

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 6 RAMS Activities Indoors with Children
- ED 11 RAMS Fire lighting
- ED 13 RAMS Natural Resources

1. The Activity

Activity being carried out: Activities using tools

How is the activity completed?

- Grinding corn – children turn top stone around, children grind using a stone on the saddleback quern. Also use pestle and mortar
- ploughing – children use antlers, prepared animal shoulder blades, flint stones, digging sticks
- bow-making – use a wire-saw to cut a length of hazel coppice, use rasps to help tie string
- shelter-building – use a wire-saw to cut a piece of hazel
- fire-lighting – ferrosium rod against steel, bow drill, flint and steel, wire wool, flint fire-lighting kits, fire gloves, fire bowls
- quill and ink – place knife with a thumb in a particular place with blade pointing away from body and pulling feather towards body with knife staying still
- gathering wood – kneeling down, run brash hook down the stick to take off other smaller branches, secateurs, lopper and bow saw
- Gathering grass materials – children use a flint sickle, sharp flint
- whittling – knife, flint knife, sitting on a bench draw the knife perpendicular to the body down the length of a branch to take some wood off,
- torc making – twist pieces of wire together, hammer, anvil, pliers, snips, punches
- Big-dig – children use hand tools to dig through soils to find pottery materials.
- Spinning and weaving – Using carding brushes pull wool apart with raised elbows, spindles, looms, children use teasel heads, and twist ply together, then finger weave, use bone needles to make a net or chain
- Bird feeder – secateurs, hammer, nails, files, scissors
- Wattling - secateurs
- Sewing – needles, scissors

What equipment is used?

Quern, stone and saddleback quern, pestle and mortar, antlers, prepared animal shoulder blades, flint stones, digging sticks, wire-saw rasps, ferrosium rod against steel, bow drill, flint and steel, flint fire-lighting kits, craft/stanley knife, bill/brash hook, secateurs, lopper, bow saw, flint sickle, flint knife, hammer, anvil, pliers, snips, punches, hand tools to dig, carding brushes, spindles, looms, teasel heads, needles, files, scissors, sheath knives, hand drill

What locations are approved for the activity?

Inside and outside. Dynamically risk assessed by staff

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; Act upon information supplied by the instructor and stay in the area as advised. Information is given verbally and sometimes with written session plans. Participation levels will depend on many factors e.g. age, competence etc.

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

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Education RAMS 2 – Activities using tools

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?

The following activities will be led by Ufton staff: wire saws, fire lighting, brush hooks, loppers, bow saws, whittling with knives

Instruction will be given on all activities and how much involvement visiting adults will take.

What significant hazards have you identified in the activity?

- Accidental injury through improper use of the tool. This is both injury to self and others.
- Slips and trips whilst carrying a tool.
- Foreign bodies entering an eye.
- Misuse of the tools.
- Dropping a heavy weight.
- Infection from soil.

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; Saws 1:3, Knives 1:4 (Primary) or 1:5 (Secondary)
- 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)
- Count all tools out and back in
- Demonstration and supervision of safe use of tools
- Keeping tools appropriately stored
- Brief children on where to stand
- Ensure that all surfaces appropriate for use and that there is enough space between the children
- Ensure that heavy weights are secure and not near the edge of a surface where they could fall
- Minimise children moving around whilst carrying tools
- Brief participants about keeping foreign bodies out of the eye
- All cutting surfaces to be kept away from the body and point in a direction away from the person cutting
- Tools are categorised by Site Team, checked and maintained by Site Team, stored by Site Team and signed out by Site Team
- Reporting of any damage to the tools and tools to be decommissioned
- For certain tools, wear gloves on non-tool hand
- Blades should be checked before and after each activity
- Counting all tools in and out
- Only tools purchased and maintained by Ufton to be used
- Only tools where guidance/training has been given by the Site Team can be used
- Cover open cuts before activity begins
- Wash hands immediately after activity

2. Hazards if exposed during the activity

Wet slippery ground; branches in trees dropping down; uneven surfaces; allergies to materials; Weill's disease; high winds; rain; hypothermia; exposure.

3. PPE to be issued and worn

Fire gloves, work gloves and safety goggles provided where necessary

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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
Accidental injury from tools	2	5	5	1	50 'Tool talk' to be given demonstrating correct use Tools to be kept in good working order Tools to be kept in designated area so all are accounted for Safe working ratio of no more than 1:12

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			

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