched accidentally. Identify those not to touch, wherever known. Hands to be washed before eating and after all activities. Tippy tap erected for day camp/forest school.	All to wash hands with soap and water prior to and after lunch.	Education Rangers to advise	At every session	On-going	
		Slipping, Tripping	Pupils Teaching/School Staff Parents Education Rangers	Route to be assessed prior to visit if appropriate. At all times children not to lead walk into non-assessed areas. Visitors and staff to wear appropriate footwear.	Clothing worn to be responsibility of parents/school/visitors. Recommendations online	All			
		Puncture Wounds	Pupils Teaching/School Staff Parents Education Rangers	Suitable clothing to be worn covering body (long trousers, long sleeves) Low branches to be avoided. If Blackthorn scratches received, immediate cleaning of the area and adults to be aware of possible infection.	Clothing worn to be responsibility of parents/school/visitors. Recommendations online	All			

	• Increased Value of Nature	Insect Bites	Pupils Teaching/School Staff Parents Education Rangers	Avoidance of areas known to have large numbers of stinging insects. Any insect bite allergies to be known to first aiders. First aid kit to be carried at all times				
		Tick Bites	Pupils Teaching/School Staff Parents Education Rangers	Suitable clothing to be worn covering body (long trousers, long sleeves) Brush over clothing prior to leaving area. All adults to be aware of symptoms – flu like and an unusual rash	Clothing worn to be responsibility of parents/school/visitors. Recommendations online			
		Allergies/ Asthma	Pupils Teaching/School Staff Parents Education Rangers	First aiders should know of all pre-existing medical conditions. Asthma medication to be carried by person with condition. Allergy relief to be carried in a sensible manner i.e. by a person at risk or by a person allocated to be with allergy sufferer. Same system may be used for very young children with asthma.	To be identified on the provisional booking form sent by school. Childrens medication to be carried by school/parents not Education Ranger			
		Lost Child	Pupils	Ranger to give safety talk regarding children staying with their adults Adult ratio to be adhered to by school as stated on provisional booking form. If required, Lost Child Policy followed	Actual ratio to be noted on DRA if differs from our recommendations and signed by school staff			
		Weather including injury, sunburn, extreme cold, high winds, thunderstorms	Pupils Teaching/School Staff Parents Education Rangers	Ranger to assess the day's weather and respond appropriately. Suitable clothing for weather conditions worn i.e. warm and waterproof for cold and wet conditions, full light body cover, sun cream and hat for hot weather. If weather very hot, pupils to carry water bottles. If thunderstorm, Education Ranger to assess if the gap between visible lightning and thunder is 30 seconds or less. If so, group will be led inside a sheltered grounded building. If High Winds end session	Clothing worn to be responsibility of parents/school/visitors. Recommendations online			
		Person Attack	Pupils Teaching/School Staff Parents Education Rangers	Adult ratio to be adhered to by school as stated on provisional booking form and groups to be well supervised. Education ranger to give safety talk to pupils to stay with their adults. Children not to go off alone or out of sight of adults except in groups and when location of children known.	Schools to refer to the SLA Actual ratio to be noted on DRA if differs from our recommendations and signed by school staff			

