

UCET Work Method Statement or Standing Operating Procedure

For other instructions relevant to this activity, please refer to:

- ED 1 RAMS Activities Outdoors with Children
- ED 2 RAMS Activities using tools
- ED 11 RAMS Fire lighting

1. The Activity

Activity being carried out: Using Natural resources

How is the activity completed?

- 1) Wattling – children use soaked willow to construct a tray or sword
- 2) Mud masks – children use mud and put onto trees, then add seeds, leaves etc to make faces
- 3) Journey Sticks – children select a stick and tie natural objects to it as they walk along
- 4) Scavenger hunts – children collect natural things
- 5) shelter building – children build shelters using sticks, natural resources, poles and tarpaulins
- 6) herb activities (herb charm, smelly cocktails, posy bags, soap making, perfumed oil) – children collect herbs for various purposes
- 7) Bow and arrow making – Children select sticks for bows and an arrow
- 8) fire lighting and wood collecting – children collect natural materials in order to light a fire
- 9) Bug hunt – children sweep grass, shake trees and search in the grass for bugs
- 10) Environmental games – children take part in a range of sensory activities enabling them to explore their natural environment. This includes picking up things from the ground
- 11) Making instruments
- 12) Making stone age amulets – children collect a stone from back of house or grounds then create a web around it using copper wire, children also make clay beads and put hole in the centre using wood skewers, then they thread it all on to their necklace
- 13) Nest building – children collect wooden sticks to make giant nests

What equipment is used?

- 1) Soaked Willow, wooden bases, cable ties, secateurs
- 2) Mud, water, plastic bucket.
- 3) String/wool
- 4) Womble bags
- 5) Tarpaulins, rope, hazel sticks, wood from the woodlands, water guns, watering cans, leaves, rock and other natural materials
- 6) Terracotta dishes, herbs, willow sticks, string, fabric, grated soap (allergens), oils, sawdust, honey, pottery jugs
- 7) Flint knives
- 8) Rasp, string
- 9) None for collecting
- 10) Sweep nets, lenses, sheets
- 11) Coloured egg-boxes, blindfolds, colour match cards, mirror tiles
- 12) Pieces of split wood, wood, twine, string, cordage
- 13) Pre-cut copper wire, air drying clay, wooden skewer, pre-cut cordage
- 14) Sticks/fallen branches

What locations are approved for the activity?

Various areas, both indoors and outdoors, dynamically risk assessed by Ufton staff

Reviewed annually unless procedure needs to change. Next Review due: Oct 2020

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What are we expecting the accompanying staff to do?

Take note of the Hazard Exchange Form information shared and act on it; share information about the needs of their children and any behaviour which might affect the session with UCET staff; Follow instructions especially those relating to use of tools and safety. Wash hands as soon as the activity is finished

Administer first response first aid to any of their children who injure themselves (Ufton staff are available to support and help if requested following the first response.)

Which parts of the activity are the accompanying staff prohibited from doing?

Climbing trees for wood, using anything they cannot safely transport and secure, picking nettles without protecting hands/arms, eating any materials

What significant hazards have you identified in the activity?

- Willow being flicked around and hitting someone in the face.
- Allergies to items in the environment
- Splinters
- Stings
- Slips and trips
- Burns, scalds
- Infection by bacteria and zoonosis' e.g. Weill's, and Lyme's
- Cuts from secateurs, rasps
- Transporting buckets of mud

Are there any other issues that may affect the activity which you need to include in the control measures?

No

What control measures do you have already in place?

- Appropriate ratios of adults to active participants.
- Making sure hands are thoroughly washed after each activity.
- Briefing includes plants which may cause harm
- Instructed on how to create willow tray/sword step by step
- Safety brief of being aware of people around you and having enough space to prevent accidentally hitting someone with the willow.
- Making sure that a member of staff or adult is supervising use of secateurs
- Making sure there are no large/sharp stones in the mud bucket.
- Instructing the children on proper use of mud, as well as offering gloves if needed.
- Cover open cuts with waterproof dressing before activity begins.
- Brief participants about keeping foreign bodies out of the eye.
- School staff to administer first response first aid to any of their children who injure themselves (Ufton staff are available to support and help if requested following the first response.)
- Instructing the children on how to assemble a basic shelter, making sure they do not use large/heavy logs/sticks, explain what size they should try to collect
- Show children how to support shelter building poles if using
- Do not lean the ends of stick/logs against trees without support.
- Careful use of bracken to prevent cuts.
- Nettles only used if hands/arms are protected
- Medical conditions are known – recorded on Hazard Exchange Form at start of visit
- Area to be used is checked to make sure there are no swarms of bees/wasps in the area

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- Move activity if bees or wasps become a problem
- Woodland checked before use and wind speed monitored
- Woodland is managed for safe educational use
- Grounds are managed for safe educational use
- Advice given with regards to ticks and symptoms of Lyme's disease and also Weill's
- Briefing includes low branches, things dropping into eyes, keeping away from fire, hot liquids etc.
- Sensible clothing and footwear advised before start of activity.
- Trolley used to transport heavy and/or awkward resources

2. Hazards if exposed during the activity

Wet slippery ground; branches in trees dropping down; uneven surfaces; allergies to materials and/or environment; Weill's and Lyme's disease; high winds; rain; hypothermia; exposure, dehydration, sunstroke, heatstroke, hyperthermia

3. PPE to be issued and worn

Gloves if needed.

4. Risk Controls Applied

Hazard	Likelihood	Injury Outcome	Business Risk	Environmental impact	Overall risk and additional comments
Possibility of intruder	2	5	5	1	50 Critical Incident plan is put into action
Lost child	1	5	4	1	20 Critical Incident plan is put into action
Child absconds	1	5	4	1	20 Critical Incident plan is put into action
Cuts, grazes and splinters	5	2	1	1	10
Allergic reactions	2	5	5	1	50 See Ed 5 RAMs – activities in woodland See Ed 13 RAMs – natural resources Collect medical information to avoid materials which cause anaphylaxis. Make sure epi-pens are carried where allergies are known Hazard Forms
Fire	1	5	5	5	125 See Ed 11 RAMs – Fire lighting Check area for dryness, exposed roots Ensure fire is properly extinguished Check later to ensure fire is out

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Burns	4	4	1	1	16
Scalds	3	4	1	1	12
Accidental injury from activity or equipment	4	3	1	1	12
Willow lash	5	3	1	1	15

Key

Likelihood	Injury Outcome	Business Risk	Environmental Impact
1 Remote – no historical occurrences here but has happened elsewhere	1 No treatment	1 No impact	1 No impact
2 Unlikely – Occurs here but extremely rare (not in last year)	2 On site first aid administered	2 Minor impact	2 Minor Impact
3 Possible – has occurred in the last year	3 Treatment by external medical professional and same day discharge	3 Moderate short term impact	3 Moderate short term impact
4 Foreseeable – occurs occasionally (once per term)	4 Admission to hospital	4 Serious medium term impact	4 Serious medium term impact
5 Regular – occurs regularly (weekly)	5 Death or life changing injury	5 Very serious long term impact	5 very serious long term impact
Multiply Likelihood x Injury Outcome x Business Risk x Environmental Impact.			
Any score above 25 must result in control measures being applied in the additional comments column			