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|  | RISK ASSESSMENT | RA No. | EE1 |
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Use of Outdoor Spaces – Earth Trust Site by Environmental Education

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| Assessment date: 09/07/2024 |
| Review date: 08/01/2025 (within 1 years) |
| Work area: Clumps, Little Wittenham Woods, Earth Trust Farm, Arboretum, River Thames, Neptune Woods, Overy meadows - Dorchester |
| Reason for Assessment: Ongoing Assessment |
| Assessor: Stuart Ritchie, Environmental Education Manager |

| Part 1 – Hazard Identification and Method Statement | |
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| 1. General Description of the Work Area | Associated Hazards |
| Mixed outdoor landscape including: <ul style="list-style-type: none"> - The Wittenham Clumps - Little Wittenham Wood - Broad Arboretum - Wildflower Meadows - The Rookery Woodland - Days Lock on the Thames - Earth Trust farm - Hurst Water Meadows, Dorchester - Archaeological Site | <ul style="list-style-type: none"> - Falling into the Thames - Slips, Trips and Falls - Stings, Allergies and Ticks - Contact with farm animals - Falling branches - Bacteria from soil, water and compost - Ingestion of non-edible plants - Burns and scalds - Starting wildfire - Discarded items - Weather associated hazards - Members of the public - Lost children - Drowning or water borne diseases |
| 2. Plant, Equipment and Vehicles | Associated Hazards |
| <ul style="list-style-type: none"> - Tractor + Farm vehicles - Hand Tools - Nets and survey equipment | <ul style="list-style-type: none"> - Collision with vehicle - Cuts or crush injuries - Diseases from soil or water |
| 3. Method Statement | Associated Hazards |
| Description of how the work will be done and by whom | |
| Guided working with groups of children (preschool to 18Y/O) in the outdoor landscape on the Earth Trust farm, Wittenham Clumps, River Thames and Hurst Water Meadows with appropriate adult: child ratios. All tutors outdoor first aid trained. Child supervisors includes tutors, education volunteers, teachers, parents and TA's. Safety briefing issued at the beginning of each session: Site orientation, uneven surfaces, staying together, setting boundaries. | |

Assessor signature/s (all involved should sign): Stuart Ritchie, Environmental Education Manager

Signed off by: Colin Shone, Operations Manager

Part 2 – Detailed Assessment of Risks

3x3 RISK MATRIX

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| | | SEVERITY → | | |
| | | 1 | 2 | 3 |
| LIKELIHOOD ↓ | 1 | LOW - 1 - | LOW - 2 - | MEDIUM - 3 - |
| | 2 | LOW - 2 - | MEDIUM - 4 - | HIGH - 6 - |
| | 3 | MEDIUM - 3 - | HIGH - 6 - | HIGH - 9 - |

| Hazard Potential harm and how caused | Persons likely to be affected | Existing control measures | Risk Rating before further measures | Further action required or ongoing measures to control risk | Risk Rating after measures | Corrective Action | | |
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| | | | Likelihood x severity | | Likelihood x severity | Who | When | Done |
| Falling into the river Thames <ul style="list-style-type: none"> Severe (death) Unsafe behaviour, Slipping or tripping | School Children | <ul style="list-style-type: none"> Avoid visits during flood events Safety briefing before approaching the river and crossing bridges – advise on the dangers + set rules Walk single file when walking on Days Lock and Weir – hold onto | 1L 2S | | | | | |

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| | | <p>the hand rail – no running</p> <ul style="list-style-type: none"> Limited number of children on the weir at one time (30 max) Carry throw line and be aware of the life rings on weir/river bank | | | | | |
| <p>Tripping on fallen branches in woodland</p> <ul style="list-style-type: none"> Moderate, cuts, bumps and grazes Unsafe behaviour or unstable footing | School Children | <ul style="list-style-type: none"> Make everyone aware of trip hazards and prevent running | 1L 1S | | | | |
| <p>General Slips, Trips and Falls</p> <ul style="list-style-type: none"> Moderate, broken bones, sprains and strains Low, minor injuries from slipping when running on grassy surfaces | Everyone | <ul style="list-style-type: none"> Make everyone aware of uneven ground and risks of slipping on wet grassy surfaces Within the archaeological site - Briefing for all about watching stepping. Support to get in and out of site. Provide assistance if necessary when accessing and navigating the Archaeological site. | | | | | |

