

KILBURN JUNIOR SCHOOL - TRAILBLAZER RISK ASSESSMENT

Hazard	Risk (who)	Control Measures	Further Action / Specific Responsibilities
<p>Slip; and trips</p>	<p>All participants may be injured as a result of a slip or trip on:</p> <ul style="list-style-type: none"> • Ice in winter weather • Wet grass • Mud • Wet logs • Raised obstacles such as tree roots • Depressions in the ground such as where animals and children have dug • Equipment • TBHQ steps <p>This may result in bumps and blows, bruising and fractures.</p>	<ul style="list-style-type: none"> • Discussion with all parties at start of their TB sessions to make aware of risks – Risk Walk. • At start of each new session, highlight if any increased risk as a result of prevailing weather conditions. • Unless activity requires otherwise, children to walk round site at all times – refer to this / challenge this on an on-going basis. • Equipment being used to be put away after use / left tidy. • Any obstacles considered to pose significant, unmanageable risk to be removed. • Children to be cautioned when undertaking activities requiring good grip when wet / icy i.e. tree climbing or walking on logs. • Suitable footwear to be worn by all participants – selection of wellies available to borrow. • Sand bucket in TBHQ – sand to be sprinkled on steps in icy conditions (not muddy) 	<ul style="list-style-type: none"> • GW conducts H and S walk during his pre-session set up to identify new hazards – informs leader and children at start of the session. • Leaders to inform children and challenge risky behaviours. • All TB leaders to sprinkle sand on steps of TBHQ as they see fit when conditions are icy (such that ice may form on steps of TBHQ)
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<p>Exposure to various weather conditions</p>	<p>All participants may physically and mentally suffer as a result of being exposed to weather conditions such as:</p> <ul style="list-style-type: none"> • Cold temperatures • Wind • Rain • Sleet / Snow / Hail • Sun-light (UV) <p>This may result in shivering, changes in mood / cognitive ability, hypothermia, dehydration, and sun-burn.</p>	<ul style="list-style-type: none"> • Letter sent to parents detailing clothing requirements. • ParentHub message warning of more extreme weather condition. • Sun screen available to all participants in outside location – encourage children to apply this. • Participants encouraged to bring own water bottles to sessions – taps available outside where drinking water is available. • Children challenged who are not wearing appropriate clothing – some waterproofs available to borrow. • If child has un-suitable clothing on a given day and no suitable clothing is available, then child to be removed from session if there is considered a risk to their health. • Regular communication with participants to reinforce need for suitable clothing – reflect at end of sessions. • Flexibility to move indoors if staff feel appropriate for all / some children. 	<ul style="list-style-type: none"> • PG / class teacher to challenge parents whose children consistently arrive with inappropriate clothing. • Leaders to visually check all children at start of sessions to ensure appropriateness of clothing. • Leaders to monitor children through sessions for signs of distress.

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Falling items from height	<p>All participants may be physically harmed as a result of things falling from height for example:</p> <ul style="list-style-type: none"> • Branches off trees • Whole trees • Materials used in den construction • Ropes and climbing equipment being used • Climbing children • Materials tied in trees i.e. art projects <p>This may result in bumps, blows, bruising, lacerations, fractures, concussion, unconsciousness and death.</p>	<ul style="list-style-type: none"> • Regular visual inspection of trees to identify dead or any un-stable branches – rope off area or do not use wood if hazard considered extreme. • Review sessions in high winds – no activity in wood. • Instruct children of risk of falling materials i.e. logs, when den building. • Children follow the Safety Sheet when tree climbing. • Ensure all items tied in trees are at an appropriate height / fixed securely. • When working with rope equipment, children to be guided on the risks. 	<ul style="list-style-type: none"> • GW conducts H and S walk during his pre-session set up to identify new falling hazards – informs leaders and children at start of the session. • CH or grounds maintenance to be informed of trees that need attention. • Leaders to be aware of risks and instruct / intervene with children as appropriate.