		Dog Attack	Pupils Teaching/School Staff Parents Education Rangers	Safety talk to be given by Education Ranger as to how to act around unleashed dogs. Run around games to take place in dog free zone if possible.	Temperament of dogs always unknown.			
		Unaware of SLA	Pupils Teaching/School Staff Parents Education Rangers	SLA sent to all schools prior to their visit. Request for SLA to be signed and returned. Copies of risk assessments made available to schools prior to their visit. Dynamic risk assessment to be completed on the day and discussed with lead teacher of group. This will ensure best practice and awareness.	Schools to refer to the SLA.			
		Stranger Danger	Pupils Teaching/School Staff Parents Education Rangers	Adult ratio to be adhered to by school as stated on provisional booking form and groups to be well supervised. Education ranger to give safety talk to pupils to stay with their adults. Children not to go off alone or out of sight of adults except in groups and when location of children known.	Ed Ranger to note actual ratio on DRA, if not our recommended ratio – school staff to sign DRA			
		Out of control horse	Pupils Teaching/School Staff Parents Education Rangers	Education ranger to advise groups how to behave around horse. Children to remain quiet and stay in groups.				
		Livestock on site such as cows, sheep, goats and deer	Pupils Teaching/School Staff Parents Education Rangers	Education ranger to advise groups how to behave around livestock. Keep children in groups.				
		Bite from Adder	Pupils Teaching/School Staff Parents Education Rangers	Education ranger to be aware of known Adder areas and advise groups to stay out of long grass within these areas. If suspected bite to be taken to hospital for further treatment.				
		Injury to Education Ranger	Pupils Teaching/School Staff Parents Education Rangers	At start of day, lead teacher to be shown how to use radio, where available, in case of emergency. Lead teacher to be shown where emergency telephone numbers are stored.				

Feeding the deer (Weald Country Park)	<ul style="list-style-type: none"> • Exploring natural environment • Sensory awareness • Wildlife and nature identification • Nature Connection 	<p>Bites</p> <p>Germes/ infections</p>	<p>Pupils</p> <p>Teaching/School Staff</p> <p>Parents</p> <p>Education Rangers</p>	<p>Adult ratio to be adhered to by school as stated on provisional booking form and groups to be well supervised.</p> <p>Education Ranger to advise on correct way to feed deer - use feeding shoots</p> <p>Ensure that hands are washed properly after activity and that hand gel is used if hand washing cannot take place immediately.</p>				
Barefoot walks around site	<ul style="list-style-type: none"> • Exploring natural environment • Sensory awareness • Geographical skills and understanding • Wildlife and nature identification • Physical exercise • Pattern finding abilities • Investigation skills • Direct nature connection • Increased value of nature • Stronger feet • Helps muscles develop 	<p>Puncture Wounds</p>	<p>Pupils</p> <p>Teaching/School Staff</p> <p>Parents</p> <p>Education Rangers</p>	<p>Ranger to pre-assess and advise group on ground to walk upon – to include woodland, streams and sensory nature items</p>				
Paddling in the sea (Cudmore Grove)	<ul style="list-style-type: none"> • Exploring natural environment • Sensory awareness • Geographical skills and understanding • Wildlife and nature identification • Physical exercise • Pattern finding abilities • Investigation skills • Direct nature connection • Increased value of nature • Stronger feet • Helps muscles develop 	<p>Puncture Wounds</p> <p>Jellyfish Sting</p> <p>Flotsam</p> <p>Jetsam</p> <p>Groynes</p>	<p>Pupils</p> <p>Teaching/School Staff</p> <p>Parents</p> <p>Education Rangers</p>	<p>Adult ratio to be adhered to by school as stated on provisional booking form 1:4, 1:6 or 1:10 depending on age and groups to be well supervised.</p> <p>Education ranger to give safety talk to pupils to include staying with their adults.</p> <p>An adult must be positioned between the children and deeper water facing the children and shoreline at all times</p> <p>Water must only go up to ankle height on the children</p>				

Rolling down a hill	<ul style="list-style-type: none"> • Sensory awareness • Physical exercise • Direct nature connection • Increased value of nature 	Puncture Wounds Head Injury Germs/ Infections	Pupils Teaching/School Staff Parents Education Rangers	Adult ratio to be adhered to by school as stated on provisional booking form and groups to be well supervised. Education ranger to give safety talk to pupils on how to roll safely (with arms above heads like a pencil). Remove glasses and hats prior to rolling. Ensure hands are washed prior to eating/drinking.				
Scat Exploration	<ul style="list-style-type: none"> • Exploring natural environment • Wildlife and nature identification • Investigation skills • Direct nature connection • Increased value of nature classification 	Germs/ Infections	Pupils Teaching/School Staff Parents Education Rangers	Adult ratio to be adhered to by school as stated on provisional booking form and groups to be well supervised. Education Ranger to give safety talk to pupils. Ensure that hands are washed properly after activities prior to eating/drinking.				