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| <p>Nettle stings and thorn scratches</p> <ul style="list-style-type: none"> • Low • Children unaware of stinging plants | School Children | <ul style="list-style-type: none"> • Avoid areas where injury is likely • Point out nettles to young children | 1L 1S | | | | | |
| <p>Hay fever attacks</p> <ul style="list-style-type: none"> • Low • Unavoidable | Everyone | <ul style="list-style-type: none"> • Advise of seasonal pollen risk in pre visit comms | 1L 1S | | | | | |
| <p>Tick bites</p> <ul style="list-style-type: none"> • Low/Moderate • Walking through areas with high prevalence of ticks | Everyone | <ul style="list-style-type: none"> • Avoid areas where high densities are known • Advise to wear long sleeves and trousers • Check for ticks on body after walking through long grass | 1L 1S | | | | | |
| <p>Injury from falling out of a tree</p> <ul style="list-style-type: none"> • Severe • Unsafe behaviour or slipping | School Children | <ul style="list-style-type: none"> • Avoid climbing on unsafe trees • Supervise tree climbing-set max height according to ability/age of children • Stop/prevent activity if behaviour is deemed unsafe | 1L 2S | | | | | |
| <p>Bacteria soil and composts – in wounds or ingested</p> <ul style="list-style-type: none"> • Moderate/Severe • Contact with open wounds | School Children | <ul style="list-style-type: none"> • Keep open wounds covered with an adhesive dressing/plaster • Wear garden gloves when working with soil and compost | 1L 2S | | | | | |

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| | | <ul style="list-style-type: none"> Wash hands after handling Use hand sanitizer if soap and warm water not available | | | | | | |
| <p>Ingestion of non-edible plants</p> <ul style="list-style-type: none"> Moderate/Severe Negligence or lack of knowledge | School Children | <ul style="list-style-type: none"> Only encourage eating plants if part of a planned activity Point out edible plants and plants to avoid before starting any activity Discourage ingestion of any plants until it has been checked by knowledgeable staff | 1L 2S | | | | | |
| <p>Burns and Scalds from small fires</p> <ul style="list-style-type: none"> Moderate/Severe Negligence or tripping/slipping | School Children | <ul style="list-style-type: none"> Behaviour and activity parameters set before children allowed near fire Maximum adult supervision around fires Strictly no running around fires Fires be kept small Plunge water buckets on hand Put fire out immediately after use | 1L 2S | | | | | |
| <p>Starting wildfire</p> <ul style="list-style-type: none"> Moderate/Severe | Everyone | <ul style="list-style-type: none"> Do not light fires under drought conditions | 1L 2S | | | | | |

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| <ul style="list-style-type: none"> Negligence | | <ul style="list-style-type: none"> Monitor wind speed and direction if outdoor temperature over 28C | | | | | | |
| <p>Danger from discarded items</p> <ul style="list-style-type: none"> Low to Severe | Every one | <ul style="list-style-type: none"> Check area frequently to prevent contact of items with school children or the public Dispose of safely by wearing gloves and using a tool. Do not pick up with hands. | 1L 1S | | | | | |
| <p>Weather associated hazards</p> <ul style="list-style-type: none"> Low to Severe | School Children | <ul style="list-style-type: none"> Monitor weather conditions/ warnings using the MetOffice Review annual tree safety survey for dangerous branches Wear appropriate clothing and advise other to do the same Take appropriate breaks and advise others to do the same Ensure children are carrying water bottles in hot temperatures | 1L 1S | | | | | |
| <p>Members of public</p> <ul style="list-style-type: none"> Low to Severe | School Children | <ul style="list-style-type: none"> Make everyone aware that this is a | 1L 1S | | | | | |

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| | | <p>public access site at beginning of the session</p> <ul style="list-style-type: none"> • Conduct regular head counts • Keep all children in sight at all times | | | | | | |
| <p>Lost children</p> <ul style="list-style-type: none"> • Severe | School Children | <ul style="list-style-type: none"> • Conduct regular head counts • Keep all children in sight at all times • Stop activity if unsafe | 1L 2S | | | | | |
| <p>Cuts and crush injuries</p> <ul style="list-style-type: none"> • Moderate to Severe | School Children | <ul style="list-style-type: none"> • Provide training before tool use • Wear protective gloves • Provide training before lifting | 1L 2S | | | | | |
| <p>Collisions with Vehicles</p> <ul style="list-style-type: none"> • Severe • Negligence | School Children | <ul style="list-style-type: none"> • Safety check before crossing the road • Avoid activity around active farm vehicles | 1L 2S | | | | | |
| <p>Disease or injury from contact with farm animals</p> <ul style="list-style-type: none"> • Low to Severe • Negligence or unpredictable animal behaviour | School Children | <ul style="list-style-type: none"> • Brief groups to not approach cattle on the clumps • Walk away from cattle if they are approaching • Wash hands with soap and warm water | 1L 2S | | | | | |

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| | | <p>immediately after contact with sheep or goats</p> <ul style="list-style-type: none"> • Walk over sterilising mats when visiting animals housed indoors | | | | | | |
| <p>Injury, disease or death when conducting river surveys at Hurst Water Meadows and Overy Bridge Meadows</p> <p>Dorchester on Thames</p> <ul style="list-style-type: none"> • Moderate to Severe • Drowning, water borne diseases | School Children | <ul style="list-style-type: none"> • Conduct pre-visit water level check • Avoid visits during periods of high flow (>1.5m depth). • Advise on all risks before starting activity. • Leader sets boundaries and expectations for safe behaviour around the river at start of session. • Advise to stand side-on against the river current. • Ensure no person is more than waist deep in the river when using waders. • Leader carries throwline for emergency use, positioned downstream of activity to intercept • Keep open wounds | 1L 2S | | | | | |

