

RISK BENEFIT ASSESSMENT (RBA): URBAN FOREST SCHOOL PROGRAMME

CLAPTON WAY

EMERGENCY TELEPHONE NUMBERS

Emergency Services: 999 (life threatening) or 111 (all other concerns)

Viv Rowdon: 07887 751472, Laura Bowyer 07834 236738, Sofka Armour-Brown 07800 713527, Abai Coulson Stevens (Facilitators)

Hannah Hogarth (Urban Forest School Manager): 07809 563584

Rohan Knox (Director of Forest School Programmes): 07968 772003

Amy Haworth (CEO): 07436 580438

Address and What3words: 1 Monteagle Way, Hackney, London E5 8PH

What3words: soil.trucks.holly (in the greenspace by the gate that goes directly onto Clapton Way) **OS Grid Reference:** TQ 34294 85921

Nearest Emergency Department (A&E) is at: Homerton University Hospital, Homerton Row, London, E9 6SR, Tel: 020 8510 5555

Nearest Urgent Treatment Centre (Minor Injuries Unit): UCL, 235 Euston Road, London, NW1 2B. **call 111 for triage first.**

TGC First Aiders: Viv Rowden, Laura Bowyer, Sofka Armour Brown, Abai Coulson-Stevens. **School:** Named person in attendance.

A TRAINED SCHOOL FIRST AIDER MUST ACCOMPANY THE GROUP AT ALL TIMES.

Other Useful Contacts: Abigail Hopper (Headteacher of Nightingale Primary School): 07817 447016, Nick Blackham (Head of St. Scholastica's School) 020 8985 3466, Anna Cain (Principal of The BoxingAcademy): 07932 211001 (personal)

BoxingAcademy reception: 020 8986 4674 /07715 666554

Assessed by: Hannah Hogarth	Date assessed: 05.09.25	Review date: 1.8.26
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RISK BENEFIT ASSESSMENT INTRODUCTION

The following risk benefit assessment is divided into different parts of the Urban Forest School programme.

Each hazard is assessed on whether it should go ahead based on the benefit to the child and the rating the hazard gets between 1 - 25.

Hazards with ratings of 12 and under are deemed safe to go ahead with.

This risk benefit assessment includes everyone attending an Urban Forest School session. It is the responsibility of all adults to read this risk benefit assessment and become familiar with it.

The Severity column values reflect the level of treatment required, as follows:

1: TLC or kind words

2: Superficial first aid required

3: Significant first aid required

4: Outside assistance required i.e. hospitalisation, ambulance or trip to minor injuries unit

5: Life-changing injury or death

In the event of an accident, a TGC Incident Report Form (<https://thegardenclassroom.typeform.com/London-Accident>) must be completed on the day of the incident and ideally within one hour. This is to be shared with The Garden Classroom CEO and relevant department manager who will contact the school if necessary. Learnings will also be shared with the delivery team. In the case of an incident or near miss, details to be logged in the TGC Telegram Group detailing date, time, location, people involved, incident, resolution.

All responsible adults who are part of this project should read this risk benefit assessment carefully and follow all of the suggested risk management controls.

Schools should add to or amend this risk benefit assessment if appropriate to reflect their particular circumstances e.g. the class/children involved (age, behaviour, SEN, experience of similar activities).


School staff are responsible for bringing and managing any required medicines and actions plans for relevant children. These should be shared with the Urban Forest School Manager prior to sessions. Pupil behaviour is the responsibility of school staff at all times. School staff are responsible for regular head counts.

