

RA - Tools

OUTDOOR LEARNING ACTIVITY SPECIFIC RISK ASSESSMENT: BOW SAW

Any leader using tools in their session should be suitably qualified, experienced and insured to do so.

Before any tool is used for the first time with a group, a 'tool introduction' must take place. This will inform children and other adults the parts of the tools and how to stand, walk, carry, pass, store and use the tool safely and effectively. The Outdoor Leader should supervise all tool use. Tools are to be stored in lockable tool box. Please also see the 'tool introduction' 'tool use' and 'tool maintenance' information below.

Risk Benefit Analysis of Using the Bow Saw

The aims of using tools in Outdoor Learning include teaching children about potential risks in our daily lives and how we can manage them. Therefore, Outdoor Learning does contain an element of risk, however the level of risks the children are exposed to are controlled and at a manageable level so that benefits achieved from participating in Outdoor Learning outweigh the levels of risk. Potential hazards & control measures are detailed in the table that follows.

Specific benefits from using the Bow Saw:

Emotional intelligence; self-esteem; confidence; resilience; teamwork; child-differentiated learning; holistic development; empathy; sense of self-worth; communication skills; logical thinking; problem solving; practical extensions of classroom objectives; curriculum enrichment; connect with nature; promote eco-friendly attitudes; higher order thinking skills; child-specific learning; extension of skills and knowledge; improved behaviour; de-stress; increased motivation to learn; learning above and beyond the national curriculum; cross curricular learning; imagination; creativity; physical development; core strength; emotional literacy; physical literacy; independence; self-awareness and management of risk.

<u>Hazard</u>	<u>Harm</u>	<u>People at risk</u>	<u>Probability</u>	<u>Severit y</u>	<u>rating</u>	<u>Measures. (new or existing)</u>	<u>Who is responsible?</u>
Mis-use/ failing to follow the 'tool introduction'	various	all	1	5	5	Tools are kept in a lockable toolbox when not in use. Other adults will supervise all other activities whilst the Outdoor Leader supervises tool use. Children will be called in pairs in the first instance to demonstrate good practise. Once children have demonstrated safe practise then up to 3 tools can be used at any one time. This will involve 6 children and 6 sawing rectangles in spaces- as they work in pairs. Tools must be used at least a tool and 2 arm's length away from each other.	All
Injury to others not involved in sawing	various	Other children & adults	1	4	4	A designated 'tool area' is used away from other activities. A rectangle for sawing is shown & children are to kneel in the designated areas. Other children not involved are to stay out of the sawing rectangle.	All
Injury during transportation	Various cuts	Group and leaders	2	2	4	All bow saws kept in blade-covers when not being used. Spare blades wrapped and kept in tool box. Ensure group have full understanding of parts of bow saw, and how to stand, walk, pass, carry, cut and store it.	All

Hazard	Harm	People at risk	Probability	Severity	rating	Measures. (new or existing)	Who is responsible?
Tool slipping when being used	Various cuts	Group & leaders	3	4	12	Ensure the correct blade is inserted and it is sharp and useable. Ensure group have full understanding how to position tool & use. Wear gloves on non-tool hand. Use with leader guidance in first instance.	All
Bow saw blade snapping	Various cuts	Group & leaders	2	3	6	Regular and effective maintenance of tool. Glove on non-sawing hand. Group informed how to check blade. Leader checks tools regularly & decommissions tools when necessary.	All
Bow saw cutting hand	Various cuts	Group & leaders	3	2	6	Correct positioning of saw when in use. Keep hands well away from the cutting edge. Tool glove on non-sawing hand.	Outdoor Leader, other adults, children

Tool Introduction for bow saw

No gloves on tool hand Glove on helping hand

This is a bowsaw

This is the handle, this is the blade, this is the blade cover

I take the cover off like this

This is the cutting edge

When I have finished sawing I put the blade cover back on like this

I hold the bowsaw like this (Hold handle with blade facing down)

I walk with the bowsaw like this (Hold handle & hold bowsaw with blade facing down to your side) I pass the bowsaw like this (Hold the handle and pass so the other person can take the handle)

When I am not using the bowsaw I put it down with the blade facing in and the handle facing out like this

I use the bowsaw to cut anything bigger than a 2 pence piece

When I use the bill hook I use it 2 arms and a tool away from anyone else like this

When I have finished using the bowsaw I put it back in its cover and place it in the designated safe place or toolbox provided



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Tool Use

The bowsaw should be used in pairs. A cutting rectangle should be drawn out and then split in half. Each person should kneel to the opposite side of their tool hand so their legs are out of the cutting line. The wood to be cut may be propped up at both ends onto logs or bricks. They should hold the bowsaw with their tool hand and the wood with their gloved helping hand. The helping hand can go through the saw onto the opposite side of the wood, or on the same side of the wood in front of them dependent on which the children find easier. The children should then take it in turns to say, "to me," and pull the saw gently towards them. Whilst the other person is pulling, they are just holding onto the other end of the saw to steady it, rather than pushing, as this can sometimes cause the blade to become 'stuck.'



Photo: OLME Ltd ©

OUTDOOR LEARNING ACTIVITY SPECIFIC RISK ASSESSMENT: HACK SAW

Any leader using tools in their session should be suitably qualified, experienced and insured to do so.

Before any tool is used for the first time with a group, a 'tool introduction' must take place. This will inform children and other adults the parts of the tools and how to stand, walk, carry, pass, store and use the tool safely and effectively. The Outdoor Leader should supervise all tool use. Tools are to be stored in lockable tool box. Please also see the 'tool introduction' 'tool use' and 'tool maintenance' information below.

Risk Benefit Analysis of Using the Hack Saw

The aims of using tools in Outdoor Learning include teaching children about potential risks in our daily lives and how we can manage them. Therefore, Outdoor Learning does contain an element of risk, however the level of risks the children are exposed to are controlled and at a manageable level so that benefits achieved from participating in Outdoor Learning outweigh the levels of risk. Potential hazards & control measures are detailed in the table that follows.

