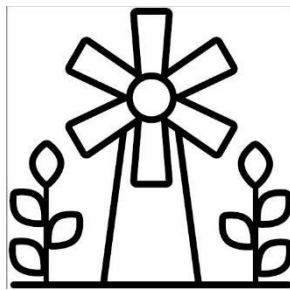


Sibsey Free Primary School



Risk Assessment Policy

Approved by: Governing Body

Date: December 2022

Next review due by: December 2023



Background

An assessment of risk is nothing more than a careful examination of what there is in school that could cause harm to children or staff. It helps us to weigh up whether or not we have taken enough precautions to prevent accidents or harm coming to children or staff.

The most important thing about Risk Assessment is that we need to decide whether a hazard is significant, and whether or not we have covered it by satisfactory precautions so that the risk is small.

The following procedure outlines the hazards that are evident in school and how we have set about minimising the risk. It also identifies the process involved in assessing risk by the management and Governors of the school.

It should be noted that the school Health and Safety Policy links very closely with this policy as does our school Security Policy.

Frequency and Severity of Risk

The following is a record of the probable frequency of risk and the probable severity of risk. We will use the number code system to assess the possible hazards and the frequency and severity of the risk of these hazards.

Probable Frequency Of Risk

Improbable Occurrence	1
Possible Occurrence	2
Occasional Occurrence	3
Regular Occurrence	4
Common Occurrence	5

Probable Severity Of Risk

Trivial Injuries	1
Minor Injuries	2
Major Injury To One Person	3
Major Injuries To Several People	4
Death Of One Person	5
Multiple Deaths	6

We will give each hazard a number for the frequency of risk and for the severity of risk.

Use of Electrical Appliances **Frequency** **3** **Severity** **3**

All electrical appliances are regularly tested (annually) to ensure their safety.
No child should plug in or switch on an electrical appliance.
The usual practices that are used when using electrical appliances should be adhered to at all times e.g. do not handle electrical appliances with wet hands. When children are using electrical appliances in school they should be given careful instruction on the most appropriate way to use it e.g. photocopier, computers, tape recorders etc.
Staff should consult the school's Health and Safety Policy for more guidance and county guidelines to be found in the Health and Safety folder in the office.
If any member of staff has a query relating to the use of electrical appliances they should consult with the Headteacher (Health and Safety Representative)

Use of Belling Cooker **Frequency** **1** **Severity** **2/3**

The Belling Cooker, which is generally kept in the children's kitchen, should only be used by an adult with the younger children and if it is to be used by the older juniors only under strict adult supervision.
When the cooker is being moved an adult should be available. The use of electrical appliances guidelines applies also.

Children in the classroom/corridors **Frequency** **3** **Severity** **1/2**

Each class has a set of rules or expectations for behaviour in the classroom.
No child is allowed to run around the classroom or down corridors or to throw objects.
Children are not allowed to rock on chairs or sit with the chair on less than four legs. The use of equipment that could be deemed as having a risk involved is the responsibility of the teacher and appropriate measures must be carried out to ensure their safe use.
Only the adult(s) in the classroom should use glue guns and craft knives.
Scissors must be appropriate for the age of the children using them e.g. rounded ends in KS1.
If cookery is taking place either in the classroom or in the children's kitchen appropriate cleanliness must be applied and the use of knives should only be with the strictest supervision.
Glass containers if used must only be handled by adults.
Every effort should be made to ensure that children are not in classrooms, or the hall unsupervised. If the teacher decides that a group of children can be left unsupervised in an area such as the I.C.T. suite then they must take responsibility for their behaviour.

Stairs in the School House **Frequency** **2** **Severity** **2**

The stairs in the schoolhouse are mainly used by the staff and occasionally by children.

The stairs must always be kept clear of obstacles. People using the stairs should not run up or down and children using the stairs should always hold the handrails.

Parents visiting the school with children are asked to help their children when using the stairs.

Refuse Outside of School **Frequency** 2 **Severity** 0/6

The position of the refuse outside of the school allows easy access to vandals who may set fire to the wheelie bins. This risk in terms of frequency is low but is more likely to occur when the premises are unoccupied and therefore in terms of severity the risk is low. If an incident did occur when the premises were occupied then the severity of the risk would be high.

At present the wheelie bins are emptied weekly and the bins are adequate for the amount of rubbish the school produces thus reducing the possibility of vermin.

