RISK BENEFIT ASSESSMENT- Group and Individuals

**Low risk- Something resulting in a minor injury eg a scratch or a bruise**

**Medium risk- something resulting in significant loss/ damage or an injury such as a broken bone which requires hospital treatment**

**High risk- something that results in extensive loss/ damage, multiple injuries or death**

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| Location/ Activity: | Stoneydelph Forest School | Date: | December 2021 |
| FS Leader: | Mrs J Parry | Review Date: | December 2022 |

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| Activity | How will young people BENEFIT from the activity? | Possible Hazards | Overall risk ratings  Low/ Med/ High | Who is at risk? | Precautions in place to reduce risk of injury | Risk rating following precautions |
| Group Cohesion | A well bonded group will build on one another’s strengths and develop their bond through the time spent together | Negative learning through one another- undesirable behaviour | Medium | Children/ adults | Group awareness game as part of every session  Adult modelling of positive behaviour throughout sessions  FS leader enforcing the behaviour policy where required | Low |
| Shy participant | A young person who is given the opportunity to overcome their inhibitions in the forest environment can apply this confidence to other situations | Shy participants could find it difficult to take part in large group activities, potentially taking themselves away from the group | Medium | Children/ adults | Site safety sweep to look for dangers in leaf litter  Vigilant adult supervision as deeper layers of leaves explored  Any animal faeces found to be removed immediately by supervising adult | Low |
| Boisterous participant | A young person with boisterous tendencies will benefit from free play activities with clear boundaries- this will give them opportunities to express themselves | Boisterous use of natural resources such as sticks could mean that children end up hurting each other | Medium | Children/ adults | Group sharing of risk assessments such as ‘ Natural Materials’ at an age appropriate level  Vigilant adult supervision at an appropriate distance | Low |
| Participant lacking confidence | A child who is supported to succeed in repeated learning opportunities will believe in their own skills | Hesitant decisions resulting in unpredictable responses | Medium | Children/ adults | Regular opportunities for success through reducing scaffolding of tasks  Provide repetition of favourite activities to allow for independent achievement | Low |

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