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| **To be read in conjunction with other related risk assessments & policies/procedures.**  **NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme** | | | | | | |
| **Name of person compiling this risk benefit assessment: xx** | | | | | | |
| **Please state the benefits to the children of offering this experience?**  Through Outdoor Learning children will gain a new respect and appreciation for nature. As custodians of the natural areas it is important for children to learn how to manage and look after our natural spaces, which may include some gardening. The benefits of gardening are manifold, including a sense of wellbeing, physical exercise, acquisition of knowledge and skills and a sense of community. | | | | | | |
| **Probability Score:**   1. <5% chance that it will occur – very unlikely 2. 25% chance that it will occur 3. 50% chance that it will occur 4. 75% chance that it will occur 5. >95% chance that it will occur – very likely | | **Severity Score**   1. Not serious – no first aid required 2. Minor Injury – requiring basic first aid 3. Injury – requiring non immediate professional medical attention 4. Serious injury/multiple injuries – requiring immediate medical attention 5. Major accident – multiple injuries or fatality | | | **Calculate the risk levels:**  The rating is calculated from the probability multiplied by the severity which will give a rating between **1 & 25.**  Our school will not be carrying out any activities deemed to have **a revised rating of over 12** as they are deemed too dangerous even with control measures in place. | |
| **Hazard** | **Harm** | | **Risk Rating prior to control measures**  **(Probability x Severity = )** | **Control measures to reduce the risk and actioned by whom?** | | **Revised Risk Rating (Probability x Severity = )** |
| Incorrect use – injury to self | Injury –  Cuts, grazes, bruises, puncture wounds | | 5x3=15 | Safety talk and demonstration by CT on correct use of the tool and its intended purpose.  Safety talk to set out clear behavioural expectations.  Demonstration to include safe working techniques and hand positioning when using. | | 1x3=3 |
| Incorrect use – injury to others | Injury –  Cuts, grazes, bruises, puncture wounds | | 5x3=15 | Safety talk and demonstration by CT on correct use of the tool and its intended purpose.  Safety talk to set out clear behavioural expectations.  Safety talk to include instruction on maintaining a safe working distance. | | 1x3=3 |
| Damaged tools – blade, handle, cover if applicable | Injury –  Splinters, cuts, grazes, bruises, puncture wounds | | 4x3=12 | OLT to carry out a check of all tools before use and to record any damage to tools in the tool log book. Any unsafe tools will be removed from use until repaired, if appropriate, or disposed of responsibly if not. CT to inform OLT of any damage to tools during use. | | 1x3=3 |
| Lost tool | Injury –  Cuts, grazes, bruises, puncture wounds | | 5x3=15 | CT to implement a counting out and back in procedure for larger tools, such as spades or forks.  CT to check all tools have been returned before the children leave the OL session. | | 1x3-3 |
| Any further information which needs to be noted:  Please note – Repton Manor Primary School operate under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world | | | | | | |

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| Signed: | Position: | Date: |

This assessment is reviewed annually unless accident/incident occurs requiring immediate review.