
	William Gilpin Forest School Risk Assessment			Title		Risk Assessment	
				Reference			
	Area: Wild Play		Status		DRAFT/ACTIVE		
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GENERIC HAZARDS			PEOPLE	RATING (RISK = L X S)			RISK CONTROL		
A Stairs	B Stair gate	C Doors	1 Employees	SEVERITY (S)	3. HIGH Major Injury/Fatality	3	6	9	HIGH DO NOT PROCEED, Further controls required
D Windows	E Flooring	F Shelves				2 Children	2	4	
G Small movable objects	H Knives	I Cooker	3 Visitors/Volunteers		1		2	3	LOW Reduce risk further if reasonably practicable, otherwise risk is controlled to an acceptable level.
J Water	K Food	L Chemicals/Harmful substances	4 Public	LIKELIHOOD (L)					
M Fire	N Electric sockets	O Lifting/stooping / twisting trunk							
P Cars	Q Visitors	R Strangers							
S Estranged parent	T Climbing	U Child exiting the building unsupervised							
V Radiators	W Animals	X Chicken pen							
Y Tool	Z Plants	A1 Rubbish and animal faeces							
B1 Lost Child	C1 Uneven pathways and protruding roots	D1 Sticks, branches and logs							
E1 Falling deadwood	F1 Wasps & Bees	G1 Extreme weather conditions							
H1 Extreme hot weather	I1 Extreme high wind	J1 Claustrophobia/Fear of the dark							
K1 Falling objects	L1 Pallets, crates and reels	M1 Wooden planks							
N1 Ropes									

Benefits of the activity:	Wild Play encourages group work and collaboration, the development of social skills and communication, including turn taking and socially supporting each other. It stimulates creativity and imaginative play. It offers practical, hands-on, exploration of physics and maths, where the children will learn about materials (strength, flexibility, knot tying etc) and tree types (strength, flexibility and rooting). Managed appropriately it should encourage the children to make risk judgements and manage their own risk; altering their own behaviour in order to keep themselves and their friends safe. It will support and develop balance, co-ordination and general physical literacy. The children will engagement with natural environment and build resilience and then confidence through success and challenge. They will benefit from the fun, achievement and physical enjoyment of the activity.
Is the risk acceptable?	Yes. We recognise that all risks cannot be reduced to nil, therefore this risk assessment prioritises the significant risks. Significant risks are those which pose risk of serious injury, chronic injury, disability or death or minor injuries that could be overly common. Provided reasonable management methods are adopted, risk of injury for most children is very small. Trivial injuries may occur but are outweighed by the benefits of the activity. Where children have specific vulnerabilities, however, this must be taken into account in the risk assessment. Inexperienced children are more likely to be injured than experienced ones, likewise older children may be more ambitious and their constructions may present more risks, and this will need to be taken into account in managing and dynamically risk assessing the activities. It is important that the rules are clear and understood that children, staff and Parent Volunteers are consistent with them.

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ACTIVITY	HAZARD	RISK	PEOPLE AFFECTED	UNCONTROLLED RISK RATING			CONTROL MEASURES	RESIDUAL RISK RATING		
				L	S	R		L	S	R
Carrying heavy logs or branches	O – Lifting/ twisting trunk/ stooping	Physical injury	2/3	2	3	6	Encourage children to work together to move large pieces of wood and where possible roll items like logs rather than lifting.	1	3	3
Carrying and playing with sticks or logs	D1 – Sticks, branches and logs	Physical injury	2/3	2	3	6	Children are told that sticks should never be waved in someone's face, if they are long, they should be carried vertically to avoid accidentally hitting someone with it. Logs should not be thrown at any time, even small logs in the loose parts play.			
Climbing on top of the den	T - Climbing	Physical injury	2/3	2	3	6	Children are told that they must never climb up or on top of the dens and why: risk of the den collapsing. This is especially important when building with heavy pallets. If they want to climb they are redirected to the climbing rope, if available.	1	2	2
Climbing on top of pallets, crates or reels	T – Climbing L1 - Pallets, crates and reels	Physical injury	2/3	3	3	9	Children are encouraged to risk assess their own behaviour and surroundings. If they build a tower of pallets, crates or reels, they should think about what could happen if they fall from the top. What could they land on e.g. fence, logs etc. They should clear the space around any structures they want to climb on or walk along. They are also encouraged by the staff/volunteers to consider the weather conditions, is the Wild Play equipment slippery or icy. Any stack of crates, reels or pallets should be no more than 70cm in height (meter rules will be made available).	1	2	2
Building and moving around the den	D1 – branches at eye level	Physical injury	2/3	2	3	6	The children are made aware of the risk of getting poked in the face by a stick/branch and are encouraged to check their dens, and are made aware of the importance of thinking how they move around the dens.	1	3	3
Playing with the pallets and reels	L1 - Pallets, crates and reels	Physical injury – cuts from nails or screws	2/3	2	2	4	The Wild Play equipment and Wild Play Area will be checked weekly by the School's Health & Safety Manager, particular attention will given to looking for nails or screws protruding from the wood. The Wild Play equipment and general Wild Play area will be checked before each session by the Forest School Leader and Parent volunteers.	1	2	2



