



Happiness Outdoors Project - Risk Management

The Happiness Outdoors Project (HOP) may involve activities that are considered higher risk than usual for participants.

HOP seeks to minimise risks by following appropriate procedures for more risky activities, such as tool use and fires, and by carrying out risk assessments covering key hazards that participants may come into contact with during a session or event. During HOP's assessment significant hazards will be identified and actions or precautions will be taken to reduce the risk to a safe level. HOP will make agreements with the School's Senior Leadership and explore specific site issues if necessary.

However, HOP believes that, while there are risks that must be considered, there are also a wide range of potential benefits that can be gained by those involved. HOP recognises that taking risks is an important part of learning and developing and want to provide a safe and supportive environment in which participants can learn about risks, challenges and personal safety.

In line with this ethos, HOP will use a risk/benefit analysis in the planning and assessment of the site and activities. In assessing risk, HOP will consistently apply the five-step approach, as follows:

1. Look for the hazards, such as windblown trees or litter
2. Decide who might be harmed and how
3. Evaluate the risks and decide whether the existing precautions are adequate or whether more should be done
4. Record the findings
5. Review the assessment and revise if necessary

Four different risk assessments will be applied to the HOP site and activities.

Site Assessment

HOP will carry out a site assessment on a termly basis and following adverse weather conditions.

Daily Assessment

Checks will be carried out by the Outdoor Learning Facilitator on sites to be used prior to a day's activity, as near to the start of the activity as is reasonably practical. This assessment will include a review of the site and weather conditions.

Where checks are not possible prior to groups' arrival a site sweep and assessment will be made with the group upon their arrival.

Activity Assessments

HOP will complete an assessment for every planned activity to be undertaken.

On-going Dynamic Risk Assessments

This is a dynamic, on-the-spot, assessment carried out continually during each session, or event, to take account of changing situations such as a change in weather conditions or a change in planned activities.

HOP Daily Risk Assessment: Ladysmith Junior School

Assessment carried out by:							
Signature:							
Date:							

Hazard	Risk	Measures to control risk	Level of managed risk ¹
Weather conditions	Sunburn, dehydration, hypothermia, slipping in wet weather, soil blown into eyes	<ul style="list-style-type: none"> • Appropriate clothing to be worn for weather conditions (hot, cold, wet, windy) • Adequate fluids to be drunk when hot and work activities to be planned in shady areas where possible • Children to be advised to apply own sunscreen and wear hats • In wet weather, routes closed if too slippery and activities revised to minimise risk of slipping • No running to, from and within garden and forest school areas • Loose compost and digging/raking avoided in windy conditions 	L/A
Cat/fox faeces	Infection and disease	<ul style="list-style-type: none"> • Pre-session removal of faeces • Supply of anti-bacterial wipes in case of contact with animal faeces • Hands to be washed after session 	L/A
Fungi or berries	Poisoning	<ul style="list-style-type: none"> • Children to be advised not to touch fungi in case the fungi are hazardous • If children touch fungi, hands to be washed 	L/A
Litter - broken glass, sharp rusty edges	Cuts and infections	<ul style="list-style-type: none"> • Pre-session removal of sharp litter using litter picker • Children to have up-to-date tetanus protection • Existing cuts/grazes to be covered before session • Gloves to be worn • Any unidentified and potentially hazardous waste to be left untouched and reported • Hands to be washed after session 	L/A
Tools - metal trowels, spades, forks, hoes, rakes, secateurs, scissors etc.	Cuts, scrapes, scratches, bumps	<ul style="list-style-type: none"> • Tools will be kept maintained and in good order. Only tools that are in safe working order shall be supplied for use • Children to only use tools when instructed to do so • Appropriate type and size of tools to be selected for age of children • Children to be supervised during all activities • Ensure adequate working space for children when they are working around garden beds • At start of each teaching session, correct handing and tool safety to be embedded • Children with certain behavioural difficulties may be precluded from using certain tools 	M/A