The refuse is now kept in a secure area, which is the responsibility of the school caretaker. She will ensure that the refuse area is locked when access is not needed and that the area is kept tidy.

Hot Water **Frequency** 3 **Severity** 2

All hot water taps are labelled to ensure that children and adults know which taps will produce very hot water.

If teachers are using hot water in the classroom for curriculum work then the person in charge of the session should take appropriate care.

Electricity Substation **Frequency** 2 **Severity** 5/6

The Electricity Substation by the side of the school is a very dangerous hazard.

The children are regularly reminded of its dangers and under no circumstances should children put their hands or feet or any object into the substation itself.

A fence surrounds the substation, which prevents access and children rarely break the rules regarding the substation.

P.E. Apparatus and Equipment **Frequency** 3 **Severity** 4

It is strongly recommended that all staff who undertake P.E. lessons look closely at the publication “Safe Practice in Physical Education” by The British Association of Advisers

and Lecturers in Physical Education. A copy of this is to be found in the staff room. Any questions regarding safety are addressed in this publication.

P.E. Lessons – all children should change for P.E. No child should wear jewellery. If earrings are worn they must be studs and must be covered with tape. Children who suffer from asthma must have easy access to their inhalers. Children who are not doing P.E. should not be left unsupervised in the classroom. If children have no plimsolls for indoor sessions then P.E. should be done in bare feet and not in socks.

Apparatus – appropriate apparatus should be used which is relevant and suitable for the needs of the children undertaking the lesson. Wherever possible the children should, as part of the lesson set out the apparatus themselves. The teacher should train the children on the correct way to handle and lift the apparatus but should supervise the putting up and taking down carefully. All apparatus is subject to an annual inspection.

The P.E. store should be kept tidy at all times and everything returned to its correct place after a P.E. lesson.

The teacher in charge should carefully supervise all other Physical Education activities both in and out of school. Teachers must exercise the same duty of care, as would a reasonable parent.

Swimming is dealt with in another section of this policy as are residential or adventure type activities including school visits.

Swimming	Frequency 3	Severity 5/6
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Children in Key Stage 2 attend swimming lessons at different times throughout the school year.

Permission is always obtained from parents before the children can attend swimming sessions.

All children attending are adequately supervised. There is always a qualified lifeguard on duty throughout the period of the swimming lessons.

Children are advised to remove all jewellery. However, a swimming hat may be worn to cover any earrings that cannot be removed.

Children with long hair must either wear a swimming hat; alternatively the hair must be tied back.

Any medication required by a child e.g. inhaler, Epi-pen, etc, will be taken to the poolside and will be retained by the instructor for the duration of the lesson.

The seats in the playground are only for sitting on and children are regularly told about standing on the seats. The grassed areas are only used when the grass is dry. This decision is made by the teacher on duty who enforces the decision in an appropriate way.

If a child is injured one member of staff accompanies the child to the medical room and deals with the incident and makes a note in the accident book.

When the playground is icy the caretaker salts the playground and the teacher on duty supervises safe activities.

The only children who should be at school before 8.45 a.m. are children who may come to school on the school bus/taxi. These would be supervised by the caretaker. The school cannot take responsibility for those children sent to school before this time. All parents and children are regularly reminded about early arrival at school and it is clearly laid out in the school prospectus.

Children arrive at school from 8.45 am onwards and go immediately to their classroom. The school gates should always be closed and bolted after use and supervising staff are always conscious of children near the gates and fence. The Security Policy is available for parents in school.

The school field has a variety of play equipment that the children use. These activities are monitored by adults on duty to ensure safe use. Children are allowed to use the apparatus as suits their capabilities. Maintenance is carried out regularly and staff ensure equipment is safe and well repaired.

Children Leaving the School at the end of the school day Frequency 5
Severity 5/6

Children are supervised by members of staff as they leave school. Children in Reception Class are 'handed over' to Parents/Carers on an individual basis. Children in other classes are supervised as they meet their Parents/Carers outside the school gates. Children are regularly reminded to return to staff if their Parent/Carer is not present. Children leaving the school on bicycles must have passed their 'Bikeability' training before they are permitted to arrive/ leave school on their bicycle, and must wear appropriate protective wear. Written parental permission must be received by the school. Children in the Juniors are permitted to walk home unaccompanied only if written parental permission has been received.

