



Pear Tree School

# Specific Activity Risk Assessments and the Value of these Activities to the Pear Tree Curriculum



2025 - 2026

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## **A message from our Head Teacher/Head of Service**

As founder and managing director of Pear Tree Projects since its formation in 1990 (school 2005) I have always believed in the importance of valuing mistakes and learning from experience. The value of this was beautifully articulated by Matthew Syed in his book 'Black Box Thinking' which, on publication was purchased and released throughout the organisation. This also discussed the importance of marginal gains. The ability to consider the value of many small changes and the compound impact of these over time.

Pear Tree (school) has within its culture the promotion of self reflection and self reporting of mistakes and acting on the evidence produced to achieve a positive outcome. All accidents are considered from a risk assessment perspective and appropriate action taken to reduce or remove risk whenever possible.

As a values based organisation we value the importance of 'courage' as a corporate value. Therefore, the above must not be mistaken for being risk adverse. Staff and children are encouraged to take risks and to be 'brave' but also to manage risks in a considered way. Students are encouraged to be part of the risk assessment process whenever possible. Not just reading but considering and designing.

The environment we live and work in is risk assessed. Homes, farms, classrooms and offices.

Activities are considered and risk assessed in a specific risk assessment format and collected as and when new activities are undertaken.

Behaviour is also risk assessed in the form of risk assessments (28) of the child in terms of risks to the child and risks from the child.

We are open to consultation and advice. Actively seek to keep ourselves updated where we can and seek to improve the service through policy development which underpin practice.

Policies are reviewed on an annual basis and must be easy to understand by all abilities "at a glance".

David Bartlett MBE – Head Teacher/Head of Service



# Risk Assessment Policy

## 1. Introduction

The purpose of this policy is to enable Pear Tree School to meet its duty of care to students, staff and others, by creating a culture of undertaking frequent risk assessments to reduce the consequences of accidents, etc., as far as is reasonably practical. The school takes a proactive approach to managing risk, and thereby seeks to reduce the likelihood that anyone will be harmed or become ill whilst working within the school building, the grounds, or visiting.

Potential risks to health, safety and wellbeing will be identified, and wherever possible managed / controlled. In order to do this, the management of the school undertake regular 'risk assessments'. The assessments carried out, ensure that all areas of the school building and grounds are inspected, and take account of any likely risk (however small) which could have an impact on our students, staff, volunteers, parents, visitors, and the general running of the school.

## 2. Definition and Purpose

A 'risk' is the chance, high, medium or low, that somebody could be harmed by a potential issue that has been noticed, together with an indication of how serious the harm could be. Hazards are defined as anything that may cause harm, such as chemicals, electricity, working from ladders, open drawer or virus's etc.

The purpose of carrying out risk assessments is to identify risks and evaluate any associated hazards. This includes areas such as:

- Safeguarding
- Health and Safety; what's the symbol about - what is this in practice?
- Security
- Fire Safety
- School Trips

Other areas include:

- Educational and therapeutic
- Some Science activities
- PE and Sports activities
- Child Protection and Pastoral Care
- Our Safeguarding and Child Protection Policy outlines the procedures in place to identify children at risk beyond the environs of school.
- Medical and First Aid
- The Medicine Policy outlines the procedures for managing children's medication.
- The First Aid Policy outlines the procedures for managing first aid.
- The School Administrator is responsible for reporting any notifiable accident that occurs on school premises to a student, member of staff, parent, visitor or contractor to the HSE in accordance with the Reporting of Injuries Diseases and Dangerous Occurrence Regulations (RIDDOR).
- Unsafe Areas

- The school seeks to ensure that students understand why they do not have access to potentially dangerous areas.
- All flammables are kept secure.

### **3. Risk Responsibilities of All Staff**

All members of staff are given induction into the school's arrangements for risk assessments and health and safety. Specialist training will be given to those whose work requires it. However, staff are responsible for taking reasonable care of their own safety, together with that of students and visitors. They are responsible for cooperating with the Head Teacher, and other members of the school staff in order to comply with their health and safety duties.

Finally, all members of staff are responsible for reporting any risks or defects to Head Office.

### **4. What is Risk Assessment?**

A risk assessment is a process of conducting a formal review of the harm or hazard to anyone involved in the school (including visitors and parents). The assessment carried out will:

- Identify what the potential risks are.
- Outline who might be harmed as a consequence of the risk, and how.
- Briefly highlight what action the school are currently taking to 'manage the risk'.
- Explain what further precautionary measures the school may need to take to address the risk and resolve the matter permanently.
- Note who the 'risk action' is assigned to.
- Date the risk is expected to be addressed / resolved.
- Review the assessment and update as necessary.
- Date completed, assuming the risk has been resolved.

It is important to note of course that not all identified risks could be completely mitigated / minimized, or removed. In which case a 'date done' could only simply state 'on going'. However, the assessment will clearly detail what the school is doing to manage the risk, and that it will be reviewed regularly.

### **5. Who Conducts Risk Assessments?**

Risk Assessments will be carried out by the Head Teacher (or duly delegated to a member of staff accordingly). As the school is located on a farm(s), any potential risks may also impact farm staff. Therefore, any serious risks identified will be escalated to the proprietor.

Risk assessments / observations are carried out by undertaking a physical 'tour' of the building / grounds / facilities' and looking out for potential hazards.

The School Administrator however would not complete the assessments without enlisting views of others (where relevant) about any risk they identify or consider.

Supervisors, students, etc., may equally identify potential risks and if they do, then these should be reported to the Head Teacher (or School Administrator) ASAP.

## 6. What are the main types of Risk Assessment in Pear Tree School?

The school has categorised Risk Assessment areas into a number of specific groups. These are:

### • **General Health & Safety Risk Assessments**

The school conducts and documents risk assessments for all activities presenting a significant risk to students, staff, visitors, etc.

These assessments are coordinated by the School Administrator.

HYPERLINK <http://www.thegrid.org.uk/info/healthandsafety/manual.shtml>

Risk assessments are available for all staff, students and parents to view.

### • Individual Risk Assessments

If applicable risk assessments relating to specific staff members or students, will be undertaken by the Head Teacher. These assessments will be held on that individual's file within the School Office. It is the responsibility of all staff to inform the Head Teacher of any medical conditions (including pregnancy) which may impact upon their work.

• Curriculum Activity Risk Assessments Risk assessments for extra curriculum activities will be carried out by the relevant subject Supervisors. These curriculum areas include:

### • Design and Technology

### • Practical Science

### • Art & Design

### • Physical Education

### • Cooking

• Statutory Tests The school employs specialists to carry out risk assessments in gas safety, electrical safety, fire safety. Statutory tests will be carried out on all the following.

### • Fire Extinguishers.

### • Fire Alarm.

### • Fixed Electrical Wiring Installation.

### • Emergency Lighting Inspection and Test.

### • Portable Appliance Testing (PAT).

### • Offsite Visits Risk Assessments

Risk Assessments for offsite visits have three aspects:

1. Generic activity risk assessments, which are likely to apply to the activity whenever it takes place.

2. Visit / site specific risk assessments, which will differ from place to place and group to group.

3. Ongoing risk assessments that take account of e.g. illness of staff or students, changes of weather, availability of preferred activities.

The assessment will take account of age, and particular health / medical issues (asthma inhaler, epi-pen for allergic reactions, etc.).

The member of staff planning the visit will submit all relevant paperwork and risk assessments relating to the trip to Head Teacher, who will check the documentation and planning of the trip and if acceptable initially approve the visit, and any increased vulnerability including SEND (Special Educational Needs and Disabilities).

- Fire Evacuation and Other Emergency Arrangements

The Head Teacher is responsible for ensuring the school's fire risk assessment is undertaken and implemented, and also ensuring that the school's fire log is kept up to date and that inspection / maintenance is undertaken and recorded in the fire log book located in the School Office.

- Flammable and Hazardous Substances

Within curriculum areas (in particular Science and DT) Supervisors are responsible for COSHH and ensuring that an up to date inventory and model risk assessments contained in the relevant national publications are in place. (CLEAPSS, Association for Science Education's "Topics in Safety" etc.).

If required, full COSHH risk assessments are conducted and communicated to staff exposed to the product / substance.

- Lifting and Handling

Generic risk assessments for regular manual handling operations are undertaken and staff provided with information on safe moving and handling techniques.

- Contractors

The School Administrator is responsible for monitoring areas where the contractor's work may directly affect staff and students, and checking whether expected controls / risk assessments are in place. Wherever possible contractor work is arranged outside normal school hours. If contractors do need to attend to tasks in an emergency, or at times when they are unable to avoid normal school hours, then they are accepted into the school but are escorted during their entire visit. They would also be required to be recorded as a visitor on the visitor recording system.

7. Storing of Completed Risk Assessments Once the completed assessments have been shared with appropriate staff, students, etc., they will be filed in the School Office.

#### 8. Risk Assessment Headteacher's Approval

Approved by:

Name of Proprietor Mr David Bartlett MBE

Date

## **Policy in relation to how to assess the suitability of a student to be entered onto a GCSE course:**

At the forefront of planning and decision making within Pear Tree School is the desire to help students to be “the best they can be”. The best they can be is a desired outcome however it is fundamentally important to recognise this statement of desire in a holistic context and not within the single issue of academic achievement.

Pear Tree’s aims that have remained consistent for 4 decades, are to help young people ‘emotionally, practically and academically’ in this order of priority.

Academic progress is important, but if the maturing student doesn’t have the ability to apply the knowledge learned in a practical sense, it is of little use in the overall strategy of life enhancement. If a student has good practical skills but lacks the confidence and resilience to use their skills, both knowledge and skills learned will not be effectively utilised in the strategy of life enhancement.

The above is particularly important to the “Looked after Child” population whose adverse childhood experiences to whatever level of impact are exposed to the harsh realities of life, a factor often overlooked in the planning process of a mainstream education system. On leaving school, they will have to face the prospect of making their own way in life with minimum support networks, which are often limited in practical functioning and lack of vision or aspirations.

The basics of food, clothing and shelter are not just a theoretical chart but a stark reality. The benefit system is the national safety net; however, it can quickly become the visually appealing Emperors’ cloak that becomes a comfort blanket from which there is no escape.

The window of opportunity to overcome past traumas, discover new skill sets, be inspired to engage in a positive functioning future and lay down the foundations for a plan based on success is small, fragile and requires the focus of all those that support the student. It also requires continued success as there is little chance of overcoming setbacks created by getting it wrong.

It is perhaps this aspect that needs careful consideration beyond that of the mainstream population. Some students need to be pushed, experience failure and setbacks as part of the process of building resilience in the normal flow of life’s rich pattern. Looked after children who have experienced adverse childhood experiences are already damaged by such events proportionate to the level of trauma experienced. They need to be nurtured to succeed in a way that builds their self-belief and avoids further negative experiences. It is therefore hugely important that such a plan works on the basis of “incremental learning”, “sequential learning” and continued success. This is part of a ‘trauma informed practice’ approach to decision making and future planning.

Therefore, to be considered for entry into a GCSE programme of learning, the student must have made the following achievements.

- Demonstrate the ability to remain focused and on task in a classroom setting.
- Made achievements equal in value and complexity of the proposed course.
- Made term on term progress with work set.
- Made progress with all PEP targets.
- Receptive to learning and adaptable to the different requirements a GCSE course requires.

- Demonstrate the ability to cope with the exam conditions required. (The stress of exam conditions cannot be minimised as the damage to the student's emotional wellbeing can be significant if this is beyond their scope of resilience.)
- Demonstrate that any disappointment created by any setbacks can be managed and overcome. (This requires evidence of other factors in life to obtain a holistic overview of the likelihood of resilience.)
- The assessed outcome of the proposed accreditation must be in the region of as a minimum expectation around a grade of 50% of the scores available. If less than this there is the risk of falling below 25% which illustrates the lack of ability rather than promoting their strengths. No student should ever be entered just because they can pass the minimum requirement to achieve a pass mark.

To ascertain the suitability of a student to be entered onto a GCSE course the appropriate risk assessment form must be completed.

In the event that a student does not meet the risk assessment in full alternative options should be proposed.

**Risk assessment as to how to assess the suitability of a student to be entered onto a GCSE course.**

Name	
Date of birth	

<p><b>Why do it?</b></p> <ul style="list-style-type: none"> <li>- To maximise accreditation.</li> <li>- To encourage learning and progression through accreditation.</li> <li>- To build self-esteem and self-perception.</li> <li>- To increase confidence through success.</li> <li>- To increase further opportunities to progress and access further education.</li> <li>- To demonstrate to an employer now or in the future a level of competence.</li> </ul>
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	Yes	No
Demonstrate the ability to remain focused and on task in a classroom setting.		
Made achievements equal in value and complexity of the proposed course.		
Receptive to learning the different requirements a GCSE course requires.		
Demonstrate the ability to cope with the exam conditions required. (The stress of exam conditions cannot be minimised as the damage to the student’s emotional wellbeing is significant if this is beyond their scope of resilience).		
Demonstrate that any disappointment created by any setbacks can be managed and overcome. (This requires evidence of other factors in life to obtain a holistic overview of the likelihood of resilience.)		
The assessed outcome of the proposed accreditation must be in the region of as a minimum expectation around a grade of 50% of the scores available		

Comments					
Assessed by (Name)		Designation		Date	
Counter Signed (Name)		Designation		Date	





## Farm Based





# **STANDARD OPERATIONAL PROCEDURES FOR PEAR TREE STAFF WORKING AT TOY TOP FARM, THE MANOR & BLACKMIRES FARM**

**These procedures should be read in conjunction with Pear Trees leaflet on safety at the farm and other associated activities**

As part of the staff team working on the farm you will be well aware of the fact that it is a busy place with many different activities being undertaken often at the same time. It is a hive of industry where members of staff are regularly focused on their own occupations without necessarily being concerned or aware of others activities. The staff team should be aware and acknowledge the risks that can occur by operating in such a fashion and make every effort to always be aware of all activities that are being undertaken and to make every effort to assist colleagues whenever necessary, particularly if and when difficulties may arise.

## **The Road at Toy Top Farm**

The farm is immediately adjacent to the A68, an often busy and hazardous road and it is from this that the most serious of risks present to staff, children and animals alike. Members of staff should always ensure that the GATES to the farm are always CLOSED and only opened immediately before passage through and closed immediately after. This is particularly important at the bottom gate and staff should ensure that if they ever ask a young person or visitor to open the gate to allow them access that they understand that the gate should be opened immediately before passage and not a couple of minutes prior in anticipation, even if the visitors are stood by the gate. This is particularly important when horses are being ridden out as riders mounting horses and in the first couple of seconds of their exercise experience what can be the most dangerous time. If horses were to throw riders or riders were to be unsuccessful in mounting dangers are immediately obvious if a young person has already gone to open the gate and are unable to close it in time before the horse, dog etc have passed through. This also promotes an awareness of the dangers and a risk assessment management culture.

## **Riding Horses**

The riding of any horses should be undertaken after careful consideration to the risk assessment format which determines which horse is appropriate to ride, what activities are appropriate, in which areas of the farm with these specific horses. Appropriate instruction should be given and tack carefully checked to ensure the safety of the rider. Riding can only take place with children in Pear Tree care following an assessment by the Chief Riding Instructor.

## **Riding Out**

The above advice is particularly important for horses and riders who are about to ride out on the roads. Riding out should only be undertaken with young people who are assessed as being capable and competent to ride out. Experienced riders will regularly exercise on the roads and start their journey through the bottom gate. Riding out (hacking out as it is known) can only happen when a degree of competency has been displayed after a significant period of time following an assessment of competence by the Chief Riding Instructor.

## **Working with the horses around the yard**

Whilst working with the horses around the yard it is important that safety procedures are given careful consideration. Children should always be made aware of the dangers on both ends of horses. Atmosphere/mood should be kept calm and not allow staff or children to become over excitable within the vicinity of the animals. Calm voices and behaviour are expected at all times.

Under no circumstances are dogs allowed to be running free in the barn or anywhere else on the farm while students and staff are riding horses outside of their stables. Horses and dogs can live in harmony the majority of the time but if difficulties arise both can be unpredictable and accidents can then happen. At such times both can be uncontrollable.

When turning horses out into fields, children and visitors to the farm should be given clear instructions as to where to stand and what the expectations are. The person responsible for the turning out of the horses should ensure that both gates onto the road are closed securely and that the door into the barn from the car park is also closed, in case visitors happen to arrive off the road through the top gate. Likewise the same precautions should be taken as above when horses are being brought in from the fields.

## **Walking the Dogs**

Taking dogs for a walk is a pleasant activity that many children want to be involved in. This should only be done with permission from farm staff and advice should be sought as to which dogs are appropriate and where is suitable to go at a given time to avoid other livestock or wildlife.

## **Use of Tractor**

The tractor is a valuable tool, which is used most days. Only approved tractor drivers can use it. All staff should ensure that when the tractor is in operation that children are kept well away from the tractor and well out of the vicinity unless helping the tractor driver and receiving clear instruction from the driver at safe times. I.e. helping to hitch the trailer and cutting plastic off the haylage bales etc. Again, keeping right out of the way helps to create that all important risk management culture.

Only those young people who it has been assessed in their individual risk assessments, as being safe enough when independent of carers are allowed to go across the road unsupervised. I.e. they are assessed as being competent enough to safely cross a busy main road. At this point in time, being supervised does not include the tractor driver who is unable to give instruction should a young person not cross the road safely.

There are times when the driver is required to supervise a child and may decide that they are safer in the cab with them than exposed to hazards immediately outside of the tractor and this may be possible. However careful consideration should always be given to the appropriateness of such a decision. ONLY students over the age of 13 years are allowed on the tractor.

Planting potatoes and towing the trailer during fencing work are all activities that have been enjoyed by young people. This should only be done with clear instruction and advice regarding the hazards that are present. Younger students that are assessed as being unpredictable should not be allowed anywhere near or in the vicinity of the tractor when it is working.

Only students over the age of 16 years old are allowed to work the potato planter due to this machine having moving working parts.

## **Use of Tools**

There are a variety of tools for a variety of purposes at the farm. Students should receive clear instructions as to how to use and store such tools. The farm staff should always ensure that the students put tools back from where they have been taken and not left in inappropriate places. It is important that students get into the routine of putting things back where they got them from in a safe manner, and as a result of such there can be no debate about which place is appropriate and which is not, it is either back where it belongs or it is not.

Please read document 'Using Machinery in an Educational Context'.

## **The Ponds, Lakes and Rivers**

Staff should be aware of the hazards that ponds can create and therefore students should not be allowed in the vicinity of the ponds unless supervised. Going for a walk around the lake or ponds independently may be allowed following consideration of the students individual risk assessment.

## **Health and Hygiene**

Staff and students should always wash their hands before eating or drinking anything whilst at the farm and also before leaving to return home.

The “Tack room” kitchen must NOT be used for preparing or cooking meals of any kind. Only packed lunches should be consumed in the tack room. Food however, may be heated in the microwave at Toy Top Farm, this area is restricted to farm staff only.

## **Fire procedures on the Farm**

In the event of fire or alarm activation you should follow the following procedure:

1. Leave all belongings and move quickly and calmly to the fire assembly point, which is located in the bottom car park, where indicated.
2. In the event that the fire is small and can be tackled safely by a trained member of staff it should be done so as quickly as possible with an immediate assessment as to whether the fire service should be called.

If in any doubt, call 999.

3. In the event that the fire threatens the lives of livestock the following should be complied with:
  - a) Carers and students to move to fire assembly point.
  - b) Farm staff only to aid the evacuation of livestock out of the buildings and only when safe to do so.

## Specific Activity

**The Risk Identified:** Toy Top Farm – managing its location, the road and students who attempt to leave the premises without authorisation.

**Who could be harmed:** Staff, young people, visitors

**Is the risk:**         High                     Medium                     Low

**Action to be taken to reduce/remove risk:**

Toy Top Farm has been used by Pear Tree as a facility since its acquisition in August 2001. It was registered as a school in 2005.

The farm is located adjacent to the A68 a main road linking Darlington and Bishop Auckland and is equidistant between the two towns. This provides easy access to the children’s homes based in those two towns that use the farm as its school.

The road is a busy main road which requires respect from all who use it. This need for respect is factored into the ‘Standard Operational Procedures’ for working on the farm which gives advice to staff on how to manage the issues created by its proximity to the road. The need for respect is passed on to all who use the farm at all times.

This risk assessment addresses the issue of children leaving the facility in an unplanned way.

As stated in other documents it must be remembered that Pear Tree School is a ‘school on a farm’ and not a ‘school with a farm’. The difference is significant to how it is structured and its ethos. Many of the students who use this school have had negative experiences of schools and education generally and are often disenfranchised and alienated by anything that reminds them of their previous experiences in conventional settings. The whole point of having a ‘school on a farm’ is that it doesn’t reflect previous experiences and makes the most of its own attributes. Its position in the countryside and the feeling of liberty created by wide open spaces, informality in an unspoilt rural setting.

Signage (or lack of) has been given careful consideration as has the fencing and gardens which create the atmosphere which gives these messages on how life will be from the farm gates, top and bottom as the only entrances and exits to the property.

The farm gates are there as a method of ensuring livestock are unable to escape but are not intended to stop students who wish to escape. It is always the intention that students are there because they want to be and are not detained by physical barriers. It is this knowledge which is known to all that is the biggest statement which addresses those earlier negative experiences.

However gates do provide a psychological barrier and reinforce the boundaries of permitted areas and areas that are out of bounds. It is therefore important that these gates ‘must’ be shut immediately after passing through on entry and exit.

It is also important that the gates allow swift access to the farm leaving the A68 and must not be blocked for any reason. Delivery drivers must not park in the gate way blocking access but be instructed to park in the farm yard/ car park before delivering goods. It is important that all staff manage this risk and support staff in advising delivery drivers accordingly.

From a teacher student perspective it is important to recognise that prior to admission to the school the students have been subjected to a rigorous assessment procedure which includes a personal interview. Whilst they may have had adverse experiences and present varying forms of challenging behaviour there is clear evidence that they are responsive to adult supervision and direction.

Once admitted they are subject to individual risk assessments which cover 22 specific issues including their knowledge of the Green Cross Code and their ability to cross the road safely and their risk of absconding.

Other specific activity risk assessments include transportation in a member of staff's car, their suitability to one to one work and the risk of malicious or unfounded allegations. This allows for their transportation to school and any off site work which may be required.

All students are aware of the boundaries of the farm, and what is out of bounds, and that there is no authorised permission to leave the farm in an unsupervised way.

Students are all individuals with varying needs and these may be consistent with their chronological age or not as the case may be. All management strategies must be consistent with their age and understanding and delivered in a suitably conducive way.

Students can also be unpredictable and responsive to their immediate environment which may include relationships with teachers, instructors, carers or peers.

In the event that a student attempts to leave the premises they must be reminded of the dangers and that their actions constitute a breach of school rules and that their behaviour is their responsibility. They will be informed beforehand through discussion prior to any emotionally charged incident that no one will run after them and it may be necessary to remind them of this at the time either overtly or implicitly.

It is the considered opinion of myself and other school leaders that any attempts to follow or chase may result in greater risk of collision with oncoming vehicles due to the distraction the chase may bring. It is also likely this may be perceived as a game and a huge source of inappropriately gained attention and may well encourage further incidents when a student may be feeling the need for attention.

Younger children whose risk assessment indicates they may not know the dangers of crossing the road may be managed differently and guided away from the risk as soon as there is any indication that difficulties may be experienced. Historically it has never been these children who attempt to run away. Over the years very few have and those that have, have been the more able and independent. The implementation of the above advice has resulted in the usually expected prompt return.

It is always the intention that all students want to be at our school and do not want to or have any intention of leaving. Indeed over the many years of operation the facility has proved to be significant to most, life changing to many. Significant in that the school has reduced barriers to relationships and education resulting in more positive function life opportunities. Life changing in that it has inspired many to learn skills used directly in employment previously not thought possible.

In the event that a student's behaviour indicates that they are not responsive to the boundaries stated above or indicates they are no longer responsive to adult support and direction, their timetable can be amended to provide their education at The Manor, our alternative site which is not immediately adjacent a main road. Ultimately, if negative behaviour continues, their suitability for a place in this school must be considered if this situation doesn't improve.

As a result the above is considered a medium risk.

Advice in respect of managing incidents like this is also relevant for The Manor or at any time during off site education and not exclusively for Toy Top Farm.

There is no desire on my part to reflect or drift into strategies more consistent with secure facilities.

**Review – Duration: Annually**



## Specific Activity

**The Risk Identified:** Fire Prevention – School and Residential Care

**Who could be harmed:** Staff, young people and visitors

**Is the risk:**         High         Medium         Low

**Action to be taken to reduce/remove risk:**

1.1 Once a week the smoke and CO2 alarms should be checked by a member of staff. An entry in the log should be made, if alarm not working reported to maintenance and senior staff.

1.2 On the first visit of the month, Pear Tree staff should ensure that the smoke alarms in Pear Tree properties are in working order and this should be recorded.

2. In the event of a fire the member of staff should ensure that all the children are removed from the premises as quickly and as safely as possible by the nearest appropriate exit.

3. Immediately, when the children are safe, the member of staff should phone the fire services and inform Head of Service.

4. Ensure gates are unlocked to allow Fire Services access.

5. Fire drill monthly.

6. Fire risk assessment completed and reviewed annually by the Head Teacher or House Manager.

N.B. Do not stop to collect any personal belongings or go back into the house until told it is safe to do so.

**Review – Duration:** Annually

# Specific Activity

<b>The Risk Identified:</b> Fire Prevention
<b>Who could be harmed:</b> Staff, young people and visitors
<b>Is the risk:</b> <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
<b>Action to be taken to reduce/remove risk:</b>  <p>All items brought into the property, either by members of staff or by children or their families need to be checked to ensure that they comply with Health and Safety and Fire Regulations. This policy includes cuddly toys that, if purchased before appropriate regulations, may contain substances that could be hazardous if a fire were to ensue. Members of staff should be reminded not to cut any corners despite the sentimentality that may be displayed towards any particular item.</p> <p>Disused boxes for games, etc, are also not to be hoarded within the building and should be disposed of as soon as it is determined that they are no longer required. This is particularly relevant at Christmas time when large amounts of rubbish, parcels, boxes and wrapping paper, etc, can be stored within the property and not disposed of. Members of staff need to be reminded of the need to be aware of such dangers at times like this and that all rubbish should be disposed of quickly and efficiently, even if this required the filling of bin liners and personal removal to a waste disposal site.</p> <p>Christmas can be a particularly hazardous time of the year and every effort should be taken to ensure that decorations, such as fairy lights, etc, are used in an appropriate manner, that they are entire, and that they pose no Health and Safety risk. The importance for night check procedures here is also highly relevant.</p>
<b>Review – Duration:</b> Annually

## Specific Activity

<b>The Risk Identified:</b> The fire precautions and associated emergency procedures
<b>Who could be harmed:</b> Staff, young people and visitors
<b>Is the risk:</b> <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
<b>Action to be taken to reduce/remove risk:</b>  Fire Escape Plan  If you are woken by the sound of your fire alarm or by the sound of what you think is a fire, remember to:  Stay calm and wake the members of the household.  Make your way out together, through the nearest exit.  Do not open any doors other than the ones your need to escape through.  If a door feels hot DO NOT open it.  When everyone is safely outside, call the Fire Service from a mobile telephone or a neighbour's house.  DO NOT GO BACK INTO THE HOUSE for any reason until the Fire Service tell you it is safe to do so.  In fires there is sometimes a lot of smoke. This can kill you. If you have to go through a smoke filled hallway or room, get down on your hands and knees and crawl under it.  Get all the member of the household into a room from where it would be safest to drop from a window, onto a flat roof or into the garden.  ALWAYS pass children down first, never leave children until last.  Remember - never jump! Lower yourself to arms length and then drop.  When everyone is out safely, find a telephone and dial 999.  If you are trapped in a room by smoke or fire, you need to try and stop smoke getting into the room.  Close the door.  Block any gaps into the room, use towels, blankets, or spare clothes.  If there is a telephone in the room dial 999.

If there is no telephone, go to the window and shout for help.

Once you know you have been heard and help is on the way, stay near to the floor by the window. Smoke and heat rise so you are safer near the ground.

If your windows are double glazed, use a heavy object to hit the window in the bottom corner, make any jagged edges safe with a towel or blanket.

**Review – Duration:** Annually

# Specific Activity

**The Risk Identified:** Fire evacuation plan for Toy Top Farm

**Who could be harmed:** Staff, young people, visitors

**Is the risk:**         High                     Medium                     Low

**Action to be taken to reduce/remove risk:**

Fire evacuation plan for Toy Top Farm.

All Pear Tree properties are subject to an annual survey and 3 yearly fire risk assessment by a contracted fire officer.

All staff are trained in the use of fire extinguishers and fire safety awareness by the above contractor.

The farm house is a grade 2 listed building thought to be built in the 18th Century. It comprises of two entrances, three toilets, utility kitchen, kitchen, living room, dining room, and office on the ground floor. First floor comprises of three bedrooms currently used as offices and a further 2 toilets.

In the event of a fire in the farm house (Zone B) it is important that everyone in the building exits as quickly as possible. Staff make an immediate assessment regarding the ability to extinguish the fire using fire extinguishers and the training provided. In the event this is considered not possible they must call 999 and ask for the fire brigade and exit the building as quickly as possible.

The farm house is used as a school building and not occupied overnight and when in use it is predominantly during daylight hours. Those that use the building use it regularly if not daily. As such everyone is subject to fire drills and therefore aware of the layout of the building and the nearest exit point. As a result signage is kept to a minimum. Visitors are kept to a minimum and are never left unsupervised or unescorted. As the property is in full use during the time of occupation it is constantly monitored for risks such as fire.

Students only use the ground floor and are not allowed upstairs unsupervised and if so only for brief conversations. The first floor is for the exclusive use of teachers and office staff in small numbers of 3/4.

The furthest away room is 23 yards from either walking exit. It is also 11 yards from the nearest fire escape window on the stairs landing with a low drop to the ground outside. In extreme circumstances there is a fully opening window in the office bedroom with an acceptable drop to the ground outside. The nearest office is 12 yards to the alternative office escape window. It is 3 yards to the fire escape window on the landing. 13 yards to a walk out exit. On the ground floor the kitchen is 10 yards from either exit, lounge and dining room, 5 yards to the nearest exit.

Once out of the building all individuals must make their way to the fire point.

Zone A represents all outside spaces and in the event of a fire all staff and students are also directed to the fire point. Again staff must make an immediate assessment as to whether the fire can be extinguished using fire extinguishers and the training provided.

In the event it can't be extinguished they must call 999 and ask for the fire brigade.

In that event only farm staff and instructors may remain to be involved in the attempted evacuation of livestock. This must only be done if and when safe to do so and then make their way to the fire evacuation point.

Staff to ensure gates are unlocked to allow Fire Services access.

**Review – Duration:** Annually

# Specific Activity

**The Risk Identified:** Visitors attending the farms (Toy Top Farm & The Manor)

General risks associated with being in an agricultural environment. Safeguarding risks from unknown visitors.

Please see guidance policy on security, supervision and management of visitors in an agricultural environment.

**Who could be harmed:** Visitors

**Is the risk:**         High                     Medium                     Low

**Action to be taken to reduce/remove risk:**

Whilst around the farm and walking past horses stables it is important that safety procedures are given careful consideration. Visitors should always be made aware of the dangers on both ends of horses. Atmosphere should be kept calm, calm voices and behaviour is expected at all times. It is the responsibility of the member of staff accompanying the visitor to ensure that they take care of the visitor ensuring their safety at all times.

**Staff Responsibilities**

Guide to managing visitors.

The following below are not exhaustive but give examples of regular visitors.

- Category 4 - Deliveries such as post person, Amazon or DPD where parcel is dropped off and immediately leaves. Observe and monitor.
- Category 3 - Deliveries such as animal feed, paramedics or vets to an emergency, agricultural contractors who may be on the farmland but are not in the school buildings and are not near any students, notify presence and location on WhatsApp group.
- Category 2 - Regular contractors, farriers, routine veterinary practice - notified presence on WhatsApp group, signed in as visitor, provided with a visitor's badge, to identify them as a visitor.
- Category 1 - Visitors to the school who need access to the school buildings - must be guided to reception, notify their presence on the WhatsApp group, have their identification confirmed, sign in, and be given a Lanyard to identify them as a category 1 visitor.

NB all students are supervised/monitored at all times, all visitors must be supervised/monitored at all times.

**Review – Duration:** Annually

## **Security, supervision and management of visitors in an agricultural environment.**

As stated earlier it is important to recognise that Pear Tree School is a 'School on a farm' and not a 'school with a farm'. The farm environment is significant in creating that harmonious environment which embraces wide open spaces and the beauty of the countryside.

