

**SENSE OUTSIDE RISK ASSESSMENT FOR OAK MEADOW**

**Reviewed:19.09.2025**

**By: Chloe Wright**

**Version: 2**

The purpose of this Risk Assessment is to provide adequate control of health, safety, and environmental risks arising from Sense Outside's activities in Oak Meadow. 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
<b>Safety</b>					
1.	Weather conditions, hot and cold	Hypothermia, heat stroke	3	<ul style="list-style-type: none"> <li>• Check the weather forecast before sessions</li> <li>• Ensure appropriate clothing e.g. Waterproofs, sunhats, sunscreen</li> <li>• Provide shade in hot weather and suitable covering in wet weather</li> <li>• Ongoing monitoring through sessions</li> <li>• Young people and adults to bring water bottles with them and water to always be available on site</li> </ul>	1
2.	Slips, trips and falls	Scrapes, cuts and bangs	4	<ul style="list-style-type: none"> <li>• Leaders should complete a pre-session safety check and move any potential hazards</li> <li>• Children to be warned that ground is uneven</li> <li>• Leaders point out potential hazards before and during sessions</li> <li>• First Aider to always be on-site and First Aid Box provided</li> <li>• Swings and attachments including daisy chains will be checked before each session for wear and tear before each use</li> <li>• Carabiners with a safety latch will be used to attach swings</li> <li>• Leaders will have school radio and be able to radio for help if needed</li> <li>• Children only allowed to climb to height where their feet are at the height of an adults head</li> </ul>	2

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3.	On site vehicles; cars, forestry machinery	RTA or hearing loss, serious injury	2	<ul style="list-style-type: none"> <li>• Ensure that participants are aware that GNC is a working site; that there may be tractors and heavy machinery moving around</li> <li>• Parking for the activities to be supervised and participants carefully led through to meeting point</li> <li>• Leaders establish the day's activities so that they are aware of where the machines will be</li> <li>• Group to be informed about what they should do if they see machinery on the move.</li> </ul>	1
4.	Low branches	Banging into branches, damaging eyes	3	<ul style="list-style-type: none"> <li>• Leaders will choose sites that avoid eye height branches where possible</li> <li>• Leaders point out eye height branches where possible and inform group of dangers</li> <li>• If children climb trees, they are shown not to put their weight on anything less than a wrist width in diameter</li> <li>• They are taught to always keep 3 limbs on the tree ie.1 leg/2 hands or 2 legs/1hand</li> <li>• Liaise with owner if there is a persistent issue</li> </ul>	2
5.	Dead trees, falling trees	Scrapes, bangs, serious injury	3	<ul style="list-style-type: none"> <li>• 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 areas of danger</li> <li>• Leaders will choose suitable sites for activities according to weather conditions</li> <li>• Leaders will do pre-session assessments and avoid activities under unstable trees or branches where possible</li> </ul>	1

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				<ul style="list-style-type: none"> <li>• In cases of high winds – assess wind and gust speed if over 39km per hour move session inside or consider cancelling session</li> </ul>	
6.	Broken glass, sharp objects	Cuts from sharp objects	2	<ul style="list-style-type: none"> <li>• 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</li> </ul>	1
7.	Cooking hazards	Cuts from knives	3	<ul style="list-style-type: none"> <li>• Children will be advised to cut on a safe surface and will be taught how to hold and cut with a knife</li> <li>• A first aider and a first aid box must be on site</li> <li>• Children will be told to wash their hands before and after dealing with food prep</li> </ul>	1
8.	Poisonous plants/fungi	Toxic poisoning	3	<ul style="list-style-type: none"> <li>• Leaders will do pre-session assessments</li> <li>• Leaders will advise the group not to pick or eat anything without asking</li> <li>• Leaders will keep a reference guide on site for plant identification</li> <li>• Children will wash their hands before eating snack foods</li> <li>• A First Aider will be on site for all activities.</li> </ul>	1
9.	Insect/snake bites	Stings, anaphylaxis, risk of infection, Lyme's disease	3	<ul style="list-style-type: none"> <li>• Be aware of increased levels of ticks during summer months</li> <li>• Verbal warning at the beginning of each session regarding tick and written warning on email information</li> <li>• Ensure that parents are aware children should be wearing long trousers and tops with socks tucked in if possible</li> <li>• Carry tick remover</li> </ul>	1

