



**LIGHT YEARS SCHOOL**

**RISK ASSESMENT POLICY**

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### **Safeguarding at Light Years School**

At Light Years School, we are committed to providing an environment in which students feel safe and secure to access their education. All stakeholders are responsible for ensuring the safety and well-being of children. Safeguarding is everyone's responsibility and all staff are encouraged to maintain an "it could happen here" attitude. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. Light Years School are dedicated to creating a strong safeguarding culture, and that the safety and well-being of children is the central thread that embeds itself through all aspects of the school. If a person is concerned about anything they read, witness or hear with regards to the school, they should contact the school's designated safeguarding lead immediately or Headteacher. Safeguarding, and the safety and well-being of all pupils at Light Years School is carefully considered and a central theme through all school policies.

### **Special Educational Needs & Disabilities (SEND) at Light Years School**

At Light Years School, we are passionate about providing an inclusive education to children with special educational needs. We recognise and celebrate the individuality of our pupils and use personalised approaches, allowing pupils with SEND to feel supported during the school day. We strive to provide pupils with the same opportunities and experiences that pupils would have received at a mainstream school, believing passionately that in the right environment, with the right support, pupils will flourish in education. We do this by focusing on providing a SEND friendly environment, a differentiated curriculum and a strong focus on developing pupils' personal, social and emotional development. The special educational needs and disabilities of all pupils at Light Years School is carefully considered and a central theme in through all school policies. For more information, please read the school's SEND Information Report.

The Risk Assessment Policy should be read in collaboration with the following policies:

Safeguarding Policy  
Behaviour Policy  
Health and Safety Policy  
The Independent School Standards, Part 3  
School Risk Assessments  
Ofsted Framework 2019

## Policy Aims

The school aims to ensure that:

- All risks that may cause injury or harm to staff, pupils and visitors are identified, and all control measures that are reasonably practicable are in place to avoid injury or harm.
- Risk assessments are conducted and reviewed on a regular basis.
- Clear guidance is given around risk assessments, ensuring the safety and well-being of staff, pupils and visitors is maintained.

## Legislation and Statutory Requirements

This policy is based on the following legislation and Department for Education (DfE) guidance:

- Paragraph 16 of part 3 of [The Education \(Independent School Standards\) Regulations 2014](#) which requires proprietors to have a written risk assessment policy [this bullet point is only for academies, including free schools, and independent schools, delete if not applicable]
- Regulations 3 and 16 of [The Management of Health and Safety at Work Regulations 1999](#) require employers to assess risks to the health and safety of their employees, including new and expectant mothers
- Regulation 4 of [The Control of Asbestos Regulations 2012](#) requires that employers carry out an asbestos risk assessment
- Employers must assess the risk to workers from substances hazardous to health under regulation 6 of [The Control of Substances Hazardous to Health Regulations 2002](#)
- Under regulation 2 of [The Health and Safety \(Display Screen Equipment\) Regulations 1992](#), employers must assess the health and safety risks that display screen equipment pose to staff
- Regulation 9 of [The Regulatory Reform \(Fire Safety\) Order 2005](#) says that fire risks must be assessed
- Regulation 4 of [The Manual Handling Operations Regulations 1992](#) requires employers to conduct a risk assessment for manual handling operations
- [The Work at Height Regulations 2005](#) say that employers must conduct a risk assessment to help them identify the measures needed to ensure that work at height is carried out safely
- [DfE guidance on first aid in schools](#) says schools must carry out a risk assessment to determine what first aid provision is needed
- [DfE guidance on the Prevent duty](#) states that schools are expected to assess the risk of pupils being drawn into terrorism

- [The Health and Safety Executive \(HSE\)](#) say schools that manage their own pools must conduct a risk assessment
- DfE guidance on [health and safety: responsibilities and duties for schools](#) says schools must identify the measures needed to reduce the risks from COVID-19 so far as is reasonably practicable

A table of all the risk assessments schools are required to have in place can be found in appendix 1 of this policy.

## Definitions

**Risk Assessment:** a tool for examining the hazards linked to a particular activity or situation, and establishing whether enough precautions have been taken in order to prevent harm from them based on their likelihood and their potential to cause harm

**Hazard:** something with the potential to cause harm to people, such as chemicals or working from height

**Risk:** the chance (high or low) that people could be harmed by hazards, together with an indication of how serious the harm could be

**Control Measure:** action taken to prevent people being harmed.

## Roles and Responsibilities

### The Governing Board

- The proprietor, represented by the governing board has ultimate responsibility for health and safety matters in the school, but will delegate day-to-day responsibility to the Headteacher, alongside the Facilities Manager.
- The governing board has a duty to take reasonable steps to ensure that staff and pupils are not exposed to risks to their health and safety. This applies to activities on or off the school premises.
- The proprietor, represented by the governing board, as the employer, also has a duty to:
  - a) Assess the risks to staff and others affected by school activities in order to identify and introduce the health and safety measures necessary to manage the risks.
  - b) Inform employees about risks and the measures in place to manage them.

### The Headteacher

- The Headteacher, or in the Headteacher's absence the Facilities Manager / Deputy Head Teacher, is responsible for ensuring that all risk assessments are completed and reviewed.

### School Staff and Volunteers

School staff are responsible for:

- Assisting with, and participating in, risk assessment processes, as required
- Familiarising themselves with risk assessments
- Implementing control measures identified in risk assessments
- Alerting the Headteacher to any risks they find which need assessing

### Pupils and Parents

- Pupils and parents are responsible for following the school's advice in relation to risks, on-site and off-site, and for reporting any hazards to a member of staff.

