

RISK ASSESSMENT/RISK BENEFIT ANALYSIS SHEET

SITE/ OPERATION ASSESSED: **Beechnut Forest School – General activities** DATE UPDATED: **Sep 2023**

Activity All activities have one main benefit of just being outside and in a community too.	Benefits & Development of .. All activities have one main benefit of Fun, choice & chance for Play	HAZARD	RISK	LEVEL	LIKELIHOOD	Controls
Den Building – Natural & Tarps	Physical Strength	Dead Wood/Trees	Falling on Participants & Learners – serious injury (Fatal)	HIGH	LOW	Regular checks of trees. Corner off unsafe/ dead trees.
	Knowledge of new knots	Branches/ Sticks	Branches in eyes or body – Cuts/Bruises	LOW	MEDIUM	Participants to be aware of other people when moving sticks and to hold them below waist height and sticks longer than them should be carried by 2 people
	Creativity	Natural Dens Structure	Collapsing on someone - Injury	MEDIUM	MEDIUM	Making dens against greenwood, not deadwood. Getting a practitioner to check dens before the learners go in them.
	Problem Solving & Team					
	Work Resilience					
	Motor Skills	Mallet	Hitting your hand when using – Bruised/Cuts	LOW	MEDIUM	Shelters demolished from the outside after use.
	Safety Awareness					
Improve connection with nature Social development						
Ability to follow Instructions ; communication/language	Guy Ropes	Tripping over Guy Ropes – Graze/Bruise	LOW	MEDIUM	Add string/ribbon markers or foliage on guys so they can be seen and not be tripped over	

<p>Ropes</p>	<p>Dexterity Skills</p> <p>Balance</p> <p>Kinaesthetic learning opportunity</p> <p>Memory</p>	<p>Rope Swing</p> <p>Rope Trapeze/Knots slipping & breaking</p> <p>Ropes</p>	<p>Rope/Tree Breaking & Learner Falling off</p> <p>Falling off – Injury</p> <p>Strangulation</p>	<p>HIGH</p> <p>LOW</p> <p>HIGH</p>	<p>LOW</p> <p>MEDIUM</p> <p>LOW</p>	<p>Swings checked weekly. Clear clearing underneath, supervision and correct knots and strong rope. Regular tree safety checks. Plus regular rope checks and maintenance.</p> <p>Discuss and model the correct use of ropes. Loose rope ends secured to tree or other bits of rope. Spare ropes not left lying around.</p>
<p>Mud Kitchen & digging area</p>	<p>Inspires Creativity</p> <p>Risk taking – getting muddy</p> <p>Imaginative play/role play</p> <p>Use of Senses</p> <p>Connecting to Nature</p>	<p>Drinking or still Water going in mouth</p> <p>Mud</p> <p>Mud</p> <p>Soil</p>	<p>Legionnaires disease</p> <p>Mud in eyes</p> <p>Infected existing cuts</p> <p>Flint/old debris/ animal feases/ falling in holes</p>	<p>HIGH</p> <p>LOW</p> <p>LOW</p> <p>HIGH</p>	<p>LOW</p> <p>MEDIUM</p> <p>LOW</p> <p>LOW</p>	<p>Making sure the water gets emptied every so often so bacteria cannot form easily.</p> <p>Participants to wash hands after being in the Mud Kitchen and to avoid touching their mouth with muddy hands</p> <p>Existing injuries to be covered by plasters/bandages and long clothing and to be changed again after FS</p> <p>Check for deep holes dug out and make participants aware/ cover with planks. Check area before and during session for old debris resurfacing in mud.</p> <p>Digging supervised by adults.</p>
<p>Collecting Natural Materials</p>	<p>Getting to know your environment</p>	<p>Poisonous Tempting Edibles</p>	<p>Learners eating inedible & being poisoned</p>	<p>HIGH</p>	<p>MEDIUM</p>	<p>Learners instructed not to eat berries/plants/fungi unless they have them checked/identified by a FS practitioner. Learners told the hazards of</p>

	Use of senses					eating an inedible plants. (Beechnut has a no pick, no
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	Strength	Stinging Nettles & Brambles	Being stung or cut by nettles & Brambles	LOW	HIGH	lick policy, but we occasionally use blackberries, nettles and elderflowers in cooking)
	Observation skills					Long sleeved T-shirts, Trousers & Close Toed Shoes. Making Participants aware of the plants and how they can harm you if you are not careful.
	Hands on Learning	Material being too heavy/Long	Hurting someone else by accident or self-injury (i.e. bad back, poking someone in the eye)	LOW	MEDIUM	Manage stinging nettles if over grown by cutting them back.
						Participants to be aware of other people when moving sticks and to hold them below waist height. Encourage arm length sticks fine but sticks longer than child should be carried by 2 people. If too heavy, not to be moved unless using a rope with few people to move. Carry behind like a tail, when transporting longer sticks.

