

SENSE OUTSIDE RISK ASSESSMENT FOR MILFORD ON SEA PRIMARY SCHOOL

Created by Virginia Darley 24 April 2025

Last reviewed: 19.06.2025

Versions number:2

By: Chloe Wright

The purpose of this Risk Assessment is to provide adequate control of health, safety, and environmental risks arising from Sense Outside's activities in Milford on Sea Primary School's Forest School sites. 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	<ul style="list-style-type: none"> 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 Pupils to bring water bottles with them and water to always be available on site Leader to carry a school walkie talkie 	1
2.	Slips, trips and falls	Scrapes, cuts and bangs	4	<ul style="list-style-type: none"> Leaders should complete a pre-session safety check and move any potential hazards Children to be warned that ground is uneven Leaders point out potential hazards before and during sessions 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 tear before each use 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 Children only allowed to climb to height where their feet are at the height of an adults head 	2

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				<ul style="list-style-type: none"> Leader to carry a school walkie talkie 	
3.	Low branches/trees	Falling from, banging or swinging into trees/branches. Scrapes, bangs, broken bones	3	<ul style="list-style-type: none"> Leaders to point out eye height branches where possible and inform group of dangers If children climb in trees, they are shown not to put their weight on anything less than a wrist width in diameter They are taught to always keep 3 limbs on the tree ie.1 leg/2 hands or 2 legs/1hand Leader to carry a school walkie talkie 	2
4.	Dead trees, falling trees	Scrapes, bangs, serious injury	3	<ul style="list-style-type: none"> Leaders will choose suitable sites for activities according to weather conditions Leaders will do pre-session assessments and inform the school of any potential dangers In cases of high winds – assess wind and gust speed if over 39km per hour move session inside or consider cancelling session Leader to carry a school walkie talkie 	1
5.	Broken glass, sharp objects	Cuts from sharp objects	2	<ul style="list-style-type: none"> 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 Leader to carry a school walkie talkie 	1
6.	Cooking hazards	Cuts from knives	3	<ul style="list-style-type: none"> 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 	1

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				<ul style="list-style-type: none"> Children will be told to wash their hands before and after dealing with food prep Leader to carry a school walkie talkie 	
7.	Poisonous plants/fungi	Toxic poisoning	3	<ul style="list-style-type: none"> 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 Leader to carry a school walkie talkie 	1
8.	Insect/snake bites	Stings, anaphylaxis	3	<ul style="list-style-type: none"> Identify and avoid areas with high insect activity Ensure 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 Leader to carry a school walkie talkie 	1
9.	Fire	Burns, scalds	3	<ul style="list-style-type: none"> Use fire pit that has been provided Keep fire to a manageable size and always supervised and as small as possible Educate children on fire safety and ensure safety rules are always in place 	1

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				<ul style="list-style-type: none"> Always have water accessible and designated for putting out fire Establish emergency procedures and ensure group are aware of them Leader to carry a school walkie talkie 	
10.	Toos use (garden forks, wood knives)	Cuts, grazes	3	<ul style="list-style-type: none"> Use age-appropriate tools Ensure leaders using tools are trained to use tools Ensure gloves are used Teach proper handling techniques and supervise closely Make regular tool checks and maintenance Put tools away safely after use Leader to carry a school walkie talkie 	1
11.	Water hazards; ponds and streams	Falling in/drowning	3	<ul style="list-style-type: none"> Inform group that the small pond is deep enough to fall in Set clear boundaries about what is allowed and only carry out specifically planned and controlled activities Children to lie on platform to dip Leader to carry a school walkie talkie 	1
12.	Den collapse	Broken limbs, bangs to head	3	<ul style="list-style-type: none"> Children will be encouraged to think about the risks of collapsing dens Children not to climb on top of dens Leader to carry a school walkie talkie 	1
13.	Rope activities	Burns, strangulation	3	<ul style="list-style-type: none"> Children will be advised about how to work and play with ropes e.g. considering there the ends of the rope are Adults will ensure proper use and safe storage afterwards 	1

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14.	Child running away from site	Encountering traffic, getting lost	3	<ul style="list-style-type: none"> Set clear boundaries Ensure appropriate supervision Follow the lost child policy Leader to carry a school walkie talkie 	1
15.	Children becoming emotionally dysregulated	Physical aggression towards staff, students or themselves, or damage to equipment	3	<ul style="list-style-type: none"> Parents or school to inform of any previous risk behaviors via registration form or email before the sessions begin Regular review with school SENCO via a check in verbally of any risk behavior observed at school Use of school positive behavior support plans if required Chloe trained in TCI (Therapeutic Crisis Intervention) Creation of individual risk assessments for children deemed higher risk 	1

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.