Parking and Cars Outside School Frequency 5 Severity 5

The parking outside of school and the congestion outside of the school gate is always an area of concern.

Yellow lines signify no parking areas, which are adhered to by the staff and visitors to the school but are still ignored by a few parents at night. To reduce the risk to children, Parents/Carers are regularly reminded about not parking in the 'staff parking area', or on the yellow zig-zag lines.

Reaching higher areas **Frequency** **2** **Severity** **3**

Any member of staff wishing to reach a high area around school should use the appropriate equipment. Ladders of a variety of sizes are available and should be used with assistance. Staff should not use tables or chairs to gain access to higher areas around school.

Under no circumstances should children climb onto chairs or tables.

Asthma Inhalers and Medicines **Frequency** **3/2** **Severity** **3/5**

The First Aider at Work maintains an up to date list of children who have medical needs, including those who require some form of medication including asthma. She informs all members of staff and a list of those children is placed on the Medical Room wall.

Each member of staff is responsible for keeping their list in a safe place to allow ease of access for supply teachers.

Staff are also responsible for ensuring that asthma inhalers are easily accessible for those children who need them and that the children know where they are kept. Inhalers should be kept in a safe place but available for the children who might need them in an emergency. Careful thought needs to be given to ease of access to inhalers at P.E. and games time. The teacher who takes the children swimming should ensure that all children who need inhalers have them with them. Likewise on any school visit/trip.

Staff should also ensure that other emergency medication e.g. Jext pens for the treatment of anaphylactic shock, are kept in a clearly marked place as detailed on the list maintained by the First Aider at Work. Emergency medication should be taken on any school visit/trip, including swimming.

The school has a Special Medical Needs Policy of which all staff are aware.

Medicines can be administered by staff with the written permission of the parents/carers but the medicine has to be prescribed by a medical practitioner, must be in its original container and must have instructions on dosage. Parents must complete and sign relevant forms.

Sweets are not allowed in school and this includes cough sweets.

Movement of Equipment **Frequency** **4** **Severity** **4**

Reasonable care should be taken when moving any equipment around school.

Movement of any equipment should be at the discretion of the teacher but careful thought should be given to who is moving and where the equipment is going.

Under no circumstances should children move the piano or the Lap Top trolleys.

The carrying of chairs and tables by the children should be carefully supervised and the children shown the correct way of carrying.

If the Y5 and Y6 children assist the midday supervisors in the dinner hall with the dining tables and benches then they are responsible for ensuring that the children carry out this task in a responsible and careful way. They must supervise at all stages of the process and under no circumstances should the children be left alone to carry out this task. Under no circumstances should the children erect or dismantle the staging.

Caretaker's Equipment etc. **Frequency** **3** **Severity** **2/3**

The caretaker's cupboard is always locked when the caretaker is not on the premises. A key is available in the school office should access need to be made.

All chemicals and cleaning equipment are clearly labelled.

If the caretaker is cleaning and creates a risk e.g. a wet floor she will put warning signs around the area.

Fire **Frequency** **1** **Severity** **6**

Fire alarms are situated all around the school. Fire drill procedures are found in the teacher's staff folders.

The caretaker tests the fire alarms every week. The school carries out at least two fire practices, which involve evacuation of the children every year.

Both these details are recorded on a record sheet, which is kept in the Headteacher's office.

The fire extinguishers are checked annually.

The School Playing Field **Frequency** **3** **Severity** **2**

explain clearly to the children any health and safety issues relating to the equipment and materials they are working with in their lessons before undertaking the activities e.g. scrupulous hygiene must be observed when handling for example plants, animals and micro-organisms.

Art and Design **Frequency 2 Severity 2**

As with any practical activity, there is an element of risk in art and design activities. However, this can be kept to an acceptable minimum if those involved are aware of the potential hazards and take appropriate steps to avoid accidents. It is particularly important that teachers are aware of their responsibilities regarding health and safety and ensure that pupils act safely, within acceptable bounds, at all times. If teachers require any specific guidance then they should consult the National Society for Education in Art and Design (NSEAD) web site on www.nsead.org.