GENERAL

HAZARD	RISK	PEOPLE AT RISK	EXISTING PREVENTATIVE MEASURES	PROBABILITY 1 - 5	SEVERITY 1 - 5	RATING (PXS) 1 - 25	BENEFITS
Proximity to road (on way to and in session)	Injury, serious injury or death	Children, adults and drivers	<p>School staff to plan safest walking route prior to session.</p> <p>Walk through park to minimize road crossings.</p> <p>School staff to lead road crossing.</p> <p>School staff are responsible for regular head counts.</p> <p>TGC facilitator to be provided with accurate class information as support for head count.</p> <p>TGC Facilitator to give verbal safety instruction on pedestrian safety if a significant risk in session..</p> <p>Children briefed on importance of remaining in group and boundaries emphasised.</p> <p>Wait if there is traffic along Clapton Way turning.</p>	1	5	5	<p>Wider knowledge of the school and local area.</p> <p>Accessing their local natural environment.</p> <p>Heightened awareness of pedestrian safety.</p>
Extreme heat	Dehydration, sunburn, sunstroke, exhaustion, hyperthermia, death	Children and adults	<p>Activities to take place in the shade where possible.</p> <p>Physically exertive activities avoided.</p> <p>Regular water breaks.</p> <p>Sun cream applied at school.</p> <p>Children who need it are to be assigned a dedicated person/school adult responsible for drinks prompts, hats and sunscreen.</p> <p>Appropriate loose and light clothing to be worn.</p> <p>Monitor children for signs of ill health due to extreme hot weather (headache, nausea, confusion).</p> <p>Facilitator and teacher to use judgement and postpone the session if necessary.</p>	2	5	10	<p>Joy of learning and playing outside in hot weather - many of our most important and cherished memories are outside, in the sun!</p>

Extreme cold	Dehydration, hypothermia, exhaustion, death	Children and adults	Appropriate clothing for all. TGC team to keep groups moving. Increase hot drinks and hot snacks where possible. Monitor children for signs of ill health due to extreme cold weather (withdrawn, blue lips, shivering etc). Facilitator and teacher to use judgement and postpone the session if necessary.	2	5	10	Develop resilience and stamina in cold conditions. Enjoy the magic of the wonders that cold brings - frost, snow, icicles etc.
Lightning storms	Burns, death	Children and adults	Facilitator to do morning weather check and agree decide whether to proceed with session. If lightning begins while in session, take children to nearest inside space.	1	5	5	Learn about living exposed to the elements Develop resilience Working with and overcoming fear
High winds	Trees / branches falling and causing injuries	Children and adults	If more than 42mph winds predicted 24 hours prior to woodland activity then the activity should be postponed. If wind begins during the session, the facilitator should move activities to an open space ensuring activities are a safe distance from any potential branches dropping. Facilitator and teacher to use judgement and postpone the session if necessary.	1	5	5	Children enjoy being outside in all weathers and benefit from feeling the seasons. Children learn that high winds are dangerous in the woods, and why.
Uneven ground and trip hazards	Breaks, sprains and bruises	Children and adults	Safety talk, appropriate footwear. Make children aware of any particular trip hazards within the forest school site to be aware of - for example protruding roots, logs or large stones. Particularly highlight hill and potential to trip and slip, especially in muddy conditions. Please note fox hole as a particular hazard.	2	4	8	Physical development: balance and agility. Social skills: warning each other.
Standing dead trees and	Trees / branches/ deadwood	Children and adults	TGC team to do visual check of the site, including canopy, prior to a session.	1	5	5	Children understand the life cycle of trees and the matter cycle.

dead wood in the canopy	falling and causing injuries		Be aware of the particular danger of risk of branch drop when trees have been put under stress due to long periods of dry weather. This risk is increased if there is then heavy rain as weakened branches become heavy and more liable to break. Raise awareness with children. Encourage children to look up, not just in front.				Physical skills: balance, agility, avoiding marked standing dead trees. Children learn to look up and manage risk themselves as well as spot other wild wonders in the canopy
Sharp branches at eye level	Branches poking in the eye, eye injuries	Children and adults	Safety talk when entering the woods. TGC to remove any small branches that can be easily removed.	2	4	8	Children experience the woodland and the different shapes and sizes of trees and plants.
Debris in eye or ear (soil, leaf etc)	Eye injury, infection, blindness	Children and adults	Raise awareness - safety talk. Blink it out as the first option. Wash with saline solution for up to 20 minutes and take to minor injuries unit if further irritation or discomfort.	2	5	10	We value the magic of working with and around natural materials Teach learners to deal with debris in eye themselves.
Contact with hazardous plants and other natural materials	Rashes, nausea, phytophoto-dermatitis, poisoning, death	Children and adults	Safety talk: 'no pick, no lick' and show children poisonous berries if present and possible. Wash or sanitise hands prior to snack. Make children aware of hazardous plants to avoid e.g. nettle patches or spikey brambles. Cut back nettles and brambles that become hazardous, for example across paths or near seating. Be aware of euphorbia on site - include in opening circle discussions as a risk.	2	5	10	Children develop safe strategies for living around unfamiliar plants. Learn about plants and their adaptations.