Hazard	Risk	Measures to control risk	Level of managed risk ¹
		<ul style="list-style-type: none"> • ‘Tool stop’ point to be clearly identified and all tools to be returned here when not in use during a teaching session. Tools will be counted when handed out and counted back in again when finished • Tools to be kept in garden area, not taken elsewhere on school site • Walking around with open/unmasked sharp tools will not be permitted • Children told never to run with tools • All knives, secateurs and loppers to be closed/sheaved immediately after use • Sharp tools to be kept in locked box • Refer to risk assessments for specific tools 	
Animal manures	Microbial contamination - potentially pathogenic	<ul style="list-style-type: none"> • Use of fresh organic manures avoided if possible • Gloves worn when dealing with manures • Hands to be washed at the completion of the task 	L/A
Composting	Airborne particles, flies, vermin, lifting/turning	<ul style="list-style-type: none"> • Compost heaps kept as cold heaps • Adults only to turn heaps when pupils are not present, adults must wear face mask and gloves to do this • Compost heaps not kept too wet by limiting amount of fruit waste as this attracts flies. If too much fruit waste, then this will be disposed of elsewhere and compost heaps just kept for garden waste 	L/A
Collecting fallen leaves/gathering materials	Litter within leaves, on ground	<ul style="list-style-type: none"> • Fallen leaves for making leaf compost in areas of the school grounds where there is potential for hazardous objects such as syringes/broken glass/sharp items to be buried amongst leaves will not be collected • No running in garden/leaf collecting area • Children to wear gloves and use tools appropriate for the job e.g. lightweight plastic leaf rakes and leaf hands 	L/A
Lifting	Injury, strain	<ul style="list-style-type: none"> • Children and adults are not to lift heavy objects • Wheelbarrows are not to be overfilled • Children and adults to carefully share the weight of heavy objects 	M/A
Mulching	Airborne particles, fungi	<ul style="list-style-type: none"> • Shredded paper, layers of cardboard or homemade compost to be used • Reduce risk of air borne particles by wetting loose mulch materials before applying 	L/A
Touching and handling plants, seeds, berries	Ingestion, allergic reactions, scratches	<ul style="list-style-type: none"> • Adults to be made aware of anyone known to have specific plant and food allergies or hay fever, and to know the school representative responsible for administering that medication • Some of the plants may be irritating to skin (gloves to be worn), contain parts which are harmful or toxic if eaten or have been sprayed with chemicals (no-one must eat/touch any plants unless they gain permission from a competent adult) • Children must not eat parts of plants unless invited to do so 	M/N

Hazard	Risk	Measures to control risk	Level of managed risk ¹
		<ul style="list-style-type: none"> • Children will wash their hands after garden sessions • Potentially poisonous plants will not be planted in edible beds • Children will be taught to identify harmful plants and where there are areas of significant growth • Stinging/spiky plants to be removed from key areas • Advise children to be aware of spikes on plants • Gloves to be worn 	

¹ Level of Managed Risk: L = low risk, M = medium risk, H = high risk danger of hospitalisation or fatality

Result: T = trivial, A = adequately controlled, N = not adequately controlled, action required, U = unknown risk

	Department Outdoor education	Risk Assessment: Garden area and forest school area	RAA01
	Name and Address of School Ladysmith Junior School, 1 Pretoria Road, Exeter, EX1 2PT		
Person(s)/Group at Risk Staff, children and volunteers		Initial Assessment: No	
Activity/Task/Process/Equipment Care of garden area and forest school activities		Date of Assessment: 05.01.26 Assessor(s): Emma Whittingham, Jenny Amesbury	

Benefits of gardening and forest school activities	<ul style="list-style-type: none"> • Promotes emotional and mental well-being • Opportunity to learn new skills • Opportunity to be aware of and manage risk • Gain knowledge about seasonal plants, maintenance of a growing space, sowing seeds, harvesting crops • Gain confidence in tool use and decision-making • Gain self-esteem • Experience social inclusion and community bonding through group activity • Explore and enjoy full extent of garden area • Can reduce depression and anxiety • Can improve cognitive and educational outcomes • Provides sense of achievement, satisfaction and pride from nurturing the plants
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Hazard	Risk	Existing measures to control risk	Level of managed risk ¹
Bees, wasps and insects	Stings	<ul style="list-style-type: none"> • Adults to be aware of any children who have specific insect allergies and know how to deal with such emergencies 	H/A
Soil	Tetanus, airborne particles	<ul style="list-style-type: none"> • Children to be adequately supervised by accompanying adults • Hand washing facilities to be provided, hands to be washed at the end of each session • Gloves can be provided especially if child has cuts on his/her hands • Any cuts to child's hands to be covered by a plaster • School asked to check that children have received tetanus immunisation • Proprietary compost e.g. for seed sowing, can be handled without gloves but hands must be washed after the session • If children have skin irritations e.g. eczema or are likely to have a suppressed immune system then disposable gloves should be worn • Bags of compost or potting media should be opened with the head away from the opening as far as practically possible • Dry compost/potting media to be moistened before using • Compost/potting media not stored in greenhouses or other warm places • Loose compost and digging/raking soil avoided in dry and windy conditions 	L/A
Plant supports	Damage to eyes	<ul style="list-style-type: none"> • Plant supports to be avoided where possible 	L/A