- Each farm deals with small numbers of children in small groups. Usually 3 groups of 3 children at any one site at any one time.
- During each lesson, each student is engaged by a teacher / instructor and a member of the residential team in support to ensure effective supervision and facilitate toilet arrangements.
- The only variation from the above is with older students who may be working with the farm/yard manager independently, who is part of the school staff.
- All staff are aware of the need to ensure the safety of students and in a position to look out for and guide visitors to ensure risks from visitors are managed responsibly and effectively. All visitors are supervised throughout the duration of the visit and given clear instructions about what to do in the event of a fire.
- Visitors to the building and classroom areas are only by appointment and are recorded in and out.
- As the farm operates within a rural community the school has taken precautions to ensure that regular contractors such as vets, farriers and building contractors are subject to DBS checks and entered onto the Single Central Register.
- Deliveries from feed merchants and other commodities are managed by way of ensuring the children and the deliverer are supervised at all times until they have left the property.
- Due to the very nature of the children's placement within Pear Tree, importance is placed on the need for self protection skills and what to do in the event of encountering a stranger and awareness of 'stranger danger'.
- In the rare event that a student absconds from their particular class, all staff are immediately made aware, the grounds are searched in a way as to not attract undue concern or inappropriate attention from other students. If their whereabouts is identified an appropriate plan is designed to either engage the student to encourage a return to class or monitor from a distance without providing positive reinforcement to negative attention.
- In the event that a student has absconded at the same time as there is are visitors to the farm. The visitor's supervision becomes imperative to ensure there are no chance encounters. If the student or students are still not located at the time the visitor is leaving, the visitor should be informed of the situation and given advice on what to do if the students are seen by the visitor once they have left the farm.
- As soon as it is apparent the student/s are not on the farm or their whereabouts is continued to be unknown they should be reported as missing to the Police using the appropriate procedures.

## Specific Activity

**The Risk Identified:** Attending other riding schools

**Why do it?** – To promote independence using skills learnt at Pear Tree. It broadens horizons, increases social network independent of Pear Tree.

**Who could be harmed:** Participants

**Is the risk:**         High             Medium             Low

**Action to be taken to reduce/remove risk:**

- Members of staff taking children to a riding school should be made aware of the risk assessment regarding young people in vehicles and any individual risk assessment regarding transporting young people in a vehicle.
- Young people should wear hard hats at all times and appropriate riding clothes.
- Follow the rules and safety expectations of the facility.
- Members of staff to monitor the progress and suitability of the facility.
- Any observations should be fed back to the Head Teacher-Head of Service.
- Young people should only be left unsupervised by Pear Tree staff if the individual young person's risk assessment indicates that it is safe to do so.
- Only young people whose individual risk assessment to themselves and others represent medium or low risk and there are no risks to animals are allowed to attend.

**Review – Duration:** Annually

<b>Name of young person</b>	
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<b>The Risk Identified:</b> Riding horses in a work placement setting		
<b>Who could be harmed:</b> Young person		
<b>Is the risk:</b> <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low		
<b>Action to be taken to reduce/remove risk:</b>		
<p>Any equine sport/activity is a potentially dangerous activity that is well beyond any professional expectations and with it comes huge corporate risks should it go wrong. Therefore before discussing this with any student the following must be considered and satisfied before entry is offered.</p> <p>Consideration should only be given if the opportunity fits into a big picture plan for the young person. For example, the student may be significantly inspired and subsequently motivated to enhance future employment opportunities in either equine or other high risk jobs such as Armed Forces where a high level of resilience and positive attitude to risk is required.</p> <p>This option also should only be considered when full use has been made of our own in house facilities.</p> <p>The assessment must be undertaken by a suitably qualified and experienced instructor and signed off by the Managing Director. To do so, the following must be met in full.</p>		
	<b>Yes</b>	<b>No</b>
1/Demonstrated competent in basic horsemanship on more than 3 different horses.		
2/Able to maintain control and be confident outside of an arena.		
3/Be confident on a suitable horse for the proposed exercise.		
4/Hacks out on the road regularly.		
5/Able to maintain control and be confident when riding independently.		
6/Able to ride at speed and maintain control and posture.		
7/Be able to ride independently and maintain control in amongst other horses going different directions.		
8/Be able to see a stride and jump correctly and positively.		
9/Be able to fall correctly.		
10/Be able to be resilient enough to deal with accidents or failure.		

11/Be able to follow instructions in high stress situations on horseback.		
12/Be able to confidently jump around our own cross country courses at the same level as the proposed event.		
13/Able to behave appropriately whilst in the general public and unlikely to attract attention in a negative way.		
14/Demonstrated a genuine interest in equine sport and the opportunity is thought to be significant in encouraging motivation.		
15/Has aspirations in equine or other high risk sports or occupations.		
16/Made a significant contribution without expectation to the yard and other horses.		
17/Has a high level of respect for and understanding of the proposed activity.		
18/Has the work placement been known to Pear Tree for many years?		
19/Has another young person from Pear Tree attended the work placement successfully?		
20/Does the work placement have up to date DBS documentation on file for all relevant people attending?		
21/Does the work placement have records of telephone numbers in case of an emergency?		
The assessor's decision is final.		
<b>Name:</b>	<b>Designation:</b>	<b>Date:</b>
<b>Name:</b>	<b>Designation:</b>	<b>Date:</b>

<b>Name of young person</b>	
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**The Risk Identified:** Competing in unaffiliated or affiliated equine cross country/events.

**Who could be harmed:** Young person

**Is the risk:**         High         Medium         Low

<p><b>Action to be taken to reduce/remove risk:</b>  Any equine sport/activity is a potentially dangerous activity that is well beyond any professional expectations and with it comes huge corporate risks should it go wrong. None more so than when taking a horse at speed over a cross country course. Therefore before discussing this with any student the following must be considered and satisfied before entry is offered.</p> <p>There is a financial cost to any activity and equine events are never cheap, therefore from a simple cost/benefit analysis this has to be remembered and consideration should only be given if the opportunity fits into a big picture plan for the young person. For example, the student may be significantly inspired and subsequently motivated to enhance future employment opportunities in either equine or other high risk jobs such as Armed Forces where a high level of resilience and positive attitude to risk is required.</p> <p>This should never be considered as suitable entertainment or just for fun. In that event the criteria is not met. The only exception to this may be if another riding school is holding a minor event for students of low ability where they have arrangements as a low level competition with special measures in place due to the riding schools own risk assessment. This option also should only be considered when full use has been made of our own in house facilities and is for other aspects of the experience like transporting horses, a change of location and a social experience.</p> <p>As with any activity in the community, the student must be able to compete at the same level as their peers and not made to look inadequate in any way. They should not require special exceptions or allowances. They must never be set up to fail.</p> <p>The assessment must be undertaken by a suitably qualified and experienced instructor and signed off by the Managing Director. To do so, the following must be met in full.</p>		
	<b>Yes</b>	<b>No</b>

1/Demonstrated competent in basic horsemanship on more than 3 different horses.		
2/Able to maintain control and be confident outside of an arena.		
3/Be confident on a suitable horse for the proposed event.		
4/Hacks out on the road regularly.		
5/Able to maintain control and be confident when riding independently.		
6/Able to ride at speed and maintain control and posture.		
7/Be able to ride independently and maintain control in amongst other horses going different directions.		
8/Be able to see a stride and jump correctly and positively.		
9/Be able to jump more than 10% higher than the height of the expected highest jump.		

10/Be able to fall correctly.		
11/Be able to be resilient enough to deal with accidents or failure.		
12/Be able to follow instructions in high stress situations on horseback.		
13/Be able to confidently jump around our own cross country courses at the same level as the proposed event.		
14/Able to behave appropriately whilst in the general public and unlikely to attract attention in a negative way.		
15/Can compete at the required level.		
16/Demonstrated a genuine interest in equine sport and the opportunity is thought to be significant in encouraging motivation.		
17/Has aspirations in equine or other high risk sports or occupations.		
18/Shows consideration to the horse and prepared to see to all care requirements before and after the event.		
19/Made a significant contribution without expectation to the yard and other horses.		
20/Has a high level of respect for and understanding of the proposed activity.		
The assessor's decision is final.		
<b>Name:</b>	<b>Designation:</b>	<b>Date:</b>
<b>Name:</b>	<b>Designation:</b>	<b>Date:</b>

## Specific Activity

**The Risk Identified:** Feeding livestock in the field

**Why do it?** – Ensure care and welfare of farm animals. Provide real life working environments. Encourages risk management and forward thinking planning.

**Who could be harmed:** Person feeding the livestock, children or staff as a result of being knocked or kicked.

**Is the risk:**         High                     Medium                     Low

**Action to be taken to reduce/remove risk:**

- Whenever feeding of livestock in the field is required during the winter months, feed troughs should be positioned in such a way that the food can be deposited in them without the person feeding them having to go into the same field, whenever possible.
- Anyone who is asked to undertake this activity should have it clearly explained to them the risks of going into the field with livestock and feed and that the risk comes about from animals determined to get the feed and perhaps knocking people or kicking people out of the way in their determination to get the feed off them.
- Clear instructions should be given and in respect of young people, their willingness to comply with those instructions assessed and monitored. Anyone not complying with those instructions must be stopped from doing such activities and perhaps their attendance at the farm reviewed.

## Specific Activity

**The Risk Identified:** Fencing – erecting, dismantling livestock fencing.

“This assessment does not include the use of swords!”

“Yes we had a Social Worker that thought fencing with the ‘Farm Manager’ was fencing with swords and questioned its appropriateness.

**Why do it?** – To ensure animals are safely contained in the areas they should be. Provide a real life working environment learning genuine practical tasks. Learn and improve skill sets. Encourage forward planning and creativity. Broaden horizons in a different environment.

**Who could be harmed:** All participants as a result of a variety of risks including getting fingers caught in between posts, hitting fingers or other parts of the body with a heavy hammer.

**Is the risk:**         High                     Medium                     Low

**Action to be taken to reduce/remove risk:**

- Young people to be given clear instructions on the use of equipment such as a hammer, nails etc.
- To be aware of people working and to stand in the correct place at the correct time and out of danger.
- Lead person undertaking the activity is to ensure adequate supervision throughout the duration of the activity.
- The plan is effectively communicated to all participants.
- If machinery is used, ensure all participants are standing away from this when in use.

# Specific Activity

**The Risk Identified:** Standing in the link box fitted to the back of a tractor while moving undertaking tasks.

**Why do it?** – Fun activity whilst undertaking farm work tasks. Encourages motivation and demonstrates trust in competence. Encourages thinking about risk management and broadens horizons.

**Who could be harmed:** Members of staff and young people from falling out or jumping off the link box whilst moving?

**Is the risk:**         High                     Medium                     Low

**Action to be taken to reduce/remove risk:**

- Members of staff and young people to be given clear instructions about where to walk and where to stand, particularly if the link box is loaded with materials.
- Young people can stay in the link box when on level ground only on Pear Tree land.
- The link box has high sides and is similar to a trailer. This complies with advice from the Health and Safety board in agriculture.
- Clear instruction about not disembarking until the vehicle has stopped.

## Specific Activity

**The Risk Identified:** Undertaking gardening activities

**Why do it?** – High value therapeutic and educational activity, part of the rural science curriculum.

**Who could be harmed:** Young person/staff

**Is the risk:**         High             Medium             Low

**Action to be taken to reduce/remove risk:**

- No young person is to carry out gardening on their own, unsupervised.
- Young person must be given clear instruction.
- Young person/staff to wear appropriate (PPE), when needed. Overalls or protective clothing/footwear to be worn when necessary.
- Young people are to listen to and follow instruction or they will be stopped from gardening immediately.
- Any misuse of gardening equipment and the activity will be stopped immediately.
- Tools must be kept in an orderly manner. Tools must be counted out and counted back in again after use.
- As gardening involves contact with soil, all staff and students must wash their hands regularly and routinely.

# Specific Activity

**The Risk Identified:** Moving Easibed or other bedding material used for horses.

**Why do it?** – Part of stable routine, regular daily task. Good physical exercise. Part of making a contribution.

**Who could be harmed:** Staff, Children and Young People

**Is the risk:**       High               Medium               Low

**Action to be taken to reduce/remove risk:**

- All Manual Handling Operations criteria considered before undertaking the task.
- The supplier has reduced the weight down to 20kg.
- Staff and young people to be advised on manual handling.
- Anyone who is thought to be unable to carry out this task is advised not to.
- Instructors to monitor appropriate manual handling techniques.

# Specific Activity

**The Risk Identified:** Leading horses to and from the fields

**Why do it?** – Everyday routine task. High value activity. Increase sense of confidence and making a contribution to the running of the yard.

**Who could be harmed:** Person leading the horse, potential bystanders

**Is the risk:**         High                     Medium                     Low

**Action to be taken to reduce/remove risk:**

- Any person leading a horse should be given clear instructions as to the appropriate way this activity should be done.
- Only horses to be lead are those that young people have demonstrated that they should be competent in being able to carry out the task safely.
- Bystanders should receive clear instructions as to where they should stand by the person in charge of farm activities on that day.
- All visitors, staff and young people should be made aware of the potential dangers of being in close proximity to any horse.
- Farm yard set up with gates at key areas to be closed to reduce impact if a horse is to become free of handler.

# Specific Activity

**The Risk Identified:** Painting on the farm and surrounding buildings.

**Why do it?** – Increase skill set. Practical task likely to be needed when living independently. Transferrable skills which if successful lead onto domestic decoration.

**Who could be harmed:** Young person/staff

**Is the risk:**         High                     Medium                     Low

**Action to be taken to reduce/remove risk:**

- No young person is to paint independently without supervision.
- Young person must be given clear instructions.
- Young person/staff to wear appropriate (PPE), safety glasses, overalls or protective clothing/footwear when necessary.
- Young people to listen to instructions given or they will be stopped from painting immediately.

## Specific Activity

**The Risk Identified:** Pony Club Camp at Stapleton Manor

**Why do it?** – It is important to work with the community both local and agricultural and equine. The facilities at Stapleton Manor are sort after and appreciated by all those that use them. Pear Tree children gain many opportunities as a result of the process. They can be included in setting up courses – supporting Pony Club activities and being generally helpful. This provides broadening of horizons and social interactions in a supportive community environment with positive adult role models. The activity promotes our work corporately to many potential employers.

**Who could be harmed:** Children in residential home  
 Members of staff  
 Members of the Pony Club  
 Pony Club staff

**Is the risk:**         High                     Medium                     Low

**Action to be taken to reduce/remove risk:**

- Head of Pony Club is Andrea Bartlett, Pear Tree Company Director.
- All Pony Club stewards have up to date DBS and are monitored by Andrea Bartlett.
- Visiting parents are monitored by Pony Club stewards at all times.
- Most of the activity takes place away from the home.
- All Pony Club stewards receive up to date child protection and Health & Safety training.
- The plan is explained to all Pear Tree staff based at The Manor.
- Pear Tree children are under supervision at all times in keeping with the child’s care plan.
- All interaction between both Pony Club members and Pear Tree children is encouraged but monitored by both Pony Club and Pear Tree.
- Pony Club members and instructors are kept away from the house.

# Specific Activity

**The Risk Identified:** Pressure Washer

**Why do it?** – Regular routine task, increase skill base while broadening horizons in a working environment. Encourages focus and hand eye co-ordination. Can be quite therapeutic.

**Who could be harmed:** Operator, people in the immediate vicinity

Risks are being hit in the face and eyes with high pressure water. This is exasperated if the water is containing disinfectant or hot water is used.

**Is the risk:**         High                     Medium                     Low

**Action to be taken to reduce/remove risk:**

- Operator always to wear ear protectors to reduce the noise level (if petrol machine) and goggles to prevent splashes into the eyes. These are to be worn at all times.
- Anyone in the immediate vicinity should be kept out of the way to avoid splashes. Anyone working close by should also wear ear protectors and if necessary goggles.
- Clear instructions to young person about not playing with or pointing equipment towards others.
- The new pressure washer (07/11) has a temperature control. This is to be regularly checked by staff to ensure it is not too hot.
- The operator must have demonstrated they can follow instructions, work as part of a team and demonstrate responsibility.
- Student – using this equipment must be supervised at all times and competence monitored.

## Specific Activity

**The Risk Identified:** Risk of spreading Toxoplasmosis that may cause ill health

**Why do it?** – If pregnant, don't do it!

This is a very high value activity with a high cross curricular content in terms of science, reproduction and importantly promoting empathy. Whilst lambing is about new life, it inevitably has to deal with death and issues surrounding this.

**Who could be harmed:** The main risk is to members of staff or visitors who may be pregnant, who are in contact with sheep during 'lambing time' and/or direct contact with cat faeces, soil and raw meat.

**Is the risk:**         High                     Medium                     Low

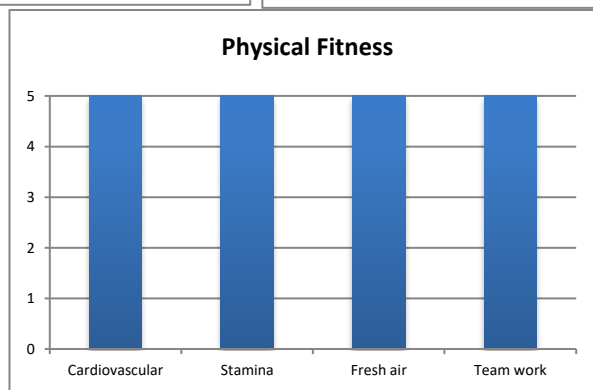
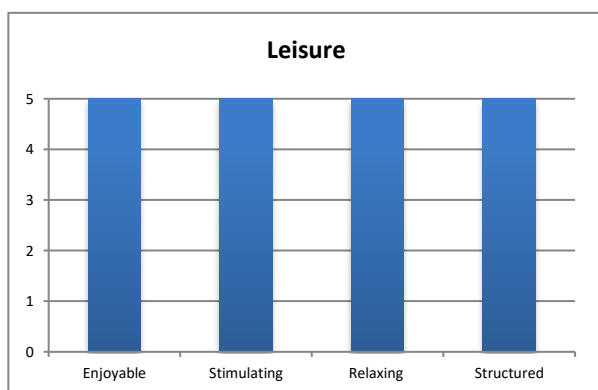
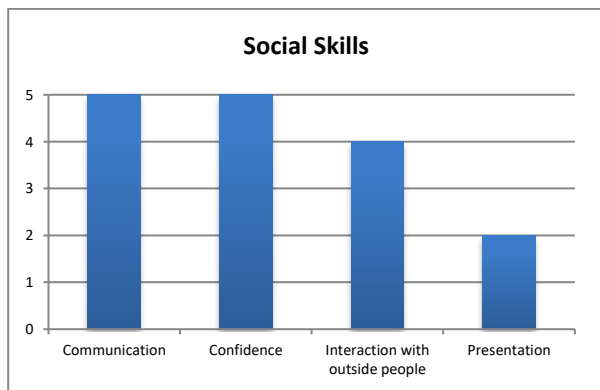
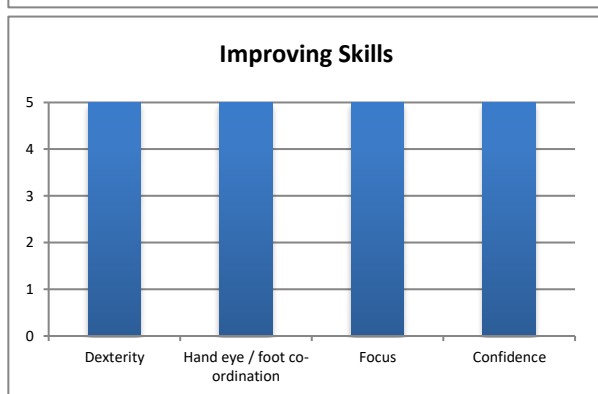
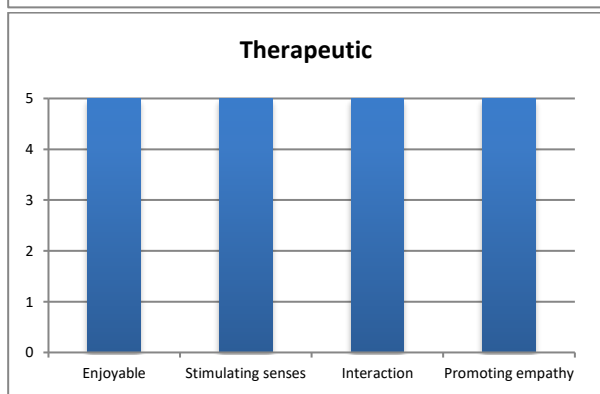
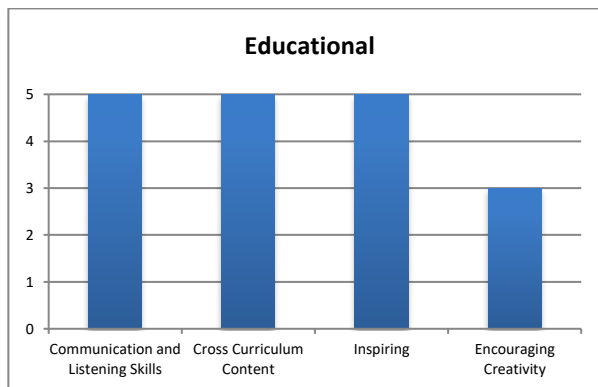
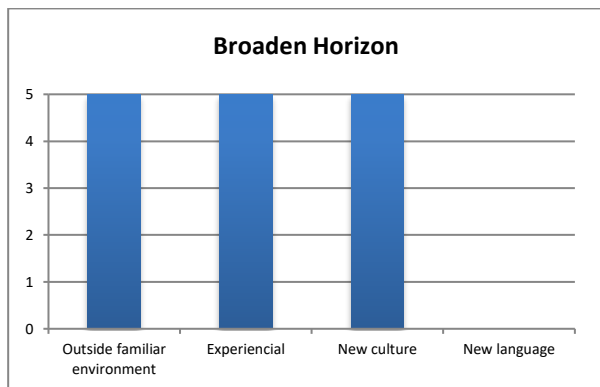
**Action to be taken to reduce/remove risk:**

1. To avoid the risk of spreading any germs connected with Toxoplasmosis, the following steps should be taken:
  - a) Any females who may be pregnant should be discouraged from visiting lambing pens etc. If necessary, the farm in general during 'lambing time'.
  - b) Avoid handling cat faeces, soil and raw meat.
  - c) If handling raw meat whilst pregnant, use catering gloves to provide barrier protection in addition to the below action.
2. Any person. Child or member of staff who has contact with the home where any member of staff or persons may be pregnant should ensure the following:
  - a) Hands are scrubbed with hot soapy water immediately after handling any newborn lambs, cat faeces, soil and raw meat.
  - b) Farm clothes should be worn at all times during visits to the farm.
  - c) Spare clothing should be brought in order for young people to leave the farm in a different set of clothing from what they had been wearing whilst handling the lambs. Any used clothing needing to be washed should be transported home in a plastic bag.
  - d) On arrival at the home, hands should be scrubbed and washed again for a second time. Any clothing that has been in contact with the lambing area or the farm should be washed immediately on return.
3. The risk of spreading Toxoplasmosis is considered to be a high risk if directly involved in working with sheep at lambing time, direct contact with cat faeces, handling raw meat or soil from gardening and therefore, the above action should always be taken. The risk is reduced to low if the above does not apply and/or the above precautions are taken. It is the responsibility of carers to ensure that the children in their care also conduct the necessary precautions.
4. For further information, please see the following link.

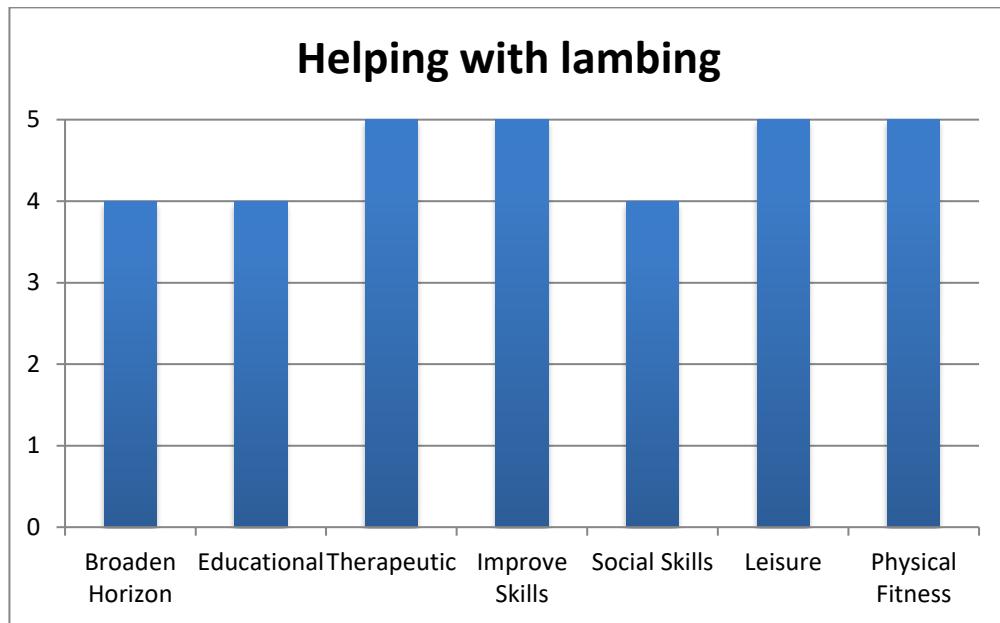
[www.hse.gov.uk/agriculture/zoonoses-data-sheets/toxoplasmosis.pdf](http://www.hse.gov.uk/agriculture/zoonoses-data-sheets/toxoplasmosis.pdf)

# Helping with lambing

## Graphs showing assessment of elements.



## Graph showing assessment and summary of attributes



## Specific Activity

**The Risk Identified:** Shooting/target practice

**Why do it?** – Its great fun. It promotes hand eye co-ordination, focus and attention. It motivates students to practice mathematical skills in collecting scores. It demonstrates instructors trust in students.

**Who could be harmed:** Young person/staff – by being hit with a pellet either directly or indirectly.

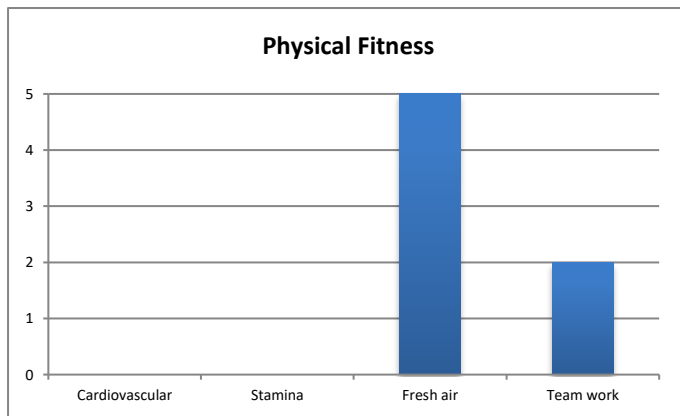
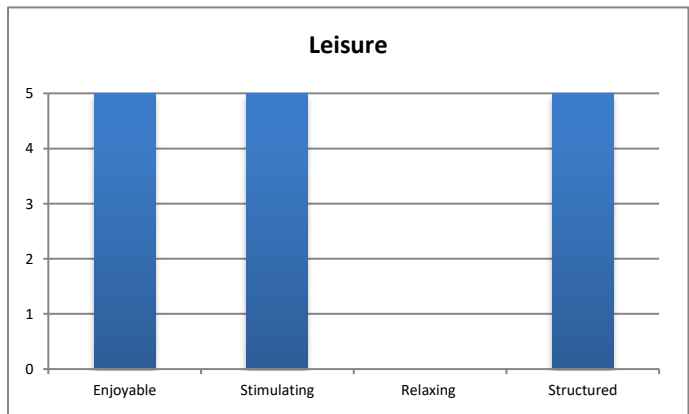
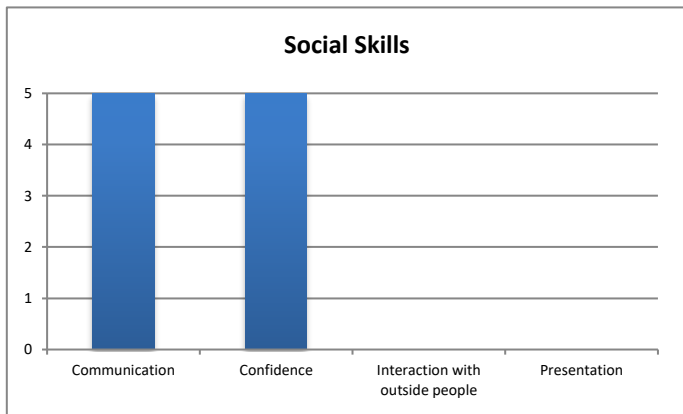
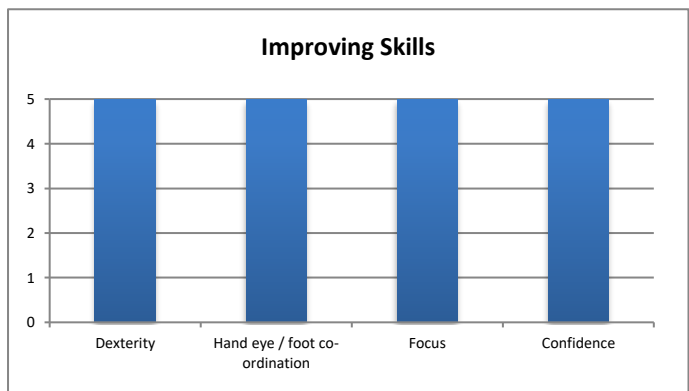
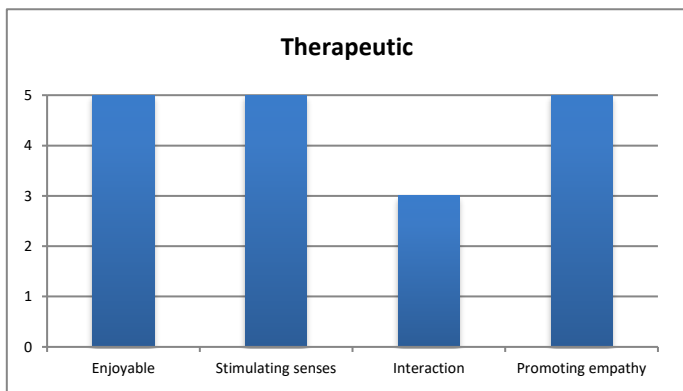
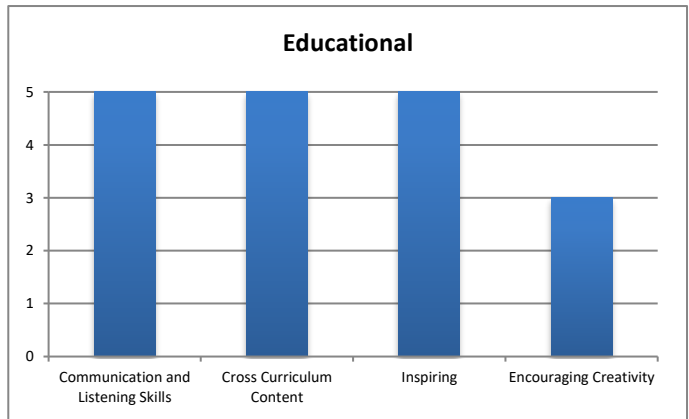
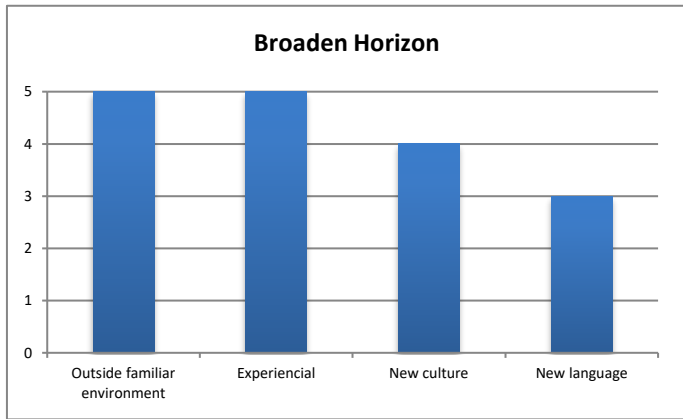
**Is the risk:**       High               Medium               Low

**Action to be taken to reduce/remove risk:**

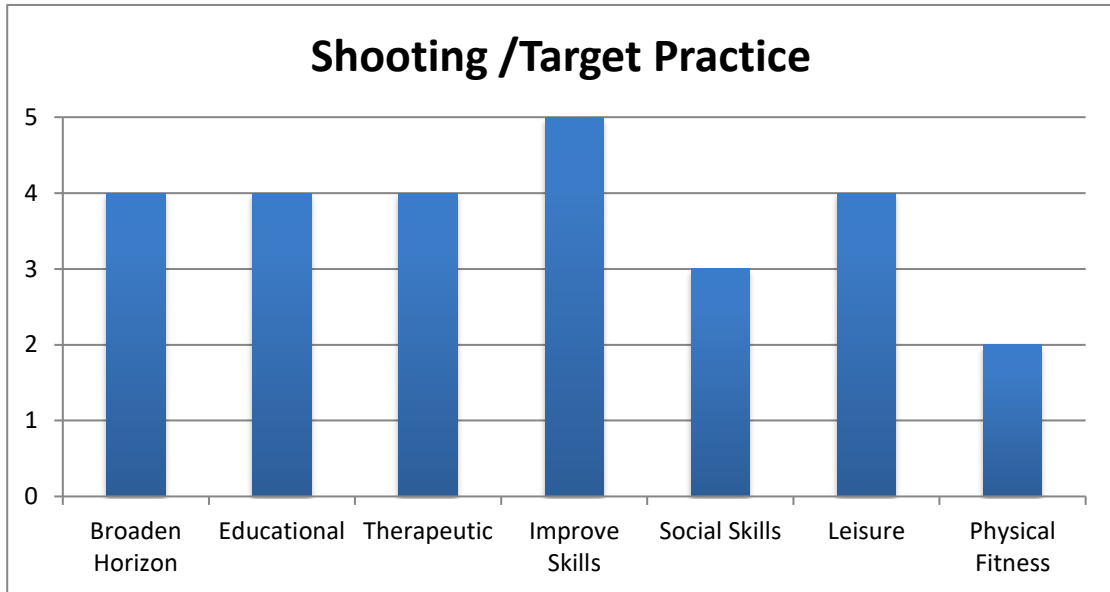
- No staff/young person allowed in front of the designated safety line or resting table when airgun is loaded and pointing in direction of the target.
- Young person must be given firm instruction about the use of the airgun and must take a short competence test.
- Young people have a good understanding about their own and other people's safety. **(Young person is to be supervised at all times throughout this activity and never left alone with an airgun at any time)**
- The target must be placed against a firm background
- The airgun is to be placed onto a resting table and facing the target when not in use.
- The airgun must be stored in a secure/locked place when not in use.
- The airgun must be carried by staff in its carry case/gun bag until reaching the shooting area. The pellets/ammunition must only be loaded by the member of staff in charge of the activity.
- **Any misuse of the airgun, the young person is to be stopped from taking part in the activity immediately.**
- Students must have demonstrated they can follow instructions and will do so during the duration of the activity.