							
Contact with non-natural material that may be found in an urban park	Cuts, infection, poisoning	Children and adults	<p>Site sweep carried out prior to the session.</p> <p>If hazardous materials (e.g. needles found), contact the relevant park manager.</p> <p>Avoid area in session where hazardous material found</p> <p>Include “don’t touch anything that doesn’t belong in nature” in safety talk.</p> <p>Ensure any area that may have higher levels of hazardous non natural materials are outside the forest school boundaries.</p>	1	4	4	<p>Children feel free to explore all areas of their local park.</p> <p>Children learn to recognise and avoid potentially hazardous materials.</p>
Pollen and other conditions that cause asthma and hay fever	Asthma attack, deterioration in well-being, respiratory issues, hospitalisation	Children and adults	<p>TGC made aware of any asthmatic children in the booking process.</p> <p>Teacher responsible for carrying inhaler and administering in the case of an attack.</p> <p>If asthma attack:</p> <ol style="list-style-type: none"> 1. What has triggered? Grass, pollen, animal hair, exercise induced, pollutants in air etc move away from trigger if possible. 2. sit forward in chair administer inhaler (teachers to hold) with space chamber if possible. 	2	4	8	<p>Community (including children’s peers) learning to support those with additional needs.</p> <p>Asthma and other conditions not a barrier to magical outdoor experiences.</p>

			<p>3. Encourage to relax and wait to see if improve for 3-5 minutes up to ten times or use as per child's care plan.</p> <p>4. If need more than ten doses, speech and breathing not improving or turn blue (or care plan says so) then call ambulance *Decision to call emergency services lies with lead teacher if child having attack*.</p>				
Bee, wasp or hornet stings	Pain, swelling, anaphylaxis	Children and adults	<p>Remove bee sting as quickly as possible to minimise toxin absorption (hornets and wasps do not leave sting). Ice/cold pack on sting. Watch for symptoms of anaphylaxis - sudden swelling, breathlessness, heart racing and call ambulance immediately. Leave area if possible as other bees can be stimulated by one bee sting. TGC made aware of any children with allergies in the booking process. School adult responsible for carrying autoinjector with child at all times.</p>	2	5	10	<p>Children develop safe strategies for living around insects. Learn about animals and their adaptations. Understand we are in the animal's habitat - we are guests. Develop empathy for animals and their needs.</p>
Tick-borne diseases	Lyme disease, tick-bourne fever, louping ill	Children and adults	<p>Make children check for ticks on themselves if in areas of long grass, ferns. Raise awareness with safety talk. Draw over tick bite with Sharpie, monitor for spreading or circle/target rash - if signs then seek medical attention.</p>	2	5	10	<p>Learn about life cycle of ticks and parasites. Learn to check themselves for such dangers. Empathise with needs of animals.</p>
Animal remains	Disease	Children and adults	<p>Children encouraged not to touch unless advised by an adult.</p>	2	1	2	<p>Children understanding life cycles and decomposition.</p>