Contact with people, property and obstacles	<p>All participants may be physically harmed as a result of making contact with large, obstructive items when moving on the school site. These could include:</p> <ul style="list-style-type: none"> • Trees • Structures and buildings • Trailblazer resources • Tools and materials • Fences • Walls • Benches <p>This may result in bumps, blows, bruising, lacerations, stab injuries, fractures, concussion, unconsciousness and death.</p>	<ul style="list-style-type: none"> • Discussion with all parties at start of their TB sessions to make aware of risks – Risk Walk. • Children to be shown how to correctly hold and carry tools and equipment. • Before certain experiences, children to be encouraged to identify what the hazards might be i.e. before Lurgie. 	<ul style="list-style-type: none"> • All staff to challenge children on the appropriateness of the way they are moving / things they are carrying.
Contact with poisonous, stinging, irritating vegetation and un-sanitary substances	<p>All participants may be physically harmed as a result of touching or ingesting plants and substances such as:</p> <ul style="list-style-type: none"> • Fungi • Nettles • Brambles • Holly • Berries • Seeds and nuts • Hawthorn • Animal excrement <p>This may result in sickness, puncture wounds, rash, itching, scratches, vomiting or death.</p>	<ul style="list-style-type: none"> • Discussion with all parties at start of their TB sessions to make aware of risks – Risk Walk. • Through sessions, teach children about the flora they are likely to come into contact with during different seasons. • Teach children to identify the different nuts, berries and seeds they are allowed to touch (conker, elder, blackberries, acorns, alder cones, hazel nuts, Swedish whitebeam, hawthorn, pears, apples). • Before foraging activities i.e. potion and ink making, ensure children are competent at identifying the things they can collect. • Children not to put any fruits, berries or nut in their mouth unless under direct adult supervision. • Scraper to remove bird poo from benches. 	<ul style="list-style-type: none"> • Leaders to ensure washing area is in a sanitary condition before each session with suitable resources in place i.e. soap, washing up liquid. • Leaders to inform PG if they suspect child may have ingested something unsuitable. • Leaders to monitor the things the children are touching through session.

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<p>Fire in main fire circle with whole class</p>	<p>All participants may be physically harmed as a result of breathing smoke or touching the fire or an item that has been in or in close proximity to the fire, for example:</p> <ul style="list-style-type: none"> • The fire its-self • Embers • Fire bowl • Sticks • Cooking grid • Kettle <p>This may result in burns to the body, eye discomfort or breathing difficulty.</p>	<ul style="list-style-type: none"> • Hand-washing facilities available outside. • Children to wash hands before eating or cooking. • Children taken to wash hands after every session. <ul style="list-style-type: none"> • Children to be introduced to fire area prior to fire being lit: walking round circle, not entering circle unless invited to do so by competent adult, if in circle sitting or kneeling by fire side. • Constant reiteration of rules through all sessions. • Inform children of all things that can be hot around the fire. • No fire to be lit until leaders are confident all children can be kept safe, either through supervision or by their demonstrated understanding of the rules. • Container of clean water to be taken to location of fire as children enter the wood. • Safety box (burns kit / first aid kit / fire blanket) to be sited as children enter the wood. • Fire lighting materials to be moved out of 'inner-circle' immediately after fire is lit. • No flammable liquids to be used to make fires i.e. petrol or BBQ fluid. • Children to use glove if adding fuel to fire only under direct leader supervision • Children instructed what to do if smoke drifts their way. • Children putting things under fire bowl to dry to use glove to do so – ask adult first. • Until confident with conduct of class, single file when getting hot chocolate from fire-side (ensure drinkable temperature before serving). • Fire to be extinguished at end of session either by adult or by named children. • Fire only to be left 'in' without adult in fire circle when all children deemed competent with rules. 	<ul style="list-style-type: none"> • All adults to ensure safety rules are followed and challenge children who are not doing so. • All adults to model expected behaviours when working with the fire. • All adults to ensure adult supervision in place round fire if deemed necessary – tell another adult if you are moving away from a monitoring position
