

Curriculum Risk Assessments

*List of common risks- additional risk assessments may be needed dependent on activity



Curriculum area-

Forest School / Outdoor Learning

Significant Hazards / Risks	Level	Control / Actions	Risk Benefits
Exploring the site Uneven ground, branches and trees roots on the ground. Branches and shrubs at eye level	Medium	Children well supervised, awareness talks and reminders. There will always be at least 2 members of staff -one first aid trained with a First aid kit and mobile phone/walkie talkie.	Promoting physical development and awareness of the difference in surroundings. Encouraging children to be self-aware and support their peers.
Missing child A child may wander off or go missing during a Forest School session.	Low	Children told and asked to repeat boundaries and Forest school rules. Regular headcount. No access out of school grounds.	Children to realise the importance of following rules and working as a group. Building relationships and trusting each other.
Bites and stings from bees / wasps and stinging nettles.	Low	Warn not to catch bees / wasps and be aware of stinging nettles. Long trousers and closed footwear to be worn. Nettles to be cleared.	Opportunity to study how different insects move around. Displaying a positive approach to insects rather than being frightened of them.
Allergies or children's existing conditions.	Low	All staff to be aware of any known allergies or existing conditions and be aware of treatment required.	Promote knowledge and independence in identifying and avoiding allergens.

Mushrooms and fungi	Low	Ensure children do not eat anything they find and keep their hands out of their mouths and wash them thoroughly after the session. Obvious mushrooms to be cleared away.	Promote knowledge and independence in identifying and avoiding mushrooms and fungi. Identify similarities to foods bought and eaten.
---------------------	-----	--	--

Significant Hazards / Risks	Level	Control / Actions	Risk Benefits
Poisonous Plants	Low	Site to be inspected prior to sessions, staff to be aware of poisonous plants and children not to pick anything that's living and growing, keep fingers out of their mouths.	Promote knowledge and independence in identifying and avoiding poisonous plants. Understanding the natural world and what they mustn't touch.
Building dens or other activities using sticks and branches – risk of sharp objects.	Low	Children to be aware of dangers and carry / hold sticks carefully being aware of others around them. Injuries / accidents to be dealt with accordingly	Opportunity to work as a team safely, to problem solve and scaffold each other. Opportunities to develop motor skills, practice knots and develop social skills.
Animal droppings	Low	Children to be made aware not to touch or pick up any animal droppings. Hands to be cleaned and anti bac gel to be used.	To help children to identify animals from their droppings and other traits. To understand the importance of hygiene.
Falling branches	Low	Site checked regularly to ensure no fallen or dangerous branches. *Every two years – ext. tree survey conducted	Children to learn to risk assess for themselves.
Using string	Low	Children to be instructed how to use string to make dens and tie sticks together. Close supervision.	Practicing knots and learning new skills involving following instructions. Encourages creativity
Sharp branches and thorns	Medium	Children to be aware, any cuts or injuries to be dealt with on site. Larger cuts / more serious injuries to be dealt with in school. In the event of severe injuries 999 to be called.	Children to be self aware, identify dangers and scaffold peers. Encourages self confidence in a new and sensory environment.

Significant Hazards / Risks	Level	Control / Actions	Risk Benefits
Small tools Potato peelers, knives, saws,	High	Safety talk given and repeated. Close supervision.	Building confidence and gaining new experiences.
Larger tools –Sheaf Knife, loppers, bow saw and Billhook.	High	Safety talk given and repeated prior to use of tools. Strict use of tools on a 1:1 basis under very close supervision. Gloves to be used on the hand not holding the tool. Only trained Forest School Leader to use larger tools with children.	Supporting communication skills: listening, understanding and learning new vocabulary. Hand and eye co-ordination, learning new skills. Risk taking & managing behaviour and frustration.
Fire lighting & camp fire.	High	Safety talk given prior to lighting each fire with reminder of rules for the fire circle, children asked to say / repeat the rules to ensure they have understood them. Fire circle laid out with clear boundaries, children only go in the fire circle when invited by the leader on a 1:1 basis. Water is always available at the side of the fire and sticks etc to be collected before the fire is lit. Gloves used when needed. Children to sit on logs/planks while the fire is lit. Separate fire risk assessment	Development of awareness and respect of fire. Working as a team and building trusting relationships and self-confidence. Children learn to be aware of danger and risk take as well as learning how to light and maintain a fire safely. Gaining new experiences that empower them to use their initiative and enjoy the natural environment. Supports mathematical development, sizes and sorting.

