

KCC Risk Assessment Form – The 5 steps approach

Activity / Operation/ Event: Shorne Woods Country Park Site Specific					Assessment Date: 24/08/17		
Establishment: Shorne Woods Country Park					Review Date: 23/08/18		
Step 1 Identify the hazards	Step 2 Who might be harmed & how?	Step 3 What are you already doing?	Risk Rating <small>Trivial/ low / medium / high / stop</small>	Step 4 Is anything further needed?	Step 5 Action & Review		
					Action required	Responsible person	Date completed
Weather	Group + Leader Hypothermia Sunburn	A general welfare and weather risk assessment completed		6 or above on Beaufort scale Ranger to consider not taking children outside			
Car Park	Group + Leader Collisions from traffic causing Injuries	Designated adults responsible for the behaviour of the group at all times. Education/Activity Ranger to show the designated adults a safe place for the children to stand whilst waiting for the group to congregate and the activity to begin.	LOW	Close supervision by designated adults.			
Natural woodland materials	Group + Leader Slips, trips, falls and bangs	Verbal warning to be careful when negotiating way around the Country Park. Rangers/Wardens to carry out daily site check.	LOW	Close supervision by visiting staff			
Insects and plants	Group + Leader	Stinging nettles removed where possible.	MEDIUM	Close supervision by			

	Stings/Bites Anaphylactic shock	Areas where there are known to be stinging insects or plants avoided.		visiting staff. Allergies/medical conditions to be reported to the Leader and a copy of these along with any medication to be held by the lead visiting member of staff.			
Fungi	Group + Leader Poisonous	Group to be shown what the fungi looks like and verbally warned not to touch it or put their hands near their mouths	MEDIUM	Close supervision by visiting staff			
Toxic plants	Group + Leader Poisoning	Access to areas containing toxic plants to be restricted or group to be shown + warned of the plants. Groups instructed not to pull/use Bracken.	MEDIUM	Close supervision by visiting staff			
Uneven ground/slopes	Group + Leader Slips/Trips/Fall s/Sprains	Verbal warning to ensure the group are told to watch out for trip/slip hazards before activity commences.	LOW	Close supervision by visiting staff			
Low branches and trees	Group + Leader Banging and poking in eyes	Tree surveys of the site undertaken regularly. Hanging deadwood removed where deemed necessary.	LOW	Close supervision by visiting staff			

		Verbal warning of any dangers that these hazards may pose.					
Litter and debris	Group + Leader Cuts, scratches etc	Litter removed during site check prior to session. Ensure the group are aware of potential hazards and investigate areas carefully if litter is observed. Inform the group not to touch it or remove.	LOW	Close supervision by visiting staff			
Dog/wild animal faeces	Group + Leader Infection and disease	Ensure the group are aware of this potential problem. The Group Leader will carry antibacterial wipes in case of contact with animal faeces	LOW	Close supervision by visiting staff			
Fishing lakes	Group + Leader Getting Wet Hypothermia	The Group Leader ensures the group know that water is present on site as part of their safety brief.		Close adult supervision			

Assessor Name(s): Sarah Belsey

Job Title: Education Ranger

Signature

Review Date: 23/08/18

Step 1	Step 2	Step 3	Risk rating	Step 4	Step 5
What are the hazards?	Who might be harmed and how?	What are you already doing?		Is anything further needed?	Action & Review
Spot hazards by: <ul style="list-style-type: none"> walking around your workplace asking those doing the task 	Identify groups of people, consider: <ul style="list-style-type: none"> employees temporary / agency 	List what is already in place to reduce the likelihood of harm or make any harm less serious, examples	Trivial, low, medium, high or	You need to make sure that you have reduced risks 'so far as is reasonably practicable'.	Remember to prioritise. Deal with those hazards that are high-risk and have serious

<p>what they think</p> <ul style="list-style-type: none"> ▪ checking manufacturers' instructions ▪ considering health hazards 	<p>staff</p> <ul style="list-style-type: none"> ▪ contractors ▪ volunteers ▪ members of the public ▪ children (including work experience) ▪ lone workers ▪ pupils ▪ service users 	<p>include:</p> <ul style="list-style-type: none"> ▪ guarding ▪ training ▪ procedures, safe systems of work ▪ personal protective equipment (PPE) 	<p>stop (please see matrix below)</p>	<p>An easy way of doing this is to compare what you are already doing with good practice. If there is a difference, list what needs to be done.</p>	<p>consequences first.</p> <p>List:</p> <ul style="list-style-type: none"> ▪ actions required ▪ who needs to do them ▪ by when ▪ Check actions completed
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