

RISK BENEFIT ASSESSMENT

Location / Activity:	Forest area	Date:	October 2022
Assessor:	Sophie Williams	Review date:	July 2022

The boxes in the table below will expand as you type into them; pre-entered text is simply for illustration. You should delete irrelevant items and replace with text relevant to your circumstances.

Your overall risk rating – Low, medium or high – is based on your judgement about whether the BENEFITS of the activity or opportunity outweigh the RISKS.

ACTIVITY	How will young people BENEFIT from this activity?	Hazards and risks	Who is at risk?	PRECAUTIONS in place to reduce the risk of injury	Overall risk RATING : L/M/H
Balancing	young people will gain confidence and ability to balance.	fall off the logs, hit their head, grazed elbows.	pupils	Advise children of the risk and advice how to keep balance while walking on the logs.	L
Remaking the bark marks	young children will learn about different patterns and different trees.	children may eat the clay.	pupils	Speak to pupils about the effects of eating clay and why they should not.	M

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Tracking the seasons	children will be able to see the change of the season as the year goes on.	children and staff may get too cold.	staff and pupils	Remind all involved to bring hat scarfs, gloves and coats bring extra blankets to put on the floor before laying down and looking up at the trees.	L
Creating shadows	Children will be able to understand how shadows are made and depending on the sun is where the shadow is.	Might lose balance while focusing on the shadow.	pupil	Allow children to work together, one making the shadow the other to instruct the person and make sure they are ok. Speak to the pupils to make sure they are in a sensible place and are aware of their settings.	L
Climbing trees	This will allow pupils to take calculated risk in a safe environment.	They may lose their footing and fall.	Pupil	Speak to pupils about risk taking , educating children and how far is safe for children to climb. Make sure an adult is present for support if the child requests it.	H

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Walking through the woods	The pupils will be exploring the area and discovering where it might best be for animals to hide.	the pupils may trip over if not looking where they are going.	pupils and staff	Get pupils to work together to help keep a lookout, speak to pupils about the uneven floor and potential risk open to them.	M
creating patterns using natural materials	The pupils learn what materials are safe and what ones are not.	The pupils may cut their skin on sharp natural objects.	pupils	Take a first aid kit with an adult, speak to children about how some natural objects may be sharp, and ask pupils to wear gloves.	H
Exploring the forest	The pupils are doing a creative activity where they collect and gather to make different shapes working together while collecting the resources.	children may throw objects.	staff and pupils.	Speak to pupils about the consequences of throwing items in this area and what might happen to other pupils if something is thrown.	H

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Creating animals out of clay.	The children learn the different parts of the body and add natural materials, for example spikes on a hedgehog.	The children may cut themselves while using tools to create the animals	pupils and staff	Speak to pupils about how best to use the tools safely, let adults demonstrate beforehand so pupils can see how to stay safe while using tools.	H
Creating habitats for animals	The children learn about what is habitat and how habitats look, what's inside to help keep the animals warm.	Aggression towards other staff member or pupils	pupils	Speak to pupils about their techniques if they are feeling angry and how they can bring themselves down, maybe taking a step back or moving to another area before coming back into the fold.	M
Looking at the season using the trees.	pupils can see what the trees look like at different times of the year, understanding when there are leaves on the trees when there are not leaves on the trees.	Trees might break	staff and pupils	Speak to pupils about being vigilant and for a member of staff to go into the forest before pupils to make sure there are no falling trees	M

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creating human bodies out of sticks and leaves	understanding the difference between the different human body parts	injury while collecting the resources	pupils	speak to pupils about making sure they are only collecting what is on the floor and safety with regard to what can be collected and what can not.	M