### Contractors

- Contractors are expected to provide evidence that they have adequately risk assessed all their planned work.

### Risk assessment process

When assessing risks in the school, Light Years School will follow the process outlined below. Staff will be involved, where appropriate, to ensure that all possible hazards have been identified and to discuss control measures, following a risk assessment.

**Step 1: identify hazards** – we will consider activities, processes and substances within the school and establish what associated-hazards could injure or harm the health of staff, pupils and visitors.

**Step 2: decide who may be harmed and how** – for each hazard, we will establish who might be harmed, listing groups rather than individuals. We will bear in mind that some people will have special requirements, for instance pupils with special educational needs (SEN) and expectant mothers. We will then establish how these groups might be harmed.

**Step 3: evaluate the risks and decide on control measures (reviewing existing ones as well)** – we will establish the level of risk posed by each hazard and review existing control measures. We will balance the level of risk against the measures needed to control the risks and do everything that is reasonably practicable to protect people from harm.

**Step 4: record significant findings** – the findings from steps 1-3 will be written up and recorded in order to produce the risk assessment. A risk assessment template can be found in appendix 2 of this policy.

**Step 5: review the assessment and update, as needed** – we will review our risk assessments, as needed, and the following questions will be asked when doing so:

- Have there been any significant changes?
- Are there improvements that still need to be made?
- Have staff or pupils spotted a problem?
- Have we learnt anything from accidents or near misses?

**Step 6: retaining risk assessments** – risk assessments are retained for 3 years after the length of time they apply. Risk assessments are securely disposed of.

### Monitoring arrangements

Risk assessments are written as needed and reviewed by the Deputy Headteacher. In their absence, the Headteacher or the Facilities Manager can review Risk Assessments.

This policy will be reviewed by the Headteacher every year and be subject to a full governing body review every 3 years.

**Appendix 1: statutory risk assessments checklist**

The following table lists the risk assessments that schools are required to have in place.

Statutory or mandatory risk assessment	✓	Completed by	Date of review
Workers under the age of 18			
Asbestos			
Substances hazardous to health			
Display screen equipment			
Fire			
First aid			
Manual handling			
Working at height			
Children being drawn into terrorism			
COVID-19			

**Appendix 2 – Example Risk Assessment**

**Light Years School Risk Assessment**

**Activity**

<b>Name: Forest School, Survival Skills, Walks Cross-Country and in Wooded Areas, Use of Blades, Shelter-Building, and Safe Fire-Use</b>
<b>Frequency (approx): Once</b>
<b>Site Location (if dual sited, please ensure all sites are named):</b>
<b>Staff/Student Ratio: 1:1</b>
<b>Contact no (if applicable):</b>

**School Information (and Emergency Contacts)**

<b>School Address:</b>
<b>Term of Assessment:</b>
<b>Date reviewed:</b>

**Young Person Information (if applicable to an individual student)**

Name	D.O.B	SEN	Additional information
			<u>e.g inhaler etc</u>

Date	Lead Staff Member	Support Staff Member/s	Assessment Read & Reviewed	Signed	Comments



### Level of Hazard Key

Likelihood of Occurrence (O)		Hazard Severity (S)		Risk Factor (OxS=RF/25) (RF)		Notes/Guidance
1 - 2	Unlikely	1 - 2	Minor	1 - 3	Low Risk	Improve when possible
3 - 4	Possible	3 - 4	Moderate	4 - 9	Moderate Risk	Improve as soon as possible
5	Likely	5	Severe	10+	High Risk	Unacceptable – Reduce risk immediately or do not carry out activity

Risks to consider: Environment (terrain and weather), Fauna (animals and human activity), Flora (harmful plants) Tools, Participants, Activities, Travel, Emergencies.

Hazard Identified (state activity if appropriate)	Result of Hazard (potential harm)	Level of Hazard (refer to hazard key above)			Minimisation of Hazard (control measures)	New Level of Hazard (with precautions in place)			Person(s) Responsible
		O	S	RF		O	S	RF	
Environment – Terrain and movement, weather, surroundings, flora, fauna, and human activity									
Weather/ suitability of environment for activity	Exposure - heavy rain, extreme hot or cold, hypothermia, sunburn / heat stroke.	2	2	4	Staff to discuss any worries before entering the site before each session and decide if it is safe to enter as a team. Consider weather, environment, state of site etc.  Appropriate clothing/footwear worn for the conditions on the day. Waterproofs worn if necessary. Change of clothes available. Long sleeved clothing recommended. Water available. Sunscreen/sun hat worn if necessary.	1	2	2	Allocated lead staff member Support staff

Hazard Identified (state activity if appropriate)	Result of Hazard (potential harm)	Level of Hazard (refer to hazard key above)			Minimisation of Hazard (control measures)	New Level of Hazard (with precautions in place)			Person(s) Responsible
		O	S	RF		O	S	RF	
High wind – falling trees and branches	Injury from falling trees/branches	2	4	8	Cancel if high winds/gale force. Observe canopy and root bases for displacement.	1	4	4	Allocated lead staff member Support staff
Low branches	Injury to eyes/face	2	3	6	Awareness raised, eye wash in medical kit.	1	3	3	Allocated lead staff member Support staff
Uneven terrain – Slips, trips and falls, exposed roots, burrows	Trips, slips, sprains, minor injuries	2	3	6	Guidance on looking at walking route because of potential tree roots and/or slippery ground.	1	2	2	Allocated lead staff member Support staff
Falling into shallow streams or small ponds or lakes	Drowning or shock	1	4	4	Awareness raised. No unsupervised access to bodies of water.	1	4	4	Allocated lead staff member Support staff