Hazard	Risk	Existing measures to control risk	Level of managed risk ¹
		<ul style="list-style-type: none"> • Children to be made aware of hazard and to take care when leaning over beds • Cane toppers to be used where cane height less than 1.8m high 	
Pond	Falling in, disease	<ul style="list-style-type: none"> • Pond gate locked at all times • Children supervised when next to pond • Children to be given safety brief • Children to wash hands after touching standing water 	L/A
Ground	Slippery, steep and uneven ground and trip hazards	<ul style="list-style-type: none"> • Children shown how to correctly water plants to avoid soaking pathways • Children to walk around site • Route to and around garden area to be checked and cleared of any trip hazards • Children made aware of uneven surfaces/trip hazards/steep ground 	M/A
Low branches	Damage to eyes	<ul style="list-style-type: none"> • Children to be made aware of any low branches and to take care when walking around site 	L/A
Trees	Falling off	<ul style="list-style-type: none"> • Children to be reminded that they are not to climb trees 	M/A
Fungi	Poison	<ul style="list-style-type: none"> • Children to be told never to touch fungi as they can be extremely hazardous • If fungi touched, hands to be washed 	M/A
Thistle/nettle/b rambles/holly/h awthorn/blackt horn growth	Stings, spikes, scratches	<ul style="list-style-type: none"> • Stinging plants removed from key areas • Children to be made aware of spikes on plants • Gloves to be worn • Children to be taught to identify harmful plants and where there are areas of significant growth 	M/A
Missing child	Child climbing/falling down bank/wandering away from group	<ul style="list-style-type: none"> • Regular head counts to be undertaken • Walkie talkies to be used if required • Children reminded to stay with group and to ask an adult if they wish to go into the building/elsewhere 	L/A
Standing water	Legionnaires' disease	<ul style="list-style-type: none"> • Cold water storage tanks to be flushed out regularly • Cold water storage tanks to be cleaned periodically • Children to wash hands if they have come into contact with standing water 	L/A
Compost bins and leaf mould bin	Damage to eyes, compost bin side collapsing	<ul style="list-style-type: none"> • Children to be made aware of edges of wood and wire and to take care when leaning over bins 	L/A

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Office: 01392 349140
Designated First Aider contact details: Emma Whittingham 07971608748

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Risk Assessment – drill (battery and hand)

Activity	Hazard	Who might be harmed & how	Benefits of activity	Measures to control risk	Level of managed risk ¹
Carrying battery/hand drill	Drill	Child or adult - cutting or stabbing injury during transportation to, from and around site	Independence Responsibility	<ul style="list-style-type: none"> ● Drill to be always carried in own closed container ● Ensure group have understanding of how to carry the tool correctly ● Drill to be carried without drill bit inserted 	M/A
Using battery/hand drill		Child or adult – cutting or stabbing injury from drill bit slipping whilst drilling	Children able to learn skill of drilling Teamwork Concentration	<ul style="list-style-type: none"> ● Children shown how to use tool safely – tool talk (use of tool; how to carry it, pass it, put it down, store it, safe working distance from other children) ● Children to stand still when using drill ● Adult supervision of tool throughout use, 1:1 ● Tool stored out of reach when not in use ● Adult to carry out visual checks throughout drill use and reminders given when necessary ● Children to be shown safe positions to stand and hold their body so drill will not make contact with them or any other person ● Drills to be counted in ● Drill bit specifically for wood to be used ● Gloves to be worn on bracing hand ● Hair and clothing to be tied back ● Wood to be clamped securely to bench 	H/A
		Child or adult - cutting or stabbing injury from drill bit snapping	Accomplishment Following instructions		
		Child or adult - accidents through misuse of tools (cuts, lacerations, grazes)			
	Child or adult - cutting, stabbing, laceration, grazes injury from broken or damaged tool		<ul style="list-style-type: none"> ● All breakages or damage to a tool to be reported immediately to leader ● Tool to be inspected by leader prior to use – free from splits/chips, drill attached securely to shaft (not wobbling or instable), drill bit sharp ● Damaged tools to be repaired or discarded 	M/A	

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Tool talk **drill (battery and hand)**:

- This is a drill. This is the handle. This is the drill bit. This is the drilling end.
- I **hold** the drill like this (hold handle with drill bit facing down).
- I **walk** with the drill like this (hold handle and hold drill to the side with drill bit facing downwards).
- I **pass** the drill like this (hold the bottom of the handle near the drill bit and pass so the other person can take the top part of the handle).
- When I am **not using** the drill, I put it down like this (handle facing forward and drill bit facing backwards).
- When I **use** the drill;
 - I use it one arm and a tool away from anyone else (blood bubble).
 - I hold the drill securely and vertically and turn the handle forwards so the drill bit spins on a straight vertical axis.
 - If the drill bit becomes stuck, I reverse the rotation, I turn head away from hole and blow the dust away.
 - I don't touch the drill bit after I have used it because it may become hot.
 - I turn the handle anti-clockwise (backwards) whilst pulling it out carefully and vertically to remove it from the wood (lefty loosy, righty tighty).
- When I have finished using the drill I place it in the designated place or toolbox provided.