Hazard	Risk (who)	Control Measures	Further Action / Specific Responsibilities
<p>Fire in TBHQ with whole class</p>	<p>All participants may be physically harmed as a result of breathing smoke or touching the fire or an item that has been in or in close proximity to the fire, for example:</p> <ul style="list-style-type: none"> • The fire its-self • Embers • Fire bowl • Sticks • Cooking grid • Kettle 	<ul style="list-style-type: none"> • Children to be introduced to fire area prior to fire being lit: walking in in two lines (left and right) in single file, tight to benches, first person to sit centre of back wall, sitting next to whoever they are next to in line, walking out is the opposite of above. • Children remain seated unless acting under direction of an adult. • Until confident with conduct of class, one at a time from each end of line to get hot chocolate (ensure drinkable temperature before serving). 	<ul style="list-style-type: none"> • All adults to ensure safety rules are followed and challenge children who are not doing so. • All adults to model expected behaviours when working with the fire. • All adults to ensure adult supervision in place round fire if deemed necessary – tell another adult if you are moving away from a monitoring position

	This may result in burns to the body, eye discomfort or breathing difficulty.	<ul style="list-style-type: none"> No unsupervised children in TBHQ when fire 'in' unless those children have demonstrated a high level of competence with the rules. Other rules as per fire in main fire circle with exception that nothing can be dried under this fire bowl. 	
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Fire with small group	<p>All participants may be physically harmed as a result of breathing smoke or touching the fire or an item that has been in or in close proximity to the fire, for example:</p> <ul style="list-style-type: none"> The fire its-self Embers Fire tray Sticks <p>This may result in burns to the body, eye discomfort or breathing difficulty.</p>	<ul style="list-style-type: none"> Group to select a location away from main 'traffic' areas – all to be informed of where this area is and to keep away. Flammable material i.e. leaves, to be cleared from chosen location. Prior to lighting, container of clean water to be taken to location of fire. Fires to be made in suitable receptacles. Children to be briefed on how to move around the fire area: kneeling or sitting at the fire side, stepping backwards away from the fire, no walking between fires in fire area. No flammable liquids to be used to make fires i.e. petrol or BBQ fluid. Fire lighting materials to be moved away from fire location once fire is lit. Children not considered competent to be directly supervised at all times by knowledgeable and experienced adult when using appropriate fire lighting equipment. Children who have proved competence in construction of small fires may work independently under remote supervision by competent adult. Children to wear suitable gloves when putting wood on small, established fires. Children instructed on what to do if smoke drifts their way. No other children to loiter in fire lighting area during fire-making activity. Fire to be extinguished at end of session and equipment returned to container once cooled. 	<ul style="list-style-type: none"> Designated staff member remotely supervising competent children to 'hand-over' to other adult if leaving the immediate area. All staff to have an eye on fire makers, even if not working directly with them. All staff to support in ensuring other children do not drift into the fire-zone.
Hazard	Risk (who)	Control Measures	Further Action / Specific Responsibilities
Burns and scalds as a result of cooking on fire or illness; as a result of un-hygienic cooking practices	<p>All participants may be physically harmed by coming into contact with:</p> <ul style="list-style-type: none"> Fire Fire bowl hot cooking equipment cooked foods cooking grills 	<ul style="list-style-type: none"> Follow above procedures for fires. Children to be under direct supervision and guidance of competent adult when working around the fire. Children briefed on the associated risks i.e. hot grills / utensils, spilling liquids etc. 	<ul style="list-style-type: none"> As part of pre-session set up, leaders to ensure sinks are clean, water is turned on and that soap is available.