Significant Hazards / Risks	Level	Control / Actions	Risk Benefits
Cooking food	High	<p>As fire lighting & camp fire.</p> <p>Any food cooked will be under close supervision with the adult cooking the food and ensuring it is cooled before the children eat it.</p> <p>RG Food safety trained</p>	<p>See lighting and camp fire.</p> <p>Children learn about cooking and being independent as well as learning life skills.</p> <p>Encourages creativity.</p>
ART, DT, Crafts			
Craft Knife	High	<p>Only a craft knife with one blade should be used in schools. There is an increased hazard regarding the craft knives with break off blades. Where possible a craft knife with a retractable blade should be used.</p> <p>There is a risk of injury if the craft knife is not used with a safety ruler. A safety ruler has a raised platform to protect fingers. A plastic or wooden ruler should not be used with a craft knife.</p> <p>KS1 and LKS children should not use a craft knife. Only UKS2 children may use the craft knife and this should be with close supervision of an adult.</p> <ul style="list-style-type: none"> · Craft knife blades should be retracted when not in use to avoid injury. · Used blades should only be disposed of safely by a member staff - do not put used blades in the classroom bins. 	<p>Children are able to cut with precision to achieve a required outcome</p> <p>Children are taught how to use tools safely</p>

	<ul style="list-style-type: none">· Prior to use a member of staff should check the security of the blade in the holder.· Where possible craft knives to be stored away from children's access.· Only staff to replace worn blades.· The use of a self heal mat should be used to protect the surface of workstations· Pupils to be taught not to enter the workstation where the craft knife is being used unless asked to do so by an adult.Year 5/6 only · Pupils to be taught how to hold the craft knife correctly.· Pupils to be taught how to use a safety ruler when scoring and cutting in a straight line.· Pupils to be made aware that the blade of the knife is sharp and could cause cuts to the skin.· Pupils who are likely to cause injury to themselves or others are prohibited from using craft knives.Children and staff to be read the risk assessment before using the craft knife.	
--	---	--

<p>Hacksaw</p>	<p>High</p>	<p>KS1 and KS2 children should have the close supervision of an adult when using the hacksaw.</p> <ul style="list-style-type: none"> · Only staff to replace worn blades by holding the hacksaw in a holding device whilst compressing the frame (replacement blades are replaced with the teeth pointing forwards.) · Teeth point forwards on the blades for ease of cutting- the cut will be on the push, not the pull. · Pupils who are likely to cause injury to themselves or others are prohibited from using hacksaws. <p>Pupils to be taught how to hold the hacksaw correctly.</p> <ul style="list-style-type: none"> · Pupils to be taught to ensure they have sufficient personal space to use the saw. · The sawing of a piece of wood to be modelled to pupils, always using a bench hook or a G-cramp and not saw directly onto the table. · Pupils to be taught to draw the saw back a couple of times to make a starter notch before beginning sawing action. · Pupils to be made aware that the blade of the hacksaw is sharp and could cause cuts to the skin 	<p>Children gain an awareness of how to use tools safely to achieve a desired outcome</p>
----------------	-------------	--	---

Drill bits	Medium	<p>Give appropriate instructions for the use of the hand drill to inexperienced users.</p> <ul style="list-style-type: none"> · Always use a vice or bench hook and clamp to secure the material that you will be drilling into. · Inexperienced users may lack the physical strength to hold it securely and some form of clamping will be required. If the work is too large to fit into a suitable vice hold it as securely as possible, perhaps with the aid of G clamps. · Warn students about the hazards of sharp edges of materials. Gloves may be appropriate in some cases. · Eye protection should be worn if there is a risk of debris being expelled towards the eye. · Long hair and loose clothes should be tied back to reduce the risk of entanglement in the drill 	As above
Pliers	Medium	<ul style="list-style-type: none"> · Avoid injury by choosing tools appropriate to task and appropriate to the age and experience of the user. · Children to be made aware that the blades could cause a pinching cut. · Children who are likely to cause injury to themselves or others are prohibited from using pliers. 	As above

		<ul style="list-style-type: none"> · Wear safety glasses or goggles, or a face shield (with safety glasses or goggles) whenever there is a potential hazard from flying particles, pieces of wire, etc. · Cut at right angles. Never rock the cutting tool from side to side or bend wire back and forth against the cutting edges. · Pull on the pliers; do not push away from you when applying pressure. If the tool slips unexpectedly, you may lose your balance or hit your hand against equipment or something else hard that could result in an injury. 	
Cuts, burns, scalds	High	<ul style="list-style-type: none"> - Refer to 'Make it Safe' and 'Be Safe' publications - Model safe usage - Ensure glue guns are safely stored when not in use - Glue guns to be included in Electrical Inspection Contract - Visual checks of equipment, leads, plugs to be carried out by staff - Defective glue guns to be taken out of use - Defective glue guns to be repaired by competent persons only or disposed of if obsolete - Children's Service recommends use of low temperature glue guns 	As above

	<ul style="list-style-type: none"> - Hot glue guns to be used by teacher or 1:1 supervision - Ensure adequate levels of supervision instruction and training are maintained - Purchase approved products only BS/CE Standard - Report/investigate all accidents/near misses 	
Science		
See Separate Science –Be Safe! Risk Assessment document covering range of activities		
PE		
See separate PE risk assessment document by Premier Sports		
Geography / History / RE / PSHE /MFL /Music		
No subject specific risk assessment unless field trips, church visits, peripatetic music and experience days which carry own risk assessments see Evolve		
Computing		
See E-safety documents		
English and Mathematics		
No curriculum specific RA necessary unless using unusual ‘wow’ starts to English units or specific equipment or experience days planned		