Risk Assessment – long handled loppers/extendable loppers/telescopic loppers

Activity	Hazard	Who might be harmed & how	Benefits of activity	Measures to control risk	Level of managed risk ¹
Carrying loppers	Loppers	Child or adult – hitting or stabbing injury during transportation to, from and around site	Teamwork Physical exertion Accomplishment	<ul style="list-style-type: none"> Loppers to be always carried with cutting end facing downwards Ensure group have understanding of how to carry the loppers correctly 	M/A
Using loppers	Loppers	Child or adult – hitting or stabbing injury from loppers whilst in use especially weight of loppers when raised in the air	Perseverance Self-motivation Development of new skills Mistake-making Creative thinking	<ul style="list-style-type: none"> Children shown how to use loppers safely – tool talk (use of tool, how to carry it, pass it, put it down, store it, safe working distance from other children) Adult supervision of loppers throughout use Tool stored out of reach when not in use Adult to carry out visual checks throughout lopper use and reminders given when necessary Children to be shown safe positions to stand and hold their body Other adults/children keep safe distance 	H/A
		Child or adult – cut from blade whilst in use	Learning skills of pruning	<ul style="list-style-type: none"> All breakages or damage to a tool to be reported immediately to leader Tool to be inspected by leader prior to use Damaged tools to be repaired or discarded Blade to be kept sharp 	M/A
		Child or adult – stabbing injury from broken or damaged loppers			
	Branch	Child or adult – hit by falling branch/stems being pruned		<ul style="list-style-type: none"> User of loppers aware of falling materials User of loppers make others aware of falling material; one person to hold the branch and the second to use the loppers. Other adults/children keep safe distance Adult supervision of tool use 	M/A

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Tool talk **loppers**:

- These are long-handled loppers. These are the handles. This is the blade. This is the cutting edge. This is the anvil holding place.
- I **hold** the long-handled loppers like this (hold handle with blade facing down).
- I **walk** with the long-handled loppers like this (hold handle and hold long-handled loppers to the side with blade facing downwards).
- I **pass** the long-handled loppers like this (hold the bottom of the handles near the blade and pass so the other person can take the top part of the handle).
- When I am **not using** the long-handled loppers, I put them down like this (handle facing forward and blade facing backwards).
- When I **use** the long-handled loppers;
 - I use them one arm and a tool away from anyone else (blood bubble).
 - I use them to cut wood thinner than a 2 pence piece.
 - I stand balanced to use the loppers.
 - I have bare hands so I can hold the loppers securely.
 - I hold the long-handled loppers securely with both hands and open the handles so the blade is wide, place the blade over the top of the branch with the anvil underneath and then close the handles.
 - If the long-handled loppers become stuck, I open the handles.
- When I have finished using the loppers, I place them in the designated place or toolbox provided.

Risk Assessment – pitchfork/garden fork

Activity	Hazard	Who might be harmed & how	Benefits of activity	Measures to control risk	Level of managed risk ¹
Carrying pitchfork/garden fork	Pitchfork /garden fork	Child or adult – hitting or stabbing injury during transportation to, from and around site	Teamwork Physical exertion Accomplishment	<ul style="list-style-type: none"> Pitchfork/garden fork to be always carried with tines facing downwards Ensure group have understanding of how to carry the pitchfork/garden fork correctly 	M/A
Using pitchfork/garden fork		Child or adult – hitting or stabbing injury from pitchfork/garden fork whilst in use Child or adult - accidents through misuse of pitchfork /garden fork (bumps, stabs)	Perseverance Self-motivation Development of new skills Mistake-making Creative thinking	<ul style="list-style-type: none"> Children shown how to use pitchfork/garden fork safely – tool talk (use of tool, how to carry it, pass it, put it down, store it, safe working distance from other children) Adult supervision of pitchfork/garden fork throughout use Tool stored out of reach when not in use Adult to carry out visual checks throughout pitchfork/garden fork use and reminders given when necessary Children to be shown safe positions to stand and hold their body 	H/A
		Child or adult – stabbing injury from broken or damaged pitchfork/garden fork	Assess quality of compost – aeration, water content, heat, microbe activity	<ul style="list-style-type: none"> All breakages or damage to a tool to be reported immediately to leader Tool to be inspected by leader prior to use Damaged tools to be repaired or discarded 	M/A

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Tool talk **pitchfork/garden fork**:

- This is a pitchfork/garden fork. This is the handle. These are the tines.
- I **hold** the pitchfork/garden fork like this (hold handle with tines facing down).
- I **walk** with the pitchfork/garden fork like this (hold handle and hold pitchfork/garden fork to the side with tines facing downwards).
- I **pass** the pitchfork/garden fork like this (hold under the handle and pass so the other person can take the top part of the handle).
- When I am **not using** the pitchfork/garden fork, I put it down like this (tines facing downwards).
- When I **use** the pitchfork/garden fork;
 - I use it one arm and a tool away from anyone else (blood bubble).
 - I use it to dig, move soil/other materials, break up clods.
 - I stand balanced with one leg in front of the other to use the pitchfork/garden fork.
 - I have bare hands so I can hold the pitchfork/garden fork securely.
 - I hold the pitchfork/garden fork securely with both hands.
- When I have finished using the pitchfork/garden fork, I place it in the designated place or toolbox provided.