	<ul style="list-style-type: none"> hot liquids <p>Additionally, participants may become unwell as a result of:</p> <ul style="list-style-type: none"> Eating food that is not cooked sufficiently Eating food that is past it's best Using unclean cooking utensils Eating food to which they are allergic Eating food with un-clean hands <p>This may result in sickness or death.</p>	<ul style="list-style-type: none"> Consideration given to the heat of produce being given to the children and how the children access the produce. Children to be given a 'cold' demonstration on the equipment they are to use and to have shown understanding and competence before being allowed to use 'hot'. Gloves to be worn when appropriate when handling cooking pots etc (adults to model this). Consideration given to the individuals involved and their developmental stage and behaviour – tailor aspects of experience accordingly. First Aid kit to contain appropriate 'first response' burns dressings. When toasting marshmallows – if set on fire drop in fire, 10 blows, test with tongue. All utensils used to be clean. Preparation area to be clean. Hands washed before and after cooking with soap. Experience leader to be aware of pupil allergies and food intolerances. 	
Hazard	Risk (who)	Control Measures	Further Action / Specific Responsibilities
Contact with sharp edges	<p>All participants may be physically harmed by coming into contact with sharp edges. These edges could be found on things such as:</p> <ul style="list-style-type: none"> Wood Sharpened sticks Fencing Metal items such as roofing sheets Vegetation - thorns <p>This may result in scratches, cuts, penetrative injuries, splinters, bleeding and death.</p>	<ul style="list-style-type: none"> Participants briefed on known items and objects posing risk within the locality i.e. rough-sawn wood, thorny bushes. Participants encouraged to exercise own judgement when identifying objects that could pose risk and to report concerns to leaders. Sharpened sticks to be kept in wood and out of general access areas. 	<ul style="list-style-type: none"> Leaders to make PG aware if they see an item that poses significant risk. GW to identify associated risks in pre-session hazard-walk round wood. Any fixed items posing increased risk to be reported to Site Manage for removal.
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Sharp Instruments	<p>All participants may be physically harmed by coming into contact with tools and associated resources. These edges could be found on things such as:</p> <ul style="list-style-type: none"> Scissors Peelers Knives Secateurs Loppers Folding saws Bow Saw 	<ul style="list-style-type: none"> All TB leaders given training on correct use of tools and additional training given if requested. During sessions, tools to be stored neatly on bottom shelf of storage unit – participants to return them here once finished with. At end of session, tools to be counted back in and stored safely in TB Tool Room. On using a given tool for the first time, children to be given a Forest-School tool-talk to cover what tool is, its parts, safe / appropriate use, carrying, passing and returning. 	<ul style="list-style-type: none"> All leaders to request additional training in use of specific tools should they feel the need. All staff to continually monitor all children that are using tools and intervene where needed. Leaders to hand-off to another leader if leaving an area where tools are being used. All staff to report to PG / GW if tools not functioning as expected. All staff take opportunities to remind children of dangers and rules through the experiences they are leading.

	<ul style="list-style-type: none"> • Axe • Drill bits • Nails • Screws <p>This may result in cuts, lacerations, puncture wounds and amputations.</p>	<ul style="list-style-type: none"> • Children always to ask leader before taking a tool – leader to assess and consider in consultation with child: stage of child making request, experience of child making request (see 'Skills Records'), where tool is to be used, what tool is to be used for, how the tool will be used, how users will stay safe, who the tool will be used with. • Leaders only to use a tool / give permission to use a tool that they feel competent in using themselves, in the 'Forest School Way'. • If tool being used incorrectly, leader to consider whether to give additional training, support the child or remove tool from the child. • Suitable gloves available for use with tools – leaders quiz children on appropriate usage prior to granting permission to use tool (children not to wear 'cold-weather' gloves when using tools on either hand). • Tools regularly checked by competent adult before each session to ensure correct functionality – unsafe tools to be withheld. • Safe tool-usage sheets located in wood. • Adults to model correct tool use procedures at all times. • Safety glasses to be worn by user and helper(s) when using yellow DeWalt drill, wall stapler and hammer with nails. • No children to independently use axe – this may be done in small group with direct supervision by PG or GW only. 	