Specific benefits from using the Hack Saw:

Emotional intelligence; self-esteem; confidence; resilience; teamwork; child-differentiated learning; holistic development; empathy; sense of self-worth; communication skills; logical thinking; problem solving; practical extensions of classroom objectives; curriculum enrichment; connect with nature; promote eco-friendly attitudes; higher order thinking skills; child-specific learning; extension of skills and knowledge; improved behaviour; de-stress; increased motivation to learn; learning above and beyond the national curriculum; cross curricular learning; imagination; creativity; physical development; core strength; emotional literacy; physical literacy; independence; self-awareness and management of risk.

Hazard	Harm	People at risk	Probability	Severity	rating	Measures. (new or existing)	Who is responsible?
Mis-use/ failing to follow the 'tool introduction'	various	all	1	5	5	Tools are kept in a lockable toolbox when not in use. Other adults will supervise all other session activities whilst the qualified Outdoor Leader supervises tool use. Children will be called in pairs in the first instance to demonstrate good practise. Once children have demonstrated safe practise then up to 3 tools can be used at any one time at least a tool and 2 arm's lengths away from each other.	All
Injury to others not involved in sawing	various	all	1	4	4	A designated 'tool area' is used away from other activities. Other children not involved are to stay out of the tool area.	All
Injury during transportation	Various cuts	all	2	2	4	All hack saws kept in tool box when not being used. Ensure group have full understanding of parts of hack saw, and how to stand, walk, pass, carry, cut and store it.	All

Hazard	Harm	People at risk	Probability	Severity	rating	Measures. (new or existing)	Who is responsible?
Tool slipping when being used	Various cuts	all	3	3	9	Ensure the blade is sharp and useable. Ensure group have full understanding how to position tool & use. Wear gloves on non-tool hand.	All
Hack saw blade snapping	Various cuts	all	1	3	3	Regular and effective maintenance of tool. Glove on non-sawing hand. Group informed how to check blade. Leader checks tools regularly & decommissions tools when necessary.	All
Hack saw cutting hand	Various cuts	all	2	2	4	Correct positioning of saw when in use. Glove on non-sawing hand.	All

Tool Introduction for hack saw

No gloves on tool hand
Glove on helping hand

This is a hacksaw
This is the handle, this is the blade
This is the cutting edge



Photo: OLME Ltd ©

Always hold the hacksaw like this (Hold handle with blade facing down)
Always walk with the hacksaw like this (Hold handle & hold hacksaw to the side with blade facing backwards)
Always pass the hacksaw like this (Hold the top handle near the blade end and pass so the other person can take the handle)

When you are not using the hacksaw, put it down with the blade facing in and the handle backwards like this
You may use the hacksaw to cut anything smaller than a 2 pence piece
When using the hacksaw, always use it 2 arms and a tool away from anyone else like this
When you have finished using the hacksaw, place it in the designated place or toolbox provided

Tool Use

The hacksaw can be used individually or in pairs. If used individually, the cutter should kneel down and ensure the wood they are cutting is steady. Placing the wood on another log may help with this. They should then hold the wood with the gloved helping hand and place the cutting edge on the wood. They should then use a backwards and forwards motion to cut. If cutting in pairs, the helper should have both hands gloved and hold the wood steady well away from the blade. The cutter should make it clear where they are going to make their cut before they start to cut.



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OUTDOOR LEARNING ACTIVITY SPECIFIC RISK ASSESSMENT: KNIFE

Any leader using tools in their session should be suitably qualified, experienced and insured to do so. Before any tool is used for the first time with a group, a 'tool introduction' must take place. This will inform children and other adults the parts of the tools and how to stand, walk, carry, pass, store and use the tool safely and effectively. The Outdoor Leader should supervise all tool use. Tools are to be stored in lockable tool box. Please also see the 'tool introduction' 'tool use' and 'tool maintenance' information below.

Risk Benefit Analysis of Using the Knife:

The aims of using tools in Outdoor Learning include teaching children about potential risks in our daily lives and how we can manage them. Therefore, Outdoor Learning does contain an element of risk, however the level of risks the children are exposed to are controlled and at a manageable level so that benefits achieved from participating in Outdoor Learning outweigh the levels of risk. Potential hazards & control measures are detailed in the table that follows.

Specific benefits from using the Knife:

Emotional intelligence; self-esteem; confidence; resilience; teamwork; child-differentiated learning; holistic development; empathy; sense of self-worth; communication skills; logical thinking; problem solving; practical extensions of classroom objectives; curriculum enrichment; connect with nature; promote eco-friendly attitudes; higher order thinking skills; child-specific learning; extension of skills and knowledge; improved behaviour; de-stress; increased motivation to learn; learning above and beyond the national curriculum; cross curricular learning; imagination; creativity; physical development; core strength; emotional literacy; physical literacy; independence; self-awareness and management of risk.

<u>Hazard</u>	<u>Harm</u>	<u>People at risk</u>	<u>Probability</u>	<u>Severity</u>	<u>rating</u>	<u>Measures. (new or existing)</u>	<u>Who is responsible?</u>
Mis-use/ failing to follow the 'tool introduction'	various	all	1	5	5	Tools are kept in a lockable toolbox when not in use. Other adults will supervise all other activities whilst the suitably qualified outdoor leader supervises tool use. Children will be called individually to demonstrate good practise in the first instance. Once children have demonstrated safe practise then up to 3 tools can be used at any one time at least a tool and 2 arm's length away from each other. The number of children using knives at the same time will depend on the age and skills of the children.	Outdoor leader
Injury to others not involved in cutting	various	Other children & adults	1	4	4	A designated 'tool area' is used away from other activities. Children not involved are to stay out of the tool area.	All
Injury during knife transportation	Various cuts	Group and leaders	2	2	4	All knives kept in lockable tool box when not being used. Ensure cover on knife when not in use. Ensure group have full understanding of parts of knife, and how to stand, walk, pass, carry, cut and store it.	All