Risk Assessment – spade/post hole digger

Activity	Hazard	Who might be harmed & how	Benefits of activity	Measures to control risk	Level of managed risk ¹
Carrying spade/post hole digger	Spade/post hole digger	Child or adult – hitting or stabbing injury during transportation to, from and around site	Teamwork Physical exertion Accomplishment	<ul style="list-style-type: none"> Spade/post hole digger to be always carried with blade/s facing downwards Ensure group have understanding of how to carry the spade/post hole digger correctly 	M/A
Using spade/post hole digger		Child or adult – hitting or stabbing injury from spade/post hole digger whilst in use	Perseverance Self-motivation Development of new skills	<ul style="list-style-type: none"> Children shown how to use spade safely (use of tool, how to carry it, pass it, put it down, store it, safe working distance from other children) Adult supervision of spade/post hole digger throughout use Tool stored out of reach when not in use Adult to carry out visual checks throughout spade/post hole digger use and reminders given when necessary Children to be shown safe positions to stand and hold their body 	H/A
		Child or adult - accidents through misuse of spade/post hole digger (bumps, stabs)	Mistake-making Creative thinking		
		Child or adult – stabbing injury from broken or damaged spade/post hole digger		<ul style="list-style-type: none"> All breakages or damage to a tool to be reported immediately to leader Tool to be inspected by leader prior to use Damaged tools to be repaired or discarded 	M/A

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Tool talk **spade/post hole digger**:

- This is a spade/post hole digger. This is/these are the handle/s. This is/these are the blade/s.
- I **hold** the spade/post hole digger like this (hold handle with blade facing down).
- I **walk** with the spade/post hole digger like this (hold handle and hold spade/post hole digger to the side with blade/s facing downwards).
- I **pass** the spade/post hole digger like this (hold under the handle and pass so the other person can take the top part of the handle).
- When I am **not using** the spade/post hole digger, I put it down like this (blade/s facing downwards).
- When I **use** the spade/post hole digger;
 - I use it one arm and a tool away from anyone else (blood bubble).
 - I use it to dig, move soil/other materials, break up clods/lift material out of a hole.
 - I stand balanced with feet shoulder-width apart, with one foot in front of the other and facing the direction of the soil.
 - I have bare hands so I can hold the spade/post hole digger securely.
 - I hold the spade/post hole digger with both hands with one hand on the shaft of the spade in a palm up position/one hand on each handle of the post hole digger.
 - I push the spade with the ball of my foot.
 - I keep my back straight and my head up.
- When I have finished using the spade/post hole digger, I place it in the designated place or toolbox provided.

Risk Assessment – saw/bowsaw

Activity	Hazard	Who might be harmed & how	Benefits of activity	Measures to control risk	Level of managed risk ¹
Carrying saw	Saw	Child or adult – laceration, grazing or cutting injury during transportation to, from and around site	Teamwork Physical exertion Accomplishment Perseverance Self-motivation Development of new skills Mistake-making	<ul style="list-style-type: none"> Saw to be always carried with teeth facing downwards Ensure group have understanding of how to carry the saw correctly 	M/A
Using saw		Child or adult – laceration, grazing or cutting injury from saw slipping whilst in use Child or adult - accidents through misuse of saw (cuts, scrapes)	Creative thinking	<ul style="list-style-type: none"> Children shown how to use saw safely – tool talk (use of tool, how to carry it, pass it, put it down, store it, safe working distance from other children) Adult supervision of saw throughout use Tool stored out of reach when not in use Adult to carry out visual checks throughout saw use and reminders given when necessary Children to be shown safe positions to stand and hold their body Glove to be worn on non-sawing hand 	H/A
		Child or adult – laceration, grazing or cutting injury from broken or damaged saw		<ul style="list-style-type: none"> All breakages or damage to a tool to be reported immediately to leader Tool to be inspected by leader prior to use Damaged tools to be repaired or discarded 	M/A

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Tool talk **saw/bowsaw**:

- This is a saw/bowsaw. This is the handle. This is the blade. These are the teeth. This is the cutting edge.
- I **hold** the saw/bowsaw like this (hold handle with blade facing down).
- I **walk** with the saw/bowsaw like this (hold handle and hold saw to the side with blade facing downwards).
- I **pass** the saw/bowsaw like this (place saw down so the other person can pick it up by the handle/hold non-handled end of bowsaw so other person can take it by the handle).
- When I am **not using** the saw/bowsaw, I put it down like this (handle facing forwards and the blade facing inwards).
- When I **use** the saw/bowsaw;
 - I use it one arm and a tool away from anyone else (blood bubble).
 - I stand balanced; my raised knee opposite to the hand on the saw/bowsaw.
 - I use it to cut wood.
 - My holding hand is bare so I can hold the saw/bowsaw securely, my other hand is gloved.
 - If I am using a bowsaw (with another person), I will hold the hand guard and the other person will hold the handle at the opposite end.
 - If I am using a bowsaw (with another person), when making the first cuts, we will both put our helper hand through the centre of the saw and on the wood opposite. Once the cut is slightly deeper than the blade, we will move our hands back alongside the blade.
 - If I am using a bowsaw (with another person), I will take one long stroke and say 'to (child's name)'.
- When I have finished using the saw/bowsaw, I place it in the designated place or toolbox provided.