RISK ASSESSMENT FORM

Area of Concern/Activity: Woodland Activities / Sensory Activities	Date of Assessment: Apr-26 Date of Review: Apr-27	Assessor(s): Michelle Hopkins	Reference: RAEd2
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Activity/Task/ Situation	What are the benefits?	What are the hazards ?	Who might be harmed and how?	What are you already doing?	What further action is necessary?	Action by whom	Action by when	Completed
Sensory/Blindfold trails and games	<ul style="list-style-type: none"> Communication skills Teamwork Sensory Awareness Nature Connection Spatial awareness Increased engagement and motivation 	Trips Falls Bumps	Pupils Teaching/School Staff Parents Education Rangers	Trail area checked for underfoot and head height hazards by Education Ranger when choosing route. Groups supervised correctly by school staff/parents. One adult per group. Safety talk given by Education Ranger prior to start of activity. Remove glasses before wearing blindfold.				
	<ul style="list-style-type: none"> Activation of deeper learning Calmer and/or increased alertness 	Wounds from Branches	Pupils Teaching/School Staff Parents Education Rangers	As Above.				
Blindfold Games i.e. Bat and Moth, Meet a Tree	<ul style="list-style-type: none"> Communication skills Teamwork Sensory Awareness Ecological Understanding 	Trips Falls Banged heads	Pupils Teaching/School Staff Parents Education Rangers	Area chosen for games should avoid very rough ground and low tree branches, brambles and stinging nettles Children being 'trees' form edge of game to prevent 'Bat' and 'Moth' wandering too far. Children leading the blindfolded pupils told how to look out for hazards to their partner. First aid to be carried at all times.				

Mirror Walking	<ul style="list-style-type: none"> • Sensory experience • Balance and spatial awareness • Nature connection 	Trips Falls Bumps	Pupils Teaching/School Staff Parents Education Rangers	Clear instructions given on how to use mirror and watch the ground. Ground chosen with not too many exposed roots and divots.				
Parachute Games	<ul style="list-style-type: none"> • Physical exercise • Gross motor skills • Communication skills • Team skills • Numeracy opportunities 	Slips Trips Falls Bumps	Pupils Teaching/School Staff Parents Education Ranger	Area chosen for games should avoid very rough ground and low tree branches, brambles and stinging nettles. Groups supervised correctly by school staff/parents. One adult per group. Safety talk given by Education Ranger prior to start of activity.				
Kite making and craft Activities	<ul style="list-style-type: none"> • Creative expression and imagination • Applied design and technology • Problem solving abilities • Self-esteem • Increased valuation of nature • Resourcefulness 	Slips Trips Falls Bumps	Pupils/children Teaching/School Staff Parents Education Rangers	Adult ratio for children are appropriate Education rangers to give clear instructions on craft activity. Care to be taken if running in woodland with roots and fallen branches Suitable protective clothing to be worn. Any sharp tools and scissors are used under supervision.				
		Allergies to craft products i.e. clay	Pupils/children Teaching/School Staff Parents Education Rangers	First aiders should know of all preexisting medical conditions. Rubber gloves used if necessary. Allergy relief to be carried in a sensible manner i.e. by a person at risk or by a person allocated to be with allergy sufferer.	To be identified on the provisional booking form sent by school. Education rangers cannot be responsible for medication carrying or take responsibility for attacks when condition is not known to them.	To be noted on DRA by Education Ranger		

