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 ratingsLow/ 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 sessionAdult modelling of positive behaviourForest 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 groupsRegular head countsAll 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 levelVigilant 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 tasksProvide repetition of favourite activities to allow for independent achievement | Low |

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