Example risk assessment

**For self-led group visit to Forestry England site**

This sample risk assessment highlights some of the potential hazards that you might want to include in your risk assessment. The actual hazards will depend on the site you are visiting, the group you are bringing and the activities you are doing.

We strongly recommend that you visit the forest before you bring your group, so that you can correctly identify the hazards, and work out how you are going to manage the risk.

You do not have to write a risk assessment in this format, but we recommend that you include the hazards, how you are going to control them and who is responsible for each of the controls.

In this risk assessment, the hazards are classified according to their level of risk before and after controls are implemented:

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| **Low Risk:** Something which may result in minor damage or slight harm (i.e. scratch or bruise) | **Medium Risk:** Something which may result in a significant loss/damage or major injury (broken bone or other injury, which results in person being taken to hospital for treatment) | **High Risk:** Something which may result in extensive damage, multiple major injuries or death |

**Risk assessment written by:**

**Date:**

**Signed:**

|  |
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| **Risk assessment – School name** |
| **Visit** | Who is going on the visit and which forest / site are you visiting? | **Directions to forest**It is a good idea to write down clear directions to the site from the nearest town. You (or a member of the group) may need to read out these directions to the emergency services. |
| **Activity** | What activities will you be doing when you get to the forest? |
| **Grid ref / postcode** | The grid reference is useful if the site is quite remote and doesn’t have a building with a postcode |
| **Date of risk assessment** | Date risk assessment is written | **Date of activity** | Date of visit to forest |
| **Local Forestry England contact** | Contact number for local Forestry England office, in case of emergencies | **Group leader mobile** | Include a note about the quality of mobile signal |
| **Emergency phone:** | 999You may prefer to include the phone number for your school / organisation here | **Nearest payphone** | Useful in case there isn’t a good mobile signal |
| **Emergency procedure** | Make a note of what you will do in case of emergency – who will you need to phone, who will carry a mobile phone, who is the first aider, where are the participants’ medical / emergency contact forms etc |

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| **The Hazard** | **What might happen?** | **Potential level of risk** | **Controls** | **Level of risk after controls** | **Responsibility** |
| Uneven / slippery ground | Slips, trips and falls | Medium | * Safety talk to be given at start of activity
* Recommend no running
* Participants put into groups when necessary for activities & supervised by an adult
 | Low | Pre-visit site check carried out by group leader |
| Vehicles, mountain bikes, horses | Collision with pedestrians | High | * Safety talk to be given at start of activity – mention car parks, roads, forest trails
* Cross roads together as a group
* Warn group of oncoming vehicles, bikes and horses
 | Low | Group leader to give safety talkParticipants divided into groups with adults who will manage behaviour |
| Falling branches | Head or other injury | Medium | * Cancel visit in excessive wind
 | Low | Group leader to check site and weather prior to visit |
| Dog poo / mud / dirty hands / litter | Infections, cuts etc | Medium | * Provide wet wipes and water
* Ensure hand cleaning before lunch and at end of session
 | Low | Group leader to provide wet wipes and water |

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| **The Hazard** | **What might happen?** | **Potential level of risk** | **Controls** | **Level of risk after controls** | **Responsibility** |
| Insects, wasps, plants and fungi | Possible allergic reaction, poisoning, choking | High | * Find out about known allergic reactions within group
* Warn children about wasps
* Discuss poisonous plants and fungi – warn children not to eat anything or put fingers in mouth
* Everyone to wash hands before lunch
* Carry antiseptic wipes
 | Low | Group leader to find out about allergies and do safety talk |
| Medical conditions | Asthma, diabetes, epilepsy etc | High | * Find out about known conditions before session
 | Medium | Group leader to take responsibility for medical conditions of children and to bring equipment eg inhalers |
| Lost children | Getting lost, panic attack, potential abduction | Medium | * Group stays together at all times
* Adult at front and back of group
* Count children regularly
 | Low | Group leader to do safety talk at start of sessionAdults to count and check children throughout visit |

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| **The Hazard** | **What might happen?** | **Potential level of risk** | **Controls** | **Level of risk after controls** | **Responsibility** |
| Weather (hot, cold, wet) | Sunstroke, sunburn, hypothermia, cold | Medium | * Ensure children wearing appropriate clothes
* Ensure children wearing sun cream
* Check that children are warm enough – encourage lots of jumping around etc if cold
 | Low | Group leader to ensure children are appropriately dressedAdults to keep an eye on children’s condition |
| Forest operations | Fall from stacked timber; trips and slips; collision with forest machinery | High | * Safety talk to be given at start of activity
* Don’t climb on stacked timber
* Warning signs to be read and followed when operations occurring
* Ensure adequate adult supervision
* Inform FC about visit in advance
 | Low | Group leader to inform FC in advance of visit and to do safety talkAdults to read and follow safety / warning signs |