Design and Technology **Frequency 3 Severity 2/3**

In Primary Design and Technology the risk of minor injury is possible due to the use of a variety of tools and materials. Teachers should always give careful instruction as to the use of all tools and materials before children are allowed to use them. This should include demonstration of the correct techniques, appropriate position of working and correct methods of joining. Care should be taken over work areas to ensure that they are tidy and free from obstructions and teachers should insist that specific making activities only occur in specific areas e.g. sawing and drilling on a designated table area away from other making activities. **No child should use a glue gun or a craft knife unless in a 1:1 supported situation.** Teachers should use common sense as regards supervision when children are using tools and much will depend upon the age, dexterity and independence of the children concerned.

Cookery **Frequency 4 Severity 3/4**

Cookery takes place with all children in our school. In the case of the younger children this is part of a small group activity usually undertaken in the classroom under the direct supervision of at least two adults. With older children and occasionally with the infants cookery may take place in individual classrooms. Teachers and adult helpers should always insist on the highest standards of behaviour whilst working with food and associated cookery equipment. Children should always be taught and have demonstrated to them the correct techniques and methods by which to prepare food including mixing, cutting, chopping, grating, slicing and dicing. They should always be taught the highest standards of hygiene and cleanliness whilst preparing food. The use of the electric oven and cooker hobs should be the responsibility of a responsible adult in the classroom or in the kitchen area – **no child should operate the oven and/or its associated hot plates unless in a 1:1 or small group supervised activity.** Teachers should use common sense as regards supervision when children are using cookery utensils and much will depend

upon the age, dexterity and independence of the children concerned. Children are encouraged to sample their finished products but care must be taken to ensure that the foodstuffs have been prepared hygienically.

Computing (ICT)	Frequency	2	Severity	2
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Possible injuries are a very small risk and are only likely to occur when equipment is being moved or when a child does something they have been told not to do. However the following points need to be considered. No child should plug in or disconnect a plug from the mains that is connected to a PC, this should always be carried out by a responsible adult. No child should move a PC or its monitor from its position in the classroom. No child will be allowed to move the Lap Top trolleys. No child should work with a lap top on their knees they should always be operated on the child’s desk. Teachers should be aware of the length of time children have been working on their computers and ensure that there is no danger of eye strain. Also teachers should be aware of the position at which the children are sitting during computer activities to ensure that no child is sitting inappropriately. The school will regularly monitor national research and information regarding the use of wireless technology and its possible effect on health.

Walking Bus	Frequency	2	Severity	6
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A Walking Bus has operated in the past, but is currently not available. The Walking Bus is a well organised and monitored approach by which children can walk to school safely under the guidance of a number of parents. All parents involved in the Walking Bus will have received training, had DBS checks and have volunteered to carry out the activity. The parents and children who take advantage of the Walking Bus will all sign agreements regarding the behaviour and expectations of the children involved. All volunteers and children have to wear high visibility jackets. Children are only allowed to join the Walking Bus after agreements have been signed and volunteers are clear about where the children need to be picked up and dropped off. The school has the right to remove a child’s participation in the Walking Bus if the highest standards of behaviour are not adhered to. A Risk Assessment for the routes being used will be carried out by the Road Safety Officer.

Slips and Trips	Frequency	5	Severity	3
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All staff and children are regularly made aware of the possibilities of slips and trips. Children in particular are regularly reminded not to run in school at any time. Notices are situated around the school building to encourage the children to walk and move around the school carefully and sensibly. Outside the school building the children are reminded about dangers that could occur with the play equipment and general movement in the playground and field. The potential for slips and trips when the children are playing outside or involved in sporting activities is considerable. As a result the children are regularly encouraged to move around carefully and consider others.

Legionella

Frequency 1 Severity 6

The hot water provision in school is monitored regularly by Guardian. This company provides written advice and results of their inspections. These are forwarded to the caretaker for appropriate action. The school has consulted regularly with Mouchel regarding safe water temperatures and as yet has had no direct concrete advice. The Governors therefore have decided that the risk of scolding is greater than that of contracting Legionella. As a result some water heaters have not been set at the recommended temperature and are therefore identified on each inspection as being a potential risk. Guardian are also employed by the school to carry out regularly regular disinfecting of the water system.

Educational Visits and Activities

The following advice is available for teachers (the school operates a separate Educational Visits Policy).