RISK ASSESSMENT FORM

Area of Concern/Activity: Outdoor and Adventurous Activities				Date of Assessment: Apr-26 Date of Review: Apr-27		Assessor(s): Michelle Hopkins		Reference: RAEd3	
Activity/Task/ Situation	What are the benefits?	What are the hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?	Action by whom	Action by when	Completed	
Walking or Climbing on Slippery Ground/logs	<ul style="list-style-type: none"> Self-esteem and confidence Nature awareness Self-awareness Resourcefulness Social skills Nature connection 	Trips Falls Bumps	Pupils Teaching/School Staff Parents Education Rangers	Adult ratio to be adhered to by school as stated on provisional booking form. Suitable supervision of pupils Pupils dressed suitably for activities					
		Puncture Wounds	Pupils Teaching/School Staff Parents Education Rangers	As Above.					
Team Challenges	<ul style="list-style-type: none"> Team skills Communication skills Self-awareness Confidence and self-esteem Problem-solving abilities Physical exercise Fine and gross motor skills 	Slips Trips Falls Bumps	Pupils Teaching/School Staff Parents Education Rangers	Appropriate clothing and footwear for the activity. Appropriate adult supervision ratios. Children are well supervised and under control. Pupils, staff and adults have understood objectives and are working safely. Demonstrate lifting and carrying techniques with objects and other people. First aid to be carried at all times.	Visiting teachers need to be aware of risks and Education Ranger to choose activities according to age and ability of children.				

Shelter Building	<ul style="list-style-type: none"> • Team skills • Communication Skills • Physical exercise • Applied design and technology experience. • Applied maths: properties of shapes, numerical skills etc. • Problem solving abilities • Resourcefulness • Creative skills • Cultural/historical/ecological understanding • Self-esteem and confidence 	<p>Slips Trips Falls Bumps Cuts Splinters Puncture Wounds Lifting injury Shelter falling down</p>	<p>Pupils Teaching/School Staff Parents Education Rangers</p>	<p>Appropriate adult supervision ratios of 1:6 Pupils dressed appropriately with full body cover. Education Ranger to give safety talk prior to start of activity. Safety talk to include how to carry logs – large and small. Instructions on sharing loads. First aid kit to be carried at all times. Education ranger to give instructions regarding safe shelter building including: No entering shelter whilst building is in progress and until checked by supervising adult for stability. Careful planning and supervision of building process by supervising adult. No-one to enter a shelter already constructed and found on site. Thoroughly check existing shelters for any potential hazards (including any large/heavy branches which may fall from height) before carefully dismantling in a methodical manner</p>				
Tree Climbing	<ul style="list-style-type: none"> • Balance and spatial awareness • Building self-confidence • Building self-esteem. • Improving gross and fine motor skills. • Improving language and communication skills • Nature connection • Physical exercise 	<p>Wounds from branches falling from tree and puncture wounds, bruises to body, head, wound, broken bones, eye injury, scratches, scrapes. Branches falling onto someone from above.</p>	<p>Pupils Teaching/School Staff Parents Education Rangers</p>	<p>Choose area of trees with high branches Education ranger will give a tree climbing safety talk Adults to supervise children. Children climb no higher than adult supervising can reach in case they fall or have difficulty getting down. Education ranger to assess tree and allocate it for climbing only. Supervising staff never lift children up a tree. The children should only get as high as they can independently. Children to have 3 points of contact with the tree i.e. 2 feet and a hand. Weather conditions are taken into consideration as surfaces can be slippery. Education rangers will only undertake activities in tree safe areas. Children to wear suitable clothing – long sleeves and long trousers.</p>	<p>Clothing worn to be responsibility of parents/school/visitors . Recommendations online</p>			

<p>Rope Swing Hammock Slack line</p>	<ul style="list-style-type: none"> • Self-esteem and confidence • Nature awareness • Self-awareness • Resourcefulness • Social skills • Nature connection 	<p>Slips Trips Falls Bumps</p>	<p>Pupils Teaching/School Staff Parents Education Rangers</p>	<p>Education ranger will give a safety talk and instructions on how to safely erect rope swing, hammock and/or slack line. Adults to supervise children. Education ranger to assess trees and allocate for hammocks, swings and slack line. Weather conditions are taken into consideration as surfaces can be slippery. Education rangers will only undertake activities in tree safe areas. Choose area of trees with high branches Children to wear suitable clothing – long sleeves and long trousers. Hammocks, rope swings and slack line to be tested by an adult prior to children playing on. Removed at end of session</p>				
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RISK ASSESSMENT FORM