<p>Tool Use</p>	<p>Builds Confidence</p> <p>New skills learnt</p> <p>Managing own risks</p> <p>Develop risk awareness and ability to follow safety instructions</p> <p>Hand eye coordination</p> <p>Strength</p> <p>Motor skills</p> <p>Creativity</p>	<p>Sharp Tools, incorrect use/dropping them</p> <p>Insects</p>	<p>Cutting & hammering themselves</p> <p>Loose Focus, Knife slips when swatting away</p>	<p>MEDIUM</p> <p>MEDIUM</p>	<p>LOW</p> <p>L- H (Weather Depend)</p>	<p>First Aider and First Aid Kit on site throughout (Always on FS Site: This applies to all Hazards)</p> <p>Safe tool handling instructions before use + high ration of adults to learners Safe Bubble Concept to be used with knife work + PPE, if appropriate.</p> <p>Guards on tools when not being used. In black bag and knife/s in red bumbag on adult when not in use.</p>
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Fire Building/Maintaining/Extinguishing	Develop risk awareness	Fire	Burns	MEDIUM - HIGH	LOW	PPE : Fire Gloves, Hair back, Fire Tongs. Fire safety equipment: Fire Blanket + Bucket of Water + Burn First aid kit. Constant adult supervision & Fires built in small groups.
	Ability to follow safety instructions	Running/Tripping round the Fire	Burns/Cuts - Injury	MEDIUM - HIGH	LOW	Explain dangers of Fires and safety rules before lighting and burns hazards. Check energy of group before lighting fires. No running policy in fire circle, always moving around the fire circle.
	Team work and community centre created	Fire Scale	Fire Out of Control – Possible burns and injuries + ecological impact	MEDIUM – HIGH	LOW	Explain Risks of fire and how to manage it: Fires Triangle + Fuel only to be added when needed. Flames not to be higher than knees.
	New skills	Smoke	Eye irritation/ Inhaling Smoke	LOW	LOW	Fully put out fire when leaving FS session.
	Resilience	Windy Weather/Dry Weather/ Pete Soil	Fire Spreading in woodland – Injury to people & Woodlands	MEIDUM - HIGH	LOW	Advise participants to move when smoke is in their face and do not burn toxic wood such as Laurel. For asthma sufferers - ensure inhalers and medications are present on site.
	Fire knowledge - Fire	Parachute Tarp too close to Fire	Catching Alight – Spreading Fire – Injuries	MEDIUM	LOW	Access weather before making a fire and do not if it's too windy or too dry. Clear leaf litter before fire. No fires on peat soil or on too dry soil/surroundings.
	Triangle Sense of	Fire Steels	Small Burn from spark	LOW	LOW	When using a parachute over a fire, make sure there is a good few meters distance between fire and parachute/ tarp + guy lines above head height to avoid trip hazards around the fire
						Small ratio when using fire steels and striking away from your body and not near other

	achievement					
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	Source of Warmth					people, fire gloves & safety equipment at hand. 1:1 supervision on first time use.
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Campfire Cooking	All of the above plus ...	All of the above	All of the above plus....			All of the above plus ...
	Fun	plus ... Poor Food	Food Poisoning	HIGH	LOW	Food hygiene certificates held by FSL. Cooking equipment cleaned before & after use. Soap and water available to wash hands before cooking & eating: Tippy Tap. Follow food safety rules (Level 2) to avoid Microbiological, chemical and physical food hazards.
	Develop independence and interest & creativity in cooking	Hygiene				
		Allergies	Allergic Reaction (Anaphylactic shocks)	HIGH	LOW	Allergies history known/ told from parents before learners participate in FS (Medical History too). Parents to be responsible for children and for carrying own epipen. Alternative food always avail.
		Kettle + Boiling Water - Steam	Burns & Scalds	MEDIUM – HIGH	MEDIUM	Use of kettle – spout facing outwards on fire and away from you when moving it. No lifting/reaching over steam
	Team Work	General Cooking	Burns & Scalds	MEDIUM	MEDIUM	To be sat down when drinking and to have a cool down period before serving.
	New Skills	Hot Drinks	Eyes Poked Burns/Scalds	MEDIUM	LOW	Discard marshmallow or toasting sticks after use. To be sat down when eating off sticks. When toasting, safe arms distance from fire
	Understanding where food is from & how it changes	Marshmallow Sticks/ Toasting		LOW	LOW	
		Spitting fat in frying pan/pan	Burns	MEDIUM – HIGH	MEDIUM	Make participants aware of what happens when you heat oil and only 1 experienced person near frying pan when cooking. Avoid deep frying and using too much oil. Participants to be wearing correct PPE: Long
	Develop Fine motor skills					