<u>Hazard</u>	<u>Harm</u>	<u>People at risk</u>	<u>Probability</u>	<u>Severity</u>	<u>rating</u>	<u>Measures. (new or existing)</u>	<u>Who is responsible?</u>
knife slipping when being used	Various cuts	Group & leaders	4	3	12	Ensure the blade is sharp and useable. A Glove should be worn on the non-cutting hand. Ensure group have full understanding how to position tool & use. Position body, wood & knife so that if a slip does occur it doesn't make contact with themselves or anybody else.	All
Knife storage	Mis-use	Group & leaders	1	3	3	Knives stored with sheaths on when not being used. Stored in lockable tool box when not being used for the session.	Outdoor leader
Knife blade snapping	Various	Group & leaders	2	3	6	Leader checks blades before use. Group shown how to check blade & tell leader of any concerns. Leader decommission tools if deemed necessary.	All
Injury when removing knife from cover	cuts	All	2	3	6	Leader removes the knife for users in the first instance and for younger children if deemed necessary. Leader shows others how to remove the knife safely from its cover & supervises.	All

Tool Introduction for knife

No gloves on tool hand
Glove on helping hand

This is a sheath knife
This is the handle, this is the sheath
I open by pressing here
This is the blade
This is the cutting edge



Photo: OLME Ltd ©

I always use on the outside of my body with the blade facing away from me.
When I am not using it I replace the sheath like this.

I hold the knife like this (Hold handle with blade facing away from the body)
I carry the knife like this (In sheath- Hold handle at waist with blade facing downwards & cutting edge backwards)
I pass the knife like this (In sheath- Hold the sheath in two hands and pass so the other person can take the handle)

When I use the sheath knife for cutting string/ whittling, I always cut down onto a hard surface
I use the sheath knife 2 arms and a tool away from anyone else like this
When I have finished using the sheath knife I place it in the designated place or toolbox provided

Tool Use

The knife should be used individually. The sheath cover should remain on at all times when the knife is not cutting. The wood to be cut should be placed onto a hard surface such as a bench or log in front of you. You should then kneel or sit behind or to the side. You should hold the wood steady at the top with a gloved hand. The knife should then be used in a downward action away from the body.



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OUTDOOR LEARNING ACTIVITY SPECIFIC RISK ASSESSMENT: PEELER

Any leader using tools in their session should be suitably qualified, experienced and insured to do so.
Before any tool is used for the first time with a group, a 'tool introduction' must take place. This will inform children and other adults the parts of the tools and how to stand, walk, carry, pass, store and use the tool safely and effectively. The Outdoor Leader should supervise all tool use. Tools are to be stored in lockable tool box. Please also see the 'tool introduction' 'tool use' and 'tool maintenance' information below.

Risk Benefit Analysis of Using the peeler:

The aims of using tools in Outdoor Learning include teaching children about potential risks in our daily lives and how we can manage them. Therefore, Outdoor Learning does contain an element of risk, however the level of risks the children are exposed to are controlled and at a manageable level so that benefits achieved from participating in Outdoor Learning outweigh the levels of risk. Potential hazards & control measures are detailed in the table that follows.

Specific benefits from using the peeler:

Emotional intelligence; self-esteem; confidence; resilience; teamwork; child-differentiated learning; holistic development; empathy; sense of self-worth; communication skills; logical thinking; problem solving; practical extensions of classroom objectives; curriculum enrichment; connect with nature; promote eco-friendly attitudes; higher order thinking skills; child-specific learning; extension of skills and knowledge; improved behaviour; de-stress; increased motivation to learn; learning above and beyond the national curriculum; cross curricular learning; imagination; creativity; physical development; core strength; emotional literacy; physical literacy; independence; self-awareness and management of risk.

Hazard	Harm	People at risk	Probability	Severit y	rating	Measures. (new or existing)	Who is responsible?
Injury to others not involved in peeling	various	All	1	4	4	A designated 'tool area' is used away from other activities. Other children not involved are to stay out of the peeling area. The tool should be used a 'safe distance' away from anybody else.	Outdoor Leader, children

<u>Hazard</u>	<u>Harm</u>	<u>People at risk</u>	<u>Probability</u>	<u>Severity</u>	<u>rating</u>	<u>Measures. (new or existing)</u>	<u>Who is responsible?</u>
Mis-use/ failing to follow the 'tool introduction'	various	all	1	5	5	Tools are kept in a lockable toolbox when not in use. Other adults will supervise all other activities whilst the Outdoor Leader supervises tool use, in the first instance. Children will be called in threes to demonstrate good practise. Once children have demonstrated safe practise to the Outdoor leader then up to 6 tools can be used at any one time with supervision from any adult (as long as the supervising adult is aware of correct peeler use. If any child is mis-using whilst under 'other adult' supervision, they are not to be allowed to continue that session and must demonstrate safe practise in front of the Outdoor Leader once again before being allowed to peel in front of 'other adults.'	All
Injury during transportation	Various	All	1	2	2	Ensure group have full understanding of parts of a peeler, and how to stand, walk, pass, carry, cut and store it. Stored in tool box when not in use.	All

<u>Hazard</u>	<u>Harm</u>	<u>People at risk</u>	<u>Probability</u>	<u>Severity</u>	<u>rating</u>	<u>Measures. (new or existing)</u>	<u>Who is responsible?</u>
Peelers slipping when being used	Various	Group & leaders	2	4	8	Ensure the blade is sharp and useable. Clean blade on regular basis. Gloves may be worn on helping hand if deemed necessary (For younger children they should definitely be worn). Ensure group have full understanding how to position tool & use. Position body, vegetable/ fruit & peelers so that if a slip does occur it doesn't make contact with themselves or anybody else. Ensure item to be cut is of suitable nature	Outdoor Leader
Item being peeled breaks	various	Group & leaders	2	1	2	Tool kept sharp and useable; Ensure group have full understanding how to position tool & use. Ensure item to be cut is suitable. Demonstrate correct technique by holding child's hands in the first instance to prevent using the wrong part of the blade or using too much pressure. Gloves may be used on helping hand if deemed necessary .	Outdoor Leader
Peeler breaking	Various	Group & leaders	1	3	3	Leader checks peelers before use. Group shown how to check tools & tell leader of any concerns. Leader decommission tools if deemed necessary. (For younger children gloves should be worn).	Outdoor Leader