1. Decide on the visit/activity and purpose for going.
2. If appropriate, contact venue and arrange dates and times and preliminary visit to carry out Risk Assessment. Establish costs involved. If a visit has already been made in the recent past then base Risk Assessment on previous visit.
3. Contact bus companies to arrange transport indicating number of seats required.
4. Work out overall costs and how much it will be for each child.
5. Plan the itinerary for the visit including what children will need to bring with them and times of departure and arrival back at school.
6. Inform parents/carers as to arrangements etc. for visit/activity and costs. Where costs are involved and the majority of the visit is in school time these can only be voluntary contributions. No child will be excluded if parents/carers are unwilling or unable to pay. If insufficient voluntary contributions are forthcoming then the school reserves the right to cancel the visit/activity.
7. The letter/information to the parents has to include a basic timetable of what will happen during the visit/activity. The letter must also include a reply slip for parents to indicate their approval for their child to take part and an indication as to whether or not they are willing to make the voluntary contribution.

8. Inform Headteacher of arrangements as soon as possible and date for preliminary visit so that supply cover can be arranged.
9. Make preliminary visit and complete relevant forms (as contained in the Risk Assessment Folder located in the school office).
10. Attach a copy of the letter sent to parents/carers to forms and give to Headteacher as soon as possible.
11. Parental/adult help on visits is now a major issue. The advice given by Child Protection is that all parents/adults/carers on school visits with groups of children should be DBS checked as we cannot always guarantee the groups will be under the general supervision of the teacher. All teachers have to produce a list from each of their classes of parents/carers/adults who they might call upon to help at any time during the year (for any purpose) so that the headteacher can issue them with DBS forms.

Regular Activities

Swimming, Village Walks, Walks to the Church, Sports events with other schools.

Swimming

There is no need to produce a Risk assessment for every swimming trip – an annual form will be produced. There is a Generic form in the risk assessment folder.

When swimming takes place parents are informed as to costs involved, times of departure and arrival and what will take place when the children are there.

Walks around the Village and to the Church

As with swimming if teachers are planning to take the children on a walk around the village or to the church then the school's local learning policy is used. STAGED risk assessment should be carried out and a sign out sheet used. Staff must take their rucksack with first aid equipment and a mobile phone.

Sports Events

A generic risk assessment is available for transport to events via coaches that are provided. Teachers should make themselves aware of this.

DBS forms need to be filled in by parents/carers who help with transport or assist with training.

When children are travelling by car to matches the parents will be informed of the need to provide car seats/boosters for those children who statutorily need them.

Outdoor Learning, including Forest School

Outdoor Learning and Forest School are different approaches but both can involve being outdoors during curriculum time. Both require careful planning and risk assessing, including accounting for weather, provision, tools and equipment use, number of children involved, space, wildlife and expected outcomes for each individual session. Separate risk assessments for the use of tools, for fire and for individual tool safety and maintenance are included as appendices for this document.

Monitoring of Health & Safety/Risk Assessments

Associate Members of the Governing Body with responsibility for Health & Safety and Fire Safety undertake at least twice annual checks of the school premises and grounds, and prepare written Reports and make recommendations to the Governing Body.

As part of termly checks, the Safeguarding Governor considers Risk Assessments prepared for educational visits.

The caretaker undertakes regular checks of the school premises and grounds, and reports any defects to the Headteacher. The Caretaker is also responsible for maintaining accurate records of statutory testing.

Review

This procedure will be reviewed annually.

Sibsey Primary Forest School Site Risk Assessment



The Hazard	Who could be harmed?	How could they be harmed?	Level of risk (with no control measures in place) High Medium Low	Control	Who will carry out control measure and when (before or during activity)?	Level of risk (with control measures in place) High Medium Low
Nettles, prickly or thorny plants	All persons	Injury	Low	Show children location of nettles / thorny plants and ask the children to avoid them.	FSL and Assistant during session	Low
Trip hazard: Uneven ground Wet slippery surface Muddy ground Icy ground	All persons	Injury	Medium	Verbal instructions to walk carefully Wear appropriate footwear Remove obvious trip hazards on pre site check if possible	FSL and Assistant before and during session	Low
Low branches	All persons	Eye injury Scratches	Medium/ Low	Show children branches thorny plants and ask the children to avoid them or be aware as they walk by	FSL and Assistant before and during session	Low