Hazard Identified (state activity if appropriate)	Result of Hazard (potential harm)	Level of Hazard (refer to hazard key above)			Minimisation of Hazard (control measures)	New Level of Hazard (with precautions in place)			Person(s) Responsible
		O	S	RF		O	S	RF	
Disease from leaf litter, water bodies, animal excrement	Weil's disease, tetanus, e-coli poisoning	2	3	6	Warn students about Weil's disease and ensure hand-washing is available before eating. Tetanus jab and up-to-date vaccinations recommended.	1	3	3	Allocated lead staff member Support staff
Stings and scratches from brambles and nettles Insect bites/stings. Ticks.	Ticks – Lyme disease	1	4	4	Appropriate clothing worn. Arms and legs covered if going to ground shelter building.  Nettles and brambles cleared from immediate area around camp. Keep to paths if possible. Medical kit taken. Tick-pullers in kit. Young people warned to check from ticks at home. Advise students of symptoms (target-like bite etc.) and to seek medical advice in the case of infected tick bites or flu-like symptoms in the active summer season.	1	3	3	Allocated lead staff member Support staff
Adder Bites	Severe illness, death if untreated	1	4	4	Awareness raised.	1	4	4	Allocated lead staff member Support staff

Hazard Identified (state activity if appropriate)	Result of Hazard (potential harm)	Level of Hazard (refer to hazard key above)			Minimisation of Hazard (control measures)	New Level of Hazard (with precautions in place)			Person(s) Responsible
		O	S	RF		O	S	RF	
Fungi/Potentially Poisonous Plants	Poor stomach, severe illness, death if untreated	1	4	4	Students advised not to touch/eat fungi. Hand washing available and enforced if young person is soon touching harmful plantlife. Raise awareness of specific species (e.g. giant hogweed) if encountered. Do not injest and plants if identification is in doubt, or raises doubts. Do not inject fox gloves, arum lillies etc.	1	2	2	Allocated lead staff member Support staff
Litter left by public	Cuts/abrasions from broken glass/cans/scrap	2	3	6	Site checked and cleared of obvious litter if possible before activity. Awareness raised. Gloves used to move litter if doing so.	1	1	1	Allocated lead staff member Support staff
<b>Tools and Equipment – Storage, Security, Carrying, Use, Supervision, Training, and Maintenance</b>									
Use of bladed-tools - generic	Injury, cuts, severe bleeding	3	3	9	Strict instruction and 1:1 supervision. Eyes on at all times. Trained staff present. Medical kit, plasters, and bandages available. Direct contact with school available. Close proximity to school when using bladed tools. Good access for ambulance necessary.  Technique demonstrated by trained staff prior to use of blade. Ensure blades kept sheathed when not in use, and kept tidy in a central	1	3	3	Allocated lead staff member Support staff

Hazard Identified (state activity if appropriate)	Result of Hazard (potential harm)	Level of Hazard (refer to hazard key above)			Minimisation of Hazard (control measures)	New Level of Hazard (with precautions in place)			Person(s) Responsible
		O	S	RF		O	S	RF	
					location. At least one member of staff must be kept accountable for monitoring the location of tools at all times. All blades must be counted in and out. Mood of students and ECHPs must be assessed prior to use of bladed tools and taken into consideration by trained staff. If in doubt, leave it out. Cuts made to side of legs, always in stable kneeling position, or a seated position with elbows on knees for whittling, and down onto a suitable cutting surface in some cases. Guidance given on size, power, direction, and force of strokes – staff trained before-hand. Cut-resistant gloves on hand. Woodland first aid recommended. Individual risk assessments and guidance for specific tools are detailed below. Alternatives provided if deemed risky.				
Tool: Potato peelers for stripping small sticks e.g. holly – practicing knife skills	Minor cuts from slipping – surface nicks, potential minor gouges	3	3	9	Tool Check: <ul style="list-style-type: none"> <li>• Check no movement in the blade.</li> <li>• Check sharpness of the blade.</li> </ul> Safety Rules: <ul style="list-style-type: none"> <li>• When not being used, keep in tool box.</li> </ul>	1	3	3	Allocated lead staff member Support staff

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		O	S	RF		O	S	RF	
					<ul style="list-style-type: none"> <li>• Check safe working area (without knife in hand) before using (“blood bubble”).</li> <li>• Check sitting / kneeling / standing position..., cut away from body or down into a log. Do not cut over lap to encourage good knife technique.</li> <li>• Reminder of not having to use too much force and to use whole body to avoid tiredness.</li> <li>• Open and close folding knife in front of you. Close in same way, taking care of fingers in relation to the closing blade and not closing it on your body.</li> </ul> <p>Personal Protective Equipment:</p> <ul style="list-style-type: none"> <li>• None – Can use cut gloves when new to equipment e.g. with younger children or those with reduced dexterity etc.</li> </ul> <p>How to carry:</p> <ul style="list-style-type: none"> <li>• Point down, no running.</li> </ul> <p>How to maintain, clean and store:</p> <ul style="list-style-type: none"> <li>• Wipe clean and dry with a rag.</li> <li>• Check after use.</li> <li>• Store in a locked box in a locked store.</li> </ul>				