**Area of Concern/Activity:
Orienteering and Geocaching**

**Date of Assessment: Apr-26
Date of Review: Apr-27**

**Assessor(s):
Michelle Hopkins**

Reference: RAEd4

Activity/Task/ Situation	What are the benefits?	What are the hazards ?	Who might be harmed and how?	What are you already doing?	What further action is necessary?	Action by whom	Action by when	Completed
Orienteering and Geocaching	<ul style="list-style-type: none"> • Team Skills • Communication Skills • Geographical Skills • Geographical Understanding • Local are knowledge • Scientific Investigation Skills • Problem-solving abilities • Physical exercise (and motivation for) • Potential to include any curriculum topic in geocaching: motivation for leaning 	Slips Trips Falls Bumps	Pupils Teaching/School Staff Parents Education Rangers	Suitable supervision of pupils 1:6 ideal. Minimum of 5 adults from school required. Participants need to be suitably dressed – footwear for outdoor P.E activities or wellingtons dependent on weather, full body cover Ground conditions checked by education ranger. First aider to be in contact with all groups. Education ranger to ensure all groups have a contact telephone number.	Education ranger to give safety talk at start of each visit.			
		Vehicles/ machinery on site	Pupils Teaching/School Staff Parents Education Rangers	Education ranger to warn groups of possible machinery and/or vehicles on site and how to act safely.				
		Weather	Pupils Teaching/School Staff Parents Education Rangers	Education ranger to assess forecast and assess changes				
		Mountain Bike / Cyclists	Pupils Teaching/School Staff Parents Education Rangers	Awareness of possibility of mountain bikers and safe action to be taken				

		Preexisting medical condition#	Pupils Teaching/School Staff Parents Education Rangers	All to carry own medication if appropriate. Emergency procedures agreed before session and noted on DRA	Schools must obtain information from parents and ensure medication is available.			
		Person Attack	Pupils Teaching/School Staff Parents Education Rangers	Adults to form safety net around area. Groups to go to known bases. All groups stay together				
		Getting Lost	Pupils Teaching/School Staff Parents	Adults to stay with group. Min. 5 adults required. Suggested ratio 1:6. Adult/staff member to stay at 'Base'. All adults from school to have obvious ID so pupils know they are 'safe' to go to for help. All groups must stay together, group sizes reflect age and experience.	Education ranger to refer to 'Lost Child' Policy if necessary. If school does not have correct ratio note on DRA and teacher sign			