<u>Hazard</u>	<u>Harm</u>	<u>People at risk</u>	<u>Probability</u>	<u>Severity</u>	<u>rating</u>	<u>Measures. (new or existing)</u>	<u>Who is responsible?</u>
Mis-use/ failing to follow the 'tool talk'	various	all	1	5	5	Tools are kept in a toolbox when not in use. Other adults will supervise all other free choice activities whilst the Outdoor Leader supervises tool use. Children will be called in threes to demonstrate good practise. Once all children have demonstrated safe practise to the Outdoor Leader, then up to 6 tools can be used at any one time with supervision from any assisting adult who is familiar with the tool use. If any child is mis-using whilst under 'other adult' supervision, they are not to be allowed to continue that session and must demonstrate safe practise in front of the Outdoor Leader once again before being allowed to peel in front of 'other adults.'	Outdoor Leader

Tool Talk for peeler

No gloves on tool hand
Glove on helping hand

This is a peeler
This is the handle, this is the blade
This is the cutting edge

I hold the peeler like this (Hold handle with blade facing down)
I walk with the peeler like this (Hold handle & hold peeler to the side with blade facing down)
I pass the peeler like this (Hold the blade carefully and pass so the other person can take the handle)

When I am not using the peeler I put it down with the blade facing backwards and the handle forwards like this
I use the peeler to peel vegetables and fruit
When I use the peeler I use it 2 arms and a tool away from anyone else like this
When I have finished using the peeler I place it in the designated place or toolbox provided



Photo: OLME Ltd ©

Tool Use

The peeler should be used individually. A glove should be worn on the helping hand. The helping hand should hold the fruit/ vegetable in front and away from the body/ legs/ knees. The peeler should be held in the tool hand and placed onto the fruit/ vegetable, beyond the helping hand. The peeler is then moved forwards and downwards away from the body in a 'striking' action. Pieces of fruit or vegetable may need to be removed from the blade between cuts. Depending on the type of peeler being used, it may be necessary for the leader to guide the child's hands in the first instance in order to demonstrate an effective technique.



Photo: OLME Ltd ©

OUTDOOR LEARNING ACTIVITY SPECIFIC RISK ASSESSMENT: LOPPERS and SECATEURS

Any leader using tools in their session should be suitably qualified, experienced and insured to do so. Before any tool is used for the first time with a group, a 'tool introduction' must take place. This will inform children and other adults the parts of the tools and how to stand, walk, carry, pass, store and use the tool safely and effectively. The Outdoor Leader should supervise all tool use. Tools are to be stored in lockable tool box. Please also see the 'tool introduction' 'tool use' and 'tool maintenance' information below.

Risk Benefit Analysis of Using the loppers/ secateurs:

The aims of using tools in Outdoor Learning include teaching children about potential risks in our daily lives and how we can manage them. Therefore, Outdoor Learning does contain an element of risk, however the level of risks the children are exposed to are controlled and at a manageable level so that benefits achieved from participating in Outdoor Learning outweigh the levels of risk. Potential hazards & control measures are detailed in the table that follows.

Specific benefits from using the loppers/ secateurs:

Emotional intelligence; self-esteem; confidence; resilience; teamwork; child-differentiated learning; holistic development; empathy; sense of self-worth; communication skills; logical thinking; problem solving; practical extensions of classroom objectives; curriculum enrichment; connect with nature; promote eco-friendly attitudes; higher order thinking skills; child-specific learning; extension of skills and knowledge; improved behaviour; de-stress; increased motivation to learn; learning above and beyond the national curriculum; cross curricular learning; imagination; creativity; physical development; core strength; emotional literacy; physical literacy; independence; self-awareness and management of risk.

Hazard	Harm	People at risk	Probability	Severity	rating	Measures. (new or existing)	Who is responsible?
Mis-use/ failing to follow the 'tool introduction'	various	all	1	5	5	Tools are kept in a lockable toolbox when not in use. Other adults will supervise all other activities whilst the Outdoor Leader supervises tool use. Children will be called in pairs in the first instance to demonstrate good practise. Once children have demonstrated safe practise then up to 3 tools can be used at any one time. The loppers/ secateurs should be used at least a tool and 2 arm's lengths away from anyone else.	All
Injury to others not involved in cutting	various	All	1	4	4	A designated 'tool area' is used away from other activities. Other children not involved are to stay out of the tool area.	All
Injury during loppers/ secateurs transportation	Various	All	2	2	4	Ensure group have full understanding of parts of loppers/ secateurs, and how to stand, walk, pass, carry, cut and store them.	All

<u>Hazard</u>	<u>Harm</u>	<u>People at risk</u>	<u>Probability</u>		<u>Severity</u>	<u>rating</u>	<u>Measures. (new or existing)</u>	<u>Who is responsible?</u>
Loppers/ secateurs slipping when being used	Various	All	2	4		8	Ensure the blade is sharp and useable. Ensure group have full understanding how to position tool & use it. Position body, wood & loppers/ secateurs so that if a slip does occur it doesn't make contact with themselves or anybody else. Ensure wood/ tree to be cut is in a suitable position/ height and thickness.	Outdoor Leader, children.
Loppers/ secateurs bouncing off	various	Group & leaders	2	2		4	Tool kept sharp and useable. Ensure group have full understanding how to position tool & use. Ensure wood/ tree to be cut is in a suitable position/ height and thickness. Know the tools capacity to prevent the tool failing to cut and bouncing off.	Outdoor leader, children
Loppers/ secateurs snapping	Various	Group & leaders	1	3		3	Leader checks loppers/ secateurs before use. Group shown how to check tools & tell leader of any concerns. Leader decommission tools if deemed necessary.	Outdoor Leader

Tool Talk for Loppers/ Secateurs

No gloves on any hands

This is a pair of loppers/ secateurs
This is the handle, this is the blade
This is the cutting edge



Photo: OLME Ltd ©

I hold the loppers/ secateurs like this (Hold the handle at the top with handles facing down and cutting edge backwards)

I walk with the loppers/ secateurs like this (Hold the handle at the top with handles facing down and cutting edge backwards)

I pass the loppers/ secateurs like this (Hold the handles at the end nearest to the blade and pass so the other person can take the handles)

When I am not using the loppers/ secateurs I put them down on the ground with the handles facing forwards and the blade facing behind me.