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<p>Incorrect First Aid administered</p>	<p>In the event of an accident, injury, or emergency situation, staff, pupils and visitors may suffer as a result of inadequate First Aid provision or incorrect First Aid treatment.</p>	<ul style="list-style-type: none"> • Session leader (generally PG) to have First Aid qualification as specified by Forest School administration. • Session Leader to be responsible for assessing and dealing with all First Aid needs during sessions. • Procedures to follow school policy. • First Aid kit regularly checked to ensure adequate provisions are available. • Mobile phone in wood to call for assistance should this be required. • Suitable number of adults in wood to deal with First Aid requirements. • Accident book (in red safety-box) to be updated after each incident in consultation with those directly involved – 'lessons learned' to be shared with all leaders. • 	<ul style="list-style-type: none"> • All leaders to make session leader aware if there is a First Aid requirement. • All staff to make PG aware if First Aid kit / equipment needs re-stocking. • PG to restock First Aid kit as needed.

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<p>Manual handling</p>	<p>Participants may be physically harmed as a result of using incorrect lifting techniques and attempting to lift heavy/cumbersome loads. These items could include:</p> <ul style="list-style-type: none"> • Pallets • Branches • Logs • Building wood • Bags of sand • Tyres • Containers of water <p>This may result in muscle strains, ligament / joint damage, cuts, lacerations, puncture wounds, bruising, crushing injury.</p>	<ul style="list-style-type: none"> • Only leaders competent in safe manual handling techniques to support children in the lifting of appropriate items. • Leaders to assess 'risk / reward' of children moving certain items. • Children encouraged to consider use of partners when moving heavy items. • Gloves to be worn when lifting rough items i.e. cut branches. • If heavy items are to be moved, supervision to be given during lifting to ensure correct procedures followed. • Carriers supported to consider other wood users when moving heavy loads. 	<ul style="list-style-type: none"> • Leaders to take opportunities to discuss safe manual handling techniques with children where appropriate.
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<p>Zip Wire</p>	<p>Participants may be physically harmed as a result of using the zip wire. These injuries could be as a result of:</p> <ul style="list-style-type: none"> • Falling from launch platform • Being fallen on while waiting to use the ride • Friction burn from rope • Falling from rope • Colliding with tree at bottom of zip-wire • Colliding with participant during ride • Being hit by person on ride • Failure of equipment <p>This may result in muscle strains, ligament / joint damage, cuts, lacerations, puncture wounds, bruising, crushing injury, blistering.</p>	<ul style="list-style-type: none"> • Check equipment (rope, pulley, 'landing' and platform) before each session. • Close, competent adult supervision at launch platform. • Consider 'age and stage' of individual children and their ability to hold onto the rope. • Platform not to exceed height that children would be allowed to climb to in a tree. • Other wood users to be made aware of zip-wire use and user to call 'Zip Wire' before launch to warn others (adult to assess clear before releasing). • Stopper-rope located near bottom to stop pulley before tree. • Crash-mat located on tree. 	<ul style="list-style-type: none"> • Supervising leader to ensure correct conditions before allowing use.