RISK ASSESSMENT FORM

Form Number: HSF003
Version: 1.0
Date: Jan 2014
Procedure: HSP 5.0

Area of Concern/Activity:
Pond dipping and River Studies

Date of Assessment: Apr-26
Date of Review: Apr-27

Assessor(s):
Michelle Hopkins

Reference: RAEd5

Activity/Task/ Situation	What are the benefits?	What are the hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?	Action by whom	Action by when	Completed
Pond dipping	<ul style="list-style-type: none"> • Ecological understanding • Scientific investigation skills • Geographic understanding processes • Wildlife identification • Literacy (especially new names/terms) • Context and motivation for further study • Nature connection • Team skills 	<p>Slips</p> <p>Trips</p> <p>Falls</p> <p>Bumps</p> <p>On Boardwalks</p> <p>Around Edges of Water</p>	<p>Pupils</p> <p>Teaching/School Staff</p> <p>Parents</p> <p>Education Rangers</p>	<p>Education ranger to give safety talk prior to start of activity. Where boardwalk in place, checked regularly for damage Anti-slip paint or chicken wire used on boards if appropriate.</p> <p>Leaves and branches removed as required to maintain a sound walkway.</p> <p>Area locked and fenced off when not in supervised use, where possible.</p> <p>Children and adults advised to wear suitable footwear/clothing.</p> <p>Use safely accessible portions of the pond/riverbank and check underfoot conditions. All persons to wear suitable footwear</p>	<p>Not all leaves can be removed in autumn – but less likely to be slipping on them.</p> <p>Education ranger to assess requirement to lay down tarpaulins if required to reduce slipping.</p>			
		<p>Falling into water</p>	<p>Pupils</p> <p>Teaching/School Staff</p> <p>Parents</p> <p>Education Rangers</p>	<p>Board walks maintained and fences around water intact.</p> <p>Education ranger to give safety talk to all including keeping hands away from faces.</p> <p>All adults aware of Wiels/lymes disease and appropriate first aid action.</p> <p>Appropriate medical precautions taken to be cover existing cuts and grazes with waterproof plasters/gloves.</p>	<p>Any pupil not behaving appropriately around the water, will be asked to leave the pond by the education ranger.</p>			

		Drowning	Pupils Teaching/School Staff Parents Education Rangers	Throwing line available in largescale ponds. Adult ratio to be adhered to by school as stated on provisional booking form. Water conditions to be assessed as safe.				
		Wildlife attack e.g. swans	Pupils Teaching/School Staff Parents Education Rangers	Education ranger to assess the area for nesting wildlife. If deemed dangerous the activity will be cancelled.				

RISK ASSESSMENT FORM

Area of Concern/Activity:
Mud Play

Date of Assessment: Apr-26
Date of Review: Apr-27

Assessor(s):
Michelle Hopkins

Reference: RAEd6

Activity/Task/ Situation	What are the benefits?	What are the hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?	Action by whom	Action by when	Completed
Mud Play	<ul style="list-style-type: none"> • Tactile experience • Creative expression and imagination • Exploration of material properties • Facilitates social interaction • Unstructured play e.g. role play 	Injury from sharps concealed in mud	Pupils Teaching/School Staff Parents Education Rangers	Education ranger to select activity area, which is regularly litter picked. Education ranger to visually check site before commencing and use another location if sharps found. Education ranger to carry gloves and wrapping for safe removal if found whilst playing. First aid kit to be carried and first aider present at all times. Any cuts obtained during activity, to be immediately cleaned and covered with plaster and rubber gloves.	Boundaries of area selected made clear to group.			
		Infection (including from dog faeces)	Pupils Teaching/School Staff Parents Education Rangers	Education ranger to choose area well away from main path and to check for faeces. Open cuts/sores on hands/wrists to be covered with plaster and gloves. All keep hands away from face and to wash hands after activity.	Safety talk/reminder prior to activity.			

		Diseases (Leptospirosis, Weils, Tetanus)	Pupils Teaching/School Staff Parents Education Rangers	Education ranger to choose area and avoid if near stagnant water or evidence of disease carriers seen. All to be aware of Leptospirosis/Weil's disease and its prevention. School and parents to be aware of pupil's tetanus injections are up to date. Wash Hands at end of activity				
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RISK ASSESSMENT FORM

Form Number: HSF003
Version: 1.0
Date: Jan 2014
Procedure: HSP 5.0

Area of Concern/Activity:
Fire activities – lighting, strikers and collecting materials

Date of Assessment: Apr-26
Date of Review: Apr-27

Assessor(s):
Michelle Hopkins

Reference: RAEd7

Activity/Task/Situation	What are the benefits?	What are the hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?	Action by whom	Action by when	Completed
Collecting materials	<ul style="list-style-type: none"> Understanding of materials and their properties Applied physics (e.g. requirements of a fire) Resourcefulness Understanding of sustainable practices (e.g. wood harvesting) 	Slips Trips Falls Bumps Cuts Splinters Puncture Wounds Lifting injury	Pupils Teaching/School Staff Parents Education Rangers	Appropriate adult supervision ratios of 1:6 Pupils dressed appropriately with full body cover. Education Ranger to give safety talk prior to start of activity. Safety talk to include how to carry logs – large and small. Instructions on sharing loads. First aid kit to be carried at all times.	If incorrect ratios note on DRA and school to sign Boundaries of area selected made clear to group.			