			If deemed safe to touch children must wash hands thoroughly with warm water and soap afterwards.				Children being able to see the wonder of wild animals up close.
Animal faeces including vermin and bird excrement	Disease e.g. toxocariasis, Weil's disease	Children and adults	Site sweep carried out prior to the session. Faeces removed with a "poo bag" kept in kit. Safety talk - 'no pick, no lick'. Identify any highly affected areas in site sweep and avoid.	1	4	4	Children share space with wild animals and understand their habits. Develop understanding of safety precautions when outdoors. Empathise with animals' needs.
Stranger on site (inc unwanted person)	Violence, trauma or abduction	Children and adults	Low risk as this is a closed site. Clear boundaries negotiated with children. Clear recall signal to get children together. Relocate to another area of site if necessary. TGC adults to approach stranger only if they feel safe to do so. Call the police if necessary.	2	5	10	Importance of children feeling they can visit their local greenspace - majority of which is public access. Children feel a greater sense of inclusion in their local natural environment.
Lone working	Injury, death	TGC Team and freelance facilitators	Low risk as this is a closed site. TGC's Lone Working and Team Safeguarding Policy shared with all core team and facilitators. Always have a charged mobile phone Lone working avoided where possible TGC staff to keep the entrance gate padlocked at all times when on site.	2	5	10	In session set up/set down, some lone working is unavoidable and necessary for high-quality delivery of activities.
Lost child/child running away	Injury, death	Children	School to share with TGC children at risk of running away and decision made with the lead teacher whether or not they should come to sessions. Regular head counts by school adults and TGC team.	2	5	10	Learning and playing in natural areas beneficial for physical, mental, emotional and spiritual wellbeing.

			<p>Clear recall signal.</p> <p>Clear boundaries negotiated with children.</p> <p>In case of lost child, three adults to stay with group (if possible) while others search. If not found in 10 minutes, notify police and school leadership.</p> <p>Entrance gate to the site padlocked during sessions.</p> <p>Children given clear boundaries and understand to never enter the boxing academy.</p>				
Abduction	Injury, trauma, death	Children and adults	<p>Vigilance by adults to identify potential perpetrators.</p> <p>Regular head counts by school adults and TGC team.</p> <p>Clear recall signal.</p> <p>Clear boundaries negotiated with children.</p>	1	5	5	Creating a sense of freedom for children within their local green space without fear of others.
Terrorism	Abduction, trauma, injury, death	Children and adults	<p>Vigilance by adults to identify other park users displaying unusual behaviour.</p> <p>Clear recall signal.</p> <p>Run, Tell, Hide.</p>	1	5	5	Enabling children to connect with their local natural environment.
Incorrect manual handling	Back injuries, long term health issues, absence from work	Adults primarily but also children	<p>Reduce resources where possible.</p> <p>Storage and on site kits to be provided where possible to reduce resources being carried.</p> <p>Demonstrate good manual handling practice e.g. lifting with bent knees and close to the body.</p> <p>Avoid stressful and unrealistic time pressures.</p>	2	4	8	<p>Although we aim to reduce resources, sometimes heavy items. e.g. tools are required to facilitate experiences.</p> <p>We encourage children to explore natural objects of all shapes and sizes.</p>
Boxing Academy students interacting	Distraction, confusion of boundaries, distress,	Children and Adults	<p>Boxing Academy students stay outside the greenspace during sessions and are supervised by an adult at all times.</p> <p>If no Boxing Academy staff are present and a Boxing</p>	1	4	4	Boxing Academy students and UFS children sharing the same site for mutual

With children on sessions	accidental physical injury		Academy student enters the greenspace while a UFS session is in progress, then team to gather children and TGC facilitator or volunteer to alert Boxing Academy staff.				educational benefit
Boxing Academy students using TGC equipment / tools	Injury, unsafe use	Children and adults	Resources and gardening tools to be stored in locked sheds and TGC facilitators to make sure sheds are secure at the end of each session. TGC facilitators to monitor all resources going out to the group and coming back when facilitating. Boxing Academy has key to shed for staff to access equipment if needed.	1	4	4	Children understand the importance of caring for resources.