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		O	S	RF		O	S	RF	
Tool: Fire-steel – hot sparks	Taking skin off knuckles by bashing hand into ground when striking. Small burns if hand remains in contact with embers.	4	1	4	Advise on correct use. Administer first aid if necessary.	3	1	3	Allocated lead staff member Support staff
Tool: Secateurs and loppers used for cutting small woody material	Nips/pinches in hinges/cogs/springs, cuts/abrasions on hands/fingers. In extreme cases, possible amputation of fingers in blades.	3	3	9	<p>Tool Check:</p> <ul style="list-style-type: none"> <li>• Check blades not cracked/ damaged.</li> <li>• Check locking bolt and no play in handles. NB when checking blade on loppers have handle over shoulder and blade open facing away from you.</li> </ul> <p>Safety Rules:</p> <p>Secateurs:</p> <ul style="list-style-type: none"> <li>• Safety lock on if not using</li> <li>• Pass handle</li> <li>• Put in safe place if not using (tool box)</li> <li>• Use for appropriate sized material e.g. finger size.</li> <li>• Carry with blade facing down</li> </ul> <p>Loppers:</p>	1	3	3	Allocated lead staff member Support staff

Hazard Identified (state activity if appropriate)	Result of Hazard (potential harm)	Level of Hazard (refer to hazard key above)			Minimisation of Hazard (control measures)	New Level of Hazard (with precautions in place)			Person(s) Responsible
		O	S	RF		O	S	RF	
					<ul style="list-style-type: none"> <li>No hands should be near the blades.</li> <li>No cutting on the ground to avoid dirt in blade.</li> <li>Use for appropriate sized material e.g. thumb size. Any larger use pruning saw.</li> <li>When clearing away loose cut pieces put loppers down.</li> <li>When not using loppers need to be closed and put in a safe clearly visible place</li> </ul> <p>Personal Protective Equipment:</p> <ul style="list-style-type: none"> <li>Consider wearing hard hats if material is larger than small scrub</li> <li>Steel toe caps if appropriate.</li> </ul> <p>How to carry:</p> <ul style="list-style-type: none"> <li>Carry Loppers with blade facing down and handles correctly positioned so that the blade will not open up.</li> <li>Carry secateurs with blade facing down and lock on.</li> </ul> <p>How to maintain, clean and store:</p> <ul style="list-style-type: none"> <li>Wipe clean with a brush.</li> <li>Vegetable oil on the blade.</li> </ul>				



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		O	S	RF		O	S	RF	
					<ul style="list-style-type: none"> <li>Sharpen using or cigar sharpening stone, whetstone or professional.</li> <li>Store in locked tool box and locked away.</li> </ul>				
Tool: Knife – Mora companion. Used for camp tasks and whittling	<p>Slice injuries. Possible stab injuries if misused or fallen on.</p> <p>Injury, cuts, severe bleeding. In extreme cases, possible amputation of fingers.</p>	3	3	9	<p>Tool Check:</p> <ul style="list-style-type: none"> <li>Check no movement in the blade.</li> <li>Check sharpness of the blade</li> </ul> <p>Safety Rules:</p> <ul style="list-style-type: none"> <li>When not being used into sheath</li> <li>Check safe working area (without knife in hand) before using (“blood bubble”).</li> <li>Check sitting / kneeling / standing position..., cut away from body or down into a log. Do not cut over lap.</li> <li>Reminder of not having to use too much force and to use whole body to avoid tiredness.</li> <li>Open and close folding knife in front of you. Close in same way, taking care of fingers in relation to the closing blade and not closing it on your body.</li> </ul> <p>Personal Protective Equipment:</p>	1	3	3	

Hazard Identified (state activity if appropriate)	Result of Hazard (potential harm)	Level of Hazard (refer to hazard key above)			Minimisation of Hazard (control measures)	New Level of Hazard (with precautions in place)			Person(s) Responsible
		O	S	RF		O	S	RF	
					<ul style="list-style-type: none"> <li>None – Can use cut gloves when new to equipment e.g. with younger children or those with reduced dexterity etc.</li> </ul> <p>How to carry:</p> <ul style="list-style-type: none"> <li>In sheath</li> <li>closed in case</li> </ul> <p>How to maintain, clean and store:</p> <ul style="list-style-type: none"> <li>Wipe clean and dry with a rag.</li> <li>Sharpen or strop after every use to ensure blade remains sharp and safe</li> <li>Regularly sharpen further with a wet stone.</li> <li>Store in a locked box in a locked store.</li> </ul>				
Tool: Folding or Pruning Saw. Used to cut larger wood e.g. wrist-thick branches.	Pricks or small cuts, but severe injury could be tear-slices, deep.	3	3	9	<p>Tool Check:</p> <ul style="list-style-type: none"> <li>Check to see if any teeth are missing: destroy tool if the case.</li> <li>Check blade not cracked/damaged.</li> </ul> <p>Safety Rules:</p> <ul style="list-style-type: none"> <li>Do not cut on the ground.</li> <li>Take care over opening. Ensure blade is properly fixed after opening.</li> </ul>	1	3	3	Allocated lead staff member Support staff