<p>Fire Strikers: Sparks with Strikers Lighting Cotton Wool</p>	<ul style="list-style-type: none"> • Cultural/historical links (use of different firelighting methods) • Practical life skills (including tool use) • Confidence, self-esteem and resilience 	<p>Burns Puncture Wounds</p>	<p>Pupils Teaching/School Staff Parents Education Rangers</p>	<p>Education ranger to give safety talk prior to activity. Education ranger to carry bottle of water. Well defined fire area 'No running' policy in all areas of forest/woodland when strikers are being used. All loose clothing to be tucked away such as scarfs Long hair to be tied back. First aid kit to be kept close to hand. Constant supervision of group by supervising adult. If lighting cotton wool, only adults to put out cotton wool. Fire kit to be kept well away from children. First aider present at all times.</p>				
<p>Fire lighting</p>	<ul style="list-style-type: none"> • Practical life skills (including tool use) • Team skills • Cultural/historical links (use of different firelighting methods) • Confidence, self-esteem and resilience • Understanding of safe practices and personal risk management • Increased valuation of nature • Nature connection 	<p>Burns Puncture Wounds</p>	<p>Pupils Teaching/School Staff Parents Education Rangers</p>	<p>Education ranger to give safety talk prior to activity. Well defined fire area with practised procedure for entering and leaving it. Keep area clear of obstacles. 'No running' policy in all areas of forest/woodland when the fire is lit. All loose clothing to be tucked away such as scarfs Long hair to be tied back. Water/fire blanket/first aid kit to be kept close to hand. Constant supervision of group (at least 2 adults with small group) If lighting cotton wool, only adults to put out cotton wool. One person designated in overall charge of the fire. Fire striker to be used unless very difficult lighting conditions. Fire kit to be kept well away from children. First aider present at all times.</p>				

<p>Foraging for wild foods such as tea</p>	<ul style="list-style-type: none"> • Resourcefulness • Wildlife identification • Increased valuation of nature • Environmental stewardship (responsible harvesting) • Nature connection • Cultural/historical links (intrinsic value of activity and further learning opportunities) • Practical life skills 	<p>Food Poisoning / contamination</p>	<p>Pupils Teaching/School Staff Parents Education Rangers</p>	<p>Only use bramble, nettle, mint or lemon balm. Education Ranger to be confident in identification of leaves. All to wash hands before preparing food. Food/cooking tools stored hygienically Food preparation site clean. Serve small amounts to taste. Education Ranger to make and serve tea only.</p>				
<p>Around Campfire Including cooking</p>	<ul style="list-style-type: none"> • Practical life skills (including tool use) • Experience of cooking using different methods • Understanding of changes in materials. • Understanding of safe practice and personal risk management. • Team skills • Social cohesion and community. • Communication skills • Cultural/historical links (cooking methods, community fire activities) 	<p>Burns Puncture Wounds Food Poisoning / contamination</p>	<p>Pupils Teaching/School Staff Parents Education Rangers</p>	<p>Education ranger to give safety talk. Well defined area with practiced procedure for entering and leaving it. Keep area clear of obstacles. 'No running' policy around fire area of woods. Water, fire blanket and first aid kit to be kept close at hand. Constant supervision of group with suitable adult pupil ratios. Approach fire – on one knee Safety talk given on not touching hot things, not waving cooking equipment or hot sticks about. Small working group. Activity to be simple and appropriate to the experience of those present. At least two adults present around fire area – one to supervise cooking and fire and the other to supervise wider area. Keep a calm atmosphere at all times. Re-enforce good practice and procedure around the fire area. No food used if could be harmful if not cooked properly. All to wash hands before preparing food. Food/cooking tools stored hygienically Food preparation site clean.</p>	<p>Any pupil not behaving appropriately will be removed from activities.</p>			