# Shooting/Target Practice

## Graphs showing assessment of elements.



## Graph showing assessment and summary of attributes



## Specific Activity

**The Risk Identified:** Tipping manure trailer

**Why do it?** – This risk has been negated by having the manure collected by a neighbouring farmer. The issues below demonstrate how this was managed if it is ever required to be done again in the future. Some risks are generic to other farm tasks not exclusively the use of the muck trailer.

**Who could be harmed:** Anyone in the tractor or coming to assist in changing hydraulics who has to cross the road. Risks encountered during crossing the road, being hit by the tractor, the tractor being hit by a car.

**Is the risk:**         High             Medium             Low

**Action to be taken to reduce/remove risk:**

- Only young people above the age of thirteen are allowed to be passengers in the tractor.
- The tractor is to be operated by competent individuals as assessed by the Head Teacher-Head of Service.
- Anyone crossing the road independently of the tractor should be given clear instructions as to where to cross. i.e. opposite main gate. Young people are not allowed to walk up the road from the bottom gate.
- Reference should be made to individual young person's risk assessment as whether or not they are suitable to be asked to cross the road independently.
- During the tipping operation, children/young people and adults to be kept away from the trailer whilst tipping is in progress.
- Tractor should use flashing orange lights and often spot lights when on the road.
- Extreme caution – should be used when driving the tractor on the road.

# Specific Activity

**The Risk Identified:** Travelling in the back of the pick up

This is only allowed on Pear Tree land and not on a public highway.

**Why do it?** – To facilitate outdoor activities in remote areas. To complete farming tasks such as fencing. Broadens horizons. It is good for when off road in safe conditions. Encourages motivation. Facilitates collection of feed from feed merchants.

**Who could be harmed:** Children/young people or other passengers

**Is the risk:**         High             Medium             Low

**Action to be taken to reduce/remove risk:**

- Staff/children/young people should not be allowed to ride in the back of the pickup unless on flat terrain within the farmyard area/Pear Tree land.
- Under 5mph

# Specific Activity

**The Risk Identified:** Travelling in the wagon

**Why do it?** – To transport livestock, usually horses. Regular routine task broadens horizons and exposes students to opportunities outside of their comfort zone. This is enhanced further if students are allowed to ride horses in an unfamiliar area on arrival.

**Who could be harmed:** Child/young person

**Is the risk:**         High                     Medium                     Low

**Action to be taken to reduce/remove risk:**

- Activity restricted to young people whom risk assessment allows them to be independent of their immediate care team, unless vehicle driven by the Head Teacher – Head of Service or instructor.
- Vehicle is regularly serviced.
- Vehicle is legal and road worthy.
- Risk pertaining to transport in car also apply
- Young person's individual risk assessment considered.

## Specific Activity

<b>The Risk Identified:</b> Horse riding
<b>Why do it?</b> – High value activity which is therapeutic, improves physical fitness and broadens horizons. It is also educational and increases confidence. It has many transferable skills and it encourages a risk management approach.
<b>Who could be harmed:</b> Student riding the horse due to falling off onto a hard surface. Being kicked by a horse or bitten.
<b>Is the risk:</b> <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
<b>Action to be taken to reduce/remove risk:</b> Student to be instructed by suitably qualified or experienced instructors. <ul style="list-style-type: none"><li>• Lessons carefully structured to allow for incremental learning.</li><li>• Instructors to consider what horse is suitable and under what conditions, in what locations (separate assessment to be completed).</li><li>• Students must always wear a suitable riding hat and riding boots.</li><li>• Body protectors to be worn.</li><li>• Tack checked by instructor.</li><li>• Only students who can follow instructions allowed to progress from basics, this to be continually monitored.</li><li>• Clear instructions given regarding risk and risk management.</li></ul>

# Specific Activity

**The Risk Identified:** Horse riding – Hacking out

**Why do it?** – To increase the horses riding experience and take skills to a functional level that would be necessary in any future employment, therefore, to improve employability. To encourage strategic thinking and a risk management approach. To broaden horizons further and grow neurones seeing things not seen before.

**Who could be harmed:** Student as a result of falling from a horse or being hit by traffic, or both.

**Is the risk:**       High       Medium       Low

**Action to be taken to reduce/remove risk:**

- Students must be assessed as competent riders, able to control their horses in a variety of situations – with other horses and on their own.
- Student must be able to follow instructions in both a calm situation and if the group were to encounter a stressful situation.
- In areas of difficult traffic, instructors to be at the front leading and at the rear.
- High viz jacket to be worn.
- Must be able to return in good visibility.

## Specific Activity

**The Risk Identified:** Hacking out independently as a group or individually.

**Why do it?** – To increase skill set and confidence. To promote independent thinking and risk management approach. To enjoy the countryside and grow neurones as a result of seeing things unknown or unfamiliar. To broaden horizons and increase aspirations. To aspire to do more independently.

**Who could be harmed:** Student – fall from a horse – impact with traffic

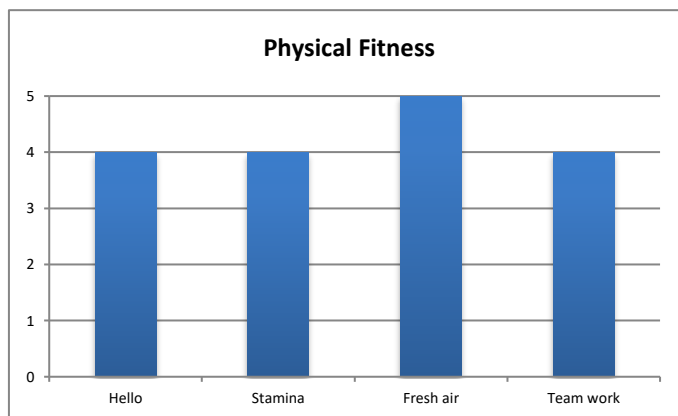
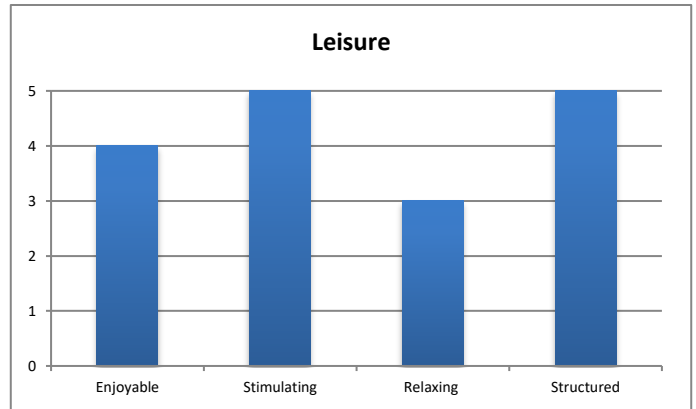
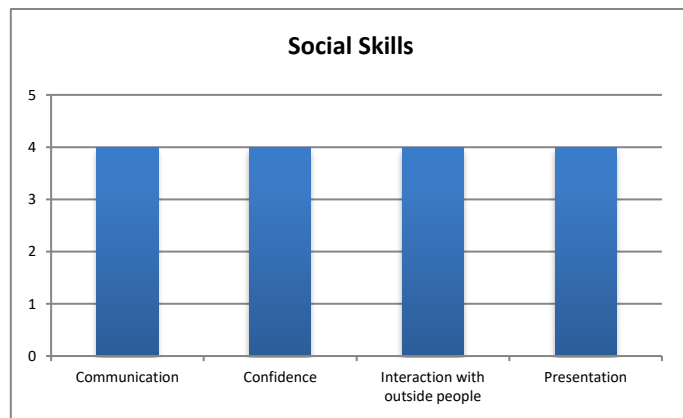
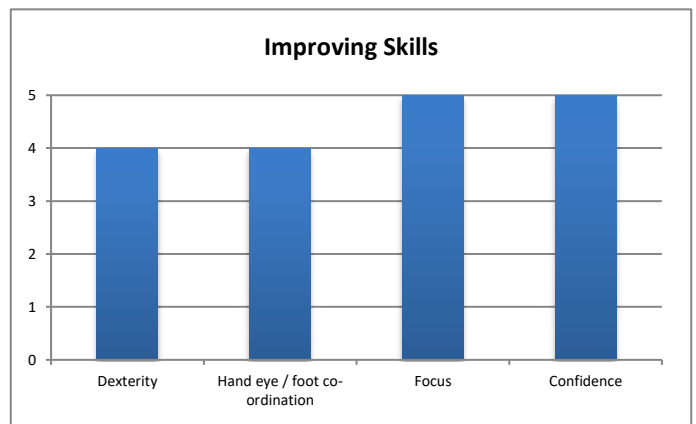
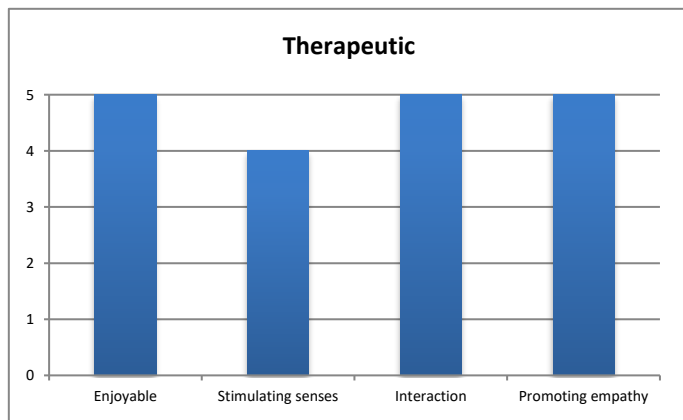
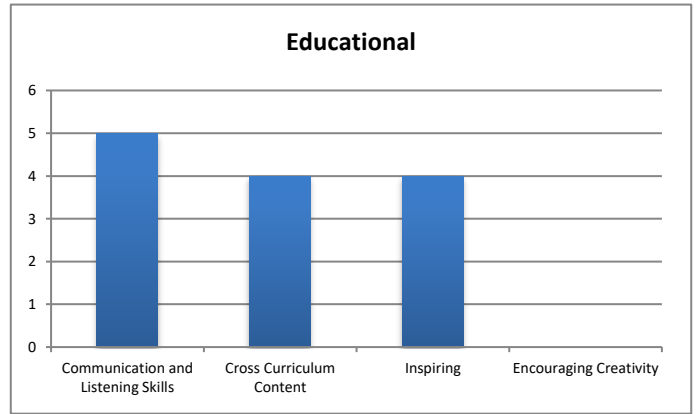
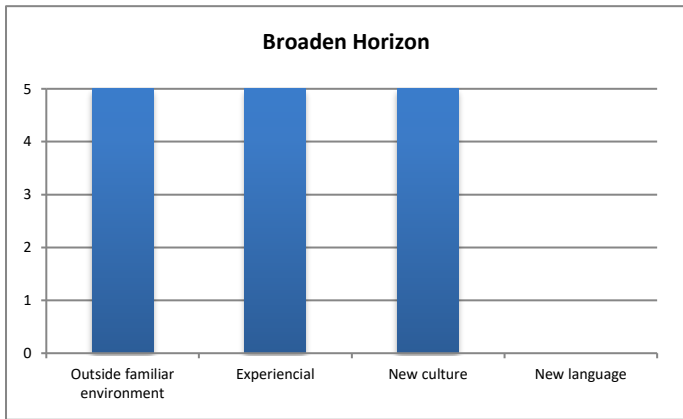
**Is the risk:**       High       Medium       Low

**Action to be taken to reduce/remove risk:**

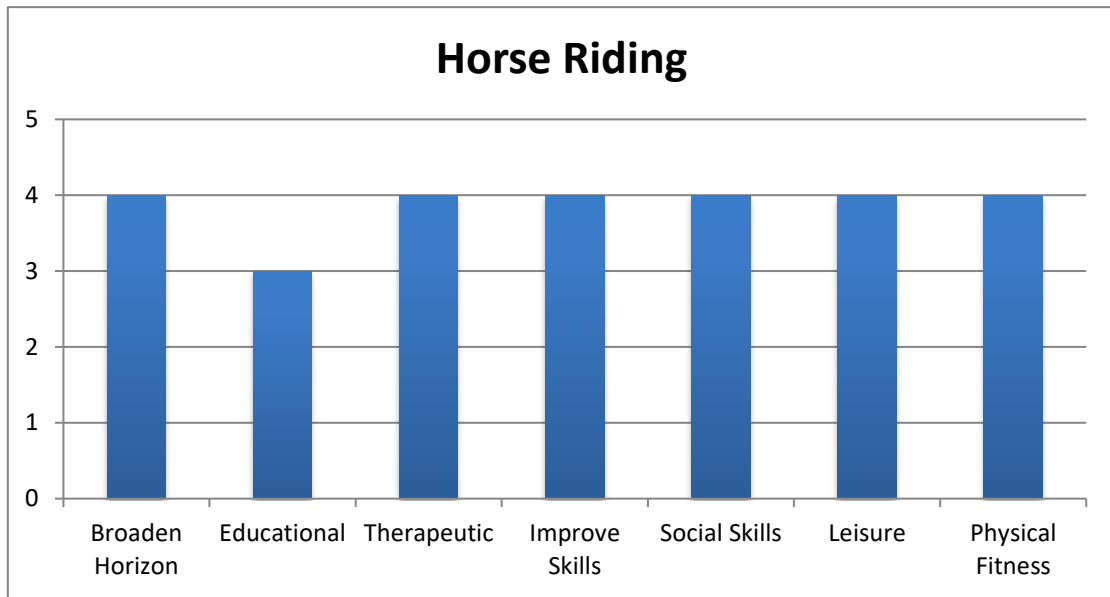
- Students must be able to demonstrate competence on their particular horse at the time of the proposed hack out.
- Wear suitable protective clothing.
- Know the proposed route and locations of check points where instructors can be located for help and assistance if needed.
- Location and route considered – This kind of activity is only done using our stables at Danby. Its location is suitable due to significantly less traffic and options for varying routes of suitable distance over varying terrain.
- Students must have demonstrated they can and will follow instructions and will not have a negative impact on others.
- Tack checked by an instructor.

# Horse Riding

## Graphs showing assessment of elements



Graph showing assessment and summary of attributes.






Assessment made by..... Signature..... Date.....

**N.B. BEGINNERS ALWAYS START ON THE LEAD REIN IN THE OUTDOOR ARENA**

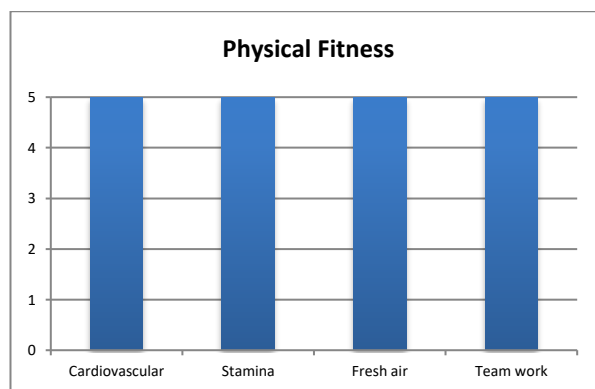
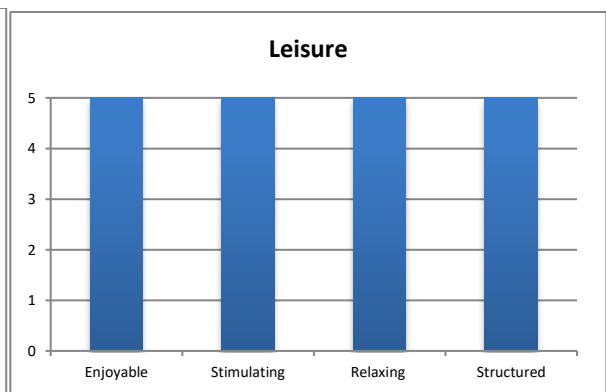
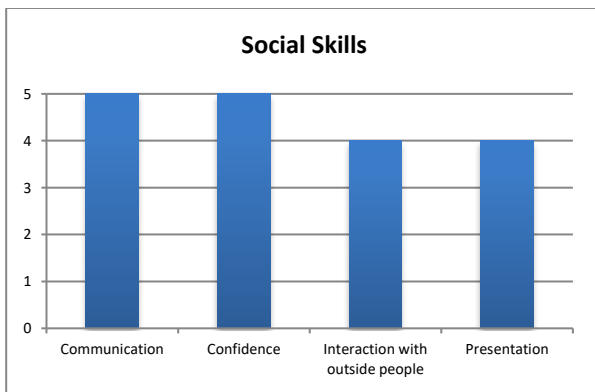
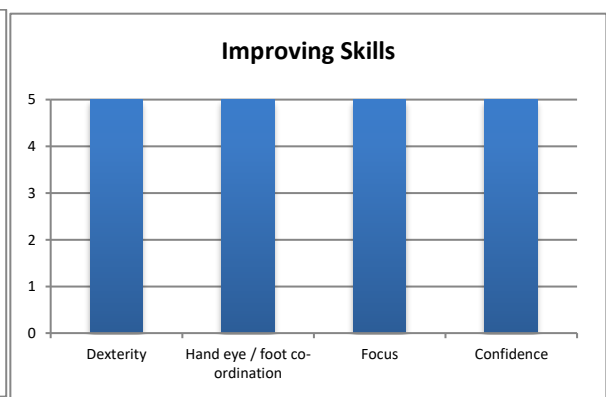
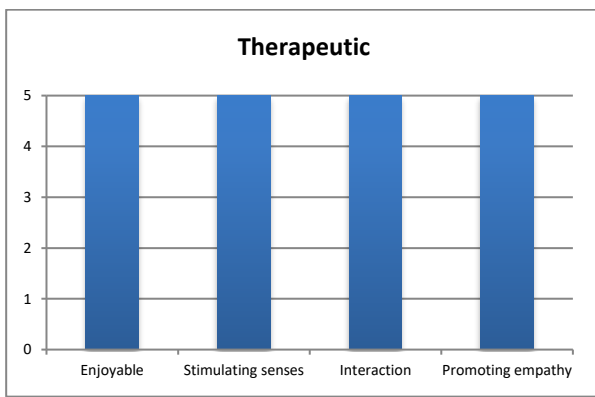
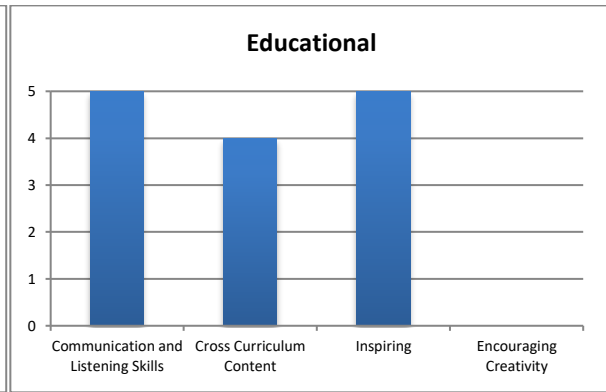
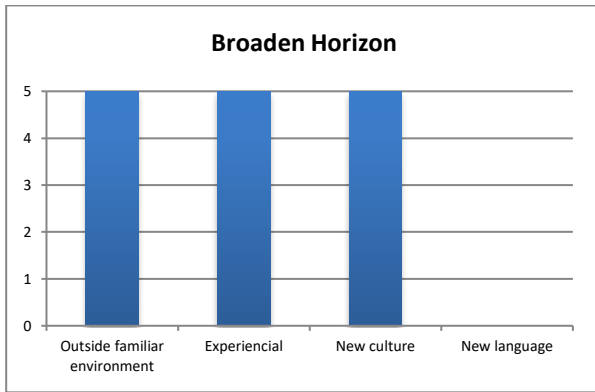


## Specific Activity

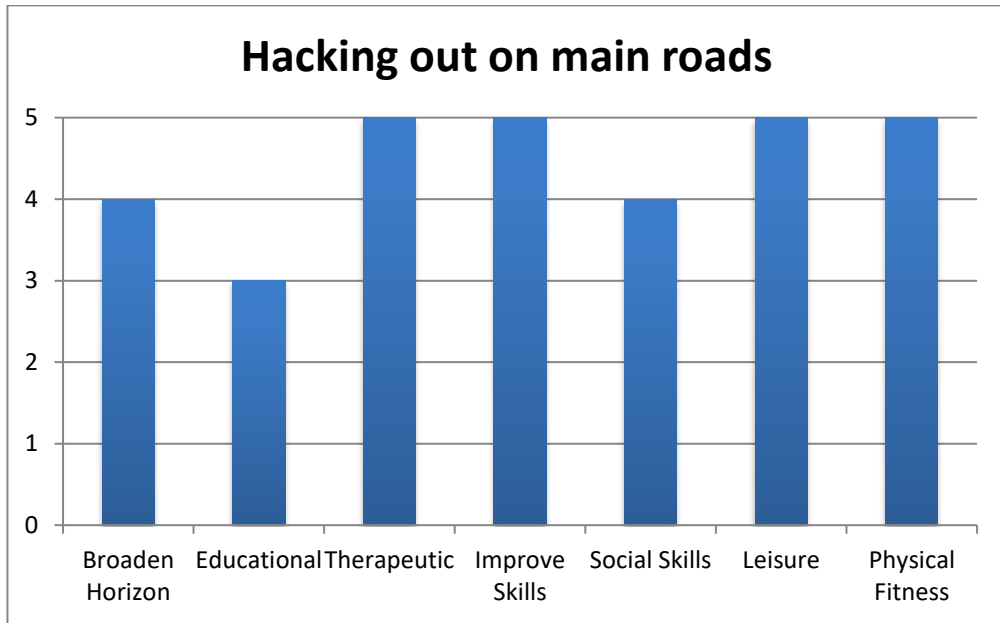
<b>The Risk Identified:</b> Hacking out on main roads
<b>Why do it?</b> – High value activity in most areas. Increases resilience and promotes a culture of respect and risk management approach.
<b>Who could be harmed:</b> Students and horses. Drivers/passengers in oncoming vehicles if involved in a collision.
<b>Is the risk:</b> <input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
<b>Action to be taken to reduce/remove risk:</b>  Hacking out on the roads is a routine everyday task. It is however, high risk that requires specific skills at specific times and must be restricted to those that have demonstrated they have reached a level of competence required. This being: <ul style="list-style-type: none"><li>• Shown to be competent in walk, trot and canter.</li><li>• Be able to stop their horse from all of the above.</li><li>• Be able to demonstrate that they are in control of their horse and can ride a controlled line without drifting.</li><li>• Be able to follow instruction at all times even when in high stress situations.</li><li>• It is advantageous if the student has hacked out from our other farms on quiet roads to begin with.</li></ul> If considered competent the following procedures must be adhered to at all times. <ul style="list-style-type: none"><li>• All riders must wear hi visibility garments.</li><li>• Instructors must take the lead and rear whilst on the main road to wrap around students. This gives the feeling of leadership and confidence of being looked after.</li><li>• In the event that a students begins to drift into the road it is easier for an instructor to ride along side and redirect as required.</li><li>• Instructors to use clear hand signals to direct traffic (slow down, overtake) and advise of movements.</li><li>• Maintain a culture of constant respect for the road.</li></ul>

# Hacking out on main roads

## Graphs showing assessment of elements.



**Graph showing assessment and summary of attributes.**

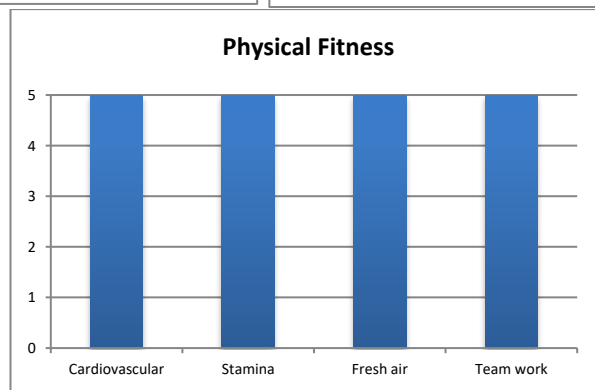
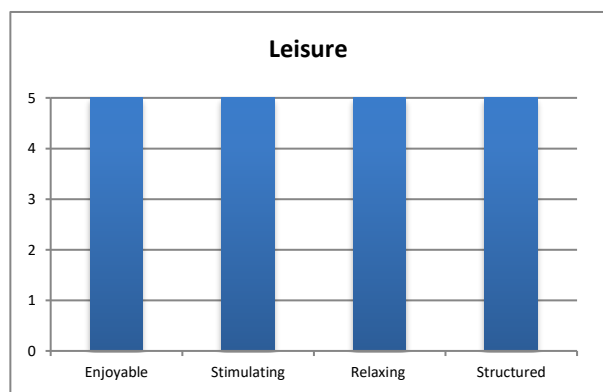
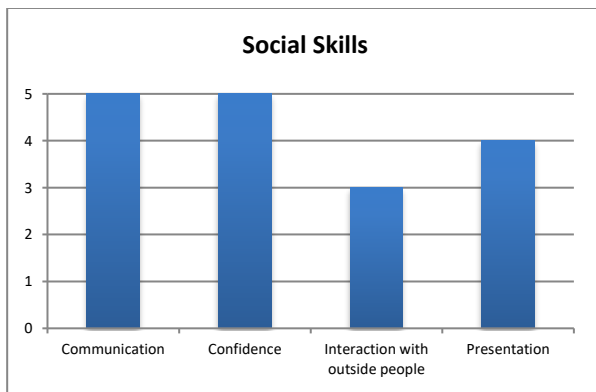
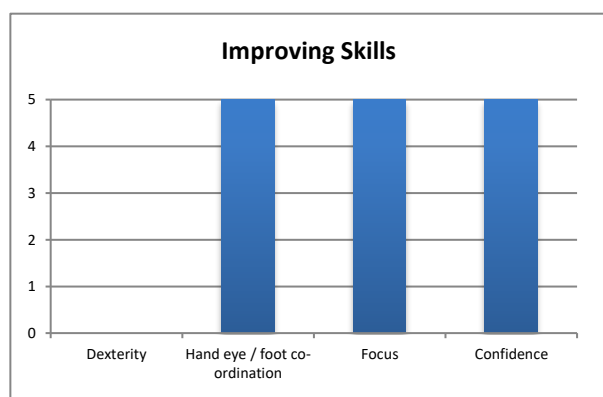
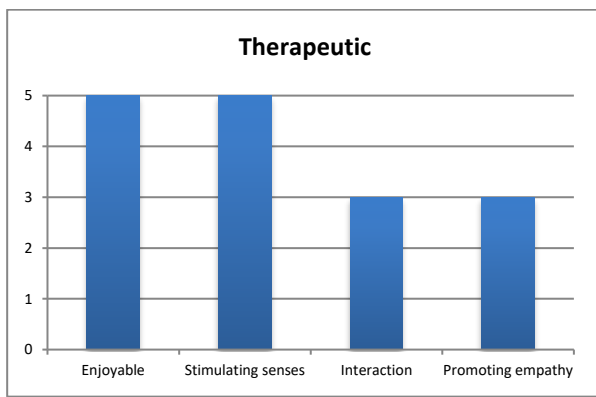
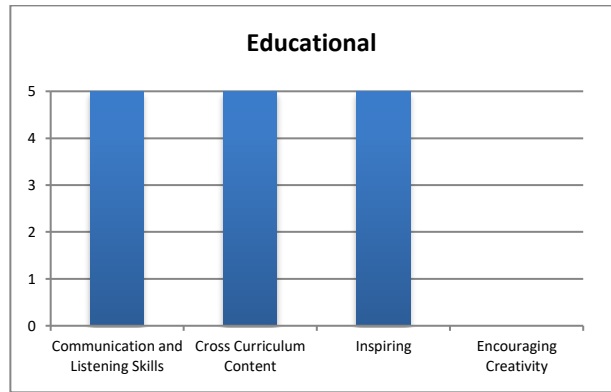
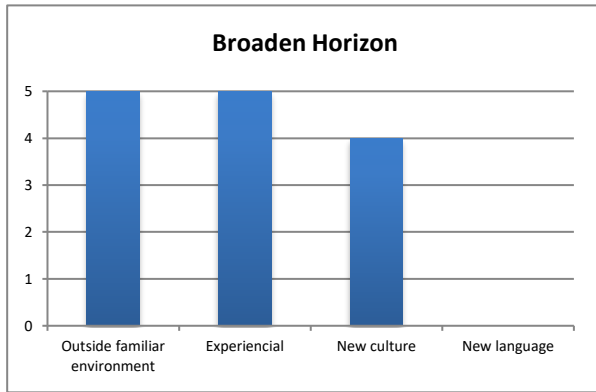


## Specific Activity

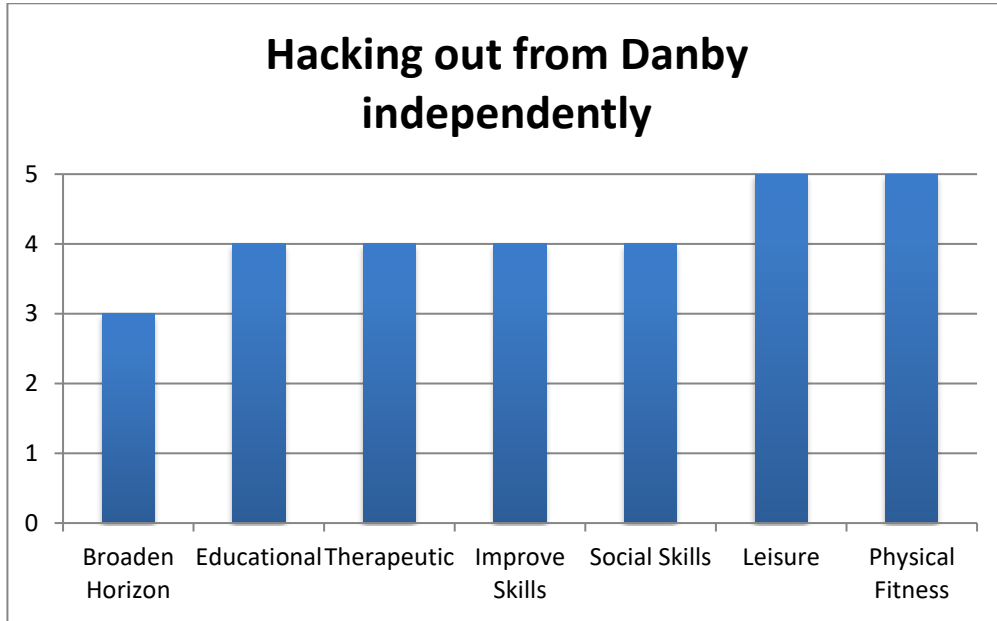
<b>The Risk Identified:</b> Hacking out from Danby or other locations independently
<b>Why do it?</b> – This is a high value activity which promotes self reliance, independent thinking and team work in a way that is difficult to achieve in any other way, as a result of the responsibility required whilst in charge of horses.
<b>Who could be harmed:</b> Children and horses
<b>Is the risk:</b> <input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
<p><b>Action to be taken to reduce/remove risk:</b></p> <p>Hacking out from our farm at Danby is a huge privilege which is enhanced if the child or children are allowed to go independently.</p> <p>To be able to do so consideration must be first given to the children’s individual risk assessment.</p> <p>The risk of harmful sexual behaviour is low due to the fact they have to maintain control of their horse throughout the duration of the ride. One child could hold for two others but this level of co-operation would be unique and highly unlikely. This is minimised by riding established routes which are subject to a varying check point by riding instructors.</p> <p>There is the risk of inappropriate talk which is dealt with by way of making it clear from the beginning that should this be evident riding independently would be immediately stopped.</p> <p>To be allowed to go riding independently they must be able to demonstrate the following.</p> <ul style="list-style-type: none"> <li>Be able to get on and off independently</li> <li>To be able to control their horse in walk trot and canter.</li> <li>Be able to stop their horse from all of the above.</li> <li>Be able to demonstrate control of their horse.</li> <li>Be able to follow instruction at all times.</li> </ul> <p>Tack is checked by instructor prior to riding.</p> <p>All riders are asked to ride around the farm first to demonstrate the above is relevant on the day in question.</p> <p>Riders agree a proposed established route. (This normally includes a toilet stop and milkshake at Castleton.) Once on a ride, the riders are subject to meeting at an agreed checkpoint to ascertain well being of both horses and riders.</p> <p>Instructors are to be clear about instructions and beware of misunderstanding what is said. Riders are to know the name of the farm, ‘Blackmires.’</p> <p>Riders given walkie talkies to keep in contact with the farm staff.</p>

# Hacking out from Danby independently

## Graphs showing assessment of elements.



**Graph showing assessment and summary of attributes.**



# Specific Activity

**The Risk Identified:** Hacking out on the roads as part of a planned lesson for students or an exercise routine for horses or both.

