RISK BENEFIT ASSESSMENT- Groups 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 will develop relations through the time spent together | Negative learning of undesirable behaviour | Medium | Children | Group awareness games as part of each session  Adult modelling of positive behaviour  Forest school leader enforcing the Behaviour policy where required | Low |
| Shy participant | A child who is given the opportunity to overcome their inhibitions in the forest environment can apply this confidence in alternative situations | Shy participants could find it difficult to take part in large group activities-may wander off if feeling overwhelmed | Medium | Children | Whole group teaching of a variety of different games- starting off with smaller groups  Regular head counts  All adults aware of the lost child procedure | Low |
| Boisterous participant | A child who is boisterous will benefit from free play activities with clear boundaries. This will give them an opportunity to express themselves and their preferences | Boisterous use of natural materials such as sticks/ rocks could cause injuries to other adults and children | Medium | Children/ adults | Group sharing of the Natural Resources Risk assessment at an age appropriate level  Vigilant adult supervision (at an appropriate distance)  Adult modelling of safe use of natural materials and climbing opportunities | 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 reduced scaffolding of tasks  Provide repetition of favourite activities to allow for independent achievement | Low |

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