Hazel tree nuts	People with nut allergies	Anaphylactic shock	High	Be aware of children with allergies	FSL	Low
				Check their epi-pen medication and health care plan is in emergency bag for anyone with allergies Expectation that children do not put anything in their mouths unless told to do so. “No lick/ pick”.		
Fruits, berries or fungi	Children	Poison	Low	Verbal instructions that some fruits, berries, plants are poisonous. Expectation that children do not put anything in their mouths unless told to do so. “No lick/ pick”. Wash hands before eating. Ask children to point out to an adult any fungi growing.	FSL and Assistant before and during session	Low
Insect bites and stings	All persons	Stings Bites	Medium	Verbal warnings not to approach or try to catch bees or wasps. Monitor site for next activity and avoid nest sites. Keep arms and legs covered. Check for sting/ bite allergies.	FSL and Assistant before and during session	Low

Exposure to the elements: rain, wind, snow	All persons	Wind burn Cough, colds made worse	Low	Make sure children are wearing the correct and appropriate clothing for the weather. Use the shelter. Consider the length of time outside for session. In extreme weather Mrs Howsam will decide on alternative activity plan.	FSL and Assistant before and during session	Low
Exposure to the elements: Sun	All persons	Sunburn Heat stroke	Low	Make sure children are wearing the correct and appropriate clothing for the weather. Make sure children have applied sun cream. Wear hats. Provide regular drinks. Use the shelter for shade. Consider the length of time outside for session.	FSL and Assistant before and during session	Low
High winds	All persons	Debris from trees could injure	Low	Mrs Howsam will decide on alternative activity plan if winds are too high.	FSL	Low

Animal Faeces	All persons	Infection	Low	FSL to conduct site sweep prior to FS session and remove any faeces found. Children to be aware that they should point out any faeces if they find some, and not touch. Return to school to thoroughly wash hands in warm water if contact made.	FSL and Assistant before and during session	Low
Mud play	All persons	Infection Disease	Low	Open cuts or sores on hands to be covered by plaster or wear gloves. Children to keep their hands away from their face. Wash hands thoroughly after session on FS site "Double dip" use antibacterial gel. On returning to school wash hands again with warm water.	FSL and Assistant during session	Low

Shelter / Den building	All persons	Injury	Low	Verbal instruction given as to movement around den building site. Rules and instruction so how to carry sticks and logs. Appropriate clothing worn. No entering the shelter / den	FSL and Assistant during session	Low
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				while building is in progress. Careful dismantling of the shelter / den at the end of the session.		
Team games which involve a blindfold	Children	Injury	Low	Appropriate clothing and footwear for the activity. Children well supervised and under control. Give safety talk before starting activity. Remove glasses before wearing a blindfold.	FSL and Assistant during session	Low

Using small tools e.g. loppers, mallet	All persons	Injury	Medium	Assess suitability of using tools with the group. Give tool talk before using tools and demonstration. Children well supervised and under control with appropriate ratio for the tool. Gloves to be worn on appropriate hands.	FSL and Assistant during session	Low
Rope string	Children misbehaving with the rope/ string	Injury	Low	Children to be made aware of the rules before session.	FSL and Assistant during session	Low
Using large tools eg. bow saw, bill hook	All persons	Injury	Medium/ High	Assess suitability of using tools with the group. Give tool talk before using tools and demonstration. Children well supervised and under control with appropriate ratio for the tool. Gloves to be worn on appropriate hands.	FSL during session	Low
Fire	All persons	Burn Injury	Medium/ High	See separate fire risk assessment	FSL and Assistant during session	Low



Sibsey Primary School
Fire Risk Assessment

The Hazard	Who could be harmed?	How could they be harmed?	Level of risk (with no control measures in place) High Medium Low	Control	Who will carry out control measure and when (before or during activity)?	Level of risk (with control measures in place) High Medium Low
The Fire Circle	People entering the fire circle	Burns	Medium	Seating should be positioned 1.5m away from fire. Allow gaps for between seating arrangements for escape routes. Invite children into the inner circle. Children must not go into the “Fire Rectangle” around the fire pit. Ensure the area between the seating area and fire pit is free from debris and trip hazards. Children will be taught they must never cross the inside ring and taught to move by stepping over the seating log and walking outside the seating area. Seating in line of smoke will be avoided.		
Lighting the fire	Person lighting Surrounding people	Burns	Medium	Participants will only be allowed to light fires under direct supervision of a trained leader using suitable materials and equipment. One to one supervision for early years children. Fire only in designated area for fire pit. First aiders close by and related safety equipment, including heat-proof gloves, a burns kit and water will be	Forest School leader TH Support Staff	Low