**Why do it?** – It is an important part of equine life. Any equine activity in any other context will at some point require horse and rider to encounter time out of an arena and contact with other road users to varying degrees. It is the first mode of transport after walking and has been done for centuries. It opens up opportunities for horse and rider to experience the world around them. This is particularly important for students who may wish to work in other equestrian facilities in the future. For staff it is an important part of training and exercising horses.

**Who could be harmed:** Those riding out

**Is the risk:**         High             Medium             Low

## What are the risks?

The risks encountered when riding on the road are firstly the risks encountered whenever a horse is in a strange or different environment. When a horse encounters something they haven't seen before this can cause them to become alarmed and their adrenaline prepares them for flight. This could be something big like a newly erected tent in a garden or a child on a trampoline. However, it is often the little things that are unexpected that cause the most impact. Things like a small piece of litter in the hedge. The main risk however comes from the other road users. Cars driving too fast or erratically. Driving too close to the horse or speeding up to get past quickly. It is when things happen at a speed the horse doesn't understand which can cause problems.

In both cases the risks are that the horse becomes scared and goes into flight mode and also behaves unexpectedly or erratically. The impact on the rider is that it increases the chance of falling off.

## Action taken to reduce risk.

- Plan your route to avoid heavy traffic, or known changes in the environment. If you know there is building or farming work going on in the area that may present a hazard, take a different route. It may be that you decide to encounter this risk to train the horses by giving reassurance. This needs to consider the horses in the group and the competence of staff and students. Consider the time of day when traffic may be heavier and if possible go when it is lighter.
- Wear high visibility clothing. This will warn drivers as they approach.
- Ride in an assertive manner that gives oncoming drivers clear indication of your intended actions and give direction where necessary. Direction like please slow down, pass wide and slow using appropriate hand signals.
- In every context the action taken needs to be to give reassurance and clear direction to your horse. To be able to ride with confidence and make quick decisions. Students doing this need to be able to do the same but also remain calm and follow instructions when the unexpected happens.
- Before riding out on the roads both staff and students must have demonstrated they are competent by riding in open spaces on land away from roads.
- At times it may be appropriate and or necessary to ride one horse and lead another horse. When this happens the following must be in place. A/ the horse being lead must have demonstrated it will follow and be lead without difficulty. B/ the horse being lead must be lead by a competent member of staff who knows how to give reassurance to both horses the one being lead and the one being ridden. C/ The rider leading a horse must be riding a suitable calm horse for the task. D/ The rider leading must be able to make quick decisions and dynamic risk assessments. E/ This must not be done by students.

## Specific Activity

**The Risk Identified:** Watching a horse being castrated

The only risks are from managing a young horse prior to being sedated. This is a routine task done daily. Once sedated, this risk is significantly reduced.

**Why do it?** – The value of this experience is in its cross curricular content in terms of science. Anatomy, reproduction, hygiene and the big one – promoting empathy.

**Who could be harmed:** Staff and children

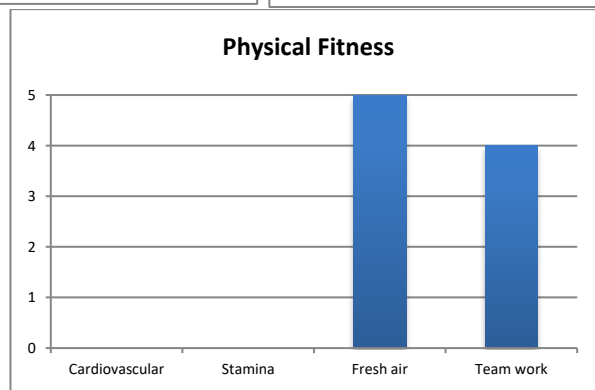
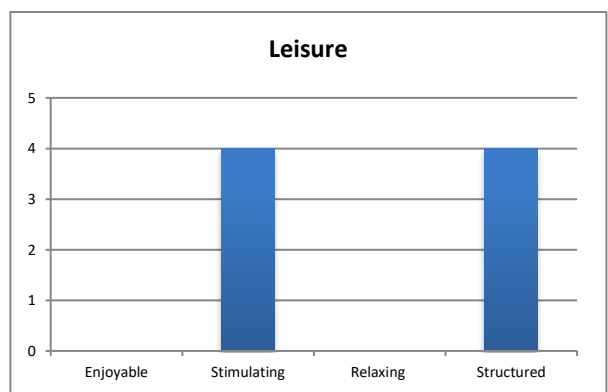
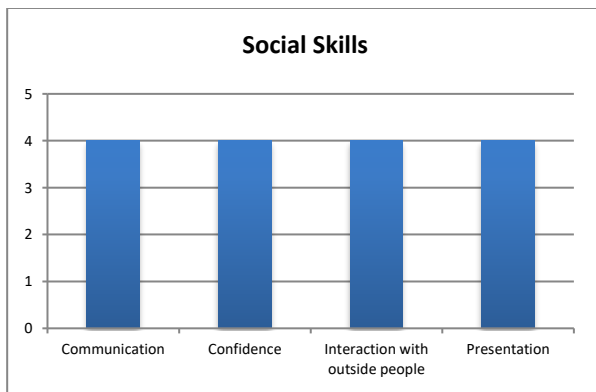
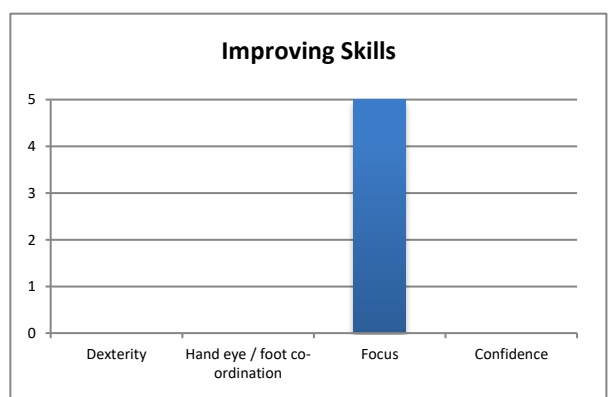
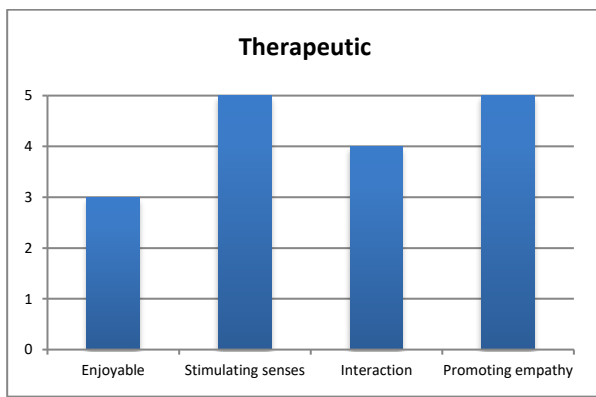
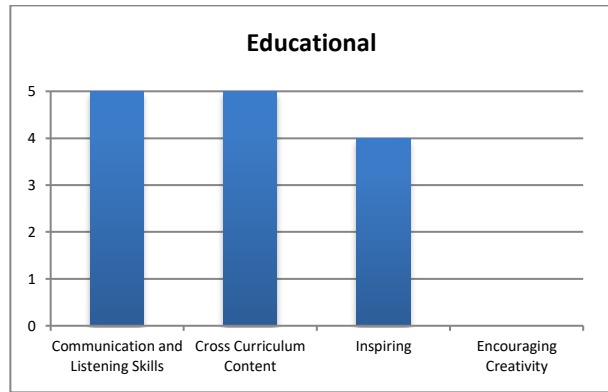
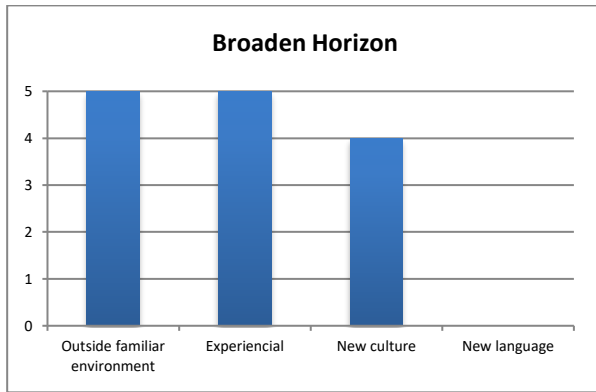
**Is the risk:**         High             Medium             Low

**Action to be taken to reduce/remove risk:**

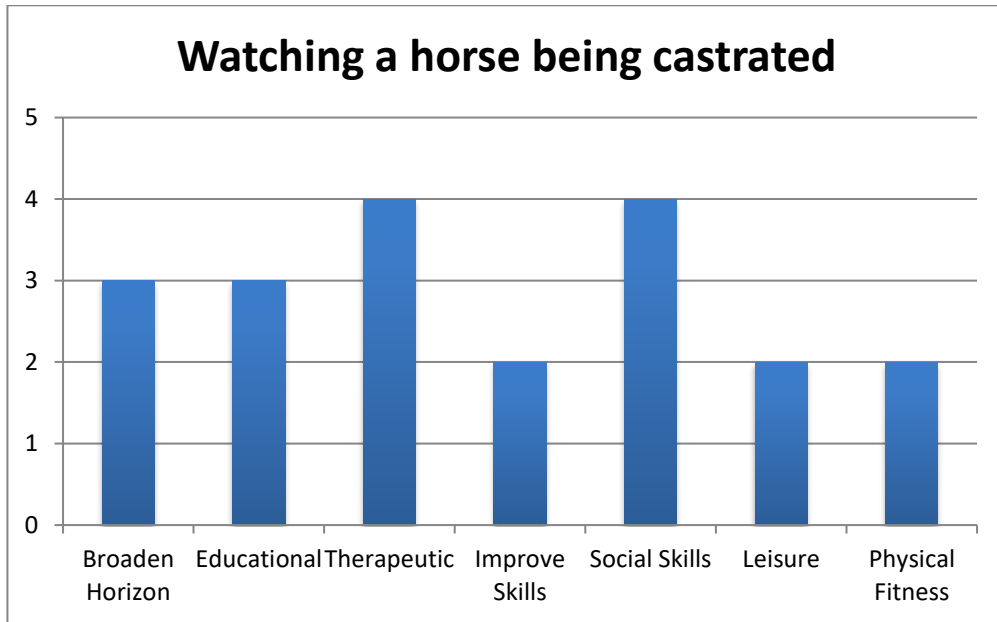
- Clear instructions to be given as to where to stand and when to keep out of the way.
- Regular hand washing should always be a present culture, even more so if involved in any way.

# Watching a horse being castrated

## Graphs showing assessment of elements.



**Graph showing assessment and summary of attributes.**



## Specific Activity

**The Risk Identified:** Wood work in the workshop

**Why do it?** – High value cross curricular educational activity covering maths, literacy, science, technology, history, engineering. Develops fine and gross motor skills and co-ordination. Develops logical thinking and problem solving. Develops creativity and provides another outlet for artistic endeavour. Improves employability skills and promotes a “can-do” mentality. It is also a lot of fun. Therapeutic and broadens horizons. Physically active task.

**Who could be harmed:** Students and Instructors due to exposure to dust, use of hand tools, use of power tools, use of machinery, manual handling of timber, exposure to adhesives and finishes which may contain VOCs or other fumes and compounds, use of sharp cutting tools,

**Is the risk:**         High             Medium             Low

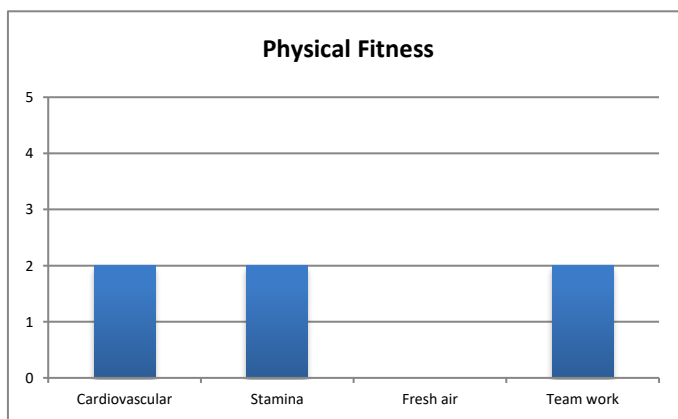
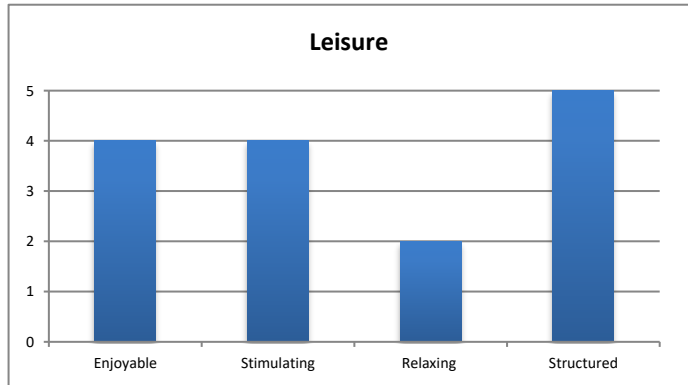
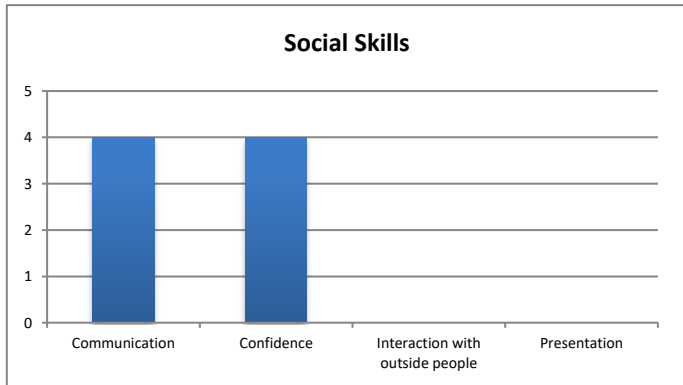
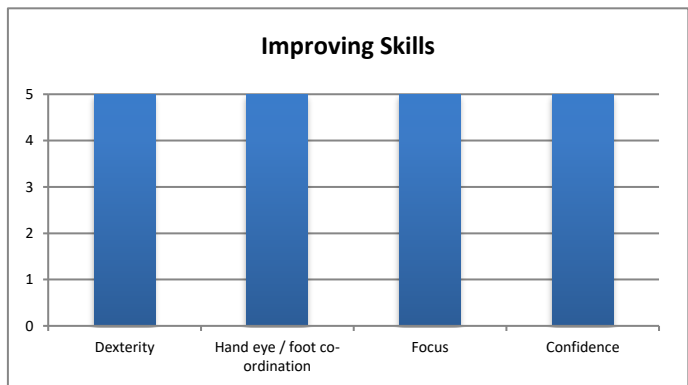
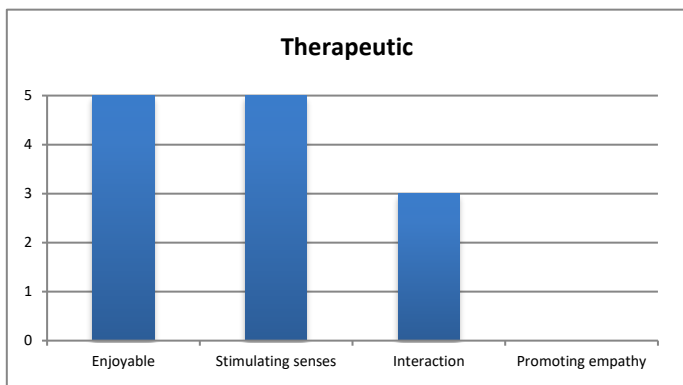
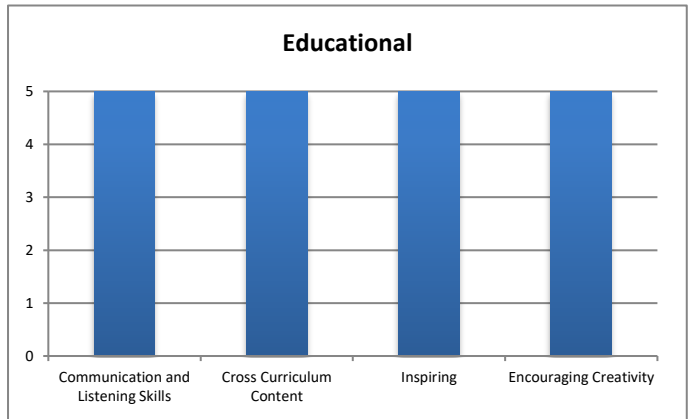
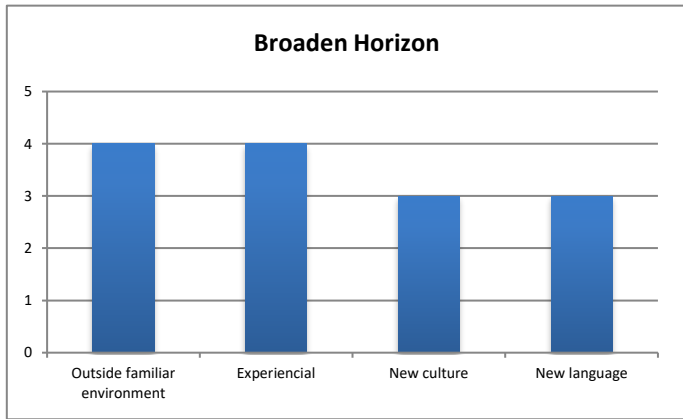
**Action to be taken to reduce/remove risk:**

- Only to be undertaken with suitably qualified and an experienced teacher or instructor
- Adequate ventilation must be provided to exhaust fumes and dust
- Appropriate first aid equipment must be available
- Appropriate PPE must be available and in good order
- Eye protection must be worn at all times by staff and students when using power tools and machinery
- Ear protection must be worn at all times by staff and students when using power tools and machinery
- The work area must be kept tidy and in good order, floor must be kept clear of slip and trip hazards
- Students to be briefed on risks and expectations at the start of each session.
- Students to understand the need for protective clothing and PPE and when and when not to wear it.
- Students must have demonstrated they can and will follow all instructions.
- Students must have demonstrated that they can maintain focus and conduct themselves in a safe and appropriate manner at all times.
- Compliance to be monitored. In the event that they lose focus or fail to follow instructions, the students must remove themselves from the workshop.
- This could continue with experienced students only who do not require close attention.

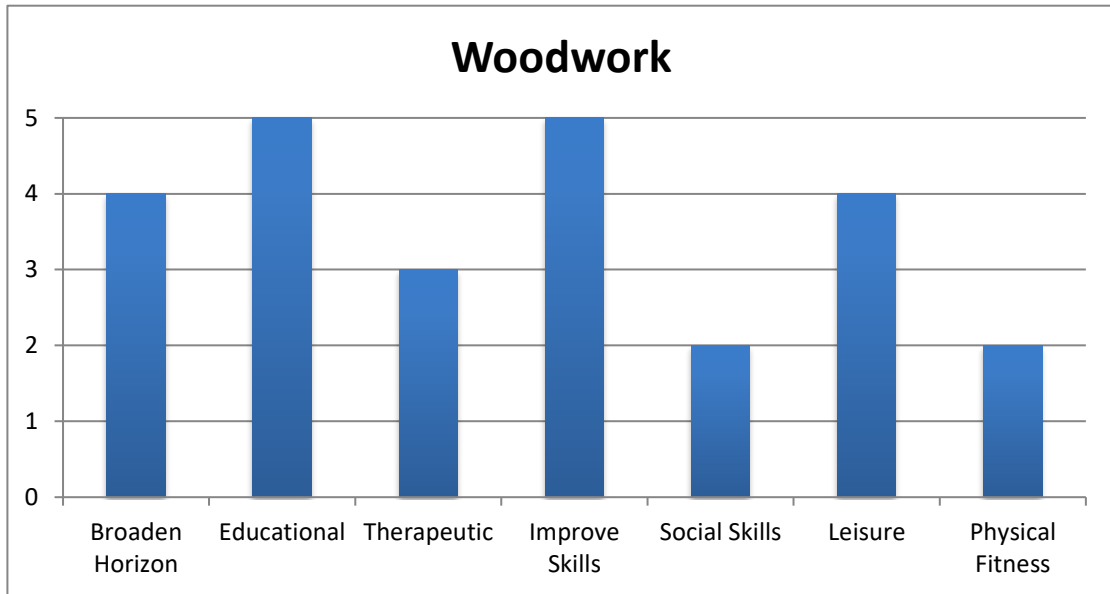
For task specific risk assessments, see the appropriate Model Risk Assessments kept in the Workshop  
This Specific Task Risk Assessment must be read in conjunction with the Health and Safety Policy for Design and Technology

# Woodwork

## Graphs showing assessment of elements.



## Graph showing assessment and summary of attributes



## Specific Activity

<b>The Risk Identified:</b> The risk of injury by burning.
<b>Why do it?</b> – Use of a glue gun develops further practical skills and knowledge of manufacturing processes. Promotes hand-eye co-ordination and the development of fine motor skills. Promotes responsible working practices. Further develops opportunities for creative expression and working in a variety of media. Provides opportunities to develop logical thinking and a can-do attitude. Can lead onto the development of other hot-work activities such as soldering and related activities in the workshop and forge.
<b>Who could be harmed:</b> Students and staff due to working in proximity with hot glue
<b>Is the risk:</b> <input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
<p><b>Action to be taken to reduce/remove risk:</b></p> <ul style="list-style-type: none"> <li>• Before using glue guns, safety instructions must be given every time.</li> <li>• Users wear appropriate PPE, Overalls or long sleeve shirts, closed toe shoes, heat resistant gloves and safety goggles/ glasses.</li> <li>• Students to be supervised at all times by instructors or staff.</li> <li>• Keep long hair tied back or wear a hat.</li> <li>• Never lay hot glue gun on its side. Store in a safety stand.</li> <li>• Always use a drip mat.</li> <li>• DO NOT TOUCH THE HEATED NOZZLE OF A HOT GLUE GUN.</li> <li>• Do not tilt a hot glue gun upwards.</li> <li>• No gluing of overhead items.</li> <li>• Do not remove a part-melted glue slug/ stick through the back of the gun.</li> <li>• Never leave a hot glue gun unattended, especially when plugged in.</li> <li>• Unplug the glue gun when not in use.</li> <li>• Use the glue gun at the designated area for hot work, this should have a sign to indicate the area if not ask the instructor or staff member.</li> <li>• More information on health and safety using glue guns can be found in, CLEAPSS Model Risk Assessment Template (MRAT) 004 in the CLEAPSS website (Log on Information with Phil Tebbs, Nick Pearson and Stephen Douglas) and in the MRAT file in the workshop.</li> </ul> <p style="text-align: center;"><b><u>In the event of an accident carry out the following.</u></b></p> <ul style="list-style-type: none"> <li>• If the accident has caused a burn, cool the burn with cool or lukewarm running water for 20 minutes as soon as possible after the injury, never use ice, iced water or any creams or greasy substances like butter.</li> <li>• <b>Remove any clothing or jewellery</b> near the burnt area of skin, including babies' nappies. But do not try to remove anything that's stuck to the burnt skin, as this could cause more damage.</li> <li>• Cover the burn with cling film or a burn dressing. Lay the cling film over the burn, rather than wrapping it around a limb. A clean, clear plastic bag can be used for burns on your hand.</li> <li>• More information on Burns and Scald Treatment, and when you should go to A&amp;E, in the link below</li> </ul> <p><a href="https://www.nhs.uk/conditions/burns-and-scalds/treatment">https://www.nhs.uk/conditions/burns-and-scalds/treatment</a></p>
<b>Review – Duration:</b> Annually

## Specific Activity

**The Risk Identified:** Metal work and fabrication in the forge

**Why do it?** – High value cross curricular educational activity covering maths, literacy, science, technology, history, engineering. Develops fine and gross motor skills and co-ordination. Develops logical thinking and problem solving. Develops creativity and provides another outlet for artistic endeavour. Improves employability skills and promotes a “can-do” mentality. It is also a lot of fun. Therapeutic and broadens horizons. Physically active task.

**Who could be harmed:** Students and instructors due to contact with naked flames, hot metal, steam when quenching, use of power tools, use of hand tools, working with others, fumes from combustion, plasma cutting and welding, ultraviolet light from plasma cutting and welding, spatter from welding, infrared radiation from the fire, burns from hot scale

**Is the risk:**         High                     Medium                     Low

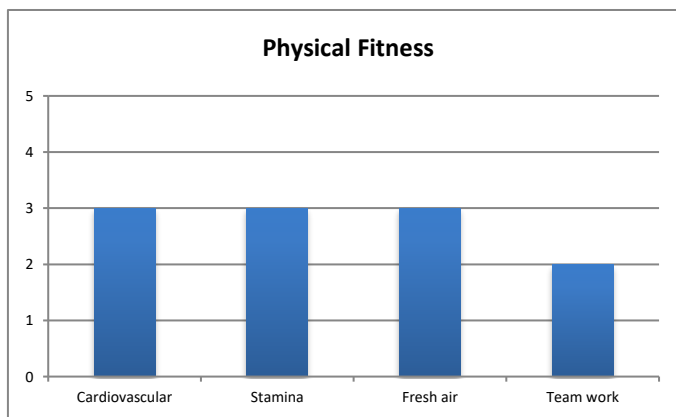
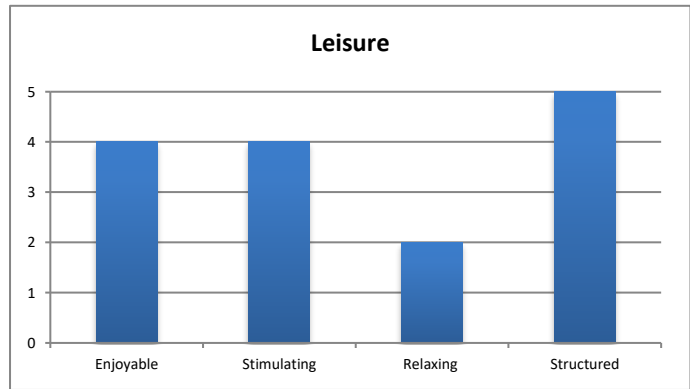
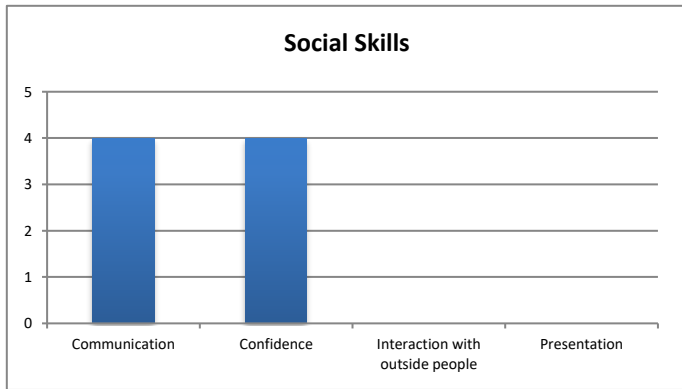
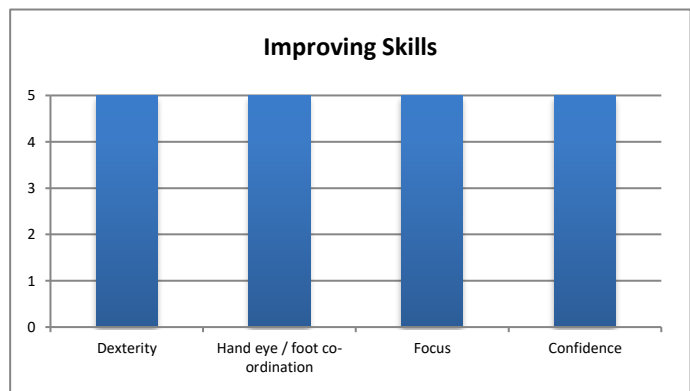
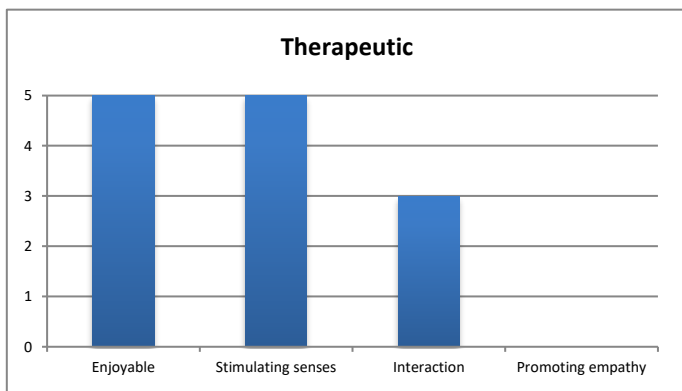
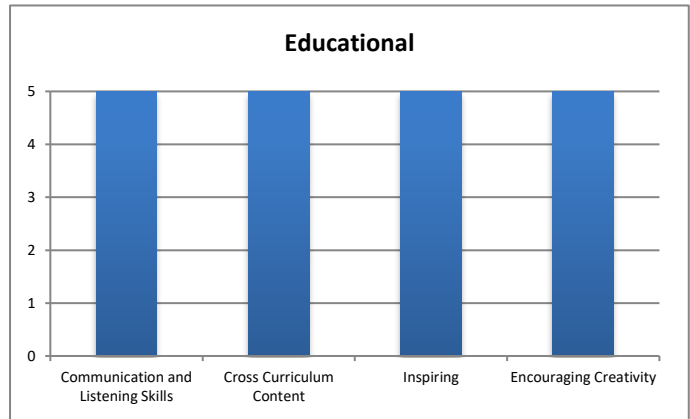
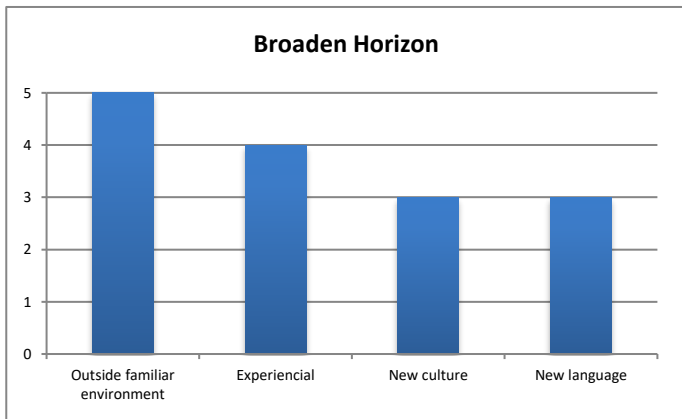
**Action to be taken to reduce/remove risk:**

- Only to be undertaken with suitably qualified and an experienced teacher.
- Adequate ventilation must be provided to exhaust fumes and ensure good combustion
- Appropriate first aid and burns treatment equipment must be available
- Appropriate PPE must be available and in good order
- Eye protection must be worn at all times by staff and students
- The work area must be kept tidy and in good order, floor must be kept clear of slip and trip hazards
- Metal left to cool must be kept safe and marked as such to prevent accidental burns
- Students to be briefed on risks and expectations at the start of each session.
- Students to understand the need for protective clothing and PPE and when and when not to wear it.
- Students must have demonstrated they can and will follow all instructions.
- Students must have demonstrated that they can maintain focus and conduct themselves in a safe and appropriate manner at all times.
- Compliance to be monitored. In the event that they lose focus or fail to follow instructions, the students must remove themselves from the forge.
- This could continue with experienced students only who do not require close attention.