Risk Assessment – knife/vegetable peeler

Activity	Hazard	Who might be harmed & how	Benefits of activity	Measures to control risk	Level of managed risk ¹
Carrying knife/vegetable peeler	Knife/vegetable peeler	Child or adult – cutting or stabbing injury during transportation to, from and around site	Accomplishment Perseverance Self-motivation Development of new skills Mistake-making Risk-taking Trying new things	<ul style="list-style-type: none"> ● Knife/vegetable peeler to be carried by leader when not in use ● Knife//vegetable peeler to be always carried within protective sheath ● Ensure group have understanding of how to carry the knife/vegetable peeler correctly 	M/A
Using knife/vegetable peeler		<p>Child or adult – cutting or stabbing injury from knife/vegetable peeler whilst in use</p> <p>Child or adult - accidents through misuse of knife (cuts, stabs)</p>		<ul style="list-style-type: none"> ● Children shown how to use knife/vegetable peeler safely – tool talk (use of tool, how to carry it, pass it, put it down, store it, safe working distance from other children) ● Adult supervision of knife/vegetable peeler throughout use ● Tool stored out of reach when not in use ● Adult to carry out visual checks throughout knife/vegetable peeler use and reminders given when necessary ● Children to be shown safe positions to stand and hold their body so knife/vegetable peeler will not make contact with them or any other person ● Knife/vegetable peeler to be kept sharp ● No gloves to be worn to prevent slipping 	H/A
		<p>Child or adult – cutting or stabbing injury from knife blade snapping or vegetable peeler breaking</p> <p>Injury from broken or damaged knife/vegetable peeler</p>		<ul style="list-style-type: none"> ● All breakages or damage to a tool to be reported immediately to leader ● Tool to be inspected by leader prior to use ● Damaged tools to be repaired or discarded 	M/A

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Tool talk **knife/vegetable peeler**:

- This is a knife. This is the handle. This is the blade. This is the cutting edge.
- I **hold** the knife like this (hold handle with blade facing down).
- I **walk** with the knife like this (hold handle and hold knife, in its sheath, to the side with blade facing downwards).
- I **pass** the knife like this (place knife down so the other person can pick it up by the handle).
- When I am **not using** the knife, I put it down like this (handle facing forwards and the blade facing inwards).
- When I **use** the knife;
 - I use it one arm and a tool away from anyone else (blood bubble).
 - I always use it on the outside of my body with the blade facing away from me.
 - My holding hand is bare so I can hold the knife securely, my other hand is gloved.
 - I use the knife to cut cord, split fire wood and to whittle.
 - I hold my hand in a boxer grip.
 - I rub the blade up and down and slowly increase the angle.
 - I will sit down when I am using the knife.
 - I will cut with my arms over my legs and away from my body.
- When I have finished using the knife, I place it in the designated place or toolbox provided.

Risk Assessment – secateurs/scissors

Activity	Hazard	Who might be harmed & how	Benefits of activity	Measures to control risk	Level of managed risk ¹	
Carrying secateurs/scissors	Secateurs/scissors	Child or adult – hitting or stabbing injury during transportation to, from and around site	Teamwork Physical exertion Accomplishment	<ul style="list-style-type: none"> ● Secateurs/scissors to be always carried with cutting end facing downwards ● Ensure group have understanding of how to carry the secateurs/scissors correctly 	M/A	
Using secateurs/scissors		Child or adult – hitting, stabbing, slipping injury from tool whilst in use	Perseverance Self-motivation Development of new skills	<ul style="list-style-type: none"> ● Children shown how to use secateurs/scissors safely – tool talk (use of tool, how to carry it (locked), pass it (locked), put it down, store it, safe working distance from other children) ● Adult supervision of secateurs/scissors throughout use ● Tool stored out of reach when not in use ● Adult to carry out visual checks throughout secateur/scissor use and reminders given when necessary ● Children to be shown safe positions to stand and hold their body in case of slippage ● Child to learn the tool’s capacity to prevent it failing to cut and bounce off 	H/A	
		Child or adult – cut from blade whilst in use	Mistake-making Creative thinking		<ul style="list-style-type: none"> ● All breakages or damage to a tool to be reported immediately to leader ● Tool to be inspected by leader prior to use, kept sharp ● Damaged tools to be repaired or discarded 	M/A
		Child or adult – tool bouncing off	Learning skills of pruning/cutting			
	Branch	Child or adult – hit by falling branch/stems being pruned		<ul style="list-style-type: none"> ● User of secateurs aware of falling material ● User of secateurs make others aware of falling material ● Other adult/children keep safe distance ● Adult supervision of tool use 	M/A	