I use the loppers/ secateurs to cut anything smaller than a 2 pence piece.

When I use the loppers/ secateurs, I use them 2 arms and a tool away from anyone else like this

When I have finished using the loppers/ secateurs I put them away in the designated place or toolbox provided

Tool Use

The loppers/ secateurs should be used individually. A glove should not be worn on any hands. The piece of wood should be placed on the floor and the lopper/ secateur blades opened ready to cut. The lopper/ secateur handles are then closed. Care should be taken ensure there is nothing else between the lopper/ secateur blades before they are closed. If the wood to be cut is unsteady, a helper (preferably an adult) may hold the wood still but must be wearing gloves and be well away from the blades.



Photo: OLME Ltd ©

OUTDOOR LEARNING ACTIVITY SPECIFIC RISK ASSESSMENT: HAMMER

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Before any tool is used for the first time with a group, a 'tool introduction' must take place. This will inform children and other adults the parts of the tools and how to stand, walk, carry, pass, store and use the tool safely and effectively. The Outdoor Leader should supervise all tool use. Tools are to be stored in lockable tool box. Please also see the 'tool introduction' 'tool use' and 'tool maintenance' information below.

Risk Benefit Analysis of Using the Hammer

The aims of using tools in Outdoor Learning include teaching children about potential risks in our daily lives and how we can manage them. Therefore, Outdoor Learning does contain an element of risk, however the level of risks the children are exposed to are controlled and at a manageable level so that benefits achieved from participating in Outdoor Learning outweigh the levels of risk. Potential hazards & control measures are detailed in the table that follows.

Specific benefits from using the Hammer:

Emotional intelligence; self-esteem; confidence; resilience; teamwork; child-differentiated learning; holistic development; empathy; sense of self-worth; communication skills; logical thinking; problem solving; practical extensions of classroom objectives; curriculum enrichment; connect with nature; promote eco-friendly attitudes; higher order thinking skills; child-specific learning; extension of skills and knowledge; improved behaviour; de-stress; increased motivation to learn; learning above and beyond the national curriculum; cross curricular learning; imagination; creativity; physical development; core strength; emotional literacy; physical literacy; independence; self-awareness and management of risk.

Hazard	Harm	People at risk	Probability	Severity	rating	Measures. (new or existing)	Who is responsible?
Mis-use/ failing to follow the 'tool introduction'	various	all	1	5	5	Tools are kept in a lockable toolbox when not in use. Other adults will supervise all other session activities whilst the qualified Outdoor Leader supervises tool use. Children will be called in small groups in the first instance to demonstrate good practise. Once children have demonstrated safe practise then the Outdoor Leader will judge how many hammers can be used at any one time at least a tool and 2 arm's lengths away from each other.	All
Injury to others not involved in hammering	various	all	1	4	4	A designated 'tool area' is used away from other activities. Other children not involved are to stay out of the tool area.	All
Injury during transportation	bangs	all	2	2	4	All hammers kept in tool box when not being used. Ensure group have full understanding of parts of hammer, and how to stand, walk, pass, carry, use and store it.	All

Hazard	Harm	People at risk	Probability	Severity	rating	Measures. (new or existing)	Who is responsible?
Tool slipping when being used	Various	all	3	3	9	Ensure the tool and handle are useable. Ensure group have full understanding how to position tool & use the correct end. Wear gloves on non-tool hand.	All
Hammer handle coming loose.	Various	all	1	3	3	Regular and effective maintenance of tool. Glove on non-tool hand. Group informed how to check handle. Leader checks tools regularly & decommissions tools when necessary.	All
Hammer banging hand	Various bruises	all	3	2	6	Correct positioning of hammer when in use. Glove on non-tool hand. Leader helps if necessary. Vices used if necessary.	All

Tool Introduction for hammer

No gloves on tool hand
Glove on helping hand

This is a hammer
This is the handle, this is the head.
This is the face and this is the claw.



Photo: OLME Ltd ©

Always hold the hammer like this (Hold handle with face/ claw downwards)
Always walk with the hammer like this (Hold handle & hold hammer to the side with claw facing backwards)
Always pass the hammer like this (Hold the handle near the head end and pass so the other person can take the handle)

When you are not using the hammer, put it down with the claw facing in and the handle backwards like this.
You may use the hammer with the face side to hammer nails into wood or to hammer onto a bradawl or point.
You may use the hammer with the claw end to pull nails out, or to chip suitable items carefully.
When using the hammer, always use it 2 arms and a tool away from anyone else like this.
When you have finished using the hammer, place it in the designated place or toolbox provided.

Tool Use

The hammer can be used individually or in pairs. If used individually, the hammerer should kneel down and ensure the wood they are hammering the nail into is steady. Placing the wood on another log or fat surface may help with this. They should then hold the nail with the gloved helping hand and hammer carefully on top of the nail. Once the nail becomes stable in the wood, they may take away their helping hand and hit it a little harder. They should be careful not to hit it too hard and also to hit it vertically, else the nail may bend or enter at an angle. If hammering in pairs, the helper should have both hands gloved and hold the nail steady. The hammerer should make it clear when they are going to make their first strike before they start to hammer and show empathy to the helper with their strikes. The Outdoor Leader should judge whether it is necessary for the hammerer to wear goggles depending on the age and ability of the children, and also the materials being used. The Outdoor Leader may also judge that it is not necessary for the hammerer or helper to wear gloves on their helping hands holding the nails as they can sometimes be more of a hinderance.



