

**Risk Benefit Assessments.**

**Definitions used.**

**Probability ( P )**

1. Highly unlikely
2. Unlikely
3. Likely

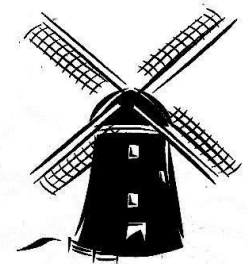
**Consequence ( C )**

1. Slightly harmful
2. Harmful
3. Extremely harmful

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

<b>R R</b>	<b>Risk severity</b>	<b>Action</b>
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 <b>urgent</b> action should be taken.
9	Unacceptable	<b>Activities should not start (or should be stopped) until the risk has been reduced.</b> If this is impossible the activity must not be carried out.

If children's clothing is unsuitable or they are wearing jewellery or have flimsy footwear, they are not permitted to climb trees.



Assessor:

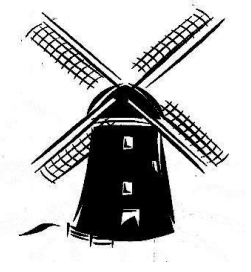
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**Tree climbing – ONLY IN GOOD WEATHER CONDITIONS – not during windy or wet conditions**

Date	Describe the activity. <u>Include the learning and the benefits of this activity for the participants.</u>	the hazards that may be involved.			RR	Risk Severity
09/01/2023	Climbing trees At Wicklewood Primary School, we will actively encourage the children to climb trees that are within the Forest School site. <ul style="list-style-type: none"> <li>● To asses and take risks themselves.</li> <li>● To think about their own safety.</li> <li>● To experience a sense of achievement.</li> <li>● To enhance their physical development and skills</li> <li>● To build resilience, confidence and self-esteem</li> </ul>	Falling from the tree Cuts, grazes and broken bones	3	2	6	Substantial
Action needed?	Describe Action (s)			PARR	Risk Severity	Review date
	The trees will be risk assessed by an external company and they will fulfil any works that need doing. Daily site checks will be carried out which includes the checking of the canopy layer as well as the ground below the tree as part of this. Children to be given safety advice before being allowed to climb tree re only climb up the tree as high as 1.5 metres, 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. First aider and first aid box will be close by.			2	Acceptable	21/07/2023

	Adults to ensure children are not wearing loose clothing or any jewellery and are wearing suitable footwear. First aider and first aid box will be close by.			
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## **Tree Climbing Procedure**



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 giving step-by-step instructions on how to get themselves down. If a child is very distressed and cannot get down 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 Leader will administer first aid. Parents to be informed and a decision made whether the child needs to go home if necessary.

### **How to climb a tree safely – up to 1.5 metres**

- 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!

Assessor: Ms S

**Playing with sticks and moving and lifting logs**

Farish

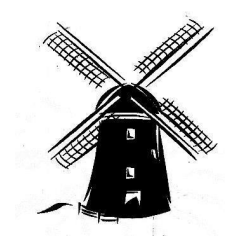
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Date	Describe the activity. <u>Include the learning and the benefits of this activity for the participants.</u>	List the hazards that may be involved.	P	C	RR	
019/01/2023	Playing with sticks, Moving and Lifting Logs: <ul style="list-style-type: none"> <li>● To asses/manage risks themselves.</li> <li>● To think about theirs and others safety.</li> <li>● To enhance their physical development and skills.</li> <li>● To experience a sense of achievement.</li> <li>● To use sticks of different lengths.</li> <li>● To use a variety of natural resources.</li> </ul>	Bumps, cuts and grazes. Being poked in the eye. Injury to foot if log dropped. Children tripping up.  Possibility of straining their back.	3	2	6	Substantial
			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.  Heavy/large logs should be carried between 2 children without straining – if too heavy children must not 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	
			2	acceptable	21/07/2023	

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**Building with pallets**



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	Building with pallets: <ul style="list-style-type: none"> <li>• To assess and take risks themselves.</li> <li>• To think about their own safety.</li> <li>• To experience a sense of achievement.</li> <li>• To enhance their physical development and skills</li> </ul>	Pallets falling over  Cuts and grazes	3	2	6	Substantial
	<b>Describe Action (s)</b>	<b>PARR</b>	<b>Risk Severity</b>	<b>Review date</b>		
	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		

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**Tool use – peelers, bow saws, knives, palm drills, hammers and nails, loppers, bill hook**



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
09/01/2023	<p>At Wicklewood Primary School, we will actively encourage the children to use the tools we have on site. This is to allow children to experience an appropriate level of risk to peel sticks, make holes in wood, cut sticks and wood, For carving/cutting/whittling, and to construct with.</p> <ul style="list-style-type: none"> <li>● To introduce children to basic tool, use and safety procedures.</li> <li>● To give the children a sense of responsibility.</li> <li>● To use sticks/wood to shape and make with.</li> <li>● To learn about different wood.</li> <li>● Developing hand-eye co-ordination.</li> <li>● Promoting physical development – both gross and fine motor skills.</li> <li>● To develop and promote spatial awareness.</li> <li>● 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.</li> </ul>	Cuts, grazes, bruises and stab wounds	2	3	6	Substantial
Action needed?	Describe Action (s)		PARR	Risk Severity		Review date
	<p>To follow relevant procedure. All tools are will be checked for damage prior to use and cleaned/checked after use.</p>					

	<p>The correct tool needs to be used for the correct purpose.          Children will be given rules, safety advice and dangers of using tools prior to using i.e. Blood bubble, 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.</p>	2	Acceptable	21/07/2023
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**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.

**Loppers Procedure** – For cutting twigs bigger than a penny piece.



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

### **How to use it safely**

- No gloves on
- 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 loppers 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** 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 – ensure you are wearing gloves for this..

**Storing** Store in the Tool bag provided.

**Knife and bill hook 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 is not 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.