ACTIVITIES

HAZARD	RISK	PEOPLE AT RISK	EXISTING PREVENTATIVE MEASURES	PROBABILITY 1 - 5	SEVERITY 1 - 5	RATING (PXS) 1 - 25	BENEFITS
Children using tools under supervision	Cuts and injuries	Children	Children are given clear tool talk and demonstration before using tools. Clear tool zone created. Tools returned to designated space when not in use. Facilitator to make sure the group is in a calm, listening mood before using tools. Personal Protective Equipment (PPE): safety glove on helper hand where appropriate. Forest School Level 3-trained facilitators to lead tool sessions (if trained but not yet certified, UFS manager to judge on experience). Adequate adult:child ratio in place and children spaced out appropriately.	3	4	12	Physical development Confidence building Development of focus

			See UFS Handbook for more information re using tools. Near miss and accident log kept on Telegram for immediate sharing.				
Fire lighting	Burns and scalds	Children and adults	<p>The fire pit being used is collapsable and will be transported in its bag to and from site.</p> <p>On arrival this will be set up with a clear fire circle or square established with rope/sticks/stones. Debris will be removed from this area.</p> <p>Fire gloves, blanket and bucket of water by fire circle.</p> <p>Burns kit by fire circle.</p> <p>Forest School Level 3-trained facilitators to lead fire lighting sessions.</p> <p>Fire square/circle to be established directly around the firepit/bowl and children do not cross this boundary Children taught "beware, beware the fire square".</p> <p>Children will be placed calmly around the fire.</p> <p>Children spaced appropriately to avoid overcrowding. Adults placed evenly around the circle.</p> <p>Clear safety talk will be given before fire is started including rules about walking around, not in, the fire circle (if there is a log circle of seats) and a demonstration and explanation of the "respect" position when low near the fire.</p> <p>Calm atmosphere created when at the fire.</p> <p>Clear safety talk and modelling of lighting prior to children taking part.</p> <p>Fire will be started with natural kindling (cotton wool and fire steel) and fueled with small sticks from site and/or shop bought kindling.</p> <p>Fire to be supervised at all times and monitored to ensure not being over-fueled, that wind levels are safe and wood is staying in the centre of the pit.</p> <p>Long hair tied back.</p>	2	3	6	<p>Awe and wonder</p> <p>Spiritual connection to the ancient</p> <p>An understanding of how to make fire and consequential respect for fire and its power</p>

			<p>Fire gloves used to add fuel.</p> <p>Fire extinguished if wind levels become unsafe</p> <p>Stop fueling fire 10 minutes before end of session.</p> <p>At end of session fire extinguished fully by pouring bucket of cold water on embers.</p> <p>Ensure ashes are cold (to the touch) and discarded appropriately - bagged and binned or taken away.</p> <p>Fire pit used so fire not in contact with the ground.</p>				
Fairy Fires	Burns	Children and adults	<p>Children confident with use of fire steels before attempting to light a small fire.</p> <p>Cotton wool to be placed and lit in a shell or on a stone surface.</p> <p>Children spaced out appropriately</p> <p>No more than one ball of cotton wool to be used at a time - weighted down with a small stick to avoid being blown away</p> <p>Children to not touch the cotton wool at any point - to be removed by an adult</p> <p>Children taught to move hands back quickly once a successful light has been made</p>	2	3	6	<p>Building resilience through the challenge of creating a fairy fire</p> <p>Wonder at using fire steel successfully</p> <p>Imaginative play around creating a fire for a fairy</p>
Hot kelly kettle	Burns and scalds	Children and adults	<p>Children taught the 'respect' position.</p> <p>Barrier (such as sticks) created to prevent group being on same side as hot steam.</p> <p>Fuel added from the side rather than above.</p> <p>Plug taken out of the spout before activity.</p> <p>Fire gloves and bucket of water close by.</p> <p>Forest School Level 3-trained facilitators to lead Kelly Kettle sessions.</p>	2	3	6	<p>Satisfaction of making hot drinks or hot hand washing water for their community</p> <p>An understanding of how to make fire and consequential respect for fire and its power</p>
Playing with sticks and staffs	Cuts and bruises	Children and adults	<p>Raise awareness with safety talk.</p> <p>"No, pick, no lick and watch that stick" - ensure children understand meaning and explain that sticks need to be kept low.</p> <p>"If stick bigger than your arm, drag on ground."</p>	3	3	9	<p>Develop imaginative play with sticks</p>