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Playing inside the den	J1 - Claustrophobia, fear of the dark	Anxiety and panic	2	1	1	1	The children are given the choice as to whether they wish to play in the dens. If a child wants to go inside the den but feels anxious, extra reassurance and support is given by an adult.	1	1	1
Playing in and around an old den	K1 – falling objects	Physical injury	2/3	2	1	2	The pre-session risk assessment check list ensures that pre-existing dens are checked for safety and the children alerted if a particularly big den has become unstable and needs repair work or if necessary it will be taken down before the session starts.	1	1	1
Den dismantling	K1 – falling objects	Physical injury	2/3	2	1	2	Before the session starts, the participating children are taught how to assess and manage risk, with examples of things to look out for and what to consider when dismantling or erecting a den. The staff/volunteers will ensure that no children are in a den while it is being dismantled.	1	1	1
Running into ropes used by the children to make dens	N1 - Ropes	Friction burns and welts	1 & 2 & 3	2	1	2	Dens should be made in the Wild Play area, where children are told not to run. At the start of the session where den building is an activity we remind the children to be mindful as they move around and between the dens. Looking out for guide ropes securing the bottom of the tarps as well as any ridge line ropes.	1	1	1
Excavating clay or mud	A1 – Rubbish	Cuts	1/2	2	2	4	Check area where children are going to excavate clay/soil to remove any rubbish. Talk to the children about the possibility of there being broken glass or sharp rubbish. Ask the children to excavate the soil using spade/trowel and be vigilant for glass/sharps etc. Tell the children to call for an adult if they find glass/sharps so adult can help them remove it.	1	1	1



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Excavating clay or mud	H1 - Infection	Infection	1 & 2	2	2	4	<p>Check the site for animal faeces and ask the children to be vigilant. If any animal faeces is identified. Remove it using gloves and a bag.</p> <p>Cover any broken skin before digging/clay/soil work</p> <p>Wash hands before eating or drinking</p> <p>Remind young children not to put soil in their mouth</p>	1	2	2
Falling off a rope bridge or sliding down a rope	N1 - Ropes	Friction burns and welts	2	2	1	2	<p>Discuss with children the possibility of injury and discuss what rules there should be.</p> <p>Rule of "stop at once" if anybody calls out that they are getting hurt or scared.</p> <p>Rule that you can't wobble the rope when someone else is trying to cross.</p> <p>Rope bridge is ideally between ankle hip height and no more than a meter from the ground.</p>	2	1	2
Rope caught around a child's neck	N1 - Ropes	Choking/throttling	2	2	3	6	<p>Discuss with children the possibility of injury and discuss what rules there should be.</p> <p>Rule of "stop at once" if anybody calls out that they are getting hurt or scared.</p> <p>If there is free play with ropes, this is only done so under strict supervision and do not allow ropes to be tied around the body, particularly the neck or around the chest.</p>	1	2	2
Whipped in the face by a rope	N1 - Ropes	Face and eye injuries	2	2	1	2	<p>Discuss with children the possibility of injury and discuss what rules there should be.</p> <p>Rule of "stop at once" if anybody calls out that they are getting hurt or scared.</p>	1	1	1
Falling from the rope bridge	N1 - Ropes	Fall injuries e.g. head and bones	2	3	2	6	<p>Discuss with children the possibility of injury and discuss what rules there should be.</p> <p>Rule of "stop at once" if anybody calls out that they are getting hurt or scared.</p> <p>Rule that you can't wobble the rope when someone else is trying to cross.</p>	1	2	2



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							<p>Rope bridge is ideally between ankle hip height and no more than 1 meter from the ground.</p> <p>Children who are less confident or able on the rope bridge are supported physically and/or emotionally by an adult.</p>			
Tying up another person or themselves or wobbling the rope bridge or swing.	N1 - Ropes	Emotional distress	2	3	2	6	<p>Discuss with children the possibility of injury and discuss what rules there should be.</p> <p>Rule of "stop at once" if anybody calls out that they are getting hurt or scared.</p> <p>Rule that you can't wobble the rope when someone else is trying to cross.</p> <p>If there is free play with ropes, this is only done so under strict supervision. The ropes must not be wrapped or tied around another person or themselves.</p>	1	2	2
Rope swings	N1 - Ropes	Fall injuries e.g. head and bones	2	3	2	6	<p>Will be constructed by staff and participants, with the staff member undertaking a Dynamic Risk Assessment of the tree, the rope and attachment (knot) and immediate surroundings such as floor and obstacles.</p> <p>Children's feet on rope swings will be under the head height of the children at maximum swing/elevation.</p> <p>Good group briefing and management by staff//volunteers including teaching to step off not fall off and vigilance for others entering swing area or overly zealous swinging.</p> <p>Vigilance and zero tolerance of wrapping the rope around any part of the body.</p>	2	1	2