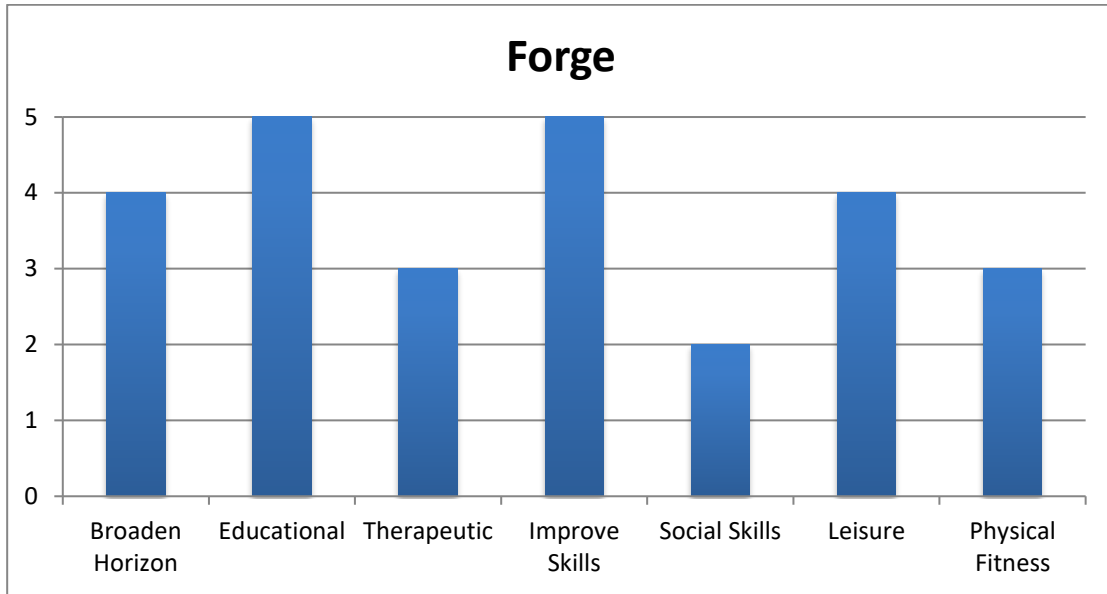
For task specific risk assessments, see the appropriate Model Risk Assessments kept in the Forge.

# Forge

## Graphs showing assessment of elements.



## Graph showing assessment and summary of attributes



# Specific Activity

**The Risk Identified:** Planting trees and hedges

Cutting and scratching fingers from thorns.  
Risk to feet from use of spade.

**Who could be harmed:** Active participants.

**Is the risk:**       High       Medium       Low

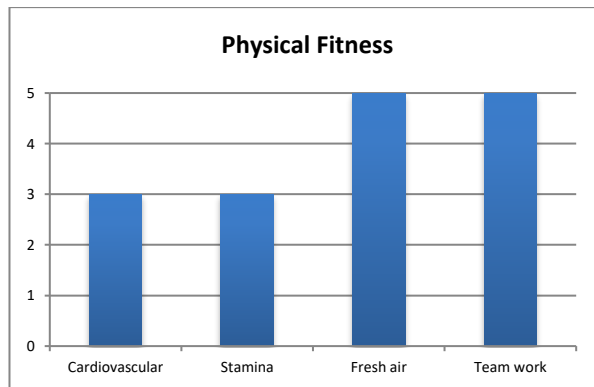
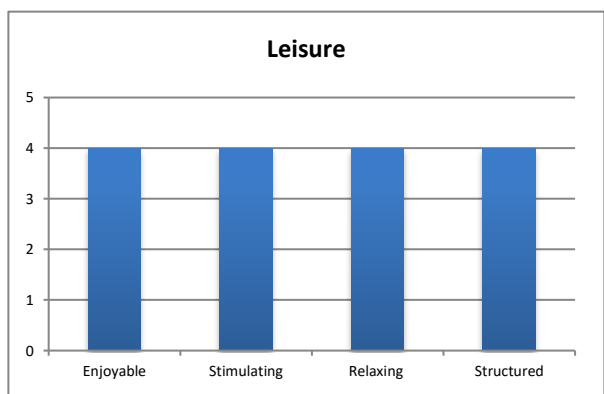
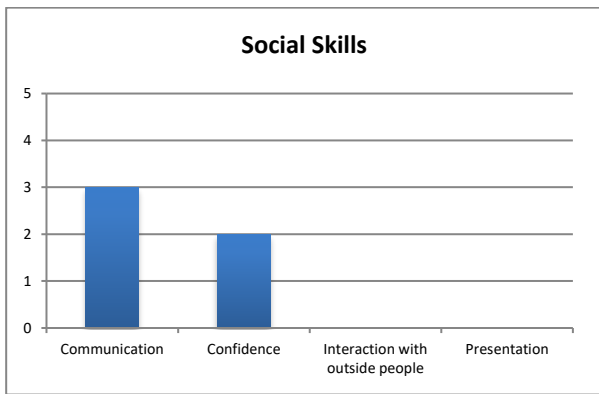
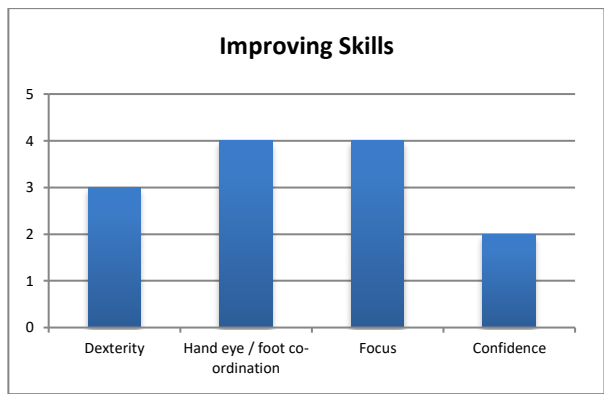
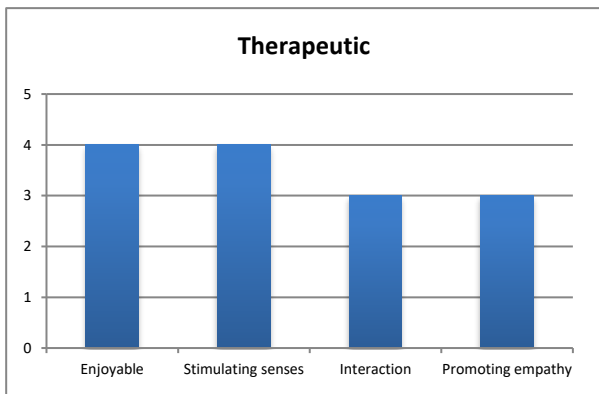
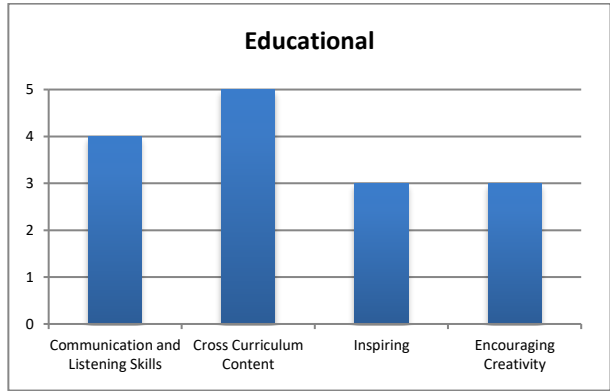
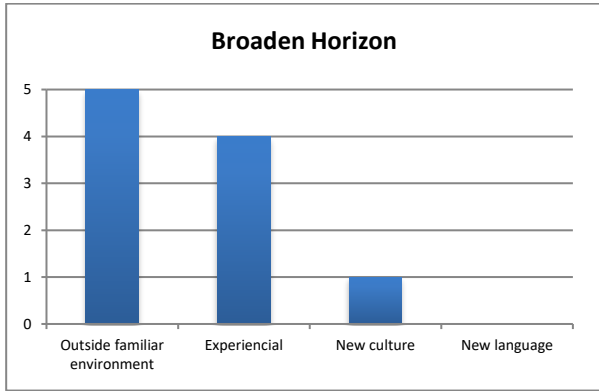
**Action to be taken to reduce/remove risk:**

- Provide instruction on how to handle thorn bushes to reduce impact of thorns.
- Safe use of spade to avoid impact on feet when digging holes.

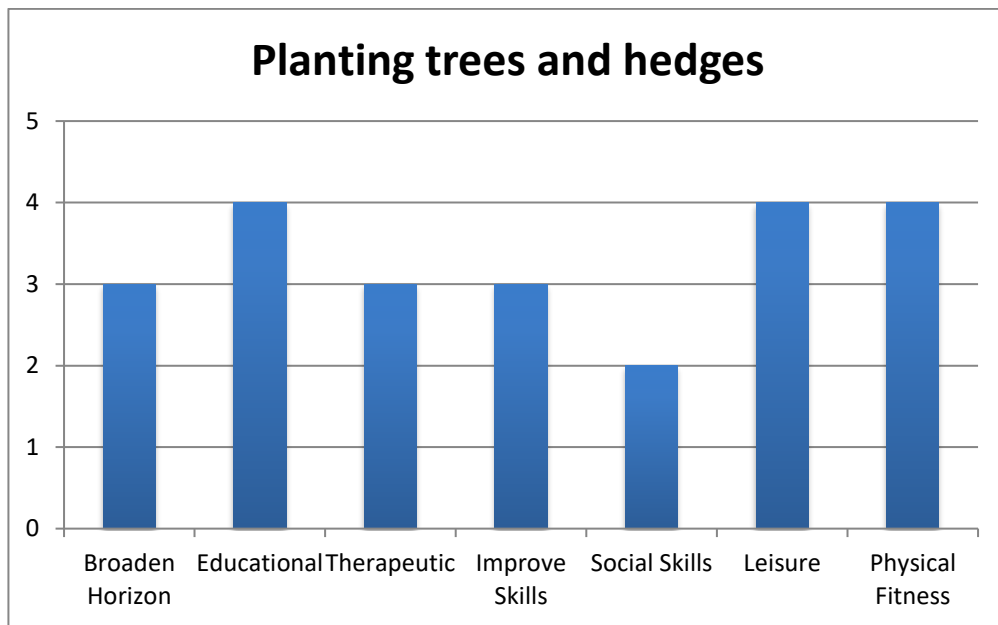
**Review – Duration:** Annually

# Planting trees and hedges

## Graphs showing assessment of elements.



## Graph showing assessment and summary of attributes



# Specific Activity

**The Risk Identified:** Participating in a join up demonstration and teaching a young horse to lead onto a wagon for the first time.

Being trampled and/or kicked by a horse

**Why do it?** – It broadens horizons and is very educational. The process has significant therapeutic value particularly around promoting empathy for a young horse starting its education.

**Who could be harmed:** Staff, children, grooms and instructors.

**Is the risk:**       High                       Medium                       Low

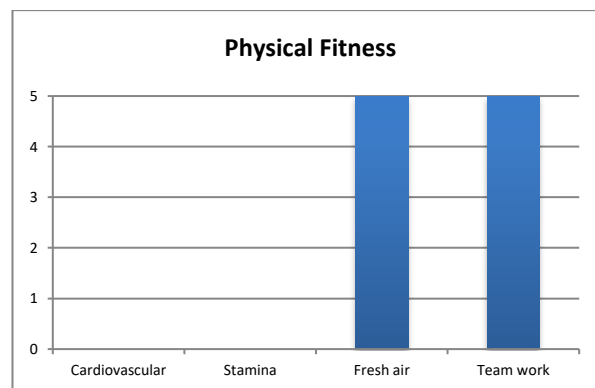
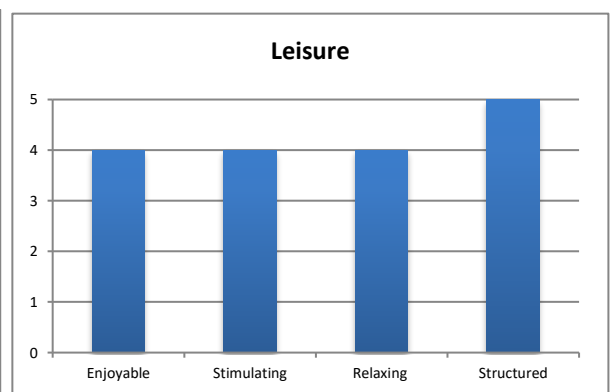
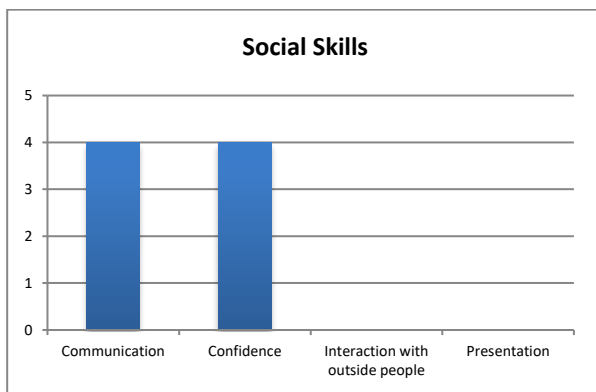
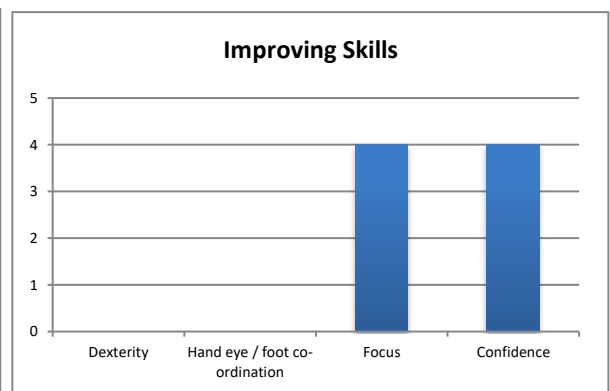
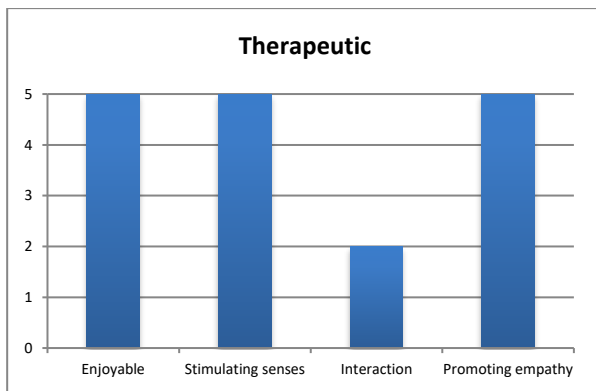
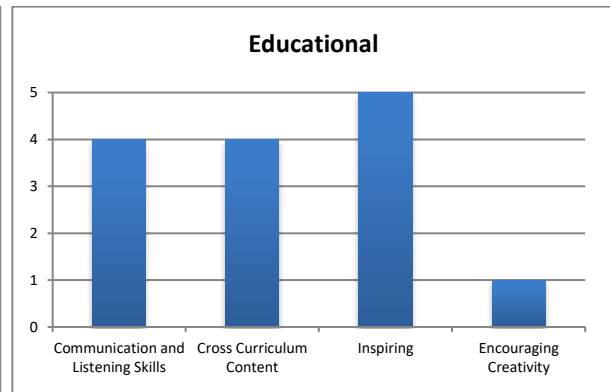
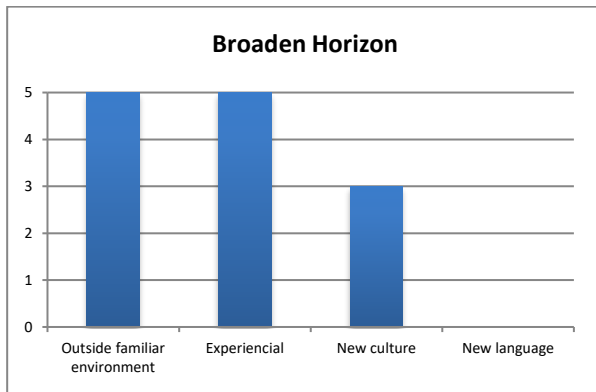
**Action to be taken to reduce/remove risk:**

Working with young untrained horses can be dangerous unless it is thought through and suitable precautions taken.

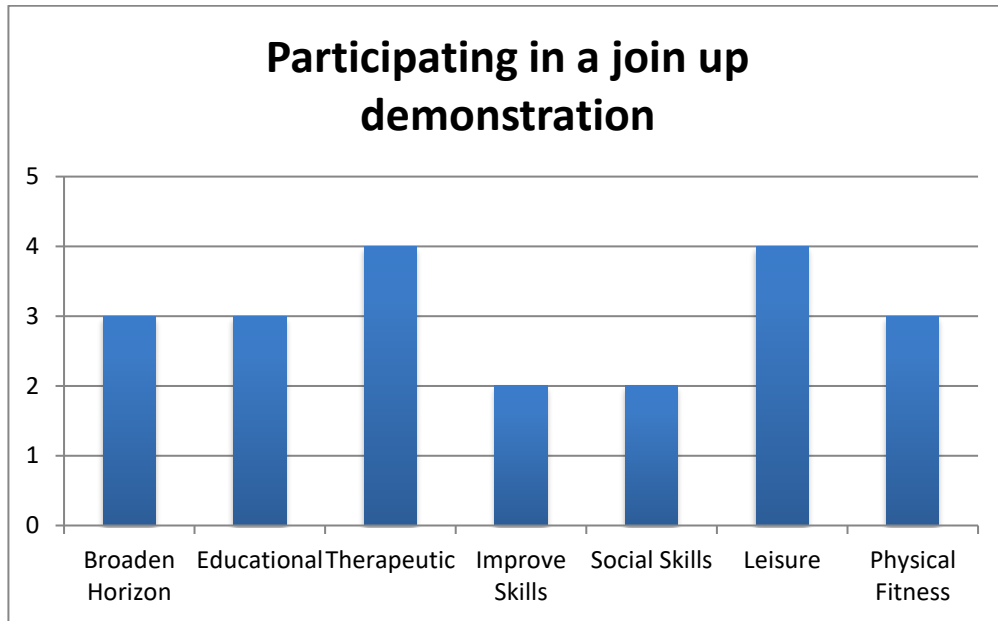
- Those watching the demonstration to be kept at a distance and to remain calm and quiet throughout.
- Only those with experience to help with the horse itself.
- Staff and pupils may provide secondary assistance by standing in specific locations, fetching equipment or materials like feed and straw.

# Participating in a join up demonstration

## Graphs showing assessment of elements.



## Graph showing assessment and summary of attributes



## Specific Activity

<b>The Risk Identified:</b> The use of Deosect (insecticide) on horses
<b>Why do it?</b> To keep the horses in good health by reducing the risk of lice infestation. The young people will develop empathy towards horses by caring for their needs. Mixing of Deosect with water to create a solution will link closely with ratio taught in Maths and with how to handle chemicals safely and mix them correctly taught in Science (cross curricular links / practical experience of classroom learning)
<b>Who could be harmed:</b> Young person / Staff  Skin and irritation may occur if PPE is not worn. Toes could be stood on if horse moves around when applying the solution.
<b>Is the risk:</b> <input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
<b>Action to be taken to reduce/remove risk:</b>  No young person is to handle undiluted Deosect. No young person will use Deosect independently without supervision. Young person/ Staff to wear appropriate PPE - gloves, eye protection, overalls/protective clothing (waterproofs) Young people listen to instructions given or they will be stopped immediately. The activity takes place outside to ensure good air ventilation. A sponge should be used to apply the solution to the horse to reduce the risk of inhaling mist. Horses must be tied up or held by a suitable person when applying the solution. Suitable footwear should be worn when handling horses.

# Specific Activity

**The Risk Identified:** Herding livestock to a different field or an enclosure.

This includes Cattle, Sheep, Alpacas and Horses.

Like many activities on the farm this is a task that is required to be done for a variety of practical and functional reasons. Whilst many tasks can be undertaken whilst the livestock are in a contained area, this lesson plan is about the way they get there 'only' and the learning opportunities in this process.

## Why do it? –

Attitude to education

4/ a) They listen to teachers and instructors and learn from them. b) They can listen to feedback and use it constructively.

5/ a) They can follow simple instructions without the need for repetition. b) They can follow complex instructions without the need for repetition.

Science

9/ b) Working on the farm rearing animals through to the kitchen.

PE

4/ d) They can heard animals as part of a team and follow instructions. e) They can assist with a variety of physically demanding tasks.

Career Planning and Personal Development.

1/ Has the student attended work experience within Pear Tress working environments. a) The Farm.

This is also a high value activity in terms of Broadening horizons, Therapeutic, Improving Skills and Physical Fitness as set out in our document 'A therapeutic approach to helping children and young people recover from trauma and abuse'.

**Who could be harmed:** Participants

**Is the risk:**             High                     Medium                     Low

## Action to be taken to reduce/remove risk:

- Whenever moving livestock from one area to another the following must take place.
- Initial briefing by the leader to cover what animals are being moved and why.
- The plan for moving livestock including hazards and safety requirements. These may vary depending on the type of livestock being moved, also the geography, how to cross the terrain and specific difficulties that may be encountered.
- The importance of body gestures and how to be authoritative and also how to be submissive and blend into the background. When and where it is important to be both the above.
- The importance of following instructions precisely and specifically. The importance of knowing if the instruction is to stop to stop immediately. If the instruction is to take a step backwards to do so immediately. If the instruction is to run to do so immediately and why. The impact on the animals of the above actions and the need to keep everything calm and heart rates low.
- How to read animal behaviour and understand what the animals may be feeling and thinking at different times of the process.
- How to control our behaviour to ensure a good outcome for the animals being moved.
- Each student must be assessed for compliance and competency and anyone not compliant or competent at any time instructed to withdraw from the process.

This is a medium risk activity reduced to low risk using the above protocols.

**Review – Duration:** Annually

# Specific Activity

**The Risk Identified:** Putting horse muck in the trailer.

## Why do it? –

It is an important daily task to remove the horse manure from the stable yard. It also prepares students for any other equine environment and also helps to manage tasks with low level risks. This is a daily tasks undertaken many times every day for many years within Pear Tree Farms but also on every equestrian facility in the country.

**Who could be harmed:** Those doing the required task.

**Is the risk:**         High                     Medium                     Low

## What are the risks?

Falling off the trailer.

## Action to be taken to reduce/remove risk:

- We have two types of trailers to fill. One, requires the person completing the task to push the wheel barrow up a ramp on to the trailer. The other is placed at a low level which requires those completing the task to ensure they don't fall off the side. Falling off is the only risk that needs to be managed.
- 
- When pushing a wheel barrow up a ramp, it is important the person doing this pushes the wheel barrow up the ramp and uses the steps to the side to elevate themselves and not follow the wheel barrow up the ramp.
- 
- When standing on whichever trailer it is important you are aware of your footing and not to stand too close to the edge. To do this you must be able to see your feet at all times, therefore suitable clothing must be worn that doesn't impact on your ability to see where your feet are.
- 
- Only competent people are allowed to do this whether they are staff or students. They must be able to follow this risk assessment. They must be able to follow instructions. Extra care should be taken with younger students to help them be clear of the risks and understand what is required.

**Review – Duration:** Annually

## Specific Activity

**The Risk Identified:** Moving of straw from the stack

**Why do it?** – This is a regular if not daily routine task completed in most farm environments. To do this gives authentic work experience, it teaches students how to be faced with and overcome a challenge and build confidence. It requires strategic thinking in planning and delivery. It requires you to be in control of your own body in terms of being sure footed.

**Who could be harmed:** Anyone involved who may fall off the bales.

**Is the risk:**         High             Medium             Low

**Action to be taken to reduce/remove risk:**

When moving straw from big bales the amount of straw moved at any one time can be determined by the individual so should never be too heavy to manage. The main risk is from falling off the stack of bales. This should never be more than 4 big bales high, which means the person doing this task should never be standing higher than 3 bales high.

The ascent needs to be considered by standing on a stepladder or mounting block or similar. The initial ascent should not be higher than 2 bales high. Once at the required height the bale can be cut and the straw moved. No more than 1 person should be moving the cut bale at any one time. The person doing this should be confident in their abilities to complete the task and the supervisor should be confident of the person being safe enough to do so.

This task is suitable for competent staff and older students and is not suitable for children of primary school age. Once the required amount of straw is removed the person should come down off the bales and descend in a safe and considered way. The bales should be used in order as to maintain safe steps to the top at whatever height is being used. There should never be anyone playing on the stack of bales at any time.

**Review – Duration:** Annually

# Specific Activity

**The Risk Identified:** Vibration

**Why do it?** Pear Tree Staff use tools such as this to maintain property or train students in our authentic working environments

**Who could be harmed:** Staff and students using the tools and machines

**Is the risk:**         High                     Medium                     Low

**Action taken to reduce risk.**

There are a variety of tools and machines used by staff at Pear Tree that if overused could cause health issues as a result of vibration. These being -

- Chainsaw
- Strimmer
- Hedge cutter
- Long reach chainsaw and hedge cutter
- Lawn mowers
- Pressure washers
- Floor polishers.

The above list is not exhaustive and new items may need to be added when identified or purchased.

Pear Tree Staff use tools such as this to maintain property or train students in our authentic working environments. No member of staff is dependent on meeting targets created by the need to produce an outcome. For example the chainsaw does not need to be used to cut an amount of wood needed to pay the operators wages. As such the amount of time each of these tools are used is at the discretion of the operator and by definition is classified as “occasional use”.

Operators should be mindful of the need to take regular breaks and not use these tools for protracted periods of time. For example, when using a chainsaw, each time a tank of fuel is used and needs replacing, have a break. It is recommended never to do more than two tanks full of fuel in any one session without a substantial break of an hour such as over lunch time, but most likely no more than two a day.

The ‘long reach’ is for short spells of use as it is so difficult to hold in position. Pressure washers have less vibration and therefore can be used for longer periods of time but operators should be aware of this and have appropriate frequent breaks. Lawn mowers dictate the time used by the size of the lawn and again a break is advised between each area. Floor polisher also has areas divided into zones that provide a natural break between areas being worked on. For example, main hall, reception, utility.

In conclusion the risk of health issues as a result of vibration is a low risk concern due to occasional manageable use.

David Bartlett. May 2026.

Reviewed: Annually

# Specific Activity

<b>The Risk Identified:</b> Manual Handling Risk Assessment on the farm and stables.		
<b>Who could be harmed:</b> Those doing the required task.		
<b>Is the risk:</b>	<input type="checkbox"/> High	<input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low
<b>Action to be taken to reduce/remove risk:</b>		
<p>The manual handling of items used for working with animals on the farm and in the stables is much reduced over the years.</p> <p>Bales of hay and straw have been made of large bales, placed in position close to use by tractors and broken into portions of the size that can be manoeuvred to their final destination to suit each individual.</p> <p>Bales of shavings are the largest cumbersome item needed moving and is managed again by being placed as close as possible to final use by tractor and manual lifting reduced to minimal requirement. The bales are a standard size.</p> <p>Feed bags are now no more than 20kg in weight. Deliveries get as close to the feed store as possible and tools are available such as wheelbarrows to manoeuvre bags should the weight and size be too much to carry for certain individuals.</p> <p>Staff are reminded to monitor the ability of any students and ensure they do not lift above their size or ability.</p> <p>Any staff member not able to lift these items must seek help from colleagues and not try to manage themselves.</p> <p>The use of lifting equipment such as tractors with loaders must be considered with any task that requires manual handling and used to reduce the need of physical intervention as much as possible.</p> <p>This requirement is occasional use and as a result of the measure above considered - Low Risk.</p> <p>David Bartlett. May 2026.</p>		
<b>Review – Duration:</b> Annually		



# Machinery





## Using Machinery in an Educational Context.

Guidance, Risk Assessments and Overarching Lesson Plan.

Sources.

- HSE Preventing accidents to children on farms.
- Safe use of all terrain vehicles (ATVs) in agriculture and forestry.
- Google. - What is the minimum age to drive a golf buggy?

Context.

Currently we have a variety of machines some of which are used to educate our learners on land management tasks at different ages and stages of ability. These being

- Petrol hedge cutters.
- Push petrol lawn mowers.
- Ride on lawn mowers
- Ride on small tractor
- Ride on small tractor with grass cutter
- Large agricultural tractors
- Strimmers
- Golf buggies
- All terrain vehicles ( ATV )

Advice from HSE is within the context of undertaking 'Work' tasks in a commercial context. For example, it does not differentiate between a powerful ATV used in a commercial sense and a low powered golf buggy used in a educational or recreational sense. When 'Googled' - what is the minimum age to be able to drive a golf buggy? It made reference to laws in different 'States' within the context of the age a child could drive the buggy independently on a golf course (13/14 years) which again is a highly differing context to driving in a field with an instructor sitting next to you.

Over the years of Pear Tree providing agricultural activities and training to our population the ability to use machinery has been hugely significant in terms of

- Inspiring children to want to learn more.
- Motivating children to be engaged in their education.
- Training children to become employable adults.

There is also a significant therapeutic benefit which cannot be understated. The Pear Tree population have in all but a few instances suffered trauma, adverse child hood experiences at best. This abuse has a disempowering process both during and long after the event whether that be a one off incident or more likely sustained over a period of time. Being in control or 'striving to be in control' often takes on an obsessive quality which is invariably directed towards authority and care givers closest to those concerned and invariably with negative consequences.

The Pear Tree Therapeutic Approach identifies this and encourages activities which seek to promote self esteem, self choice, independent thinking and building positive relationships. The ability to relearn relationship building and exercise responsible control is clearly evident in the work undertaken with animals such as horse riding.

However, this overriding need to control which is often seen with obsessive use of computers and gaming is in our community redirected towards the use of machinery tools in an educational context which in itself has a high therapeutic context also as set out in our document "The value of routine and practical tasks within an education programme".

The ability to use such tools has proved invaluable for many years and as a result we have a desire to continue to use such machinery within the law.

As Pear Tree School is an unusual facility it is not surprising that advice from national agencies does not cover our unique situation. It is therefore my responsibility to consider the advice from other agencies, identify the differing context and undertake risk assessments to accurately reflect the level of risk encountered and identify what may be ok to do and what definitely is not ok to do.

These activities will need to be under regular review and may be subject to change. The risk assessments will be specific about who can do what, where, and must not be deviated from. To do so may result in the withdrawal of the activity.

In August 2001 Pear Tree projects bought the first of our farms, Toy Top Farm. It was at the time to be a company head quarters, admin base, and activity centre. At that time our Health and Safety officer, a well respected retired policeman, on hearing my proposed uses stated - "David, use it as your office, use it for your family but don't let the kids in care anywhere near!"

Had I taken that advice what has been a long history of significant help and rehabilitation would never have happened.

In 2005 Toy Top Farm became a registered school and the educational progress of the children, based on our approach has been at the centre of six outstanding inspections. Therefore, the temptation to reduce all risk is increasing but must be tempered with a cautious determination to continue to teach children about risks, how to engage in positive risk taking behaviour and engage safely. The effect of not doing so is in my view in the long term more dangerous.

It is therefore important that the 'farm' environment remains authentic and not clinical or a sanitised version of a farm. Students have to learn how to live with risks, identify them and manage them. It is the teachers and instructor's role to manage that process.

To be able to guide us through the complexity of this subject first of all I want to consider key points of the HSE guidance. This is for reference and greater understanding only.

- Farms are dangerous places.
- Children should be kept away from commercial activity.
- Children under the age of 13 are not allowed on or in any machinery.
- Children over the age of 13 can be taught how to drive a large commercial tractor providing the instructor is qualified to do so.
- At thirteen they are allowed to use a tractor to pull attachments which don't have moving parts such as harrows and rollers.
- Children have to be over the age of 16 to use a machine with attachments that have working parts, such as a tractor with a grass cutter.

- Children have to be over the age of 13 to be allowed as a passenger in an ATV.
- Children over the age of 16 are allowed to drive an ATV.

It is my observation that most of the commercial farmers I know take absolutely no notice of the above restrictions at all. However, the list of commercial farmers who have accidents appears frightening to consider. I have always been of the view that no accident is acceptable and as well as harm to the casualty, could result in the end of this operation.

Just because we 'can' does not necessarily mean we 'should'.

The key milestones identified are 13 years and 16 years. Whilst it is ok to learn to drive a tractor at 13, we currently have this restricted to year 10 which (15/16)

It is now acknowledged in our procedures that a child has to be 13 years old even to be a passenger on the ATV even though this will not be doing commercial work.

No child or staff other than approved drivers are allowed to drive the ATV.

At this point it is worth considering the risk that go with different machines at different times. I think it would be helpful to consider machinery in four contexts.

### Category 1/ Domestic and leisure.

- Miniature tractor with wheel barrow trailer.
- Golf buggies.