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<p>Pond and wildlife area</p>	<p>All participants may drown as a result of falling into the pond. This may result in death. All participants may be hit by thrown ice resulting in cuts, bruising or abrasions. All participants may be hit by the ice hammers resulting in cuts, bruising or abrasions.</p>	<ul style="list-style-type: none"> • Children briefed on rules for entering pond and wildlife area – this is recapped on a regular basis. • Children can go into wildlife area without direct supervision if this supports a TB experience – children to ask for permission before doing so. • No child to enter the pond / wetland area unless under direct adult supervision. • Fences sectioning the area off. • Signs on fences warning of deep water. • Rescue pole located by the pond. • Gates to be closed after sessions. 	<ul style="list-style-type: none"> • Leaders giving permission to children to go into wild-life area unsupervised to consider stage of children to whom permission is being granted. • Inform PG if pole missing. • All leaders to observe gates, fences and signage for functionality and report to PG if issue identified. • All leaders to monitor conduct and ensure adherence to rules outlined. • If child gets wet feet and requests a change of socks / footwear, direct to football socks from PE

		<ul style="list-style-type: none"> Children briefed about possibility of decking being slippery. Children briefed about ensuring they are 'stable' before using nets and ice-hammers. If frozen, children are briefed about the dangers of ice covered water-bodies. No children to walk / stand on the ice. Demonstration of safe use of ice hammers including being 'stable', not over-reaching and ensuring a clear zone around user. If children get wet feet or clothes during activity, opportunity for them to get changed into school clothes if they feel cold. If a child falls in the pond and is wet such that their health is at risk or they are uncomfortable, supervising adult to take appropriate steps giving consideration to the well-being of the rest of the class / group. 	store (please ensure these are returned) and consider swap to wellies / school shoes.
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Shooting range (material; testing for Anderson Shelter)	<p>Participants and off-site individuals may be physically harmed as a result of being in the area of the shooting range. These injuries could be as a result of:</p> <ul style="list-style-type: none"> Being hit directly by a pellet Being hit by a deflected pellet Being hit by a ricocheting pellet Being hit by materials dislodged by a pellet <p>This may result in bruising, cuts, penetrative injuries, blindness, bleeding and death.</p>	<ul style="list-style-type: none"> Rifle checked to ensure in good working order. Rifle operating below 12ft/lb legal limit. When not in use, rifle left in slip in area not accessible by children. Pellets stored away from rifle. When not being immediately used outside, rifle to be returned to slip and stored such that children cannot access, with pellets stored in separate location. Rifle to be carried in slip. Briefing given to all participants prior to rifle being taken from slip. Identified children to be standing with competent adult during activity. Area for range demarked, showing where participants must not advance beyond unless rifle is in its slip. Support Trailblazer-leader(s) to maintain range discipline whilst leader is operating rifle. Suitable backstop to be employed to prevent pellets leaving the school grounds. All participants to be wearing either their own glasses, safety glasses or other suitable eye covering. 	<ul style="list-style-type: none"> PG to ensure security of rifle. Support-TB-leader to ensure range discipline whilst range is live. Competent adult to monitor identified children throughout procedure.
Hazard	Risk (who)	Control Measures	Further Action / Specific Responsibilities
Bird hide – hatch and door	Participants may be physically harmed by the hatch and door. These injuries could be as a result of:	Door	<ul style="list-style-type: none"> Users to observe functionality of door and hatch when operating both.

	<ul style="list-style-type: none"> The hatch / door closing onto a part of the body. Closing hatch / door impacting the body. Walking into the raised hatch. <p>This may result in bruising, cuts, fractures, amputation and bleeding.</p>	<ul style="list-style-type: none"> Door to hide locked when not in use. Hook on door to hold it back when in use (in certain conditions it may be desirable to close door when individuals are inside hide). Children briefed to take care with door, particularly in windy conditions. Working parts checked on each use for functionality. <p>Hatch</p> <ul style="list-style-type: none"> Operating procedure located on inside of hatch. Hatch secured from the inside by two dead-bolts. Once opened slightly and before raising, dead-bolts to be dropped into 'locked' position to prevent falling hatch from closing fully (reduces chance of fingers being trapped). Two chains and carabiners to be used at all times to hold hatch in 'up' position. Carabiners can be moved up the chain to hold hatch in a higher position if rain not expected. Participants made aware of low level of raised hatch. Only competent, physically able adult to operate hatch. Children asked to stand arms-length back from hide whilst hatch is being operated – no one inside hide. When not in use, hatch closed and locked. Working parts checked on each use for functionality. 	<ul style="list-style-type: none"> Inform PG or Gary if door or hatch need maintenance.