			<p>"If bigger than you, it takes two, if bigger then me, it takes three".</p> <p>Constantly monitor and if stick play is becoming too risky, stop and address issues with the group.</p>				<p>Learn about making things with woods - species and specific uses</p> <p>Learn to be safer in woodland environment</p>
Using rope in den building	Rope burn, strangulation, cuts, bruises, strains	Children and adults	<p>Facilitator to identify ropes crossing paths below head height and move or highlight to children.</p> <p>Use soft rope to minimise chance of burn.</p> <p>Count ropes in and out .</p> <p>Ensure loose ropes not left on the ground.</p> <p>Safety talk.</p>	2	4	8	<p>Teamwork creating dens</p> <p>New skills learning knots</p> <p>Problem solving</p> <p>Pride in construction</p>
Children on hammock	Breaks and sprains, spinal injuries, head injuries, rope burns	Children and adults	<p>Ensure securely fastened on strong trees.</p> <p>Check nearby ground for any hazards e.g. tree stumps/roots.</p> <p>Adult to test before children use.</p> <p>Check hammock for tears or weak straps before use.</p> <p>Do not allow hammock to rub on the floor.</p> <p>Children taught how to use hammock safely by sitting in bottom first and swinging legs carefully in.</p> <p>Explain the hammock is a place of relaxation rather than a swing.</p> <p>Shoes off before use.</p> <p>Maximum 2 children at a time.</p> <p>Supervised at all times.</p> <p>Only 1 child allowed to help swing and while supervised.</p> <p>Teach children to recognise when people in the swing are unhappy.</p> <p>Teach a code word that means the child wants to stop.</p>	2	4	8	<p>Joy of swinging.</p> <p>Relaxing and having fun with peers.</p> <p>Seeing the park from a new perspective.</p> <p>Building awareness of others feelings and responding appropriately.</p> <p>Turn taking.</p>
Children on tree swing	Breaks and sprains, spinal injuries	Children and adults	<p>Swing only used with adult supervision.</p> <p>Adult to test swing first.</p> <p>1 child at a time on swing.</p> <p>Other children waiting in single file line out of striking distance of swing.</p>	2	4	8	<p>Coordination and motor planning: 'pumping' to increase swing height and readjusting body position</p>

							Physical strength and core control Mood enhancement: raise endorphin levels!
Rope bridges / obstacle course / lashed structures/slack line/ gymnastic rings	Cuts, scrapes, broken bones, twists and sprains, concussion, cranial injuries, spinal injuries	Children and adults	<p>Adult check lashings and test before use</p> <p>Check nearby ground for any hazards e.g. tree stumps/roots.</p> <p>Model safe use of all ropes/equipment.</p> <p>Attached to strong wood used (not dead).</p> <p>Ropes no more than six feet off ground at top.</p> <p>Adult supervision at all times.</p> <p>Used one at a time, two if close to ground.</p> <p>No shaking of ropes/equipment.</p> <p>Soft rope to prevent rope burn- warn children of dangers of rope burn.</p> <p>No loose ends of rope left - all tied and tidy before use.</p> <p>Set appropriate number of children on the obstacle e.g. three on the rope bridge at a time.</p>	2	4	8	<p>Balance</p> <p>Body control</p> <p>Gross and fine motor skills</p> <p>Learning knots</p> <p>Overcoming fear</p> <p>Joy</p>
Tree climbing	Sprains and breaks	Children and adults	<p>Adult supervision when climbing.</p> <p>Ground cover should be checked for 'sharp objects' Visual check for loose and rotten branches.</p> <p>Children are permitted to explore to their own limits to a maximum height of 2x the size of the child.</p> <p>Children should be instructed to have three points of contact on the tree at all times.</p> <p>Adults should be near enough to catch if a child should fall but far enough away to not be invasive to the children's exploration.</p> <p>Appropriate footwear.</p> <p>Adults not to lift children up into tree.</p> <p>Agree maximum number of children to be climbing at any one time.</p> <p>Agree boundaries with group (at top as well as sides)</p> <p>Raise awareness about jumping onto a slope (ankle injury).</p>	3	4	12	<p>Joy, awe and wonder</p> <p>Physical skills: strength, core and grip, balance</p> <p>Overcoming fear</p>

