

SENSE OUTSIDE RISK ASSESSMENT FOR GREAT NEWBRIDGE COPSE

Created by Virginia Darley 2 September 2024

Edited and reviewed 5th May 2025

The purpose of this Risk Assessment is to provide adequate control of health, safety, and environmental risks arising from Sense Outside's activities in Great Newbridge Copse. It covers potential risks: 1) to those on the activity; 2) caused to others by those on the activity; 3) caused by others to those on the activity.

Ser	HAZARD	RISKS INVOLVED	PRE-CONTROL RISK RATING	CONTROL MEASURES	ACTUAL RISK RATING
	Safety				
1.	Weather conditions, hot and cold	Hypothermia, heat stroke	3	Check the weather forecast before sessions. Ensure appropriate clothing e.g. Waterproofs, sunhats, sunscreen. Provide shade in hot weather and suitable covering in wet weather. Ongoing monitoring through sessions.	1
2.	Slips, trips and falls	Scrapes, cuts and bangs	4	Leaders should decide which areas they will be using and then complete a pre-session safety check and move any potential hazards. Children to be warned that the ground is uneven and to stick to paths and tracks unless specifically told that they can explore elsewhere. Place sticks over roots sticking out of ground to reduce trip hazard. Leaders point out potential hazards. First Aider to always be on-site and First Aid Box provided. Swings and attachments including daisy chains will be checked before each session for wear and tears. Carabiners with a safety latch will be used to attach swings. Leaders will have school radio and be able to radio for help if needed.	2
3.	On site vehicles; cars, forestry machinery	RTA or hearing loss, serious injury	2	Ensure that participants are aware that GNC is a working site; that there may be tractors and heavy machinery moving around. Parking for the activities to be supervised and participants carefully led through to meeting point. Leaders establish the day's activities so that they are aware of where the machines will be. Group to be informed about what they should do if they see machinery on the move.	1
4.	Low branches	Banging into branches, damaging eyes	3	Leaders will choose sites that avoid eye height branches where possible. They will inform the group of dangers and liaise with owner if there is a persistent issue.	2
5.	Dead trees, falling trees	Scrapes, bangs, serious injury	3	Group participants will be told that GNC is a woodland, and it is not possible to guarantee every tree is safe. Leaders will point out	1

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				areas of danger. Leaders will choose suitable sites for activities according to weather conditions. Leaders will do pre-session assessments and avoid activities under unstable trees or branches where possible.	
6.	Broken glass, sharp objects	Cuts from sharp objects	2	Children advised to look out for any sharp objects when digging in the sandpit/mud kitchen areas and to report to a leader if they find glass or metal.	1
7.	Cooking hazards	Cuts from knives	3	Children will be advised to cut on a safe surface and will be taught how to hold and cut with a knife. A first aider and a first aid box must be on site. Children will be told to wash their hands before and after dealing with food prep.	1
8.	Poisonous plants/fungi	Toxic poisoning	3	Leaders will do pre-session assessments. Leaders will advise the group not to pick or eat anything without asking. Leaders will keep a reference guide on site for plant identification. Children will wash their hands before eating snack foods. A First Aider will be on site for all activities.	1
9.	Insect/snake bites	Stings, anaphylaxis, risk of infection, Lyme's disease	3	Be aware of increased levels of ticks during summer months. Verbal warning at the beginning of each session regarding tick and written warning on email information. Ensure that parents are aware children should be wearing long trousers and tops with socks tucked in if possible. Carry tick remover. Ensure parents know the signs of an infected tick bite and when to seek medical advice. Identify and avoid areas with high insect activity. Ensure the First Aid kit contains treatment for bites and stings. Encourage long sleeves and the use of repellants. Ensure participants have in-date Epi pens if prescribed and a proper action plan. First Aider on site always.	1

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10.	Fire	Burns, scalds	3	Use fire pit that has been provided. Keep fire to a manageable size and always supervised. Educate parents and children on fire safety and ensure safety rules are always in place. Always have water accessible. Establish emergency procedures and ensure the group are aware of them.	1
11.	Toos use (garden forks, wood knives)	Cuts, grazes	3	Use age-appropriate tools. Ensure gloves are used. Teach proper handling techniques and supervise closely. Make regular tool checks and maintenance.	1
12.	Water hazards; ponds and streams	Falling in/drowning	3	Inform group that the small pond by barn is completely out of bounds. Supervise activities by the stream. Set clear boundaries about what is allowed and only carry out specifically planned and controlled activities. Use of red flag to signal a dangerous area.	1
13.	Animal encounters; dogs, wildlife	Damage to environmental protection. Bites/stings. Infection/disease from feces.	3	Educate children on the importance of respect for wildlife. Avoid known nesting sites of wildlife dens/burrows. Educate children about how to behave around encounters with domestic animals that are unknown to them. Carry out pre-session assessments from any public spaces by the stream to check for dog feces and remove.	1
14.	Den collapse/falling out of tree/hammock	Broken limbs, bangs to head	3	Children will be encouraged to think about the risks of collapsing dens and only climb on then with supervision and discussion.	1
15.	Rope activities	Burns, strangulation	3	Children will be advised about how to work and play with ropes. Adults will ensure proper use and safe storage afterwards.	1
16.	Lost child	Encountering traffic, getting lost	3	Set clear boundaries. Ensure appropriate supervision. Have an action plan in place.	1
17.	Child running away from site	Encountering traffic, getting lost	3	Set clear boundaries. Ensure appropriate supervision. Have an action plan in place.	1
18.	Children becoming emotionally dysregulated	Physical aggression towards staff, students or	3	Parents to inform of any previous risk behaviors via registration form. Regular review with school SENCO via weekly check in verbally of any risk behaviors observed at school. Use of school	1

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		themselves, or damage to equipment		positive behavior support plans if required. Chloe trained in TCI (Therapeutic Crisis Intervention)	

Risk Level Key

1 – Very Low Risk

Minimal likelihood of harm occurring and consequences are negligible. No action needed beyond routine controls.

2 – Low Risk

Unlikely to occur, and the impact would be minor. Monitor and maintain standard precautions.

3 – Medium Risk

Possible occurrence with moderate consequences. Action may be needed to reduce risk and monitor regularly.

4 – High Risk

Likely to occur with significant impact. Immediate action required to reduce risk; consider alternative approaches.

5 – Very High Risk

Almost certain to occur and/or severe consequences. Activity should **not proceed** without major control measures or redesign.