Hazard Identified (state activity if appropriate)	Result of Hazard (potential harm)	Level of Hazard (refer to hazard key above)			Minimisation of Hazard (control measures)	New Level of Hazard (with precautions in place)			Person(s) Responsible
		O	S	RF		O	S	RF	
					<ul style="list-style-type: none"> <li>Care when closing blade. Hold handle in front and open/close with extreme care and attention to where fingers are when closing the blade into the handle.</li> <li>No gloves on tool hand.</li> <li>Essential to have glove on non-tool hand.</li> <li>Demonstrate how to avoid saw slip especially with the initial cut. E.g. Non sawing hand across the tool. Alternatively have non-sawing hand protected by a barrier e.g. saw horse.</li> <li>Never place non-cutting hand in the vicinity of the cutting blade as tool can easily slip from cutting groove.</li> <li>Use in area that enables person to stand securely. If sawing a tree remove other branches in vicinity of saw using loppers.</li> <li>Use gentle cutting action cutting as pulling back.</li> <li>If the blade is stuck do not push or twist or bend. Try and take the weight off the saw and release it.</li> <li>Be fully aware of the risk of getting a saw stuck due to tension/ compression</li> </ul>				

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		O	S	RF		O	S	RF	
Tool: Bow saw. Used to cut larger	Pricks or small cuts, but severe injury	3	3	9	<p>from the wood being cut. Use support from others in group.</p> <ul style="list-style-type: none"> <li>• If cutting a small tree be fully aware of the likely angle of fall and the safety zones.</li> <li>• Ensure all people are clear of falling zone.</li> </ul> <p>Personal Protective Equipment:</p> <ul style="list-style-type: none"> <li>• Consider hard hat if cutting/coppicing trees over head height or large branches</li> <li>• Gloves on none tool hand.</li> </ul> <p>How to carry:</p> <ul style="list-style-type: none"> <li>• Close tool</li> <li>• Into protective case</li> <li>• Not over shoulder height</li> </ul> <p>How to maintain, clean and store:</p> <ul style="list-style-type: none"> <li>• Clean with brush.</li> <li>• Ensure not wet (e.g. wipe with cloth)</li> <li>• Cover on whilst storing.</li> <li>• Check teeth.</li> </ul> <p>Tool Check:</p>	1	3	3	Allocated lead staff member

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		O	S	RF		O	S	RF	
limbs/trees e.g. to make a mallet.	could be tear-slices, deep.				<ul style="list-style-type: none"> <li>• Ensure a new blade has been worked in</li> <li>• Check to see if any teeth are missing. Replace blade if the case.</li> <li>• Check tension. Tighten if loose</li> </ul> <p>Safety Rules:</p> <ul style="list-style-type: none"> <li>• Do not cut on the ground</li> <li>• Use gentle sawing action with cutting as pulling back.</li> <li>• No gloves on tool hand. Glove on non tool hand.</li> <li>• Use a gentle sawing action- do not force.</li> <li>• Demonstrate how to avoid saw slip especially with the initial cut. E.g. non sawing hand through the tool. Alternatively have non sawing hand protected by a barrier e.g. saw horse.</li> <li>• Use in area with enough space to stand securely without obstacles. If sawing a tree remove other branches in vicinity of saw using loppers.</li> <li>• If cutting a vertical rod e.g. coppice consider using a pruning saw and then bow saw for the final ground level cut.</li> </ul>				Support staff

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		O	S	RF		O	S	RF	
					<ul style="list-style-type: none"> <li>Be fully aware of the risk of getting a saw stuck due to tension/ compression from the wood being cut. Use support from others (e.g. when using a saw horse) or if cutting a tree cut a &gt;&gt;&gt;&gt;</li> <li>If cutting a tree be fully aware of the likely angle of fall and the safety zones. E.g. cut in apex of branch</li> <li>Ensure all people are clear of falling zone.</li> </ul> <p>Personal Protective Equipment:</p> <ul style="list-style-type: none"> <li>Steel toed boots if cutting logs that may fall on feet e.g. large logs in a saw horse.</li> <li>Hard hat if cutting / coppicing trees over head height.</li> <li>Gloves on non-tool hand.</li> </ul> <p>How to carry:</p> <ul style="list-style-type: none"> <li>cover on</li> <li>blade down</li> <li>in a bag over distance</li> <li>hang on a tree or put away if not using.</li> </ul> <p>How to maintain, clean and store:</p> <ul style="list-style-type: none"> <li>Clean with brush.</li> <li>Ensure not wet (e.g. wipe with cloth)</li> </ul>				

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		O	S	RF		O	S	RF	
					<ul style="list-style-type: none"> <li>Cover on whilst storing.</li> <li>Check teeth.</li> <li>Store in locked store.</li> </ul>				
Tool: Axe	<p>Slice injuries. Possible stab injuries if misused or fallen on.</p> <p>Injury, cuts, severe bleeding. In extreme cases, possible amputation of fingers or very deep cuts to limbs.</p>	3	5	15	<p>Tool Check:</p> <ul style="list-style-type: none"> <li>Shaft/ wedge is in good condition and no movement.</li> <li>Head is secure in the shaft.</li> <li>Sharpness. Axe edge must be in good condition to reduce risk of glancing strikes.</li> </ul> <p>Safety Rules:</p> <ul style="list-style-type: none"> <li>Safe working distance from others – “blood-bubble”.</li> <li>No glove on tool hand. Can glove other hand.</li> <li>Chop on a flat stable block.</li> <li>Kneeling next to the block on one foot is recommended. “Respect position – see handbook”.</li> </ul> <p>Personal Protective Equipment:</p> <ul style="list-style-type: none"> <li>None if kneeling at a block to use.</li> <li>Steel toe caps boots if standing.</li> </ul> <p>How to carry:</p>	1	5	5	Allocated lead staff member Support staff