¹ Level of managed risk: L = low risk, M = medium risk, H = high risk danger of hospitalisation or fatality

Result: T = trivial, A = adequately controlled, N = not adequately controlled, action required, U = unknown risk

Tool talk **secateurs/scissors**:

- These are secateurs. These are the handles. This is the blade. This is the cutting edge. This is the anvil holding place.
- I **hold** the secateurs like this (hold handle with blade facing down).
- I **walk** with the secateurs like this (hold handle and hold secateurs to the side with blade facing downwards).
- I **pass** the secateurs like this (lock the secateurs then hold the bottom of the handles near the blade and pass so the other person can take the top part of the handle).
- When I am **not using** the secateurs, I put them down like this (handle facing forward and blade facing backwards).
- When I **use** the secateurs;
 - I use them one arm and a tool away from anyone else (blood bubble).
 - I use them to cut wood thinner than a 2 pence piece.
 - I stand balanced to use the secateurs.
 - My holding hand is bare so I can hold the secateurs securely, my other hand is gloved.
 - I hold the secateurs securely and open the handles so the blade is wide, place the blade over the top of the branch with the anvil underneath and then close the handles.
 - If the secateurs become stuck, I open the handles.
- When I have finished using the secateurs, I place them in the designated place or toolbox provided.

Risk assessment - rake

Activity	Hazard	Who might be harmed & how	Benefits of activity	Measures to control risk	Level of managed risk ¹
Collecting leaves from grounds	Sharp litter hidden amongst leaves	Child or adult - cuts and infections	Accomplishment Perseverance Self-motivation Development of	<ul style="list-style-type: none"> Gloves to be worn Wash hands at the completion of the task 	L/A
Carrying rake	Rake	Child or adult – hitting or stabbing injury during transportation to, from and around site	new skills Mistake-making Risk-taking Trying new things	<ul style="list-style-type: none"> Rake to be always carried with tines facing downwards Ensure group have understanding of how to carry the rake correctly 	M/A
Using rake		Child or adult – hitting or stabbing injury from rake whilst in use Child or adult - accidents through misuse of rake (bumps, stabs)	Create soil amendment	<ul style="list-style-type: none"> Children shown how to use rake safely – tool talk (use of tool, how to carry it, pass it, put it down, store it, safe working distance from other children) Adult supervision of rake throughout use Tool stored out of reach when not in use Adult to carry out visual checks throughout rake use and reminders given when necessary Children to be shown safe positions to stand and hold their body 	M/A
		Child or adult – stabbing injury Injury from broken or damaged rake		<ul style="list-style-type: none"> All breakages or damage to a tool to be reported immediately to leader Tool to be inspected by leader prior to use Damaged tools to be repaired or discarded 	M/A

¹ Level of managed risk: L = low risk, M = medium risk, H = high risk danger of hospitalisation or fatality

Result: T = trivial, A = adequately controlled, N = not adequately controlled, action required, U = unknown risk

Tool talk **rake**:

- This is a rake. This is the handle. These are the tines.
- I **hold** the rake like this (hold handle with tines facing down).
- I **walk** with the rake like this (hold handle and hold rake to the side with tines facing downwards).
- I **pass** the rake like this (hold under the handle and pass so the other person can take the top part of the handle).
- When I am **not using** the rake, I put it down like this (tines facing downwards).
- When I **use** the rake;
 - I use it one arm and a tool away from anyone else (blood bubble).
 - I use it to rake soil/grass/other materials.
 - I stand balanced with one leg in front of the other to use the rake.
 - I have bare hands so I can hold the rake securely.
 - I hold the rake securely with both hands.
- When I have finished using the rake, I place it in the designated place or toolbox provided.

Risk assessment – hammer/mallet

Activity	Hazard	Who might be harmed & how	Benefits of activity	Measures to control risk	Level of managed risk ¹
Hammer/mallet transportation	Hammer/mallet	Child or adult – bruised feet, broken toes	Accomplishment Perseverance	<ul style="list-style-type: none"> • Hammer/mallet to be carried by Outdoor Learning Facilitator • Hammer/mallet to be carried whilst walking. 	L/A
Using hammer/mallet	Hammer/mallet	Child or adult - impact to fingers/hand (bruises, broken fingers/toes, crushed fingers/toes)	Self-motivation Development of new skills Mistake-making Risk-taking Trying new things	<ul style="list-style-type: none"> • Children shown how to use hammer/mallet safely – tool talk (use of tool – keep close to body not overhead and keep hands and fingers away from striking area, concentrate, how to carry it, pass it, put it down, store it, safe working distance from other children – blood bubble) • Adult supervision of hammer/mallet throughout use • Tool stored out of reach when not in use • Adult to carry out visual checks throughout hammer/mallet use and reminders given when necessary • Children to be shown safe positions to stand and hold their body – feet apart for stability • All breakages or damage to a tool to be reported immediately to leader • Tool to be inspected by leader prior to use (check condition of handle and head for splits/chunks missing) • Damaged tools to be repaired or discarded 	H/A