These can be undertaken at any age under constant supervision and direct control of an instructor considering specific activity risk assessment.

### Category 2/ Agricultural and horticultural.

- Small garden strimmer.
- Small push petrol lawn mower.
- Be a passenger on the ATV
- Be a passenger on a farm tractor with a second seat. (A)
- Be a passenger on a farm tractor but being allowed to use the controls. (B)

The above can only be undertaken over the age of 13 with constant observation and direction of an instructor.

### Category 3/ Industrial and commercial.

- Petrol hedge cutter.
- Full size (cow horn handle) Strimmer.
- Plant potatoes sat on a potato planter.
- Ride on lawn mower.
- Small tractor with grass cutter.
- Regular farm tractors. Under 100 hp. Independently.

The above can only be undertaken over the age of 16 with constant observation and direction of an instructor. The regular farm tractor has two seats in to allow side by side instruction and is therefore more suitable to start with than the above smaller tractor. The instructor must be an approved instructor.

### Category 4/ Restricted vehicles.

- ATV
- Tractors over 100hp independently.

These vehicles are never to be used independently by young people of any age and restricted to approved drivers only.

# Specific Activity

**The Risk Identified:** CAT 1 - Suitable for any child whilst under the direct constant supervision and control of an instructor or carer. The instructor or carer must be in total control of the vehicle at all times even when the child is sat in the drivers seat. Children over 13 can be given more responsibility and observed from a distance.

COUNTAX - Miniature tractor. (If with a cutting deck, this is disengaged at all times.)  
GOLF BUGGIES.

## Why do it?

This is a small machine that has few controls and is suitable for a child or young person to learn to drive. This begins the process of managing spacial awareness and a good introduction to controlling machinery in the real world as opposed to a virtual world. It teaches children the advantages of having a machine to assist in a task and also begins the process of children thinking through strategy and working out its utility. The Countax miniature tractor can pull a wheel barrow as a trailer and is an excellent tool to teach the concept of reversing trailers. Both vehicles inspire children to want to learn more and satisfies the need to 'control', it is an excellent reward and demonstrates trust.

**Who could be harmed:** By standers and driver.

**Is the risk:**       High                       Medium                       Low

## Action to be taken to reduce/remove risk:

- All students at any age to be shown how to fill machines with fuel, oil, and instructed on the dangers of both in terms of being a flammable liquid and from swallowing.
- Student to be shown how to start and stop machine. How to use clutch / break (countax - in this vehicle are the same one actioned pedal.)
- How to manoeuvre and do an emergency stop.
- Student to demonstrate competency in the above.
- Instructor / carer to ensure the child is suitable for instruction prior to using the machine. The criteria is that the child must be able to and does follow specific instructions and will do so throughout the time using the machinery.
- Instructor to ensure the student remains under their supervision and control throughout the time using the machine.
- Instructor to warn and remove any bystanders that could be at risk of collision.
- Instructor to ensure the area used and the ground passed over is flat, and suitable to the driver's ability.

## Where can this be used?

- Around the farm or stable yard. In flat fields.



**The Risk Identified:** CAT 2 - Suitable only for children over the age of 13 and under the constant supervision and direction of an instructor. Young people over the age of 16 can be given more responsibility and observers from a distance when appropriate.

SMALL GARDEN STRIMMER AND SMALL PUSH LAWN MOWER.

**Why do it?** These machines are domestic and found in many family homes. As such most children lucky enough to live with green spaces will be familiar with these and likely to be taught to use them by parents or family members.

An underpinning principal of this organisation is that children in our care should not miss out on learning life skills because they are in care or because of administrative anxieties of carers or instructors.

They build on skills learned from CAT 1 and expose the child to the concept of managing risk, taking precautions and following risk assessments.

They also give children the opportunity to experience the control and effect of small machinery. Both machines inspire students to want to learn more and be involved in their education and maintaining the environment they live and work in.

Being competent in these skills is important to being able to use larger machinery such as tractors that they are old enough to drive at thirteen but need to be able to demonstrate progression with skills and understanding.

**Who could be harmed:** Student under instruction, instructor and by standers.

**Is the risk:**         High                     Medium                     Low

**Action to be taken to reduce/remove risk:**

- Instructor to ensure student is suitable for instruction. The criteria for instruction is that they can follow specific instructions and will continue to do so throughout the duration of the activity.
- Instructor to ensure the student remains on task and under control and supervision during the activity. Any concerns or indications this is not the case the activity should be stopped.
- Student to wear appropriate PPE throughout.
- Instructor to ensure there are no by standers who could collide with the machinery.
- Student to be shown how to start and stop the machine. How the 'dead mans handle' works.
- Student to be shown how the machine works and the dangers it presents.
- Student to be shown the area to be cut and the boundaries not to be crossed.
- Student to be monitored throughout the activity.

**Where can these be used?**

- Garden lawns, farm yard and small paddocks only.

# Specific Activity

**The Risk Identified:** BE A PASSENGER IN A TWIN SEATED TRACTOR. (A)

**Why do it?** To inspire students to want to learn more about farming and agriculture.  
To allow the student to become familiar with the tractors controls and the varying different farming practices the tractor performs.

**Who could be harmed:** Student and tractor operator. The risk the student is exposed to is the same risk as the tractor. In addition the tractor operator is at increased risk if the driver has to leave the tractor for any purpose leaving the student sat in the stationary vehicle but access to controls.

**Is the risk:**         High                     Medium                     Low

**Action to be taken to reduce/remove risk:**

- Student to be a passenger must be over the age of thirteen and meet the criteria to do so. This criteria is that they are able to follow specific instruction and will do so throughout the activity.
- Student also meets the criteria of being a young person who has the interest and desire to want to learn more about farming and agriculture and for whom being exposed to this kind of activity could be significant to their progression. This is not an activity done for fun!
- Instructor / Tractor driver to give specific instructions on where to sit, what to watch, what not to touch.
- In the event that the tractor driver has to stop and exit the vehicle specific instructions about remaining seated and not moving or even touching anything to be given.

**Where can this be done?**

- As the activity is being a 'Passenger' this can be done with most farming practices as long as it is on flat terrain.

# Specific Activity

**The Risk Identified:** BEING CARRIED AS A PASSENGER ON THE ATV/RTV/UTV  
ATV is the Polaris 4WD

**Why do it?** Being a passenger on the ATV in terms of living and working in a rural environment is similar to using other forms of transport in an urbanisation. It allows you to get to places of interest and other activities in a way other vehicles would not be appropriate. It is also good fun and inspires students to want to be involved in the farm and associated activities.

Like all forms of transport, it comes with enviable risks.

**Who could be harmed:** Student being a passenger. Most likely risk is falling out of the vehicle because the student doesn't respect the vehicle and behaves differently to being a passenger in a car due to it being open and misperceived reduced risk due to moving at a lower speed. Student unaware of the impact of driving on rough terrain.

**Is the risk:**         High                     Medium                     Low

**Action to be taken to reduce/remove risk:**

- The driving of the ATV is restricted to named drivers deemed competent by the M.D.
- All passengers whether adult or child must wear seat belts at all times.
- Students to be a passenger must be over the age of thirteen and meet the criteria to do so. This criteria is that they are able to follow specific instructions and will do so throughout the activity.
- All passengers must be briefed about keeping arms and legs within the vehicle at all times. They must not exit the vehicle until it has come to a stop and been given the go ahead by the approved driver.
- Anyone considered a risk of failing to comply with instructions must not be allowed to be a passenger on this vehicle.

# Specific Activity

**The Risk Identified:** BEING A PASSENGER IN A TWIN SEATED TRACTOR (B) SWAPPING SEATS AND USING THE CONTROLS.

**Why do it?** To take the process of becoming familiar with the tractors controls to the next level, with the vehicle in the total control of the instructor / driver who is remaining in the seat sat next to the student and has access to the full control of the tractor at all times.

**Who could be harmed:** Student and tractor operator. The risk the student is exposed to is the same risk as the tractor. In addition the tractor operator is at increased risk if the driver has to leave the tractor for any purpose leaving the student sat in the stationary vehicle but access to controls.

**Is the risk:**         High                     Medium                     Low

**Action to be taken to reduce/remove risk:**

- All of the above factors remain relevant and the student has experienced time sat at a non participant passenger. As the instructor/ driver is still in total control there are no expectations of assessing skill or competence or of providing instruction on what to do. They are simply becoming more familiar with the concept of driving at a safe time to do so.

**When and where can this be done?**

With any farming practice on flat ground away from bystanders in a field. Not to be done in the farm yard area.

This can only be done with an approved instructor with experience in excess of 10, 000 hours.

# Specific Activity

**The Risk Identified:** CAT 3 - Must be over the age of 16.

The common factors in this category is that they involve moving parts that can cause injury.

PETROL HEDGE CUTTER.

**Why do it?** This is a small hand held machine that is a good introduction to a variety of machines and their purposes. The prerequisite for this machine is that the student has become familiar with hand held manual sheers. This has not been mentioned earlier in this document as a hand held manual cutter is a tool and not a machine.

However the tool prepares a student to know how to cut hedges manually and of the required process. Using a petrol hedge cutter takes this skill to the next level of progression and allows the operator to cover more hedges more quickly, thus reinforcing the need for and advantage of machinery. It improves confidence, dexterity and demonstrates trust in machines with a higher level of risk as this machine can cut fingers as well as plants.

**Who could be harmed:** Instructor, student, by standers.

**Is the risk:**         High             Medium             Low

**Action to be taken to reduce/remove risk:**

- Instructor to give demonstration on how to use and operate machine.
- How to start and stop.
- The dangers it presents and the need to hold correctly and not expose operators fingers to any part of the cutting machine.
- Instructor to ensure there are no bystanders that could collide with the machine at any time.

# Specific Activity

**The Risk Identified:** USING A FULL SIZE ( Cow horn handle ) PETROL STRIMMER.

**Why do it?** Being able to use such machinery in addition to the therapeutic benefits mentioned above is an important life skill. It means the student will be able to look after their own green areas in later life. It means they may be more useful to a voluntary organisation post discharge as part of their personal development. It means they may be more employable. It means they can build on the skills learned in earlier categories. It means they can make a positive contribution to managing the schools grounds and agricultural areas. This is a physically demanding task that requires a level of fitness and a high level of trust.

**Who could be harmed:** Instructor, student, bystanders.

**Is the risk:**         High                     Medium                     Low

## Action taken to reduce risk.

- Instructor to ensure the student is suitable to be taught this activity and meets the criteria to do so. The criteria to be allowed to do this task which is that the student must be able to follow specific instructions and will do so throughout the duration of the activity.
- The student has shown the ability to manage and demonstrate competence in CAT 1 and 2.
- Instructor to ensure the student can remain on task and responsive to direction throughout the duration of the activity. Any concerns or indications this may not be the case the activity should be stopped.
- Instructor to ensure there are no bystanders who could collide with the machinery or projectiles thrown up by the machinery.
- Student must wear full PPE throughout the activity. Including goggles, ear defenders, closed toe boots.
- Instructor must explain how the machine works. How the dead mans handle works and it's importance to keeping the operator safe. How to stop and start the machine.
- Student to be shown how the machine works and the dangers it presents.
- Student to be shown the area to be cut and boundaries as to where not to be crossed.
- Student to be monitored at all times. The level of monitoring may vary depending on experience, competency and the level of independence to be encouraged.

## Where can this be done?

Gardens and agricultural land. No road sides or public areas to avoid the risk of encountering foreign bodies.



# Specific Activity

**The Risk Identified:** POTATO PLANTER

**Why do it?** It's really good fun, it plants the potatoes really well and covers a lot of ground quickly compared to planting by hand. It is a required task on the farm.

**Who could be harmed:** Instructor, student, bystanders.

**Is the risk:**       High                       Medium                       Low

**Action taken to reduce risk.**

- This process is to sit on the back of the potato planter which is attached to the tractor and only driven by Senior Farm Staff. The tractor is to be driven slowly in a low gear throughout the time students or staff are sat on the planter.
- The risk to students come from falling off the machine if the student is not focused on the task in hand. Or from placing fingers in the way of the moving parts which separate and divide the potatoes.
- This task is able to be constantly monitored by the driver from the driving position who is able to stop quickly should an issue arise.
- Initial instruction is given by farm staff as to where to sit and how to plant the potatoes.
- Initially an adult from the staff team would do this task directly along side a student. Only when both staff and student are confident in the process is a second student who also has experience at this task allowed to join the process.



# Specific Activity

**The Risk Identified:** RIDE ON LAWN MOWERS.

**Why do it?** This activity continues to build on the skills learned in earlier activities and all factors described above are relevant with this machine 'and then some'. The sense of control and impact on the landscape is inspiring and highly motivating. This is also a stepping stone to being able to drive larger tractors which provides many transferable skills. Many of our students have gone on to successfully pass the driving test whilst in our care. The ease in which this has been achieved is thought largely to do with their experience on machinery ultimately tractors. The ability to drive is a hugely valuable transferable skill.

**Who could be harmed:** Instructor, student, bystanders.

**Is the risk:**         High                     Medium                     Low

## Action taken to reduce risk.

- Instructor to ensure the student is suitable to be taught this activity and meets the criteria to do so. The criteria is that the student will follow specific instructions and will do so throughout the duration of the activity.
- The student has shown ability to manage and demonstrate competence in all of the above activities.
- Instructor to be satisfied that the student will remain on task through the duration of the activity. Any indication that that is not the case the activity should be stopped.
- Instructor to ensure there are no bystanders that could collide with the machinery or projectiles thrown up by the machine.
- Instructor to drive the machine to the area of group to be worked on.
- Student must wear required PPE. This includes closed toes boots. Ear defenders may not be required initially due to needing to hear and follow instructions. As such these sessions must be in short burst of duration to avoid prolonged noise. When the student demonstrates competence and the ability to complete required tasks more independently, ear defenders should be used at all times.
- Instructor to show student how to start and stop the machine. Safety features on the machine such as 'dead mans seat'. Dangers that may be encountered.
- How the steering may be different to that which the student may be familiar with in the case of rear wheel steering.
- How to accelerate and decelerate the machine.
- How to apply the breaks.
- Student to be shown the area to be cut and where boundaries are.
- Student to be monitored at all times. Level of monitoring must depend on level of competence and experience.

## Where can this be done?

Lawns and paddock.

Student not to drive in the farm yard area or car park. Away from any public footpaths.



# Specific Activity

**The Risk Identified:** SMALL TRACTOR WITH GRASS CUTTER. KABOTA.

This tractor is a combination of both a grass cutter and a small farm tractor. This activity has all of the features and details mentioned above. It is however a bigger machine and therefore the only difference is the level of ability and experience shown in all other machines needs to be greater in order to use it as a grass cutter.

If it was to be used as a small farm tractor with implements the features below would become relevant.

**Why do it?** This activity continues to build on the skills learned in earlier activities and all factors described above are relevant with this machine 'and then some'. The sense of control and impact on the landscape is inspiring and highly motivating. This is also a stepping stone to being able to drive larger tractors which provides many transferable skills. Many of our students have gone on to successfully pass the driving test whilst in our care. The ease in which this has been achieved is thought largely to do with their experience on machinery ultimately tractors. The ability to drive is a hugely valuable transferable skill.

**Who could be harmed:** Instructor, student, bystanders.

**Is the risk:**         High                     Medium                     Low

**Action taken to reduce risk.**

- Instructor to ensure the student is suitable to be taught this activity and meets the criteria to do so. The criteria is that the student will follow specific instructions and will do so throughout the duration of the activity.
- The student has shown ability to manage and demonstrate competence in all of the above activities.
- Instructor to be satisfied that the student will remain on task through the duration of the activity. Any indication that that is not the case the activity should be stopped.
- Instructor to ensure there are no bystanders that could collide with the machinery or projectiles thrown up by the machine.
- Instructor to drive the machine to the area of group to be worked on.
- Student must wear required PPE. This includes closed toes boots. Ear defenders may not be required initially due to needing to hear and follow instructions. As such these sessions must be in short burst of duration to avoid prolonged noise. When the student demonstrates competence and the ability to complete required tasks more independently, ear defenders should be used at all times.
- Instructor to show student how to start and stop the machine. Safety features on the machine such as 'dead mans seat'. Dangers that may be encountered.
- How the steering may be different to that which the student may be familiar with in the case of rear wheel steering.
- How to accelerate and decelerate the machine.
- How to apply the breaks.
- Student to be shown the area to be cut and where boundaries are.
- Student to be monitored at all times. Level of monitoring must depend on level of competence and experience.

**Where can this be done?**

Lawns and paddock.

Student not to drive in the farm yard area or car park. Away from any public footpaths.



# Specific Activity

**The Risk Identified:** FARM TRACTORS

**Why do it?** This is the highest level of achievement a student can obtain whilst at Pear Tree School when it comes to driving machinery. It enables the student to be able to make a significant contribution to the farming practise. It commands the respect of their peers and other members of staff and is a transferable skill that can last a life time and take into many forms of employment.

‘As the Colonel in Charge of the Royal Horse Guards said to me “If they can ride well and drive a tractor they are ahead of most of our recruits”.

The ladder of progression continues with the level of difficulty of the task required depending on the time of year and by no means always achieved even by those students fortunate enough to be trusted to drive a tractor. Activities are whether and season dependant.

This activity is also reserved for those students who have a strong work ethic and for whom it is thought learning this skill will have an impact on their personal and professional development. It must have a direct link to their progression and future employment targets. It is not done for fun or to facilitate engagement.

In order of difficulty the process is:

- 1/ Sat in tractor as a passenger observing.
- 2/ Sat in tractor with an instructor and being allowed to steer and able to demonstrate precision with steering.
- 3/ Sat in tractor with an instructor being able to use the clutch and change gear.
- 4/ Sat in tractor with an instructor being able to use breaks and do an emergency stop.
- 5/ Sat in tractor with an instructor being able to pull a roller.
- 6/ Sat in tractor with an instructor being able to use different techniques to cover the area required ie - round and round, up and down at varying distances.
- 7/ Sat in tractor with an instructor being able to use harrows.
- 8/ Sat in tractor with an instructor being able to use different techniques to cover the ground required ie - round and round, up and down and varying distances.
- 9/ Being able to do 7 and 8 independently whilst observed by an instructor from outside the tractor.
- 10/ Being able to do 7 and 8 independently and observed by an instructor at a distance.

**ADVANCED DRIVERS ONLY.**

- 11/ Being able to use a PTO driven topper to cut fields with an instructor sat alongside.
- 12/ Being able to use a PTO driven topper independently.
- 13/ Being able to use a tractor to pull a trailer with an instructor sat alongside.
- 14/ Being able to use a tractor to pull a trailer independently.
- 15/ Being able to use a loader or bale spike to move bales with an instructor sat alongside.
- 16/ Being able to move bales independently.

It must be recognised that ‘advanced drivers’ are likely to have left our service and may return as farming volunteers to enhance skills and gain further experience. It is unusual to achieve this level of skill whilst in our school or service, but not impossible.

**Risk level - Alongside and instructor – LOW, Independently - HIGH.**

**Who could be harmed:** Instructor, student, bystanders.

**Is the risk:**       High                       Medium                       Low

## Action taken to reduce risk.

### Driving tractor.

- Instructor to ensure student meets the above criteria to be allowed to learn to drive a tractor.
- Student to be gradually introduced to the above process over time to allow the student to become familiar with the different functions.

Before a student can drive independently, they must demonstrate the following:

- 1/ They are familiar with steering the vehicle and shown the ability to demonstrate precision driving.
- 2/ They are able use clutch and change gear smoothly.
- 3/ They are able to select gears appropriately.
- 4/ They are able to do an emergency stop.
- 5/ They are able to stop and restart the machine.

### Using appliances.

- Student to be shown how to use different appliances over time to allow student to become familiar with the purpose and function of appliances.
- Student to be explained the risks these appliances present. Student to be instructed on not getting out of the tractor for any reason without first shutting the engine down.
- Student to be explained the risks these appliances present to animals or by standers. The risk of collision with either bystander or animal is an obvious one for all tasks.
- Student must only undertake these tasks on level ground.

### Advanced drivers tasks.

- Tractor driver students pulling a trailer on farmland must have demonstrated competence with smaller wheel barrow trailers including being able to demonstrate an understanding of the concept of and competent at reversing a trailer.
- Moving bales with a loader or bale spike. Tractor driver must have demonstrated advanced skills in precision driving to be considered for this task.
- They must be briefed on the consequences of extra weight on the tractor and it's impact on the stability of the tractor.
- They must demonstrate a high level of competence before they are allowed to do this independently.
- The unseen risk is mainly associated with the use of the topper. The topper is a large heavy grass cutter dragged along the ground designed to cut the top off grass and fell nettles and thistles. With this machine there is a risk of missiles being thrown from the machine if it goes over rough ground.
- If the topper requires shear bolts replacing (bolts designed to break if they experienced to much pressure from hitting an obstacle) the driver must shut the machine down completely before replacing any shear bolts.
- Also, the correct starting procedure must always be used.
- Starting procedure for topper - PTO must be disengaged before starting tractor. Topper must be lifted off the ground initially. This must be done in the field away from any bystanders. When blade starts moving the topper is lowered to the ground.

(I know of an old experience farmer, now deceased, who was using a topper. He stopped for lunch and then when finished he jumped back in his tractor and turned the ignition on, he had left the PTO in gear. The topper immediately started working.

Unfortunately, this was a hot summer day. His beloved spaniel had crawled under the topper to get some shade and was macerated. When you hear this story, it reminds you of the need to follow procedures fully.)





## Assessment of student's suitability to be given instruction on how to use/drive a tractor

Student Name	
Date of Assessment	

	Yes	No
Is the student responsive to instruction?		
Can the student follow instructions precisely and accurately?		
Has the student the required hand-eye co-ordination?		
Is the student of sufficient strength and structure required?		
Is the student making progress with their education in other areas related to this subject?		
Does the student show reducing risks to others?		
Is the students behaviour to a level that satisfies the assessor that he/she would be able use the skills learnt appropriately at appropriate times?		
Has the student demonstrated competency with smaller tools and equipment?		
Has the student demonstrated awareness in Health and Safety in the workplace around the farm?		
Has the student demonstrated responsibility in other areas?		
Does the student plan to use these skills for future career opportunities?		
<b>Conclusion</b>		

Name		Designation	
Date		Signature	





# Outdoor Education/ Physical Education





## Specific Activity

**The Risk Identified:** Fishing

**Why do it?** – A good leisure activity that improves skills and is both educational and therapeutic. It also broadens horizons and keeps children active. There is positive interaction with instructors and a good shared experience. It can also be continued after discharge at a low cost.

**Who could be harmed:** Students by falling in the water. Risk of drowning. (Fish if you catch one).

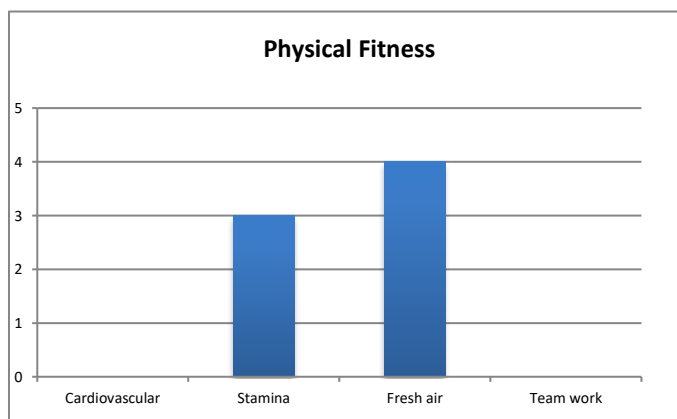
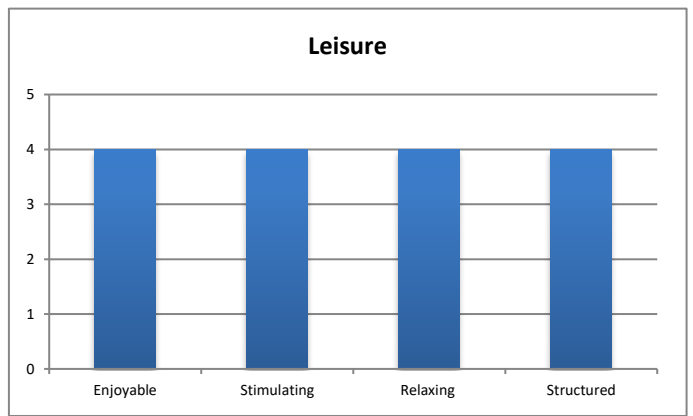
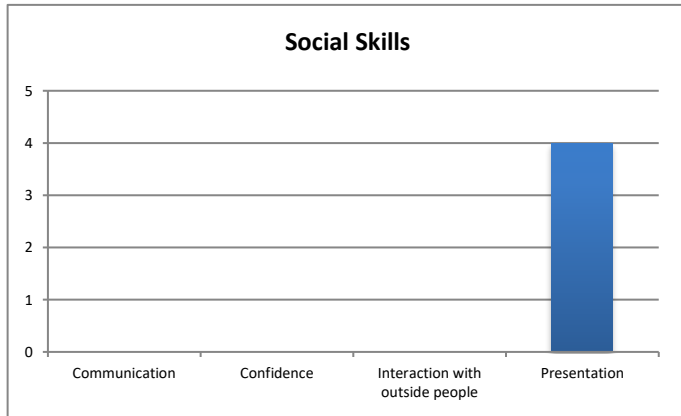
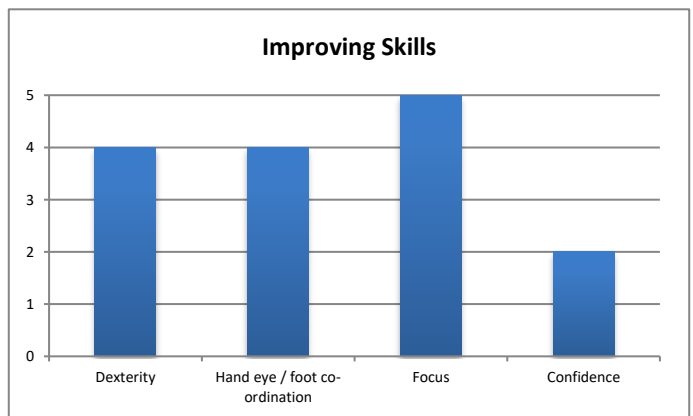
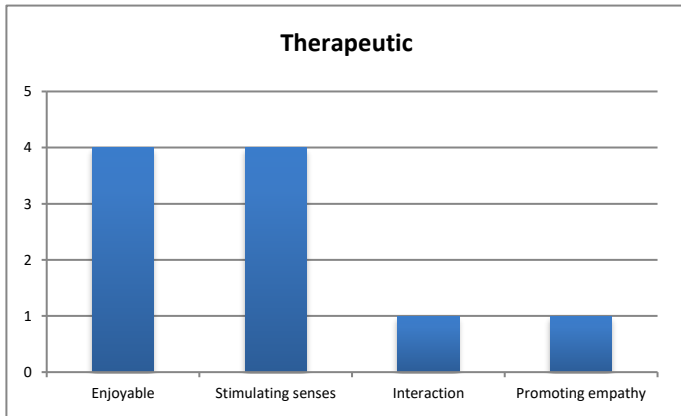
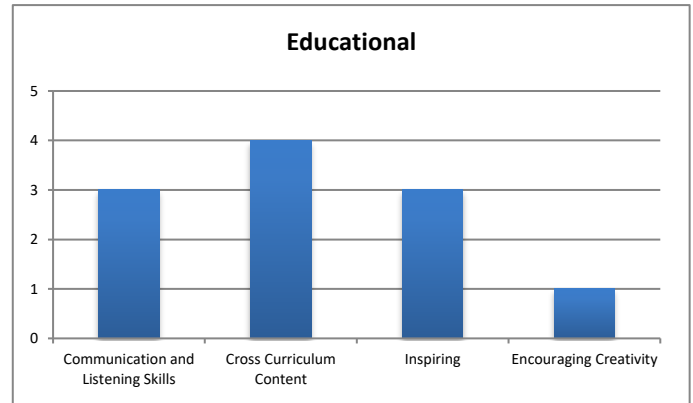
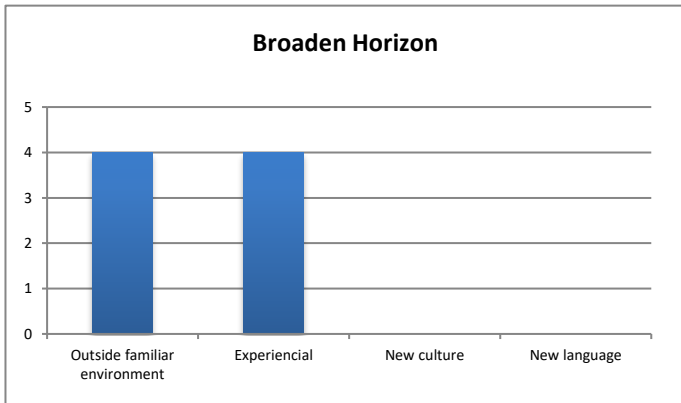
**Is the risk:**         High             Medium             Low

**Action to be taken to reduce/remove risk:**

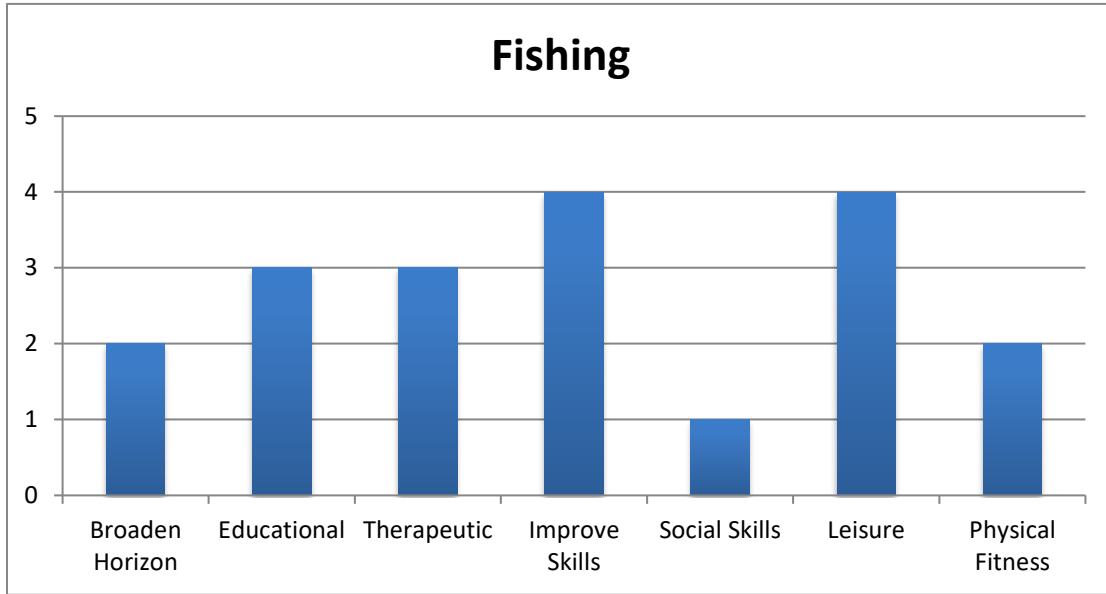
- Student must be able to follow instructions.
- Students to be suitably equipped to the day and changing weather conditions.
- Instructor to consider weather, its impact and suitable location of fish.
- Instructor to be aware of any buoyancy aids or lifesaving equipment.
- Instructor to consider distance from shore line in the event of fast moving water.
- In cold weather conditions, a hot drink and suitable food.
- All participants must be able to swim.
- Ideally a household group activity.
- Children who cannot swim must wear a buoyancy vest/aid.

# Fishing

## Graphs showing assessment of elements



**Graph showing assessment and summary of attributes.**



## Specific Activity

**The Risk Identified:** Mountain biking (cycling)

**Why do it?** – Improves skills and physical fitness. It is both an educational and therapeutic experience. It broadens horizons and improves social skills. It is also a lot of fun and can be continued following discharge at low cost.

**Who could be harmed:** Students due to falling off bike and impact with hard surface. Contact with traffic, being hit by a moving vehicle.