	<p>Promotes a healthy relationship with food</p> <p>Organisation Skills</p> <p>Patience</p>	<p>Hot food</p> <p>Heavy Dutch oven</p> <p>Foraged foods</p>	<p>Burn Mouth</p> <p>Bad Back</p> <p>Poisoning</p>	<p>MEDIUM</p> <p>LOW</p> <p>HIGH</p>	<p>LOW</p> <p>MEDIUM</p> <p>LOW</p>	<p>sleeves, closed toed shoes and using PPE equipment: Fire gloves.</p> <p>Cool down period before eating.</p> <p>Lift with knees carefully and not too far.</p> <p>Only cook well identified foods and wash well before. (Usually no pick, lick policy)</p>
Tree Climbing	<p>Physical Strength</p> <p>Connection with nature and body</p> <p>Learn more about trees</p> <p>Balance</p> <p>Coordination</p> <p>Planning & Problem Solving</p> <p>Self-Risk</p> <p>Assessing</p>	<p>Wet Surfaces</p> <p>Climbing too high</p> <p>Windy Weather</p> <p>Climbing on deadwood</p>	<p>Falling/Slipping off – Serious Injury</p> <p>Not being able to get down: Too high + Falling off</p> <p>Falling Off, Tree Braking & Injury</p> <p>Trees break – Falling off – Serious Injury</p>	<p>HIGH</p> <p>MEDIUM</p> <p>HIGH</p> <p>HIGH</p>	<p>LOW</p> <p>MEDIUM</p> <p>LOW</p> <p>LOW</p>	<p>Always appropriate shoes for climbing (no wellies) & group briefing on slipperiness of trees - No climbing in the rain.</p> <p>Spot each other when climbing and discuss before and when climbing, how they think they will be able to get down.</p> <p>No climbing when too windy – risk asses at start of session</p> <p>Teach how you can recognise dead wood and discuss with participants which trees may be</p>

						<p>good for climbing. Tree checks seasonally and daily risk assessment checks.</p>
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<p>Craft</p>	<p>Inspires & Encourages Creativity Use of all senses Fine motor skills Use of imagination Wellbeing Tool</p>	<p>Scissors/Running Mallet/Hammer Clay Stray Sewing Needles</p>	<p>Cutting themselves with Scissors or others. Hurting your hands Clay in eyes Pricked</p>	<p>LOW LOW LOW LOW</p>	<p>LOW MEDIUM MEDIUM MEDIUM</p>	<p>No running with the scissors rule and scissors counted in and out at end of the session. Only to be left out for crafts once you have trust within the group. Discussion about using the mallet carefully in Hapa Zome and to keep clear of hands. Wash hands after clay play to avoid going in eyes. Needles back in tin once used and to only be used once participants know the correct use.</p>
<p>Group Games</p>	<p>Social and team work skills Physical activity Communication skills - dependant on game Self-awareness – understanding of weather conditions Group & Community Play</p>	<p>Running/Tripping Over Nature Objects , Running into each other Hot Weather Exclusion – Not wanting to join in</p>	<p>Self-Injury Dehydration Feeling of exclusion & Social Anxiety</p>	<p>LOW – MEDIUM MEDIUM LOW</p>	<p>MEDIUM LOW LOW</p>	<p>Games in a clear space and discussion about obstacles when running around before & self awareness & of each other. Having an alternative to the group game and option to not join in and discussion that it's ok if you don't want too with individuals.</p>
<p>Hammocks</p>	<p>Relaxation/Wellbeing New Skills</p>	<p>Not tied properly</p>	<p>Falling Off - Injury</p>	<p>MEDIUM</p>	<p>LOW</p>	<p>Clear landing underneath. Discussion and rope talk before hammocks are put up about the correct knots to use and FS leaders to check knots before the hammocks are used.</p>