RISK ASSESSMENT FORM

Form Number: HSF003
Version: 1.0
Date: Jan 2014
Procedure: HSP 5.0

Area of Concern/Activity:
Break/Lunch Times for School Groups on an educational visit
N.B. THESE ARE NOT SUPERVISED BY EDUCATION RANGERS

Date of Assessment: Apr-26
Date of Review: Apr-27

Assessor(s):
Michelle Hopkins

Reference: RAE9

Activity/Task/ Situation	What are the benefits?	What are the hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?	Action by whom	Action by when	Completed
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Lunchtime games, activities	<ul style="list-style-type: none"> • Opportunity for physical exercise, developing physical stamina, fine and gross motor skills. • Opportunity for unstructured play; developing social skills, fine and gross motor skills • Opportunity to share and discuss morning's activities; embedding learning and positive memories, building communication skills. • 'Free time' may help children focus on more structured afternoon activities 	<p>Slips Trips Falls Bumps Squirrel Bite Missing Child</p>	<p>Pupils Teaching/School Staff Parents</p>	<p>ALL PUPILS MUST BE SUPERVISED AT ALL TIMES BY AN ADULT.</p> <p>Appropriate adult supervision. Activities appropriate to terrain/weather conditions and suitably supervised and equipped. First aid kit and trained first aider to be present at all times. Assess weather conditions before beginning activities. Visits to toilets supervised by adults.</p> <p>Do not feed the squirrels – they may bite</p>	<p>Boundaries of area selected made clear to group.</p>			
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<p>Playground equipment at</p> <p>Weald Country Park</p> <p>Great Notley Country Park</p> <p>Cudmore Country Park</p> <p>Belhus Country Park</p> <p>Hadleigh Country Park</p>	<ul style="list-style-type: none"> Physical exercise and stamina Fine and gross motor skills e.g. balance and co-ordination. Proprioception Personal risk management Challenge Confidence and self-esteem. Social skills 	<p>Slips</p> <p>Trips</p> <p>Falls</p> <p>Overcrowding</p> <p>Missing Child</p>	<p>Pupils</p> <p>Teaching/School Staff</p> <p>Parents</p>	<p>ALL PUPILS MUST BE SUPERVISED AT ALL TIMES BY AN ADULT AT THE PLAYGROUND AREAS.</p> <p>Risks of running explained. Danger areas pointed out. Pupils must use equipment in manner intended by design</p> <p>Falls from low height are protected by safety surface</p> <p>Sensible number of people allowed on any part of the playground at any time (depends on age, size etc.)</p> <p>If possible, a member of staff to be placed by each piece of equipment.</p>				
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RISK ASSESSMENT FORM

Form Number: HSF003
Version: 1.0
Date: Jan 2014
Procedure: HSP 5.0

Area of Concern/Activity:
Forest School Activities – tool usage

Date of Assessment: Apr-26
Date of Review: Apr-27

Assessor(s):
Michelle Hopkins

Reference: RAEd8

Activity/Task/ Situation	What are the benefits?	What are the hazards?	Who might be harmd and how?	What are you already doing?	What further action is necessary?	Action by whom	Action by when	Completed
Using tools: Bowsaws Loppers Secateurs Knives Peelers Bill hook Axe	<ul style="list-style-type: none"> • Creative expression and imagination • Applied design and technology • Problem solving abilities • Self-esteem • Increased valuation of nature • Resourcefulness 	Cuts	Pupils Teaching/School Staff Parents Education Rangers	Tools to be checked for safety by leader, prior to usage. Glove to be worn on supporting hand when using bowsaw Gloves to be worn, as deemed necessary for all other activities. Tools to be used under supervision of leader. Well defined fire area with practised procedure for entering and leaving it Qualified leader supervision only				