**Is the risk:**       High                       Medium                       Low

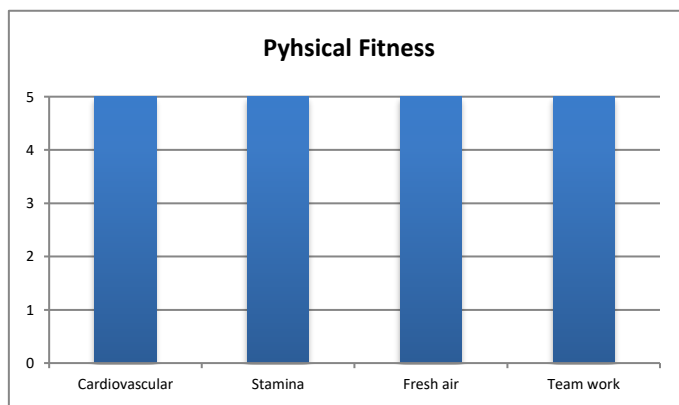
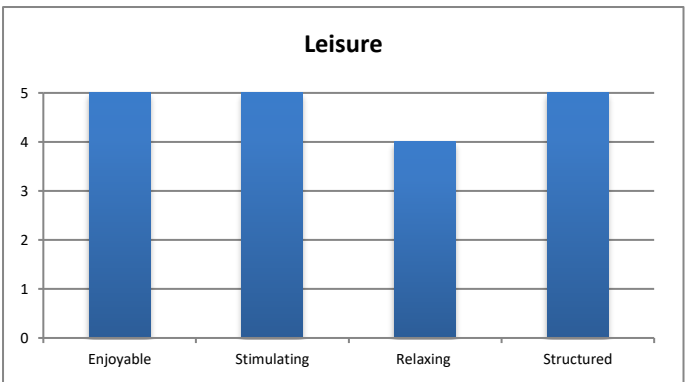
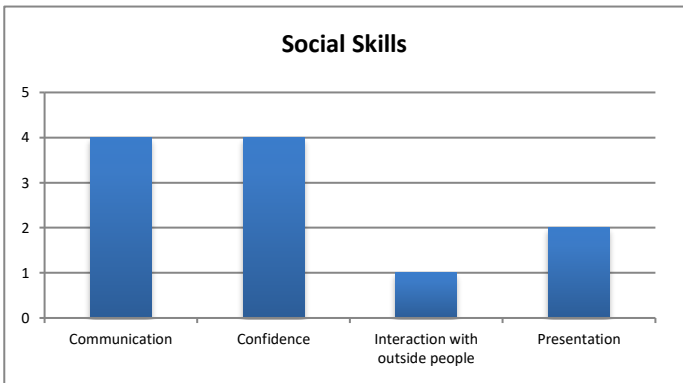
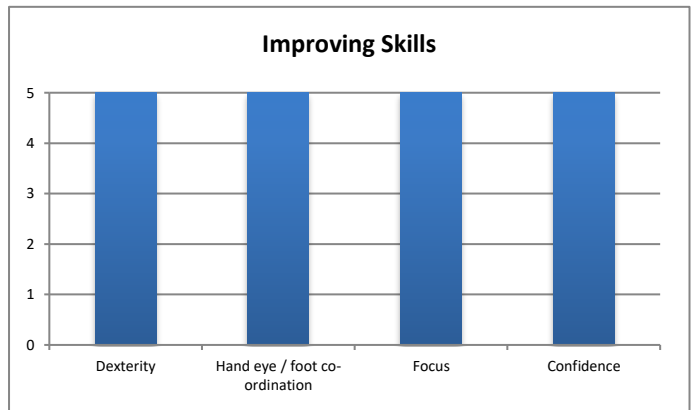
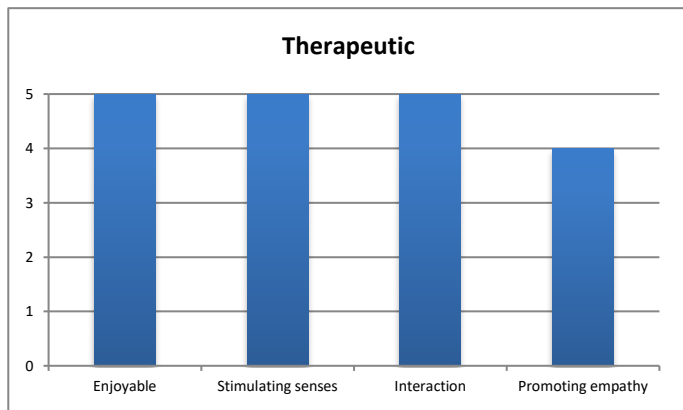
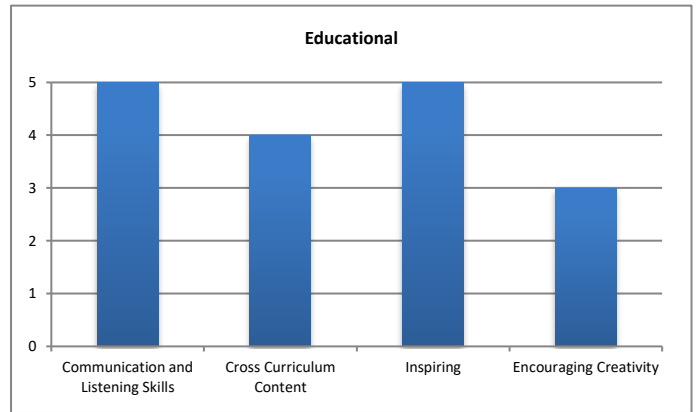
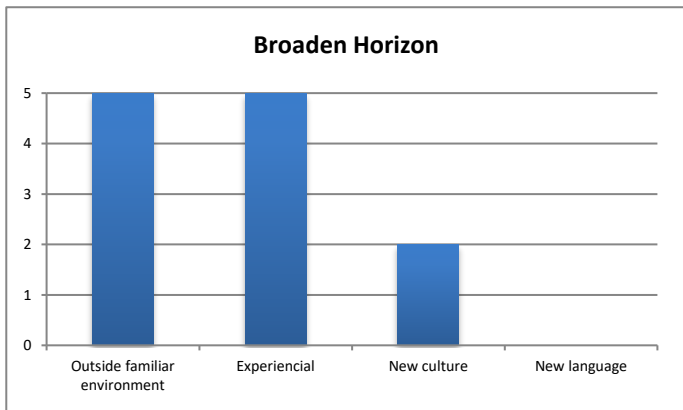
**Action to be taken to reduce/remove risk:**

Before any student can be taken on the road, they must demonstrate competence to ride their bike and ability to maintain control. This must be demonstrated on land away from moving traffic.

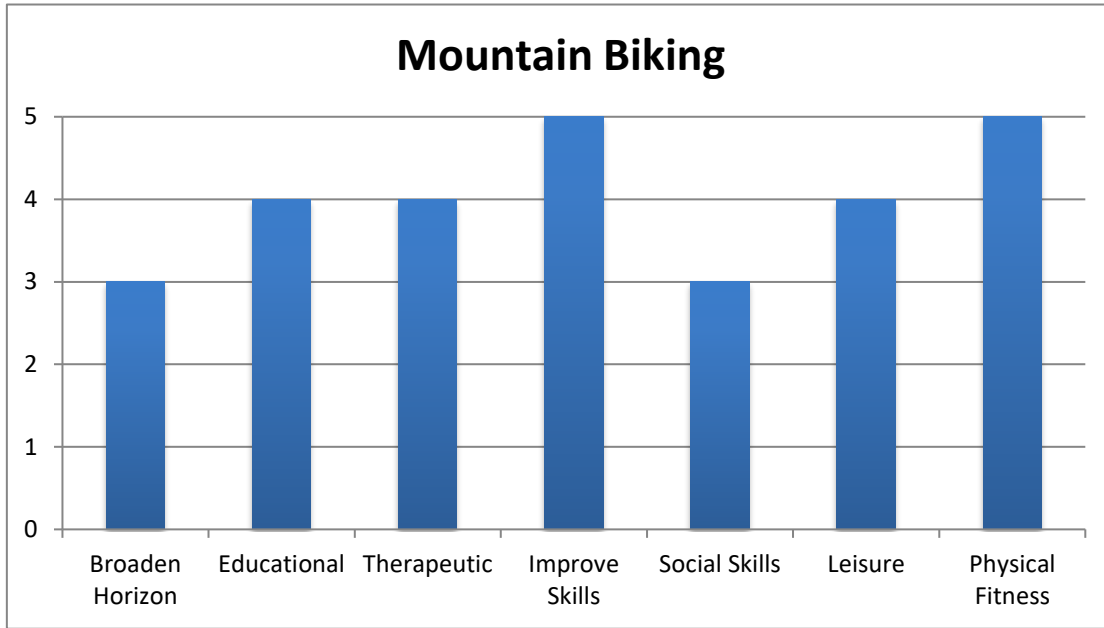
- Student must be able to follow instructions.
- Wear appropriate protective clothing and equipment – cycling helmet.
- Route undertaken is suitable for least able in group.
- Route details are provided to head office and Duty Manager.
- For longer expeditions as specific risk assessment including all details and overnight arrangements completed and approved by Head of Service.

# Mountain Biking

## Graphs showing assessment of elements



Graph showing assessment and summary of attributes.



## Specific Activity

**The Risk Identified:** Hill walking

**Why do it?** – It broadens horizons, improves skills and physical fitness. It is both educational and therapeutic. It is also a good leisure activity that can be continued following discharge at a low cost.

**Who could be harmed:** Students and Instructors

**Is the risk:**       High       Medium       Low

**Action to be taken to reduce/remove risk:**

- Walks at high altitude i.e. over 1000ft must only be undertaken by a suitably qualified and experienced instructor.
- Proposed walk to be appropriate to the least able student in the group.
- Relevant walk details with panic time to be made available to main office and Duty Manager.
- Hill walking checklist to be completed by instructor prior to walk.
- Weather forecast considered.
- All students suitably equipped for the day ahead.
- During Summer months, all walkers must wear trousers to protect against getting ticks from long grass that can result in lyme disease.

This form to be completed at the onset of each trip.

Outdoor Activity Information	
Date:	House:
Office informed:	Duty Manager informed:
Young people:	Staff:
Vehicle in use:	Area of operation / Map number:
Time of departure:	Estimated time of return:
<b>Panic time:</b>	
Details of route, including six-figure grid references and way points:	

This form to be completed on each occasion.

## Pear Tree Hill Walking Risk Assessment

Venue	Date
Activity: Hill walking	

Assessed Risk of Activity	H	M	L
	Good	Avg	Poor
Ability of group (tick)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List of relevant factors / risks			
1. Hypothermia / hyperthermia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Getting Lost	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Being Injured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Exhaustion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>1. Weather Forecast for area to be visited checked prior to activity</b>	<input type="checkbox"/>
<b>2. Personal kit checked, including waterproofs / wind proofs, spare clothing, food etc.</b>	<input type="checkbox"/>
<b>3. Group kit checked, including emergency equipment (1st aid kit, spare lighting etc.)</b>	<input type="checkbox"/>
<b>4. Route suitability checked for parties abilities</b>	<input type="checkbox"/>
<b>5. Correct navigational kit (map, compass, map case etc.)</b>	<input type="checkbox"/>
<b>6. Information left with the office, Duty Manager including a "panic" time</b>	<input type="checkbox"/>
<b>7. Leader kit check, including spare clothing, food etc.</b>	<input type="checkbox"/>

Signed:	Date:

## Specific Activity

<b>The Risk Identified:</b> Paddling in the lake
<b>Why do it?</b> – The activity broadens horizons. It is good a good fun leisure activity exposing children to the benefits of the outdoors environment. It promotes resilience and a risk management approach. It helps to build positive memories.
<b>Who could be harmed:</b>  Young person and staff. High risk of drowning, water borne infections, direct injury, cold injury.
<b>Is the risk:</b> <input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
<b>Action to be taken to reduce/remove risk:</b> <ul style="list-style-type: none"><li>• No one to enter in the deep end of the lake, which starts from the fence on right hand side onwards UNLESS with a qualified lifesaver.</li><li>• Only go up to waist height.</li><li>• There must be a competent swimmer in or near the water with the young people.</li><li>• All young people must be able to swim a basic stroke of at least 25 metres.</li><li>• All young people must wear appropriate clothing and foot wear when paddling in the shallows.</li><li>• All to be aware the whereabouts of the life safety rings around the lake.</li><li>• Children/young people must have demonstrated they can and will follow instructions. This is to be continually monitored. In the event this is not the case, the activity must be stopped and return to a safer place.</li><li>• The Staff must be aware of the emergency telephone numbers, medical information of the young people and have access to contact the emergency services.</li><li>• The party leader to have First Aid knowledge.</li><li>• A first aid box must accompany staff.</li></ul> All staff are to be aware of the risks of sudden immersion in cold water and the resulting effects that can impact on the young people.

## Specific Activity

**The Risk Identified:** Paddling in rivers and sea

**Why do it?** – The activity broadens horizons. It is good a good fun leisure activity exposing children to the benefits of the outdoors environment. It promotes resilience and a risk management approach. It helps to build positive memories.

**Who could be harmed:** All participants

**Is the risk:**         High                 Medium                 Low

**Action to be taken to reduce/remove risk:**

1.
  - Effective supervision by team leader at all times – regular head counts.
  - Ideally one adult in the water and one adult on the beach/shore
  - Clear signal to call all participants in case of an emergency.
  - If this is not able to be carried out due to 1 member of staff, the young people are to be encouraged to complete a Buddy system.
  - Buoyancy aids should be considered for beginners.
  - Steeply shelved beaches/ dumping waves avoided.
  - No young person is to jump off jetties, piers or rocks.
  
2.
  - Leaders are to know the venue well, and a phone signal must be accessed.
  - Only beaches with a dedicated lifeguard on duty are to be used.
  - Only rivers that are slow flowing and shallow are to be used.
  - The weather forecast must be checked prior to the day and on the morning of the activity.
  - Busy areas avoided.
  - First Aid pack to be taken.
  - The level of competency in the water of all young people is to be known.
  - No inflatable dinghies are to be used.
  - No young person to go above waist height.
  - The staff member must also be able to swim 100 metres.
  - All are to be aware and have a knowledge of the impact of cold water can have on the young people.
  - Children/young people must have demonstrated they can and will follow instructions. This is to be continually monitored. In the event this is not the case, the activity must be stopped and return to a safer place.
  - The staff member must be aware of all young person's medical history.
  - Duty Manager/Manager is to be aware of the activity.

## Specific Activity

<b>The Risk Identified:</b> Paddling in the lake at The Manor and the river at High Fewster Gill
<b>Why do it?</b> – The activity broadens horizons. It is good a good fun leisure activity exposing children to the benefits of the outdoors environment. It promotes resilience and a risk management approach. It helps to build positive memories.
<b>Who could be harmed:</b>  Young person and staff. High risk of drowning, water borne infections, direct injury, cold injury.
<b>Is the risk:</b> <input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
<p><b>Action to be taken to reduce/remove risk:</b></p> <ul style="list-style-type: none"> <li>• The swimming ability of the young people must be known by the staff taking them. If they cannot swim, they cannot go!</li> <li>• The staff attending must also be competent swimmers.</li> <li>• Only go up to waist height.</li> <li>• There must be a competent swimmer in or near the water with the young people.</li> <li>• All young people must be able to swim a basic stroke of at least 25 metres.</li> <li>• All young people must wear appropriate clothing and footwear when paddling in the shallows.</li> <li>• All to be aware the whereabouts of the life safety rings around the lake.</li> <li>• Children/young people must have demonstrated they can and will follow instructions. This is to be continually monitored. In the event this is not the case, the activity must be stopped and return to a safer place.</li> <li>• The Staff must be aware of the emergency telephone numbers, medical information of the young people and have access to contact the emergency services.</li> <li>• The party leader to have First Aid knowledge.</li> <li>• A first aid box must accompany staff.</li> <li>• Staff must be familiar with the policy on calling 999.</li> <li>• The water at the lake to be tested during the summer months. Action taken on results of test i.e. No access permitted if not acceptable results.</li> </ul> <p>All staff are to be aware of the risks of sudden immersion in cold water and the resulting effects that can impact on the young people.</p>

## Specific Activity

<b>The Risk Identified:</b> Paddling in the river at Blackmires Farm (Danby Beck) and the river at Stapleton Manor (Clowbeck)
<b>Why do it?</b> – The activity broadens horizons. It is good a good fun leisure activity exposing children to the benefits of the outdoors environment. It promotes resilience and a risk management approach. It helps to build positive memories.
<b>Who could be harmed:</b> Young person and staff. High risk of drowning, direct injury, cold injury.
<b>Is the risk:</b> <input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
<b>Action to be taken to reduce/remove risk:</b> <ul style="list-style-type: none"> <li>• These becks have been considered as safe to paddle in during summer months under normal conditions.</li> <li>• The Danby beck is shallow throughout its journey on Pear Tree land. Under normal conditions during the summer months, it is never above knee height so it is not possible to swim in it.</li> <li>• It is of low volume water with no currents.</li> <li>• It also has many safe sloping entry and exit points. It is ideal for paddling and playing in the water safely. As a result, it is considered safe for all children regardless of swimming ability of the child or the staff attending.</li> <li>• The Clowbeck at Stapleton Manor is slightly more dangerous in that for the most of its journey on Pear Tree land it is shallow and no more than waist deep. There is one area in the middle of its path that is deeper and potentially dangerous due to broken branches and fallen trees. These create ideal habitats for wildlife and have been left as such. However, they are a hazard if swam into them or paddled near to them and therefore this area must be avoided at all times regardless of ability in the water, staff or children.</li> <li>• The Clowbeck has the capacity to take a larger volume of water and therefore could be subject to a stronger current. Both becks have the capacity to be dangerous during flooding, excessive rain, or flash floods. Both becks must be avoided in those circumstances. Therefore, being aware of the weather forecast is always important.</li> </ul>

# Specific Activity

**The Risk Identified:** Kayaking – sheltered water

**Who could be harmed:** All paddlesport participants

**Is the risk:**         High                     Medium                     Low

**Action to be taken to reduce/remove risk:**

Participants must be able to swim.

Spray-decks only with students who have demonstrated a competent spray-deck release capsize previously.

1. Cold water injury
  - Suitable clothing for the time of year/weather must be worn.
  - Care and awareness throughout the session with a wet group.
  - Cag and buoyancy aid to be worn.
2. Direct injury
  - Suitable footwear must be worn (closed toe).
  - No rings/earrings should be worn.
  - Close control when loading/unloading kayaks.
3. Water borne infection
  - Cuts must be covered by waterproof dressing.
  - No eating or drinking while on the water.
  - Shower after the activity.
4. Drowning
  - All participants must be able to swim and must wear a buoyancy aid.
5. Access/Egress to river
  - Ensure correct launching and exiting techniques to prevent erosion to lakeside and craft.
  - Only use designed areas for egress and portage outlined in access agreements.
  - Ensure correct manual handling techniques are used when transporting kayaks.
6. Other users on the water (fisherman, powered boats)
  - Give instruction on navigation rights and code conduct before entering the water.
7. Shallow water
  - Make participants aware of the shallow water at the get-in and generally around the site and the problems this may cause (entrapment) should there be a capsize.
8. Weather
  - Have a full detailed weather forecast for the prevailing conditions.
9. Debris/waste
  - To ensure the group are aware of the dangers of snagged fishing lines.
  - Ensure the site is safe to paddle and free of any pollutants or waste.

## Specific Activity

**The Risk Identified:** Kayaking: on the lake at The Manor

**Why do it?** – It is great fun – promotes physical fitness and improves skills. It broadens horizons, its educational and can be therapeutic.

**Who could be harmed:** Students as a result of drowning.

**Is the risk:**         High                     Medium                     Low

**Action to be taken to reduce/remove risk:**

- Students are only allowed to kayak with a suitably qualified instructor.
- Students must wear buoyancy aids at all times whilst in the water.
- Students must have demonstrated they can and will follow instructions.
- This is to be monitored, in the event that they fail to follow instructions, the activity is to be stopped and they should return to farm buildings or home. They should not be allowed to be disruptive from the shore line.

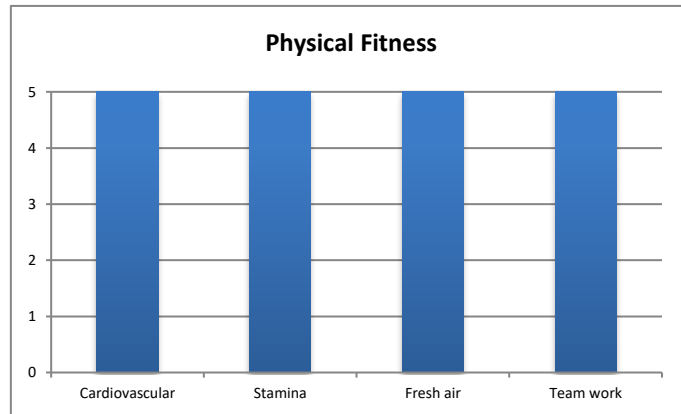
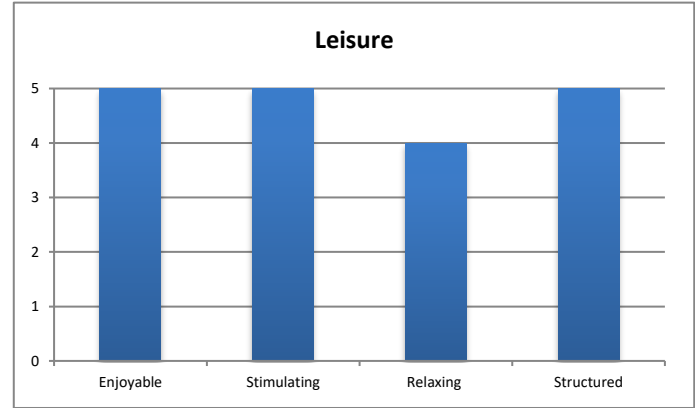
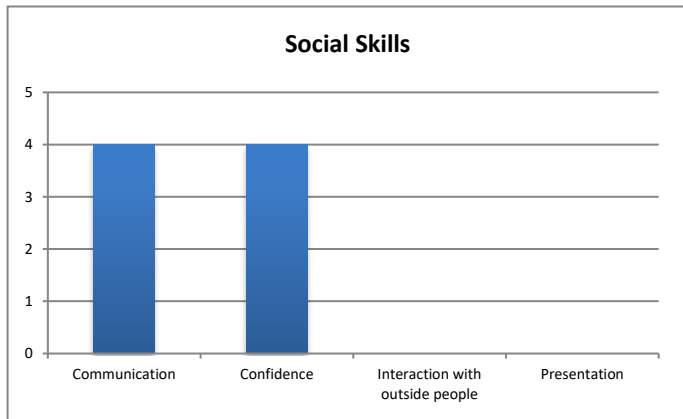
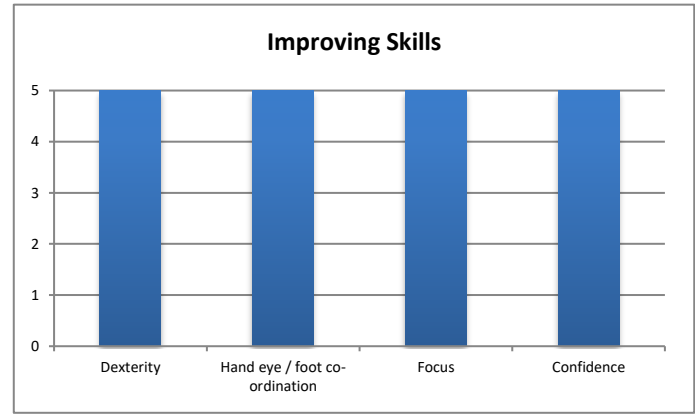
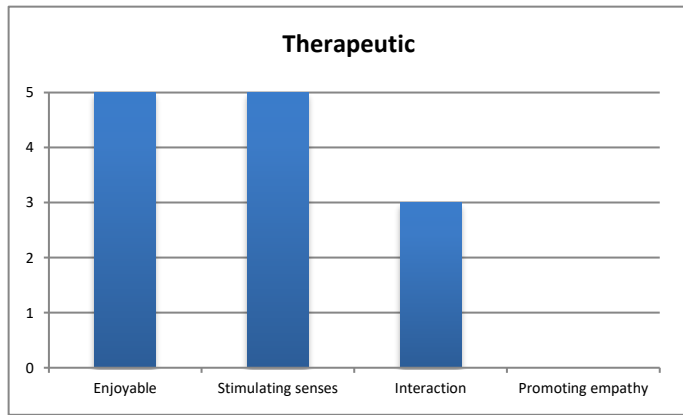
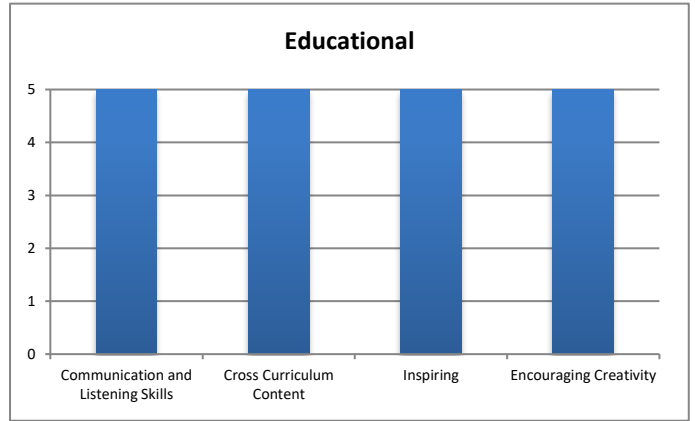
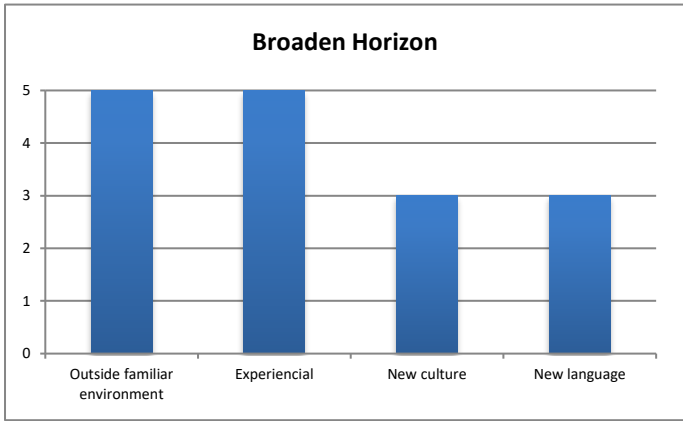
Participants must be able to swim.

Spray-decks only with students who have demonstrated a competent spray-deck release capsized previously.

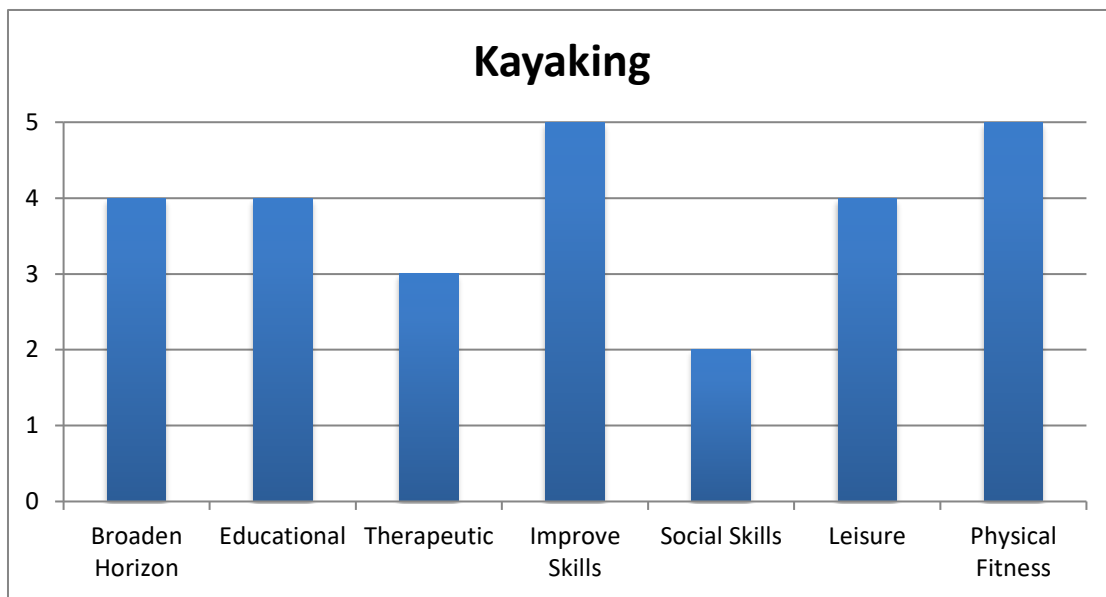
1. Cold water injury
  - Suitable clothing for the time of year/weather must be worn.
  - Care and awareness throughout the session with a wet group.
  - Cag and buoyancy aid to be worn.
2. Direct injury
  - Suitable footwear must be worn (closed toe).
  - No rings/earrings should be worn.
  - Close control when loading/unloading kayaks.
3. Water borne infection
  - Cuts must be covered by waterproof dressing.
  - No eating or drinking while on the water.
  - Shower after the activity.
4. Drowning
  - All participants must be able to swim and must wear a buoyancy aid.
5. Access/Egress to river
  - Ensure correct launching and exiting techniques to prevent erosion to lakeside and craft
  - Only use designed areas for egress and portage outlined in access agreements.
  - Ensure correct manual handling techniques are used when transporting kayaks.
6. Other users on the water (fisherman, powered boats).
  - Give instruction on navigation rights and code conduct before entering the water.
7. Shallow water
  - Make participants aware of the shallow water at the get-in and generally around the site and the problems this may cause (entrapment) should there be a capsized.
8. Weather
  - Have a full detailed weather forecast for the prevailing conditions.
9. Debris/waste
  - To ensure the group are aware of the dangers of snagged fishing lines.
  - Ensure the site is safe to paddle and free of any pollutants or waste.

# Kayaking

## Graphs showing assessment of elements.



## Graph showing assessment and summary of attributes



## Specific Activity

**The Risk Identified:** Raft Race on the lake at The Manor

**Why do it?** – It is great fun – promotes physical fitness and improves skills. It broadens horizons, its educational and can be therapeutic.

**Who could be harmed:** Students as a result of drowning.

**Is the risk:**         High                     Medium                     Low

**Action to be taken to reduce/remove risk:**

- Students are only allowed to kayak with a suitably qualified instructor.
- Students must wear buoyancy aids at all times whilst in the water.
- Students must have demonstrated they can and will follow instructions.
- This is to be monitored, in the event that they fail to follow instructions, the activity is to be stopped and they should return to farm buildings or home. They should not be allowed to be disruptive from the shore line.

Participants must be able to swim.

10. Cold water injury
  - Suitable clothing for the time of year/weather must be worn.
  - Care and awareness throughout the session with a wet group.
  - Cag and buoyancy aid to be worn.
11. Direct injury
  - Suitable footwear must be worn (closed toe).
  - No rings/earrings should be worn.
  - Close control when loading/unloading rafts.
12. Water borne infection
  - Cuts must be covered by waterproof dressing.
  - No eating or drinking while on the water.
  - Shower after the activity.
13. Drowning
  - All participants must be able to swim and must wear a buoyancy aid.
14. Access/Egress to river
  - Ensure correct launching and exiting techniques to prevent erosion to lakeside and craft
  - Only use designed areas for egress and portage outlined in access agreements.
  - Ensure correct manual handling techniques are used when transporting rafts.
15. Other users on the water (fisherman, powered boats).
  - Give instruction on navigation rights and code conduct before entering the water.
16. Shallow water
  - Make participants aware of the shallow water at the get-in and generally around the site and the problems this may cause (entrapment) should there be a capsized.
17. Weather
  - Have a full detailed weather forecast for the prevailing conditions.
18. Debris/waste
  - To ensure the group are aware of the dangers of snagged fishing lines.
  - Ensure the site is safe to paddle and free of any pollutants or waste.

# Specific Activity

**The Risk Identified:** Dance Activity in The Grain Shed

**Why do it?** – A good activity that improves skills and is both educational and therapeutic. A form of exercise that keeps children active and a great way to improve overall health and express emotion through motion.

**Who could be harmed:** Learners and Instructor

Hazard Description and Consequences:

- Floor Surface/ Concrete- Injuries, Sprains, trips, floors impact on joints, knees and shins
- Electrical hazards, gas heaters and objects in space- Accidents. Injuries
- Equipment- Mats, Cones, balls- Injuries, trips, falls
- Dehydration/ Exhaustion- Fainting, Headaches
- Pulled Muscles- Injury
- Temperature- Injuries, sore muscles, becoming ill, hypothermia or overheating
- Low Dance ability- Injuries/ accidents
- Jewellery/ accessories and appropriate attire- Accidents, injuries, cuts

**Is the risk:**         High                     Medium                     Low

**Action to be taken to reduce/remove risk:**

- **Floor Surface/ Concrete-** Foam puzzle mats, rubber stable mats and gymnastic mats on floor to prevent direct contact with concrete and for absorption impact. Correct clothing required including footwear (trainers). No high impact training or high jumps.
- **Electrical hazards, gas heaters and objects in space-** Space used in the Centre of the barn and avoid sides where tables and equipment from the workshop are. Learners to stay in the Centre of the space where mats are placed except when taking an appropriate drink break. Heaters only tuned on when care staff are seated. Space clear of bags/objects and no water bottles next to electricals such as sound system. Instructor to sweep space and check no objects.
- **Equipment- Mats, Cones, balls-** Any equipment used all age appropriate for each learner. Equipment placed correctly. All learners reminded of health and safety.
- **Dehydration/ Exhaustion-** Instructor to ensure appropriate drink breaks offered to learners. Learners to be reminded to bring water bottle to every class. Facilities close by to ensure water available. Instructor to ensure exercises move at a comfortable pace for learners.
- **Pulled Muscles-** Instructor to ensure appropriate warm up and cool down before and after physical activity. All activities and exercises to be appropriate level of learner's ability and differentiation of exercises offered where appropriate. Feedback given to learners to ensure movements are performed correctly and safely.
- **Temperature-** Instructor to assess temperature before activity. Instructor to ensure appropriate clothing. During winter and cold weather conditions Learners to wear thermal layers. Take off layer by layer as they get warm and ensure all layers are put back on at the end of class after cool down. Appropriate warm up and cool down to prevent injuries.
- **Low Dance ability-** Learners assessed appropriately and all exercises and movements performed within their skill level. Differentiation of movements so all learners are challenged appropriately.
- **Jewellery/ accessories and appropriate attire-** No jewellery or accessories to be worn when participating in physical activity. Appropriate, comfortable clothing and footwear.
- **Staff should not engage in dance or PE activities unless they are physically fit and able to do so.**

**Review – Duration:** Annually





## Educational Visits





## Specific Activity

**The Risk Identified:** Places of general/educational interest – visiting as a member of the public

**Why do it?** – To grow neurones! To stretch the brain due to looking at new places and things. Broaden horizons – inspire thereby encourage motivation to learn.