Hazard Identified (state activity if appropriate)	Result of Hazard (potential harm)	Level of Hazard (refer to hazard key above)			Minimisation of Hazard (control measures)	New Level of Hazard (with precautions in place)			Person(s) Responsible
		O	S	RF		O	S	RF	
					<ul style="list-style-type: none"> <li>in case</li> <li>head of axe down and blade facing backward.</li> </ul> <p>How to maintain, clean and store:</p> <ul style="list-style-type: none"> <li>in secure store</li> <li>wire wool and dried on rag.</li> <li>Vegetable oil on the head.</li> </ul>				
Tool: Mallet or Hammer. Used to emboss leather, and tool leather.	Pinch or crush injuries, bruising.	3	3	9	<p>Tool Check:</p> <ul style="list-style-type: none"> <li>Check shaft is not broken/fractured or split</li> <li>Check hammer head is securely in place</li> </ul> <p>Safety Rules:</p> <ul style="list-style-type: none"> <li>Care when using in terms of raising the hammer during back swing. Particular check on the location of other people.</li> <li>Care when holding a stob or nail in position whilst hammering. Use own hand for holding. Advise to focus on object being hit. For a stob a crow bar can be used to hold the stob in place whilst lump hammer or mel is being used.</li> </ul>	1	3	3	Allocated lead staff member Support staff



Hazard Identified (state activity if appropriate)	Result of Hazard (potential harm)	Level of Hazard (refer to hazard key above)			Minimisation of Hazard (control measures)	New Level of Hazard (with precautions in place)			Person(s) Responsible
		O	S	RF		O	S	RF	
					<ul style="list-style-type: none"> <li>Caution when hammering in the wet. Can take a cloth out to keep the shaft as dry as possible.</li> <li>Do not use a glove on the tool hand.</li> <li>Do not use your sleeve to hold the tool in any way.</li> <li>When using a mel, advise on keeping back as straight as possible.</li> <li>Personal Protective Equipment:</li> <li>Mel hammer only: helmet and steel toe caps</li> </ul> <p>How to carry:</p> <ul style="list-style-type: none"> <li>Claw: down by side, hand over the claw.</li> <li>Lump and mel: down by side, not swinging or over the shoulder.</li> </ul> <p>How to maintain, clean and store:</p> <ul style="list-style-type: none"> <li>Clean moisture off with a rag.</li> <li>Check shaft is sound</li> <li>Check the head is secure.</li> <li>Replace the tool if shaft or head is weakened/loose.</li> </ul>				
Tool: Leather punch. Used to	Pinch or minor cuts. See Hammer above.	3	3	9	Keep fingers clear, and hold carefully – follow hammer guidance above.	1	3	3	Allocated lead staff member

Hazard Identified (state activity if appropriate)	Result of Hazard (potential harm)	Level of Hazard (refer to hazard key above)			Minimisation of Hazard (control measures)	New Level of Hazard (with precautions in place)			Person(s) Responsible
		O	S	RF		O	S	RF	
emboss/tool leather.  Tool: Leather die for embossing leather to decorate work	Pinch or minor cuts. See Hammer above.	3	3	9	Keep fingers clear, and hold carefully – follow hammer guidance above.	1	3	3	Support staff  Allocated lead staff member Support staff
Tool: Palm Drill. Used to make small holes e.g. to thread string to make a pendant or bauble etc.	Slips could cause minor cuts, nicks. Could be quite deep to hands in extreme cases.	3	3	9	Wear a gloved-hand to brace the material to be drilled on top of a flat, stable surface of suitable height. The young person should be instructed to apply firm pressure, and to make quarter-turns before resetting position each time. Ensure the item to be drilled is central in the drilling block, and that firm downward force is able to be exerted by the young person. Warn the young people about wobbles and slips, and tell them to start off gently at first, and take their time. Store in locked store.	1	3	3	Allocated lead staff member Support staff
<b>Activities – Fire, Shelter, Food &amp; Drink, and Specific Activities and Ideas (live document)</b>									

Hazard Identified (state activity if appropriate)	Result of Hazard (potential harm)	Level of Hazard (refer to hazard key above)			Minimisation of Hazard (control measures)	New Level of Hazard (with precautions in place)			Person(s) Responsible
		O	S	RF		O	S	RF	
Fire. Used to learn how to make fire, for hot drinks, for hot food, and for warmth and light	Injury burns Emotional distress	2	4	8	Young people spoken to about the rules of using a fire. First aid kit, large volume of water and fire blanket on hand. Constant supervision. Fire-circle established (safety-zone around fire – appropriate to activity or cooking method – discussed and agreed by staff involved), and clear instructions given to students.	1	4	4	Allocated lead staff member  Support staff
Fire spreading	Potential unwanted larger fire	2	4	8	Bucket of water and fire blanket to hand. Constant supervision. Fire area is checked a short time after extinguished before leaving the area.	1	4	4	Allocated lead staff member Support staff
Falling into fire	Injury, burns, emotional distress	2	4	8	Young people shown a designated area around the firepit into which they must not go (marked by sticks) unless they are the designated young person tending to the fire under constant adult supervision and instruction (orange dragons). When cooking or tending to the fire, people should be on at least one knee to remain stable. Fire bucket and blanket on standby. Medical kit to hand.	1	4	4	Allocated lead staff member Support staff