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OUTDOOR LEARNING ACTIVITY SPECIFIC RISK ASSESSMENT: Axe

Any leader using tools in their session should be suitably qualified, experienced and insured to do so.

Before any tool is used for the first time with a group, a 'tool introduction' must take place. This will inform children and other adults the parts of the tools and how to stand, walk, carry, pass, store and use the tool safely and effectively. The Outdoor Leader should supervise all tool use. Tools are to be stored in lockable tool box. Please also see the 'tool introduction' 'tool use' and 'tool maintenance' information below.

Risk Benefit Analysis of Using the Axe

The aims of using tools in Outdoor Learning include teaching children about potential risks in our daily lives and how we can manage them. Therefore, Outdoor Learning does contain an element of risk, however the level of risks the children are exposed to are controlled and at a manageable level so that benefits achieved from participating in Outdoor Learning outweigh the levels of risk. Potential hazards & control measures are detailed in the table that follows.

Specific benefits from using the Axe:

Emotional intelligence; self-esteem; confidence; resilience; teamwork; child-differentiated learning; holistic development; empathy; sense of self-worth; communication skills; logical thinking; problem solving; practical extensions of classroom objectives; curriculum enrichment; connect with nature; promote eco-friendly attitudes; higher order thinking skills; child-specific learning; extension of skills and knowledge; improved behaviour; de-stress; increased motivation to learn; learning above and beyond the national curriculum; cross curricular learning; imagination; creativity; physical development; core strength; emotional literacy; physical literacy; independence; self-awareness and management of risk.

Hazard	Harm	People at risk	Probability	Severity	rating	Measures. (new or existing)	Who is responsible?
Mis-use/ failing to follow the 'tool introduction'	various	all	1	5	5	Tools are kept in a lockable tool box when not in use. Other adults will supervise all other session activities whilst the qualified Outdoor Leader supervises tool use. Children will be called in pairs in the first instance to demonstrate good practise with one axe. Once children have demonstrated safe practise then up to 3 tools can be used at any one time. This will involve 6 children in pairs and 3 chopping squares (at least a tool and 2 arm's length away from each other) as they work in pairs.	All
Injury to others not involved in chopping	various	all	1	4	4	A designated 'tool area' is used away from other activities. A square for chopping is shown & children are to kneel in the designated areas. Other children not involved are to stay out of the tool area.	All
Injury during axe transportation	Various	all	2	2	4	All axes are kept in sheaths when not being used. Ensure group have full understanding of parts of axe, and how to stand, walk, pass, carry, cut and store it.	All

Hazard	Harm	People at risk	Probability	Severity	rating	Measures. (new or existing)	Who is responsible?
Axe slipping when being used	Various	all	3	4	12	Ensure the axe head is sharp and useable. No gloves worn for child striking the axe with wood. Hands positioned on the base of the handle of the axe with two hands when working in a pair, while the other child hits the butt of the head with a mallet. Ensure group have full understanding how to position tool & use. Position body, wood & axe so that if a slip does occur it doesn't make contact with themselves or anybody else.	All
Axe bouncing off	various	all	4	3	12	Tool kept sharp and useable. Ensure group have full understanding how to position tool & use. Position body, wood & axe so that if a slip does occur it doesn't make contact with themselves or anybody else.	All
Axe handle snapping	Various	all	1	3	3	Leader checks axe before use. Group shown how to check handle & tell leader of any concerns. Leader decommissions tools if deemed necessary.	All

Tool Introduction for Axe

(Demonstrate fully)

This is an axe
This is the axe cover
This is the handle, this is the blade This is the cutting edge



Always hold the axe like this (Hold handle)
Always walk with the billhook like this (Hold handle & hold axe down to your side with hook facing backwards)
Always pass the axe like this (Hold the blade carefully on the opposite side to the cutting edge and pass them the handle)

When you are not using the axe, put it on top of the cover with the blade facing inwards and the handle facing forwards
You may use the axe to cleave/ split wood
When you use the axe, use it 2 arms and a tool away from anyone else like this
When you have finished using the axe, put it back in its cover and place it in the designated place or toolbox provided

Tool Use Guide for Axe

One person is the striker who uses a piece of appropriate wood/mallet to strike the axe on the blade. The other person is the controller who holds the axe sideways, one hand on the handle, the other (gloved) hand on the blade with the cutting edge facing downwards. The axe should rest on the piece of wood to be cut so as to keep it stable. The wood to be cut should be on a flat/ steady surface. The controller should ask the striker to give them a small/ medium/ big strike to test that person's strike strength. The striker should say small/ medium/large strike before they strike. They can then ask for the correct strength hits for the remainder of the strikes.
E.g. Controller: "medium strike please." (This shows they are ready and aware of what strength they want) Striker: "medium strike" (This indicates that they are going to hit and aware of what force to use.

RA - Fire

Risk Benefit Analysis of Outdoor Learning

The aims of Outdoor Learning include teaching children about potential risks in our daily lives and how we can manage them. Therefore, Outdoor Learning does contain an element of risk, however the level of risks the children are exposed to are controlled and at a manageable level so that benefits achieved from participating in Outdoor Learning outweigh the levels of risk. Potential hazards & control measures are detailed in the table that follows.

Specific benefits from Activities Involving Fire:

Emotional intelligence; self-esteem; confidence; resilience; teamwork; experiential learning; child-differentiated learning; holistic development; knowledge about sustainability; connect with their local environment; empathy; sense of self-worth; communication skills; logical thinking; problem solving; practical extensions of classroom objectives; curriculum enrichment; promote eco-friendly attitudes; higher order thinking skills; child-specific learning; extension of skills and knowledge; improved behaviour; de-stress; increased motivation to learn; learning above and beyond the national curriculum; cross curricular learning; imagination; creativity; emotional literacy; independence; self-awareness and management of risk.