Hazard	Risk (who)	Control Measures	Further Action / Specific Responsibilities
<p>Covid 19 – additional measures:</p>	<p>All participants, people inside school and those in the wider community could be harmed as a result of contracting Covid 19.</p> <p>TB is considered a lower risk as experiences take place in an outdoor setting where transfer rates are lower.</p>	<ul style="list-style-type: none"> All participants to follow school wide procedures as directed by SLT. Permanent soap dispenser installed by outside sinks – all participants to wash hands on arrival at school. Hand sanitizer located by tool / equipment store – participants to use prior to and after using any resource. Participants to use hand sanitiser after sneezing or coughing into hand. Where practical, participants encouraged and supported to maintain social distancing. At the end of a session, certain equipment and resources to be squirted with approved disinfectant. 	<ul style="list-style-type: none"> TB leaders to monitor dispensers and report to site manager if need maintenance. As part of pre-session set up route, TB leaders to ensure sufficient soap is in dispenser at all times (supply in Site Manager's office). As part of pre-session set up route, TB leaders to ensure sufficient hand sanitiser is in dispenser at all times (supply in Site Manager's office). Staff ensure all participants are using hand sanitiser as directed. Staff to ensure squirty-bottle of approved disinfectant (kept in Tool Room) is full.
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<p>Rope and balance course</p>	<p>Users of the course may be injured by:</p> <ul style="list-style-type: none"> Falling onto the ground from one of the obstacles as a result of slipping, un-balancing, being pushed or equipment / tree limb failure. Falling onto an object on the ground such as a brick or sufficiently thick stick. Hitting body part on a piece of the course equipment. Friction burn caused by rope slipping through hands. Splinters from trees and timber used in construction. <p>This may result in bruising, abrasions, fractures, bleeding, penetration injuries, friction burns, splinters.</p> <p>Other wood users may be injured by:</p> <ul style="list-style-type: none"> A course user falling onto them. Walking into one of the obstacles. <p>This may result in bruising, abrasions, fractures, bleeding.</p>	<ul style="list-style-type: none"> Assessment made to ascertain how slippery course is prior to being used in each session – consideration to prevailing weather conditions (rain and frost) and how muddy it is. Limit of two people on any given obstacle at any one time. Course looked over by Leader at the start of each day to ensure integrity of ropes, beams and tree limbs. If issue identified, rest of team informed and course not used until rectified. During morning check, Leader removes dangerous objects from the 'fall-zone'. Tree stumps / new shoots in 'fall-zone' cut back on regular basis. Stepping logs have edges rounded off with chainsaw. No ropes used to climb up or down. Ropes tensioned as required. Children informed of risk. Children informed of the risk. First aid kit available. Other wood users aware of course and told to keep out of 'fall-zone' when in use. All wood users aware of the course and where equipment is installed. 	<ul style="list-style-type: none"> Each morning, before course is used, GW conducts a visual and physical check of ropes and knots, beams and tree limbs to ensure functionality (this could be done with a child at start of session). Each morning, before course is used, GW to remove sufficiently prominent objects from the 'fall-zone'. GW informs other leaders if there is an issue – course then not used until issue rectified. Group leader instructs children to undertake check of equipment and 'fall-zone' before they use course to develop self-reliance on Risk Assessment. Group leader reminds users of the rules and checks they must follow / make while using: <ul style="list-style-type: none"> Only 2 on each obstacle. Check un-fixed beams are seated before crossing. No pushing or crossing other users on the course. Inform leader immediately if you identify an issue with one of the obstacles.
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Note: The term 'leaders' refers to any adult working with children inside the wood – Teachers, TAs, other school staff, volunteers, parent helpers, students.