Hazard Identified (state activity if appropriate)	Result of Hazard (potential harm)	Level of Hazard (refer to hazard key above)			Minimisation of Hazard (control measures)	New Level of Hazard (with precautions in place)			Person(s) Responsible
		O	S	RF		O	S	RF	
Smoke	Inhalation, irritation	4	1	4	The position of the fire will be away from buildings. The wind direction will be constantly assessed and children advised to move safely out of smoke direction. Dry suitable wood used to prevent excess smoke. Use clear goggles if needed.	2	1	2	Allocated lead staff member Support staff
Heat from hot embers.	Burning to skin and clothes, emotional distress	2	4	8	Embers will be put out with water to ensure cool before being properly dispersed onto bare, damp soil.	1	4	4	Allocated lead staff member Support staff
Cooking equipment: Trangia	Burns	2	4	8	Follow safety instructions for stove and fuel. Methylated spirits should not be added to burning stove. Ensure fuel bottles are kept away from heat. Allow equipment to cool before handling directly or storing. Handle hot equipment with gloves. Do not light if excessive fuel has been used, spilled, or is on items of clothing.	1	4	4	Allocated lead staff member Support staff

Hazard Identified (state activity if appropriate)	Result of Hazard (potential harm)	Level of Hazard (refer to hazard key above)			Minimisation of Hazard (control measures)	New Level of Hazard (with precautions in place)			Person(s) Responsible
		O	S	RF		O	S	RF	
Cooking equipment: Kettles and pans on open fire	Burns from hot foods/liquids or the pots/pans themselves	2	4	8	Ensure pressure cannot build inside containers. Allow equipment to cool before handling directly or storing. Handle hot equipment with gloves. Use fire-circle rules (see handbook). Ensure equipment is suitably balanced/supported in/around fire.	1	4	4	Allocated lead staff member Support staff
Cooking equipment: Wood burning stoves	Burns	2	4	8	Ensure stove is assembled correctly and is on stable ground before ignition. Take care when feeding fire. Use fire-circle rules (see handbook). Follow instructions for particular stove system.	1	4	4	Allocated lead staff member Support staff
Cooking equipment: Gas stoves	Burns	2	4	8	Ensure stove is assembled correctly and is on stable ground before ignition. Use fire-circle rules (see handbook). Follow instructions for particular stove system.	1	4	4	Allocated lead staff member Support staff
Food/drink	Allergies, food poisoning if cooked food not cooked thoroughly. Upset stomach in case of poor hygiene.	2	4	8	Check pupil profiles for food allergies. Only use suitable foodstuffs. Wash hands before eating, sit for eating and drinking, Advise students to take snack and drink for longer sessions, take cups, wet wipes and kitchen roll. Bring spare	1	4	4	Allocated lead staff member Support staff

Hazard Identified (state activity if appropriate)	Result of Hazard (potential harm)	Level of Hazard (refer to hazard key above)			Minimisation of Hazard (control measures)	New Level of Hazard (with precautions in place)			Person(s) Responsible
		O	S	RF		O	S	RF	
	Dehydration if lack of water.				water for pupils if walking away from school in hot weather.				
Cordage/Rope	Friction burn/strangulation, entanglement, other injuries/falls	2	4	8	Ensure knots are checked carefully, and that they are appropriate for their task. Raise awareness of appropriate cord usage and associated risks.	1	4	4	Allocated lead staff member Support staff
Plastic bags/Tarpaulins	Suffocation	2	4	8	Ensure young people do not put tarps over heads or completely enclose themselves. Raise awareness of this prior to shelter-biudling activities.	1	4	4	Allocated lead staff member Support staff
<b>Participants – Clothing, interactions, difficulties, logistics – specific to people involved</b>									
Misbehaving	Verbal abuse, danger with fire	3	2	6	Rule reminders etc. If young people not listening and being dangerous, fire is extinguished. Contstant supervision required outdoors to minimize risk.	2	2	4	Allocated lead staff member

Hazard Identified (state activity if appropriate)	Result of Hazard (potential harm)	Level of Hazard (refer to hazard key above)			Minimisation of Hazard (control measures)	New Level of Hazard (with precautions in place)			Person(s) Responsible
		O	S	RF		O	S	RF	
Getting lost or separated from group, or Moving outside designated or safe areas	Injury Emotional distress. Becoming lost or harmed in some way	2	4	8	Direct 1:1 contact at all times (appropriate levels of adult supervision). Never out of sight. Clearly define area of activity. Regular head counts.  Use of school radios, staff mobile telephones. Additional radios for inter-pupil communication on another channel when out on walks.	1	4	4	Allocated lead staff member Support staff
Risk to and from general public	Verbal abuse / unwanted visitors	1	1	1	If students are showing disrespectful behaviour return to school. Depending on the situation, inform safeguarding lead or contact police directly. See safeguarding policy.	1	1	1	Allocated lead staff member Support staff
Toiletting	Indecency	2	1	2	Ensure children have been to toilet before embarking on longer trips. If not possible to return to site in time to use the toilet for urination, a “nature-wee” may be suitable as a last resort. Supervision is not required (and is discouraged), but an adult of the same sex should be nearby to ensure safety of individual.	2	1	2	Allocated lead staff member Support staff
<b>Travel and Transport</b>									