Hazard	Harm	People at risk	Probability	Severity	rating	Measures. (new or existing)	Who is responsible?
Lighting the fire	burns	Outdoor Leader	1	5	5	Fire to be lit at arm's length using fire steel/ matches, cotton wool and kindling. Appropriate clothing worn. Body position away from any wind.	Outdoor Leader

Hazard	Harm	People at risk	Probability	Severity	rating	Measures. (new or existing)	Who is responsible?
Cooking over fire	Burns from pots, pans, kettles, burning wood or hot water.	all	2	4	8	Outdoor leader to assess who is responsible enough to cook or remove items from fire. Care taken when any hot item is passed or removed from fire- fire gloves worn. All move around fire zone in safe & controlled manner. Bucket of water, fire blanket & burns first aid kit available.	all
Weather	Flames being blown into people by the wind	All	2	5	10	Seek weather forecast to determine whether a fire is suitable. Check wind direction & sit opposite side. Restrict closeness to fire.	Outdoor Leader
Woodland site hazards	Various	All	2	5	10	See generic risk assessment form for site and note any implications for fire.	all

Hazard	Harm	People at risk	Probability	Severity	rating	Measures. (new or existing)	Who is responsible?
Hot food	Burns	all	2	5	10	All participants told about the dangers of eating food directly from fire. Wait appropriate time scales before touching or eating. Blow food before eating.	all
Setting surrounding ground & vegetation on fire	Serious burns to landscape & spreading of fire out of control.	all	1	5	5	Fire pit strategically placed with minimum risk of setting fire to surroundings. Burning sticks not to be removed from fire or protruding out of fire area. Appropriate amounts of sand/ water used to extinguish fire prior to leaving site. Ensure fire is completely out before Outdoor Leader leaves site. Spare wood not burnt during session stored appropriately.	Outdoor leader

Hazard	Harm	People at risk	Probability	Severity	rating	Measures. (new or existing)	Who is responsible?
Slipping, tripping, falling once fire alight	Burns	all	2	5	10	Seating minimum distance away from fire of 2m & easy exit available. Any 'no-go' area marked. Children move around outside of seating & in a slow & careful manner. Close cooking activities supervised at all times.	all
Toxic fume and explosions	Scald/burn	All	1	5	5	Soil & rocks around fire pit checked prior to use. No unnatural items to be placed in the fire. No throwing of anything onto the fire. Group informed of environmental impact of burning plastics etc. Fire extinguished correctly with sand/ gentle sprinkles of water by Outdoor Leader.	Outdoor leader

RA - Activities

OUTDOOR LEARNING ACTIVITY SPECIFIC RISK ASSESSMENT: SHELTER & BUILDING ACTIVITIES

Risk Benefit Analysis of Outdoor Learning

The aims of Outdoor Learning include teaching children about potential risks in our daily lives and how we can manage them. Therefore, Outdoor Learning does contain an element of risk, however the level of risks the children are exposed to are controlled and at a manageable level so that benefits achieved from participating in Outdoor Learning outweigh the levels of risk. Potential hazards & control measures are detailed in the table that follows.

Specific benefits from Building Shelters:

Emotional intelligence; self-esteem; confidence; resilience; teamwork; experiential learning; child-differentiated learning; holistic development; knowledge about sustainability; connect with their local environment; empathy; sense of self-worth; communication skills; logical thinking; problem solving; practical extensions of classroom objectives; curriculum enrichment; connect with nature; promote eco-friendly attitudes; higher order thinking skills; child-specific learning; extension of skills and knowledge; improved behaviour; de-stress; increased motivation to learn; learning above and beyond the national curriculum; cross curricular learning; imagination; creativity; physical development; core strength; emotional literacy; physical literacy; independence; self-awareness and management of risk.

Hazard	Harm	People at risk	Probability	Severity	rating	Measures. (new or existing)	Who is responsible?
Poking Eye on shelter/ construction	Minor injury	All	2	4	8	Teach children to be mindful of materials being used & their position.	All
Sharp Materials	Minor-medium injury & cuts	All	2	3	6	Group briefed to check materials before they are selected and used. Outdoor leader (OL) to remove any hazardous materials beforehand or section them off.	All

Hazard	Harm	People at risk	Probability	Severity	rating	Measures. (new or existing)	Who is responsible?
Weather	Various	All	2	5	10	OL to seek weather forecast beforehand to determine the type of materials & shelter construction to be used for the session. Alter location of building if necessary. Change session if weather is too hazardous.	Outdoor Leader
Woodland site hazards	Various	All	2	5	10	See generic risk assessment form for site	All
Banging head on shelter/ construction	Minor- major injury	All near shelter	3	2	6	Group to move sensibly around their building area being mindful.	All

<u>Hazard</u>	<u>Harm</u>	<u>People at risk</u>	<u>Probability</u>	<u>Severity</u>	<u>rating</u>	<u>Measures. (new or existing)</u>	<u>Who is responsible?</u>
Knots slipping	Minor injury	All	2	3	6	Specific knots and lashings taught according to shelter/ construction design. To be checked or tied by OL depending on age/ ability of children.	Outdoor leader
Shelter/ construction collapsing	Minor- major injury	All under shelter/ construction	2	5	10	Children taught to use appropriate site, materials and methods. OL/ other adults decide whether children can go inside after checking.	Outdoor leader Other adults

<u>Hazard</u>	<u>Harm</u>	<u>People at risk</u>	<u>Probability</u>	<u>Severity</u>	<u>rating</u>	<u>Measures. (new or existing)</u>	<u>Who is responsible?</u>
Trip hazards	Minor injury	All	2	2	4	Materials stored & constructed mindfully, especially guy ropes. Group briefed where guy ropes are & coned off if necessary. Use bright guy ropes if possible. Tie high visibility items/ ribbons around guy ropes.	All
Injury from use of tools	Various	Outdoor leader (and children when given permission)	1	5	5	All people to follow the Tool Risk Assessments, Tool Introductions, Tool Use Guides & Tool Maintenance Guides. Tools only to be used when a suitably qualified adult is supervising. Tools to be used in a suitably spaced and located area.	All