				<p>kept within close range of fires. Safe “Forest school sitting position” to be adopted for fire related tasks.</p>		
Smoke	All persons	Smoke inhalation	High	<p>Explanation to children about the importance of using only dead wood for fires and also of the importance of dead wood as a habitat. Smoke inhalation will be reduced by burning dead wood. Children will be taught to turn their heads if smoke is coming in their direction and alert an adult. Those in smoky areas will be encouraged to move to less smoky areas around the fire circle. Fire only in designated area for fire pit. First aiders close by and related safety equipment, including heat-proof gloves, a burns kit and water will be kept within close range of fires.</p>	Forest School leader TH Support Staff	Low

The fire	All persons	Burns	High	<p>All participants will be given clear guidelines about how to behave and move around the area when the fire or kettle is lit.</p> <p>Children not to enter the fire circle unless requested by adult.</p> <p>Children not to pass the fire square around the fire pit. Safe “Forest school sitting position” to be adopted for fire related tasks.</p> <p>A lit fire will be supervised by an adult at all times, as will all cooking activities. Fire only in designated area for fire pit.</p> <p>First aiders close by and related safety equipment, including heat-proof gloves, a burns kit and water will be kept within close range of fires. All fires should be fully extinguished and all traces removed at the end of a session.</p>	Forest School leader TH Support Staff	Low
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Kelly Kettle	Person lighting or feeding the fire. Person pouring the hot water.	Burn Scald	High	<p>Only Forest School Leader is to light the fire in the fire pan. The Kelly kettle must be placed on flat, clear ground. Children will be invited to feed the fire with one to one supervision after they have been shown how to do so safely.</p> <p>Stick held at the end and dropped in from the side; hand should never be placed over the top of the kettle. Fuel should burn itself out, but if it doesn't it must be extinguished with water.</p> <p>The Kelly kettle will be removed from the fire pan by the Forest School leader safely by lifting the kettle using the sides of the metal handle, pouring will then be controlled by using one hand on the top of the handle and the other on the chain.</p> <p>The Kelly kettle should never be heated with the cork in. The Kelly kettle will be supervised by an adult at all times until it is cold enough to cause no harm.</p>	Forest School leader TH Support Staff	Low
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Sibsey Primary Forest School Tool Safety and Risk Assessment

	Secateurs	Loppers	Bow saw	Knife	Potato Peeler
Where?	We will mainly use this tool in the tool area, but sometimes we will need to trim the trees/ plants using this tool.	We will mainly use this tool in the tool area, but sometimes we will need to trim the trees using this tool.	Tool area	Tool area	Tool area
How	<p>This tool is called secateurs. These are the handles. These are the blades. These are the cutting edges.</p> <p>Open safety catch and use like scissors, using gloved hand to keep wood/vine/small branch steady. Using a gloved hand to hold the wood firmly.</p> <p>Place blades around wood and close tightly and firmly to cut the wood.</p>	<p>This tool is called a lopper. These are the handles. These are the blades. These are the cutting edges.</p> <p>We open the loppers like this. I close the loppers like this.</p> <p>With a partner holding the wood firmly. Place blades around wood and close tightly and firmly to cut the wood.</p>	<p>This tool is called a bow saw. This is the handle. This is the blade. This is the blade cover. We take the cover off like this.</p> <p>This is the cutting edge. Two people use the bow saw. Someone else must be holding the branch steady. We hold the bow saw like this.</p> <p>With a partner, saying “To me to , to you” to get a rhythm of forwards and backward motion, then allowing the other to pull.</p>	<p>This tool is called a knife. This is the handle. This is the cover. I remove the knife from the cover like this. This is the blade.</p> <p>This is the cutting edge.</p> <p>When we use my knife we use it with the blade facing away from me. Keeping the wood between you and the knife. We use the knife downwards onto the hard surface.</p>	<p>This tool is called a potato peeler. This is the handle. This is the blade.</p> <p>This is the cutting edge.</p> <p>When we use my peeler we use it with the blade facing away from me. Keeping the wood between you and the knife. We use the peeler downwards onto the hard surface.</p>
Position for working	Forest School safe sitting position or standing if cutting from a live tree/ plant	Forest School safe sitting position or standing if cutting from a live tree.	Forest School safe sitting position.	Forest School safe sitting position, behind designated knife block in tool area.	Forest School safe sitting position, behind designated tool block in tool area.