Hazard Identified (state activity if appropriate)	Result of Hazard (potential harm)	Level of Hazard (refer to hazard key above)			Minimisation of Hazard (control measures)	New Level of Hazard (with precautions in place)			Person(s) Responsible
		O	S	RF		O	S	RF	
Car Maintenance	Equipment failure, unlawful driving, passenger safety	2	4	8	Weekly car maintenance check (e.g. tyre pressure, clean, first aid kit, lights, window wipers). Driver to complete vehicle check before commencing journey.	1	1	1	Driver
Passenger Injury	Result of hazard dependent of level of injury	1	4	4	First aid kit present in all vehicles. Phone available to call emergency services if required.	1	4	4	Driver
Medical Requirements	Result of hazard dependent of level of medical requirements	2	4	8	Driver to check medical requirements of all passengers and ensure that relevant medication is present. First aid kit present in all vehicles. Phone available to call emergency services.	1	1	1	Driver Lead member of staff
Fire Hazard	Fire damage, burns and other injuries, death	2	4	8	Fire extinguisher present in all vehicles Weekly car maintenance check (e.g. tyre pressure, clean, first aid kit, lights, window wipers). First aid kit present in all vehicles. Phone available to call emergency services. All staff trained in how to use a fire extinguisher.	2	3	6	Driver



Hazard Identified (state activity if appropriate)	Result of Hazard (potential harm)	Level of Hazard (refer to hazard key above)			Minimisation of Hazard (control measures)	New Level of Hazard (with precautions in place)			Person(s) Responsible
		O	S	RF		O	S	RF	
Driver's competency	Unlawful driving, dangerous driving, Injury to self and passengers	2	4	8	All drivers hold a UK driving licence. All relevant checks conducted by Light Years School prior to driving company vehicles. Employees sign a declaration of health prior to driving company vehicles. Employees sign an additional driver's declaration prior to driving company vehicles.	1	1	1	Executive Principal Driver
Parking	Injury to self or others	2	2	4	Vehicle will be parked in a designated parking space. Staff will ensure that pupils are escorted to paths.	2	2	4	Driver All staff present
Collision	Injury to self and passengers	2	4	8	First aid kit present in all vehicles. Phone available to call emergency services if required. Follow standard procedures after contacting school for advice. Exchange of details will be between drivers.	2	4	8	
Breakdown	Result of hazard dependent on location of breakdown and environmental/situational factors	3	3	6	Breakdown contact details located in all vehicles. Driver must have a suitable means of contacting immediate support. Driver / Lead member of staff finds a safe and suitable place immediately for all passengers to wait for assistance.	2	2	4	

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		O	S	RF		O	S	RF	
					Contact with the school is made immediately and alternative arrangements made as soon as possible. Phone available to call emergency services if required.				

**Additional Information:**

**Emergency Arrangements**

**Serious Accident:** Seek additional adult help, provide first aid, call ambulance 999, inform parents (next of kin). Follow First Aid Training procedures. Return all other children into the classroom, keep them calm, read stories, sing songs etc. Write up accident report form, inform HSE, assess risk assessment and make new adjustments for future.

**Minor Accident:** Provide first aid where qualified to do so, complete accident report form, inform parents (carer), assess risk assessment and make adjustments for future.

**Weather change:** Make dynamic risk assessment, seek shelter or return to classroom.

**Safety Advice**

**Clothing:** long trousers and long sleeves advised (sensory issues possible – discuss risks and agree consent with parents/guardians if necessary), warm clothing in cold weather, waterproof clothing in wet weather. Suitable footwear should be worn if ground muddy, or attempting longer walks. Safety gauntlets at fire, work wear gloves for using tools if necessary on risk assessment. Spare clothing available in school for emergencies.

**Communications:** Staff must all carry either mobile phone or walkie talkies. Lead member of staff must have both a mobile phone and a walkie talkie.

**First Aid:** Checked first aid kit to be taken. Specialist outdoor first aid kits may also be taken by qualified staff – not required. Full details in Forest School Handbook.

**Food and Drink:** wash hands before eating, sit for eating and drinking, take snack and drink for full sessions, take cups and kitchen roll. Full details in Forest School Handbook.

**Children’s safety advice:** remind children of rules being outside. Full details in Forest School Handbook.

**Staff safety advice:** Staff to discuss any worries before entering the site before each session and decide if it is safe to enter as a team. Consider weather, environment, state of site etc. All opinions must be valued, and any doubts considered seriously. Any member of staff can veto the activity if they deem it unsafe for any reason, and has a responsibility to do so if they feel unsure. All staff should seek training if they are uncomfortable with any aspects of the course (e.g. tool use), and should not attempt to lead a task until they feel comfortable in doing so, and their competency has been checked by a L3 Forest School – trained member of staff. Staff must have read and agreed to risk assessment and responsibilities before participating.

**Daily checks:** Check risk assessment and complete notebook for each session. Review, reflect, and develop.

**Emergency Arrangements**

**Further Comments**

The overall hazard rating for the site is low as long as health and safety guidelines are followed.

\*Forest School Handbook referred to in the documentation is currently under development by James Bathgate, and will contain the operational plan for Forest School sessions in addition to Survival Skills programme of study being developed 2020-2021. Individual activities discussed and agreed upon for suitability for all individuals concerned prior to carrying out any activities due to the nature of our students and the activities.

References:

Safe tool use guidance taken from <https://www.slnnr.org.uk/media/2691434/ocop-p01-oc-app-11-method-statements.pdf> and then reviewed by trained staff.

Additional Information adapted from: <https://www.tes.com/teaching-resource/forest-school-site-risk-assessment-form-6203329>