			No climbing in wellington boots or when the tree is wet.				
Mud, soil and organic matter entering existing cuts and abrasions	Infection (soft tissue, blood), sepsis, hospitalisation	Children and adults	<p>Children briefed on keeping cuts and scrapes clean while on session.</p> <p>Check dressings before mud and soil play.</p> <p>If person gets mud in cut or graze:</p> <ol style="list-style-type: none"> 1. clean the wound (under drinking-quality running tap water at hut, antiseptic wipes if off site) 2. pat the area dry with a clean towel 3. apply a sterile adhesive dressing, such as a plaster – read more about how to apply plasters and other dressings <p>Keep the dressing clean by changing it as often as necessary. Use waterproof dressings to keep the wound dry while bathing and showering.</p> <p>You can remove the dressing after a few days, once the wound has closed itself (nhs.uk)</p>	2	4	8	Recent scientific studies have connected the happy, relaxed and calm moods after Mud Play to the dirt that contains microscopic bacteria called Mycobacterium Vaccae. Mud play can help develop creativity, problem solving skills, fine and gross motor skills

COOKING AND FIRE

HAZARD	RISK	PEOPLE AT RISK	EXISTING PREVENTATIVE MEASURES	PROBABILITY 1 - 5	SEVERITY 1 - 5	RATING (PXS) 1 - 25	BENEFITS
Allergies	Minor allergic reaction or	Children and adults	<p>Nut/Meat/Fish/Shellfish/Kiwi/Sesame-free sessions.</p> <p>Collect allergy information before sessions begin and share with all staff on the session.</p> <p>Individuals with severe allergies carry EpiPen.</p>	2	5	10	The community understands the specific needs of its members Learn about allergies and their effects

	anaphylactic shock						
Using knives to prepare food	Cuts	Children and adults	TGC staff teach the claw grip method for using a knife when chopping vegetables. Use Warburton's resource https://www.warburtons.co.uk/wp-content/uploads/2020/11/Guide-How-to-teach-food-skills.pdf . Work in small groups. TGC facilitator supported by school staff when necessary.	3	4	12	Learning about how to prepare food Building confidence in life skills Physical skills: knife control
Preparing food	Food poisoning from E. coli or other microorganisms	Children and adults	Ensure handwashing for children helping prepare food. Water and soap available on site. When washing hands, water needs to be running e.g. adult pouring	2	3	6	Learning about how to prepare food Building confidence in life skills: hygiene
Foraging	Poisoning	Children and adults	Follow TGC foraging policy guidelines. Key aspects: All foraging to be led by a TGC facilitator who can confidently identify desired, safe plant. Make clear to the children that they can only pick with adult supervision from the designated plant. They must never pick independently or with their families. Do not pick from polluted areas - be aware of potential animal urine/faeces and emission residue. Check and wash all foraged food before cooking/eating.	2	4	8	Teamwork when gathering, pride in being able to identify useful plants, understanding of the culinary and medicinal benefits some local plants can provide, deeper understanding of nature's cycles.
Hot cooking on campfire - fire, hot pans, hot food, steam.	Burns and scalds	Children and adults	Walk around the edge of the fire circle rather than across it. Only come close to fire when invited by TGC staff. Safe kneeling 'Respect' position when cooking by fire. Buckets of water are always to be full and by the fire. No trip hazards/flammable materials in the fire circle.	2	5	10	Social benefits of cooking together and sitting around a campfire together Inspiring awe

			<p>Long hair and beards tied back. Loose clothing and lanyards tucked in while working with fire. TGC staff to remove pans from the fire using fire proof gloves and ensure firepit always stable. Everyone warned to not touch hot pans when serving. TGC team member leading and managing all cooking.</p>				
Uncontrolled fire (including improperly extinguished)	Burns and scalds	Adults	<p>TGC staff responsible for extinguishing fire Fire only made to the necessary size for the session length - TGC staff member to monitor size. FIRE FULLY EXTINGUISHED AT END OF EACH SESSION.</p>	2	5	10	<p>Learn about the effect of fires on habitats, particularly underground Develop responsible fire practice</p>