Safe distance	Remember to be in a safe working distance from other people. Use the secateurs at two arms and a tool length away from anyone else.	Remember to be in a safe working distance from other people. Use the loppers at two arms and a tool length away from anyone who is not helping to cut the wood.	Remember to be in a safe working distance from other people. Use the bowsaw at two arms and a tool length away from anyone who is not helping to cut the wood.	Remember to be in a safe working distance from other people. Use the knife at two arms and a tool length away from anyone else.	Remember to be in a safe working distance from other people. Use the peeler at two arms and a tool length away from anyone else.
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Walk	Close and lock safety catch, hold blades in a gloved hand, next to leg with handles facing downwards	Arm down by your side. Hold the bottom handle, with the blades facing backwards.	Arm down by your side. Hold like a handbag with blade facing downwards	Arm down by your side. Hold handle next to leg with blade facing backwards with the cover on.	Arm down by your side. Hold handle next to leg with blade facing backwards.
Pass	Hold blades in gloved hand and offer handles to other person.	Hold blades in gloved hand and offer handles to other person.	Keep blade facing down, turn the handle to offer to the other person.	Holding the covered blade, offer handle to the other person.	Keep blade facing down, turn the handle to offer to the other person.
Placed	When we are not using the secateurs we close and lock safety catch put, them down with the blade facing in and the handles facing out. We return the secateurs to the tool box when we have finished.	When we are not using the loppers we put them down with the blade facing in and the handles facing out.	When we are not using the bow saw we put it down on the floor with the blade facing in and the handle facing out.	When we are not using the knife momentarily we put it back in the cover. We place the knife on the floor, with the blade facing in and the handle facing out.	We place the peeler on the floor, with the blade facing in and the handle facing out.
What for?	Cutting anything smaller than 1p coin.	Cutting anything smaller than 2p coin.	Cutting anything bigger than a 2p coin. Serrated edge for seasoned wood, spaced serrated edge for green wood	We use the knife to whittle small sticks or to peel bark.	We use the peeler to peel bark from sticks.
Glove?	No gloves on the hand using the tool. All helping hands wear gloves.	No gloves on the hands using the tool. All helping hands wear gloves.	No glove on the hand holding the tool. All helping hands wear gloves.	No glove on the hand using the tool. Helping hand wears a glove.	No glove on the hand using the tool. Helping hand wears a glove.

Cleaning & Maintenance	<p>Use a wire brush on the blades, both sides.</p> <p>Use a file to sharpen the blades. Move the file forward and down at the same angle as the blades, working away from the body. Check for any dints or chunks out of the blades.</p> <p>Make sure all bolts and screws are tight.</p> <p>Use an oily rag to wipe over the blades.</p>	<p>Use a wire brush on the blades, both sides. Use a file to sharpen the blades. Move the file forward and down at the same angle as the blade, working away from the body. Check for any dints or chunks out of the blades. Make sure all bolts and screws are tight. Use an oily rag to wipe over the blades.</p>	<p>Use a wire brush on the blade, both sides. Pay attention to both ends of the saw. Check for any damage to the blade. Replace if necessary. Make sure all bolts and screws are tight. Use an oily rag to wipe over the blade.</p>	<p>Use a wire brush on the blade, both sides.</p> <p>Submerge the whetstone in water for about five to ten minutes to soak</p> <p>Start by using the coarse grit of the stone (Dark grey)</p> <p>Move the blade back and forth (away from and towards the body) at an angle of 15 - 20° across the entire stone Use light pressure.</p> <p>Turn the knife around and work on the other side of the blade.</p>	<p>Use a wire brush on the blades, both sides</p> <p>Use an oily rag to wipe over the blade.</p>
				<p>Repeat on the fine grit (Light grey)</p> <p>Check for any damage to the blade.</p> <p>Use an oily rag to wipe over the blade.</p>	
Storage	Large, lockable, waterproof tool box.	Large, lockable, waterproof tool box.	Large, lockable, waterproof tool box.	Inside tin, in the large, lockable, waterproof tool box.	Large, lockable, waterproof tool box.