	<p>Balance</p> <p>Awareness of Space</p> <p>Knot Knowledge</p>	<p>Being Pushed too</p> <p>Hard Over Weight</p> <p>Limit</p>	<p>Falling Out/Hammock Breaking - Injury</p> <p>Falling Out/Hammock Breaking - Injury</p>	<p>MEDIUM</p> <p>MEDIUM</p>	<p>LOW</p> <p>LOW</p>	<p>Group discussion about the hazards of pushing the hammock too much and listening to each other when someone in the hammock says stop.</p> <p>Know maximum weight of hammocks + 1 person in at a time. Hammocks & Ropes have regular maintenance checks.</p>
Use of Planks & Wheelbarrows	<p>Balance</p> <p>Strength</p> <p>Movement</p>	<p>Slippery Planks</p> <p>Falling over with wheelbarrow</p>	<p>Fall Off – Injury</p> <p>Hit in the eye with wheelbarrow handle</p>	<p>MEDIUM</p> <p>MEDIUM</p>	<p>MEDIUM</p> <p>LOW</p>	<p>Talk to participants about the hazards of wet weather on planks and to walk and not run on them in wet weather.</p> <p>Rubber ends on wheelbarrow handles to soften injury. Make sure they are checked every season to see if they are usable. And discussion with participants about the different obstacles in the woodland like tree roots, to avoid falling over.</p>
Extra Activities						Extra Activities
Blackberry Ink & Quills	<p>Creativity</p> <p>Writing/Dexterity/Measuring Skills</p> <p>Seasonal Knowledge</p>	<p>Eating unwashed berries</p> <p>Allergies</p> <p>Splashes when making ink</p>	<p>Food Poisoning</p> <p>Allergic Reaction</p> <p>Ink in eyes</p>	<p>MEDIUM</p> <p>MEDIUM</p> <p>LOW</p>	<p>LOW</p> <p>LOW</p> <p>LOW</p>	<p>Washed Berries after picked, kept in fridge/cool bag before used.</p> <p>All allergies of participants to be known before forest school.</p> <p>Advise participants not to rub eyes when doing the activity and when smashing the berries to not do it too hard to cause a splash.</p>

Cooking Crumpets (See above in Campfire Cooking/Fire for base Risks etc)	Risk Taking	Touching the hot	Burnt	MEDIUM	HIGH	Children to be advised not to touch the grill or fire and explain how it can get hot, especially metal and if we need to move it, use fire gloves Cooling Period before eating (Crumpets don't hold too much heat for long)
	Trying new foods Fire Awareness/Maintenance	grill Eating when too hot	Burnt Mouth	LOW	LOW	

	Community Introduction to Cooking - Independence	Using Hands to turns Crumpets	Burnt Fingers	LOW	MEDIUM	Have Tongs to turn crumpets and fire gloves available. Explain to participants the tools we have to use and risks if we do not use these. (Explain to participants how we use these safely)
Slingshot Making/ Using	Creativity Dexterity Enjoyment Use of Natural Materials	Hitting someone else with Conkers/Other materials	Bruised/Eye Injury	MEDIUM	MEDIUM	Talk to children about what we're using this for and not aiming at people or creatures. Have a designated slingshot practice area, like the arrows.
Bow & Arrows	History Dexterity Imagination Creativity Knot Knowledge Tree Knowledge	Using secateurs	Cut themselves or someone else Bruised or hurt eyes of other participant	MEDIUM LOW	LOW LOW	Safety Bubbles to be used and 1 st time 1:1 supervision. Suitable wood to be cut: Firing area for B & A and discussion about the risks

		unsafely Firing arrows at People				before making them with children, SEE ABOVE IN SLINGSHOT SECTION
Rice Pudding Making (See above in Campfire Cooking/Fire for base Risks etc)	Warming Food Risk Taking + Trying new foods Fire Awareness/Maintenance Community + Creativity Introduction to Cooking	Touching the hot pan Eating when too hot Rice	Burn Burnt Mouth F/P	MEDIUM LOW MEDIUM	LOW LOW LOW	Children to be advised not to touch the pan without fire gloves and explain how it can get hot, especially metal. Cooling Period before eating. Food not to be re heated and eaten. To eaten straight away and cooked thoroughly.

Other Overall Control Points for ALL Activities:

There will always be first aiders on the site with a full 1st Aid kit close by and plenty of drinking and fire water. Plus phone signal and access to Emergency Services. Activities will not take place if the weather is too bad, either will FS. Activities will take place after a general assessment of the energy and trust of the group first to see if it's safe to do so.

These are general activity risk assessments for activities we use a lot at Forest School. In the future, risks assessments for new introduced activities will be drawn up prior to the session.

All these activities hold so many benefits to the participants learning, holistic development and enjoyment. Identifying the hazards and risks enables us to set out control points to avoid these. Having the control points in place enables us to see if the benefits outweigh the risk and in all the activities above, the benefits do outweigh the risks when control measurements are put in place. Before each session we can access these risk benefit analyses again and make a judgement from here. In some situations we may decide risks outweigh benefits, and not to the activities.