¹ Level of managed risk: L = low risk, M = medium risk, H = high risk danger of hospitalisation or fatality

Result: T = trivial, A = adequately controlled, N = not adequately controlled, action required, U = unknown risk

Tool talk **hammer/mallet**:

- This is a mallet/hammer. This is the handle. This is the head.
- I **hold** the mallet/hammer like this (hold handle with head facing down).
- I **walk** with the mallet/hammer like this (hold handle and hold head to the side with head facing downwards).
- I **pass** the mallet/hammer like this (hold head and pass so the other person can take the handle).
- When I am **not using** the mallet/hammer, I put it down like this (handle facing forward, head backwards).
- When I **use** the mallet/hammer;
 - I use it one arm and a tool away from anyone else (blood bubble).
 - I use it to hit and whack.
 - I stand balanced with one leg in front of the other.
 - I hold the mallet/hammer with one ungloved hand and my helper hand is gloved.
- When I have finished using the mallet/hammer, I place it in the designated place or toolbox provided.

Risk assessment – step ladder

Activity	Hazard	Who might be harmed & how	Benefits of activity	Measures to control risk	Level of managed risk ¹
Ladder transportation	Ladder	Child or adult – bumps and bruises	Accomplishment Perseverance	<ul style="list-style-type: none"> • Ladder to be carried by Outdoor Learning Facilitator • Ladder to be carried whilst walking 	L/A
Using step ladder	Fall from height	Child or adult – broken bones, head injuries, soft tissue damage	Self-motivation Development of new skills Risk-taking Trying new things	<ul style="list-style-type: none"> • Children shown how to use ladder safely – tool talk (use of tool – position legs of ladder to the widest position on firm, level surface that is clear of debris and is dry, face inwards when ascending and descending, ensure safety catches are engaged, do not work from top platform of ladder, avoid over-reaching, keep both hands on rails of ladder when ascending and descending, keep both feet on same rung throughout the task, ensure that adequate provision has been made for holding/securing such items and to prevent them falling on anyone passing close by) • Adult supervision of ladder throughout use • Tool stored out of reach when not in use • Adult to carry out visual checks throughout ladder use and reminders given when necessary • Children to be shown safe positions to stand and hold their body - feet apart for stability • Children to be shown safe positions to stand and hold their body to support the ladder when someone else is using it – feet apart for stability • All breakages or damage to a tool to be reported immediately to leader • Tool to be inspected by leader prior to use (check condition of rungs and rails) • Damaged tools to be repaired or discarded 	H/A

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Result: T = trivial, A = adequately controlled, N = not adequately controlled, action required, U = unknown risk

Tool talk **step ladder**:

- This is a ladder. These are the rungs. These are the rails.
- I **carry** the ladder like this (one person at either end, walking forwards).
- I **climb** the ladder like this (holding rails with both hands, one step at a time, facing inwards, with someone holding base of ladder).
- I **stand** on the ladder like this (holding onto top rail with one hand, both feet on same rung).
- When I am **not using** the ladder, I put it down like this (releasing safety catches).
- When I **use** the ladder;
 - I use it to climb up and down.
 - I use it with both feet balanced on the same rung.
 - I use it whilst holding onto the top rail with one hand.
- When I have finished using the ladder, I place it in the designated place.

Risk assessment – cement

Activity	Hazard	Who might be harmed & how	Benefits of activity	Measures to control risk	Level of managed risk ¹
Cement transportation	Bag of cement	Adult – bending to lift heavy load	Accomplishment Perseverance Self-motivation	<ul style="list-style-type: none"> • Bag of cement to be lifted by two Outdoor Learning Facilitators using proper lifting techniques (bent knees, straight back, close to body) to move it around site • Bag of cement to be tipped by two Outdoor Learning Facilitators 	M/A
Using cement	Cement powder	Child or adult – skin reaction to cement Child or adult – breathing in cement dust, lung disease	Trying new things	<ul style="list-style-type: none"> • Gloves, masks and protective eyewear to be worn • Hands to be washed after activity • Dust clouds damped down with water • Pour water slowly into hole • Cement stored out of reach when not in use • Limit the number of children/adults around the site • Rotate the adults handling the cement 	M/A

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Result: T = trivial, A = adequately controlled, N = not adequately controlled, action required, U = unknown risk