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				<ul style="list-style-type: none"> <li>• Ensure parents know the signs of an infected tick bite and when to seek medical advice</li> <li>• Identify and avoid areas with high insect activity</li> <li>• Ensure the First Aid kit contains treatment for bites and stings</li> <li>• Encourage long sleeves and the use of repellants</li> <li>• Ensure participants have in-date Epi pens if prescribed and a proper action plan</li> <li>• First Aider on site always.</li> </ul>	
10.	Fire	Burns, scalds	3	<ul style="list-style-type: none"> <li>• Use fire pit that has been provided</li> <li>• Keep fire to a manageable size and always supervised</li> <li>• Educate parents and children on fire safety and ensure safety rules are always in place</li> <li>• Always have water accessible</li> <li>• Establish emergency procedures and ensure the group are aware of them</li> </ul>	1
11.	Toos use (garden forks, wood knives)	Cuts, grazes	3	<ul style="list-style-type: none"> <li>• Use appropriate age tools</li> <li>• Ensure gloves are used</li> <li>• Teach proper handling techniques and supervise closely</li> <li>• Make regular tool checks and maintenance</li> <li>• All items stored off site or in a locked box</li> </ul>	1
12.	Water hazards; ponds and streams	Falling in/drowning	3	<ul style="list-style-type: none"> <li>• Inform group that the small pond by barn is completely out of bounds</li> <li>• Supervise activities by the stream</li> <li>• Set clear boundaries about what is allowed and only carry out specifically planned and controlled activities</li> </ul>	1

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13.	Animal encounters; dogs, wildlife	Damage to environmental protection. Bites/stings. Infection/disease from feces.	3	<ul style="list-style-type: none"> <li>• Educate children on the importance of respect for wildlife</li> <li>• Avoid known nesting sites of wildlife dens/burrows</li> <li>• Educate children about how to behave around encounters with domestic animals that are unknown to them</li> <li>• Carry out pre-session assessments from any public spaces by the stream to check for dog feces and remove</li> </ul>	1
14.	Den collapse/falling out of tree/hammock	Broken limbs, bangs to head	3	<ul style="list-style-type: none"> <li>• Children will be encouraged to think about the risks of collapsing dens</li> <li>• Children are not allowed to climb on dens</li> </ul>	1
15.	Rope activities	Burns, strangulation	3	<ul style="list-style-type: none"> <li>• Children will be advised about how to work and play with ropes</li> <li>• Adults will ensure proper use and safe storage afterwards.</li> </ul>	1
16.	Lost child	Encountering traffic, getting lost	3	<ul style="list-style-type: none"> <li>• Set clear boundaries</li> <li>• Ensure appropriate supervision and have parents in group if possible and for high-risk young people</li> <li>• Follow the 'Lost Child' policy</li> </ul>	1
17.	Child running away from site	Encountering traffic, getting lost	3	<ul style="list-style-type: none"> <li>• Set clear boundaries</li> <li>• Ensure appropriate supervision and have parents in groups if possible and for high-risk young people</li> <li>• Be aware of any absconding risks of children by asking parents to complete registration form</li> </ul>	1
18.	Children becoming emotionally dysregulated	Physical aggression towards staff, students or themselves, or damage to equipment	3	<ul style="list-style-type: none"> <li>• Parents or school to inform of any previous risk behaviors via registration form or email before the sessions begin</li> <li>• Regular review with school SENCO via a check in verbally of any risk behavior observed at school</li> <li>• Use of school positive behavior support plans if required</li> </ul>	1

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				<ul style="list-style-type: none"> <li>Chloe trained in TCI (Therapeutic Crisis Intervention)</li> <li>Creation of individual risk assessments for children deemed higher risk</li> </ul>	

#### 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.