<u>Hazard</u>	<u>Harm</u>	<u>People at risk</u>	<u>Probability</u>	<u>Severity</u>	<u>rating</u>	<u>Measures. (new or existing)</u>	<u>Who is responsible?</u>
Lifting heavy items	Back injury	Outdoor leader/ adults/ children	1	2	2	Correct lifting technique learnt & used. Correct number of people dependent upon weight and size of object. (If it's bigger than you; it takes two. If it's bigger than me; it takes three. If it needs more, it stays on the floor.)	All
Hitting others with building materials	Cuts & Bruises	All	3	2	6	Teach children to be aware of where the end of their materials are (especially when turning round) and to be aware of other people. Teach children to hold long items downwards. Children to work in appropriate spaces and group numbers.	All

OUTDOOR LEARNING ACTIVITY SPECIFIC RISK ASSESSMENT: STICK ACTIVITIES

Risk Benefit Analysis of Outdoor Learning

The aims of Outdoor Learning include teaching children about potential risks in our daily lives and how we can manage them. Therefore, Outdoor Learning does contain an element of risk, however the level of risks the children are exposed to are controlled and at a manageable level so that benefits achieved from participating in Outdoor Learning outweigh the levels of risk. Potential hazards & control measures are detailed in the table that follows.

Specific benefits from Stick Activities:

Emotional intelligence; self-esteem; confidence; resilience; teamwork; experiential learning; child-differentiated learning; holistic development; knowledge about sustainability; connect with their local environment; empathy; sense of self-worth; communication skills; logical thinking; problem solving; practical extensions of classroom objectives; curriculum enrichment; connect with nature; promote eco-friendly attitudes; higher order thinking skills; child-specific learning; extension of skills and knowledge; improved behaviour; de-stress; increased motivation to learn; learning above and beyond the national curriculum; cross curricular learning; imagination; creativity; physical development; core strength; emotional literacy; physical literacy; independence; self-awareness and management of risk.

<u>Hazard</u>	<u>Harm</u>	<u>People at risk</u>	<u>Probability</u>	<u>Severity</u>	<u>rating</u>	<u>Measures. (new or existing)</u>	<u>Who is responsible?</u>
Poking own eye with stick	Major injury	All	2	4	8	Teach children to point sticks down when possible. Teach children to keep sticks away from their faces. First Aid kit on site.	All

<u>Hazard</u>	<u>Harm</u>	<u>People at risk</u>	<u>Probability</u>	<u>Severity</u>	<u>rating</u>	<u>Measures. (new or existing)</u>	<u>Who is responsible?</u>
Poking other's eye with stick	Major injury	All	2	4	8	Ensure children are in appropriate spaces from others & teach them to think about their 'space circle.' Teach children to point sticks down when possible. Teach children to keep sticks away from other people's faces. First aid kit on site.	All
Scratching skin on stick	Minor injury	All	1	2	2	Tell children to check the stick they are handling doesn't have thorns. First aid kit on site.	All

<u>Hazard</u>	<u>Harm</u>	<u>People at risk</u>	<u>Probability</u>	<u>Severity</u>	<u>rating</u>	<u>Measures. (new or existing)</u>	<u>Who is responsible?</u>
Toxicity from stick	Major injury	All	1	5	5	Be aware and teach children about any potentially toxic species on site. Prevent children handling toxic species (e.g. Yew) or provide gloves. Be aware of any existing health or medical conditions of staff and children beforehand & take appropriate actions where necessary. Follow hand washing rule- always wash hands after an activity. First aid on site.	Outdoor Leader

OUTDOOR LEARNING ACTIVITY SPECIFIC RISK ASSESSMENT: STRING & ROPE ACTIVITIES

The aims of Outdoor Learning include teaching children about potential risks in our daily lives and how we can manage them. Therefore, Outdoor Learning does contain an element of risk, however the level of risks the children are exposed to are controlled and at a manageable level so that benefits achieved from participating in Outdoor Learning outweigh the levels of risk.

Hazard	Harm	People at risk	Probability	Severity	rating	Measures. (new or existing)	Who is responsible?
Visibility of ropes	Walking into/ tripping over ropes	all	3	3	9	Notify people of potentially hazardous ropes. Tie noticeable flags onto rope. Tie ropes in least hazardous positions. Use brightly coloured ropes if possible.	All

Hazard	Harm	People at risk	Probability	Severity	rating	Measures. (new or existing)	Who is responsible?
Weather	Various	All	2	5	10	Seek weather forecast beforehand to determine whether activities are suitable	Outdoor leader
Woodland site hazards	Various	All	2	5	10	See generic risk assessment form for site	All
Knots slipping	Minor injury	All	2	3	6	Specific knots and lashings used according to activity design. Knots to be checked/ tied by Outdoor leader depending on age and ability of children.	Outdoor leader
Pulley falling	Minor- major injury	All under pulley system	1	4	4	Pulley equipment checked regularly. Outdoor Leader to check all pulley systems & repair/ take down or limit use if system deemed un safe.	Outdoor leader

Hazard	Harm	People at risk	Probability	Severity	rating	Measures. (new or existing)	Who is responsible?
Catching neck on rope	Minor- major injury	All near rope	2	3	6	Teach group to move sensibly around the area. Avoid tying ropes at neck height if possible. Tie flags onto rope to increase visibility.	All people
Rope burn	minor	all	2	2	4	Care taken & gloves worn if activity involves pulling a heavy rope. Overseen by staff.	All
Entanglement	various	all	1	5	5	Ropes stored neatly and in a safe place. Supervision of all rope activities by an adult. Leader checks ropes before activity commences. Effective cutting blade available to leader if needed.	Outdoor leader