**Who could be harmed:** All participants from a variety of unforeseen risks. This assessment is about looking for risks in an unfamiliar place.

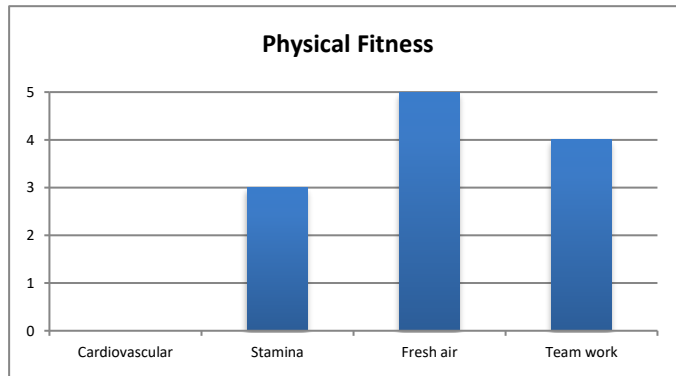
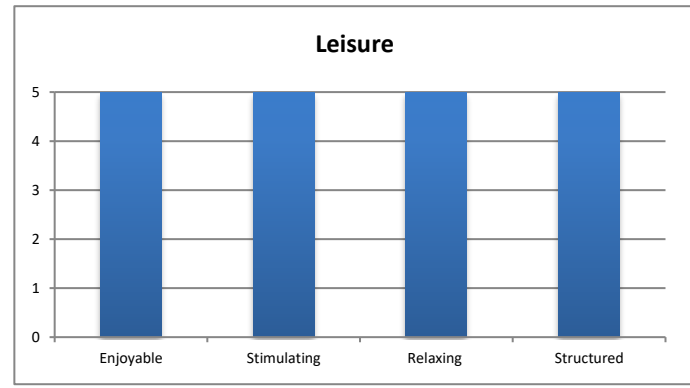
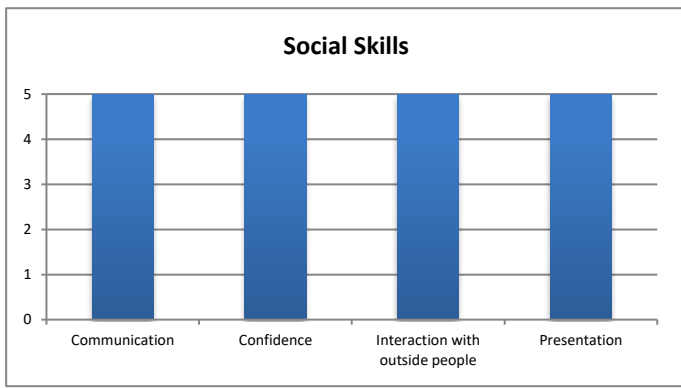
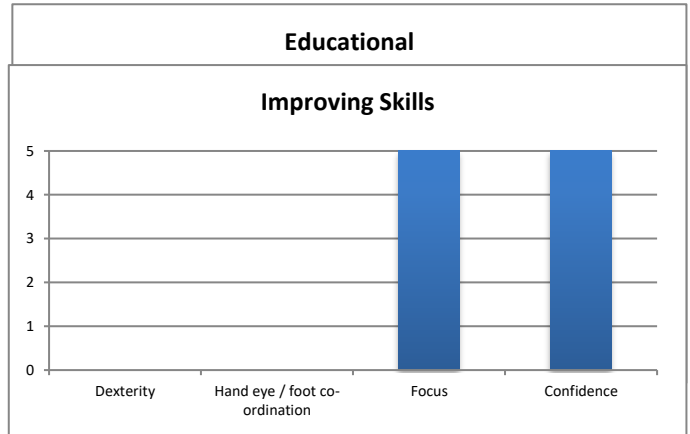
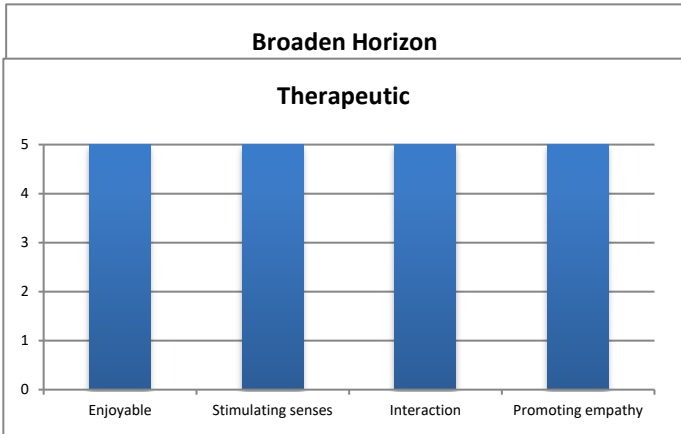
**Is the risk:**         High                     Medium                     Low

**Action to be taken to reduce/remove risk:**

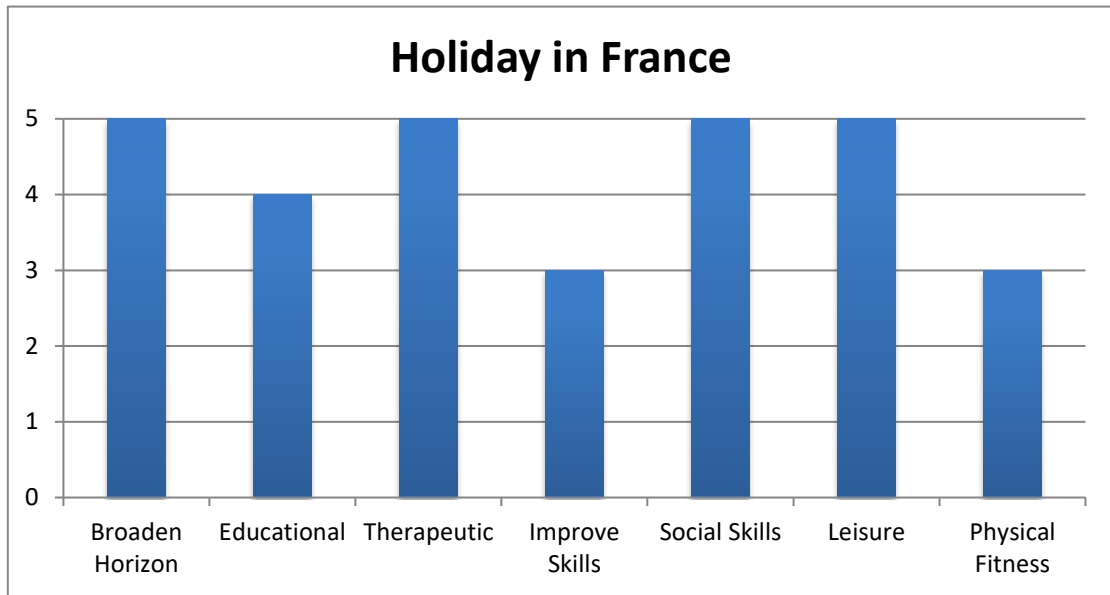
- Young person's individual risk assessment considered.
- Members of staff transporting children/young people to a particular venue should make themselves aware of risk assessment regarding transporting in own vehicle.
- The proposed visit should be assessed on arrival by the group leader or main carer as being appropriate and safe to continue.
- Group leader/main carer should make themselves aware of any specific requirements that may have impact on children/young people or any other participants – Health and Safety.
- Ensure that clear instructions are given to all children and young people as good practice would require.
- Consider Impact Risk Assessment Policy if taking children from different homes.
- Suitable clothing and footwear to be used as directed.

# The Holiday in France

## Graphs showing assessment of elements



**Graph showing assessment and summary of attributes.**



**Proposal for expedition/holiday involving time away from home overnight. (Excluding Pear Tree Resources)**

<b>1.Names of Staff and young people involved/to be included:</b>	
<b>Staff</b>	<b>Young Persons</b>
<b>2.Address of Destination:</b>  We will be staying at Tessy-Sur-Vire. You can view the cottage by going to <a href="http://www.cottages4you.co.uk">www.cottages4you.co.uk</a> and entering the reference number W14297	
<b>3. Full itinerary – Dates and times plus Mode of Transport:</b>	
<b>4.Aims and Objectives of trip:</b>	
<b>5. Places to be visited/Activities to be undertaken:</b>  Caen D-day museum, the D-day beaches, British war cemetery, National horse stud, Bayeux tapestry, Villeulies Poeles bell foundry and copper workshops, Mount Saint Michele, and the local cheese making factory.	

## **Initial Risk Assessment for Proposed Trip**

**Issues to be considered:**

- 1. Transport**
- 2. Accommodation**
- 3. Geographical**
- 4. Supervision**
- 5. Activities**

## Initial Risk Assessment for Proposed Trip

**The Risk Identified:**

Transport

**Who could be harmed:**

All participants

**Is the risk:**       High       Medium       Low

**Action to be taken to reduce/remove risk:**

- Staff to read Pear Tree Guidance and Good Practice : advice on transporting young people by car
- Any specific risk assessment for individual children to be taken into account.
- Staff to be briefed on the journey and expectations
- Young people to be briefed on the journey and expectations
- Itinerary to be sent to Social Workers
- Copy of all travel details and contact numbers to be left at the home and a copy held at the main office at Toy Top Farm.
- All staff to be first aid trained and first aid kit to be taken and carried with group.
- EHIC (European Health Insurance Card) and all relevant medical details to be taken with us.
- Hire car to be fully insured.

## Initial Risk Assessment For Proposed Trip

<b>The Risk Identified:</b>  Accommodation
<b>Who could be harmed:</b>  All children/young people
<b>Is the risk:</b> <input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low
<b>Action to be taken to reduce/remove risk:</b> <ul style="list-style-type: none"><li>• The cottage has been used by Pear Tree many before and it was found to be suitable for purpose and meet all standards required</li></ul> In addition: <ul style="list-style-type: none"><li>• Staff to consider young persons individual Risk Assessment</li><li>• All young people to have own bedroom</li><li>• Trip leader to assess layout and allocate children/young people to room on arrival</li></ul>

## Initial Risk Assessment for Proposed Trip

**The Risk Identified:**

Unsuitable accommodation

**Who could be harmed:**

All children/young people

**Is the risk:**      High             Medium             Low

**Action to be taken to reduce/remove risk:**

Team leaders to do a risk assessment on arrival of accommodation i.e. Identify any potential hazards eg. Electrical or heating.

In the event of a concern, confirmation of safety certificate should be sought, if unsatisfactory immediate action plans to be implemented.

Immediate action plan:

- Open all windows – In the event of a faulty heating system.
- Ask children/young people to remain outside of the property until it is considered safe
- Remove items which pose risk and inform landlord
- Seek alternative accommodation – with landlord/agent if alternative measures still considered unsatisfactory
- Seek alternative accommodation elsewhere.

## Initial Risk Assessment For Proposed Trip

**The Risk Identified:**

Geographical

**Who could be harmed:**

All children/young people

**Is the risk:**       High             Medium             Low

**Action to be taken to reduce/remove risk:**

Trip leader to consider geographical issues on arrival i.e. Proximity to water (sea, river, lake, pond) cliff, trees etc. If risks are identified they should be recorded on 'Specific risk assessment' format on arrival.

Clear advice and instructions should be given to staff and young people regarding appropriate boundaries.

The site has been visited before by Pear Tree. There an above ground pool which is 1m deep and 3 meters in diameter, this is will not be used without a carer present.

Instructions will be given to the young people and they will be supervised when in the grounds.

## **Initial Risk Assessment for Proposed Trip**

### **Supervision**

**Staff ratio for proposed is [2 staff / 3 young people]**

#### **Issues identified where supervision is relevant**

1. Generally it is felt that the young people's current risk assessment confirm that their behaviors are settled and what is presented are manageable. There will always be issues that arise such as bickering, boredom when travelling and general disagreements.
2. Bedroom allocation
3. Sharing Bathrooms

#### **Action to be taken**

1. The staff who are going are experienced staff who work with the young people on a daily basis. They are well aware of each young person's risk assessments and care plans.
2. Heightened levels of awareness and supervision of the young people.
3. Bedrooms will be allocated using the same criteria as in the home
4. There are two bathrooms in the cottage, one on each floor. The young people will only be allowed to use the bathroom on the floor they are sleeping. A member of staff will be on each floor to supervise the use of the bathroom.

## Initial Risk Assessment For Proposed Trip

**The Risk Identified:**

Activities

**Who could be harmed:**

All children/young people

**Is the risk:**       High       Medium       Low

**Action to be taken to reduce/remove risk:**

- Most of the activities which we will be visiting I have been to several times before,
- New activities have been researched as much as possible.
- I will undertake an on the spot assessment of all activities both the one I have used before and new one and if there are any concerns the activity will be terminated.
- All young people will be given a briefing prior to each activity about expectations.
- Visits to the Beach, I have used the beach's before, we do not go swimming at the beach only paddling, unless there is a designated lifeguarded area.

# School educational visit to a major city such as London or Edinburgh using public transport

## Specific Activity Risk Assessment

**The Risk Identified:** Pear Tree School Educational Visit to Major Cities such as London and Edinburgh using public transport.

The information below may also be useful and equally apply to smaller group visits at other times outside of school also.

**Why do it?** – This is a high value experience and a target in the Personal Holistic Competence assessment. It broadens horizons, a great educational visit with a lot of cross curricula content. It promotes social skills, a real fun day and has an overall therapeutic impact. Please see details of assessment.

**Who could be harmed:** Staff and young people

It presents a number of risks which are as follows.

- Risk of absconding.
- Risk of abandonment
- Risk of harmful sexual behaviour in quiet contained settings such as train seats, whilst cramped closely together on the Underground, in museum or exhibition areas.
- Risk of collision with fast moving vehicles whilst walking through busy streets.

Many of the above are a constant at any time and in any town or city and are very much lived with looking after the vulnerable children we do. A trip to London intensifies this and therefore requires forward planning and thinking things through in advance. By doing so you avoid walking blindly into chaos.

**Is the risk:**        [ ] High                    [ ] Medium                    [ ✓ ] Low

**Action to be taken to reduce/remove risk:**

- Each child being considered must satisfy The Suitability Risk Assessment criteria.

The following guidance and good practice policy must be adhered to by all staff which addresses the above risks in a managed way.

Staff must remember that any dress code expectations for the children apply to staff also e.g., comfortable shoes no trainers.

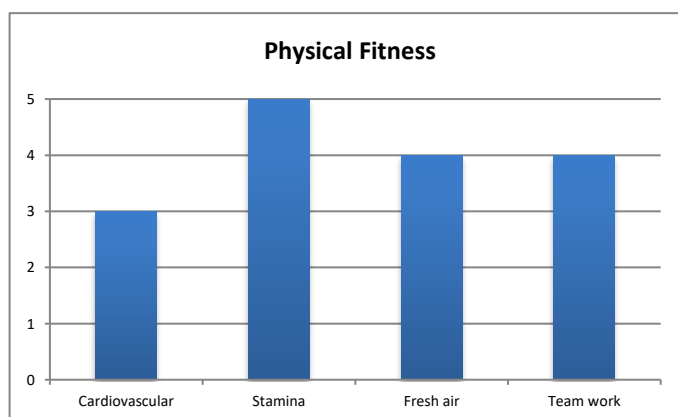
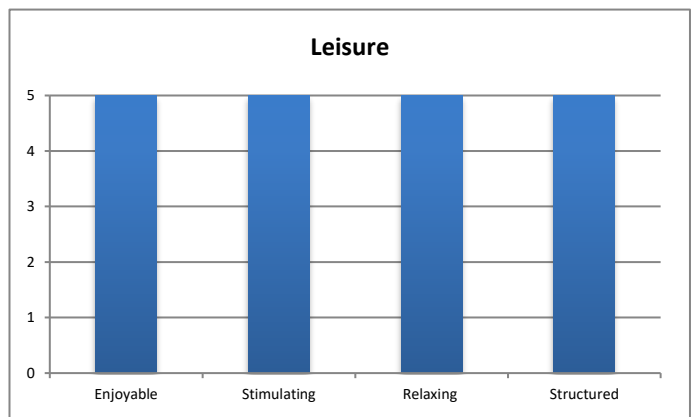
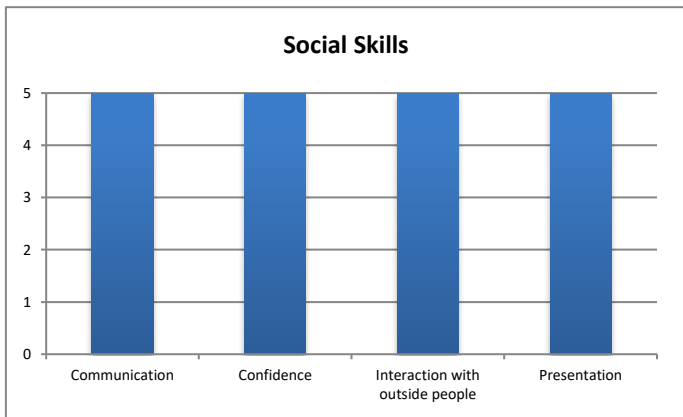
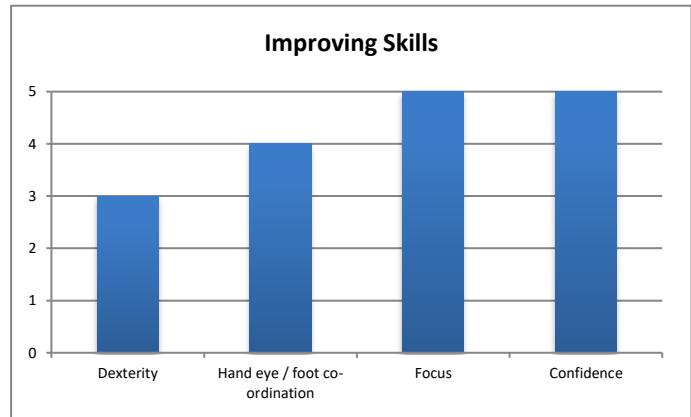
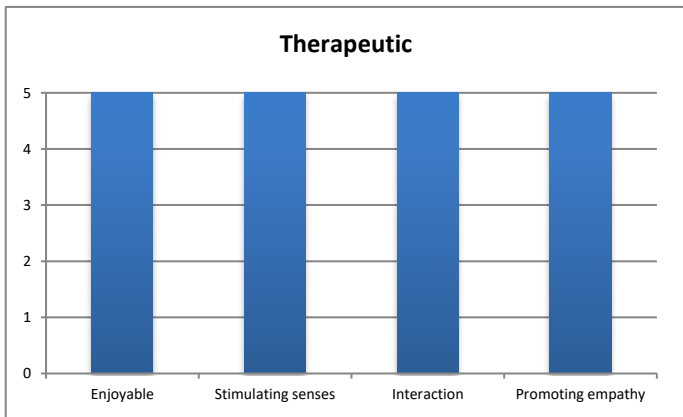
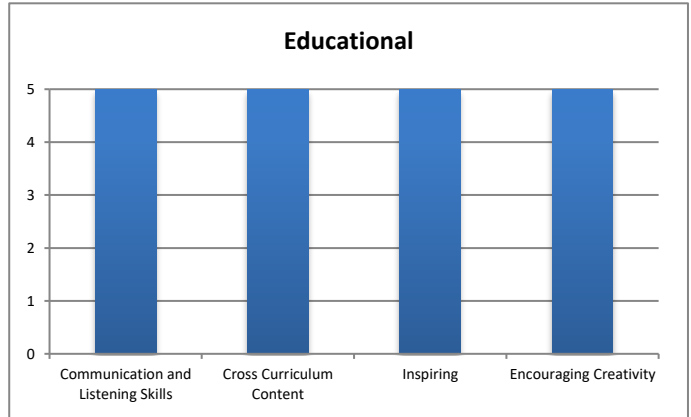
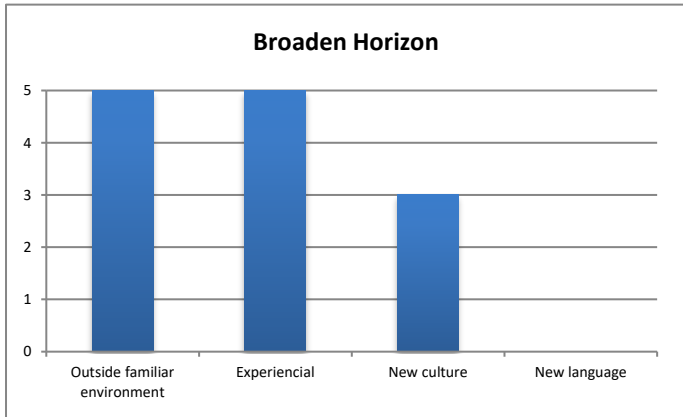
- Gather at meeting point before barriers at the station.
- Move through barriers together.
- One person controls tickets.
- As one group sit on the platform for a briefing.
- Leader nominates backmarker.
- Explain we are one group and no one is behind backmarker.
- Once on the train. Control seating arrangements. Adults sit in aisle seats to give reassurance of containment and facilitate mobility when needed.
- Word searches and dominos are an advantage.
- Wet wipes essential and one member of staff must have available.
- Eat food after Peterborough. (London only)
- Bin packages so nothing to carry.
- Control the mood.
- Control toilet breaks.
- At tube, if packed tightly together ensure hands are visible.

- Visit to the National Gallery can be done in half an hour from entry. This also provides an opportunity for a controlled group toilet break. (London)
- Allow an hour to walk down Mall to Buckingham Palace and back to Horse Guards. (London)
- London Eye takes an hour from arrival to leaving. (London)
- Whilst walking through the city staff should be placing themselves equidistant throughout the group to be able to break the group up when needed whilst crossing the road.
- Always use the green cross code and set an example by leading by example.
- Staff must be alert to the whereabouts of all children at all times and be a constant mentor, remembering to spread out during visits to places of interest as you would whilst walking through the streets. This is to guide conversations and monitor safeguarding issues.
- Mealtime. Starter or pudding, not both.
- Encourage other options other than fizzy drinks.
- Check. Little people can eat adult's portion if not child's menu.
- Try to get concessions at museum, not restaurant.
- Allow half an hour to get to Kings Cross from Piccadilly. (London)
- Plan to get to the train Station half an hour before the train departs.
- Once on train no one uses the toilet until train departs.

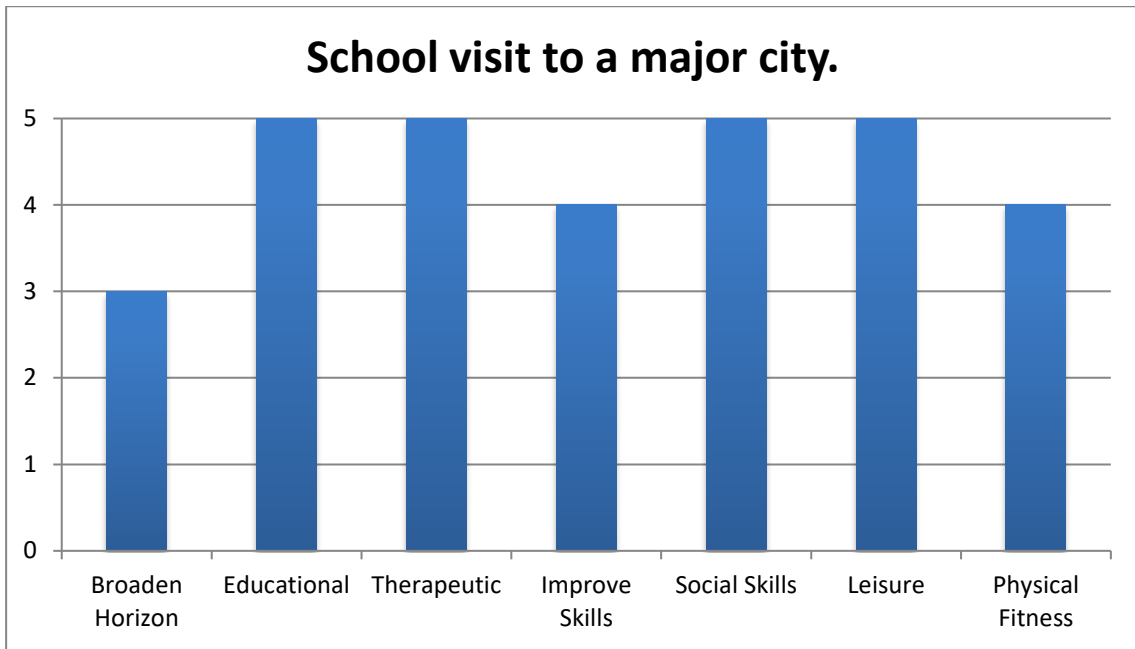


# School educational visit to a major city such as London or Edinburgh using public transport

## Graph showing assessment of elements.



**Graph showing assessment and summary of attributes.**



## Trip to London 20/03/19 to see Nelson Mandela official exhibition.

08.10 - Arrival at Darlington station for the 08.30 train to London Kings Cross.

children on good form and a pleasant journey down. This comprised of a group of 12 children and 6 staff.

It was noticeable that our younger children were experiencing journey for the first time. The excitement and initial shock of the train passing as we reached 120mph was evidence to this.

Arrival at London Kings Cross, we took the tube to Leicester Square and the first point of interest was the Lego shop window.

Our packed lunch was eaten at Trafalgar Square, followed by a half hour visit to The National Gallery. This was intended to be a short visit to educate the group, particularly the younger first timers that this is a facility open to everyone and exposure to the culture and visual stimulation of visiting an art gallery.



All

this first



Paintings viewed in one part of the gallery on an established route - starting with the life sized horse by Stubbs giving immediate connection, Constable, Turner, Monet, demonstrating the difference between detailed and impressionist work. Finally The Execution of Lady Jane Grey discussing the painting as a record of historical fact and how a 17 year old girl was killed in this way, promoting empathy in an

abused and ultimately murdered child.

The National Gallery is also a strategic stopping point as it is the toilet break for a couple of hours. On leaving the gallery, we walked down The Mall passing St, James Palace to Buckingham Palace. First photo stop.

The walk from here took us through St James Park seeing the birds and animals, Pelicans in particular. We continued through Horse Guards Parade where it was explained that this was the official gate to the Royal Parks and Buckingham Palace and is why it is and continues to be guarded by The Household Cavalry. The second photo opportunity next to the horses.



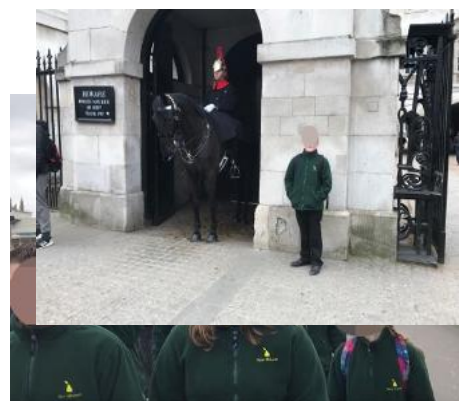
last



The walk continued past Whitehall, The Cenotaph, 10 Downing Street, all of which were discussed, to the corner where The Houses of Parliament, The Palace of Westminster, Westminster Abbey, Queen Elizabeth Tower (covered in scaffolding) were to be seen.

From there we walked over Westminster Bridge to The Nelson Mandela Exhibition on Leak Street.

The exhibition was about the life of Nelson Mandela and was heavy going, a lot of reading with limited visual presentations worthwhile. Our children impressed the exhibition staff with retained knowledge of this amazing and wonderful man.



but their



The exhibition lasted an hour and from here we walked back towards the river Thames. The children had made requests to go on The London Eye. These were dismissed as we thought we wouldn't have time. Time now available and as the dismissal of the requests had been accepted without question, it was explained that we do listen and this was now an option. This took another hour and was well worthwhile.

From the top, our route was evident along with all other landmarks.



Our walking continued and we encountered a fairground carousel, not one child asked to go on but were excited when I suggested it. It was again another opportunity for some excellent video.

We took the footbridge over the Thames through the Embankment Memorial Gardens and arrived at Covent Garden. Here, for the first time we split up into groups, our two older students were shown 'trust' and went off independently, being the first back at the meeting point to demonstrate their trustworthiness and to make a good impression.

Our day ended with an evening meal at Wagamama's with all children trying something new, drinking fruit juice and attempting to use chopsticks. Initial requests for diet coke were rejected and this was accepted.

From here the journey home begins as we got the tube back to Kings Cross. A second opportunity to go off independently or in small groups and to see the Harry Potter wall.

The train home was a tiring one with some good discussion, cards and dominos.

Throughout the day, the students were well behaved with only minor difficulties, below that which you

would expect from any group of children and not what could have been evident from tired kids that have been taken out of their comfort zone in a massive way and had to rely on the adults for support and emotional reassurance throughout. This was (as it always is) a massive relationship building experience for all involved and an amazing experience.

I was also very impressed with the staff team, the trip is a 'well-oiled machine' that we are familiar with, however two of our younger and relatively new staff were especially noticeable. This was a new experience for them, also which their enthusiasm and openness to learn rubbed off on all students. They were a pleasure to work with and this gives me real optimism for the future.



Kind regards,  
David Bartlett MBE



# Social





## Specific Activity

**The Risk Identified:** Attending other riding schools

**Why do it?** – To promote independence using skills learnt at Pear Tree School. It broadens horizons, increases social network independent of Pear Tree.

**Who could be harmed:** Participants

**Is the risk:**         High             Medium             Low

**Action to be taken to reduce/remove risk:**

- Members of staff taking children to a riding school should be made aware of the risk assessment regarding young people in vehicles and any individual risk assessment regarding transporting young people in a vehicle.
- Young people should wear hard hats at all times and appropriate riding clothes.
- Follow the rules and safety expectations of the facility.
- Members of staff to monitor the progress and suitability of the facility.
- Any observations should be fed back to the Head Teacher-Head of Service.
- Young people should only be left unsupervised by Pear Tree staff if the individual young person's risk assessment indicates that it is safe to do so.
- Only young people whose individual risk assessment to themselves and others represent medium or low risk and there are no risks to animals are allowed to attend.

# Specific Activity Risk Assessment

<b>Name of young person</b>	
-----------------------------	--

<b>The Risk Identified:</b> Competing in unaffiliated or affiliated equine cross country/events.
--

<b>Who could be harmed:</b> Young person
--

<b>Is the risk:</b> <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
---

<p><b>Action to be taken to reduce/remove risk:</b>          Any equine sport/activity is a potentially dangerous activity that is well beyond any professional expectations and with it comes huge corporate risks should it go wrong. None more so than when taking a horse at speed over a cross country course. Therefore before discussing this with any student the following must be considered and satisfied before entry is offered.</p> <p>There is a financial cost to any activity and equine events are never cheap, therefore from a simple cost/benefit analysis this has to be remembered and consideration should only be given if the opportunity fits into a big picture plan for the young person. For example, the student may be significantly inspired and subsequently motivated to enhance future employment opportunities in either equine or other high risk jobs such as Armed Forces where a high level of resilience and positive attitude to risk is required.</p> <p>This should never be considered as suitable entertainment or just for fun. In that event the criteria is not met. The only exception to this may be if another riding school is holding a minor event for students of low ability where they have arrangements as a low level competition with special measures in place due to the riding schools own risk assessment. This option also should only be considered when full use has been made of our own in house facilities and is for other aspects of the experience like transporting horses, a change of location and a social experience.</p> <p>As with any activity in the community, the student must be able to compete at the same level as their peers and not made to look inadequate in any way. They should not require special exceptions or allowances. They must never be set up to fail.</p> <p>The assessment must be undertaken by a suitably qualified and experienced instructor and signed off by the Managing Director. To do so, the following must be met in full.</p>		
	<b>Yes</b>	<b>No</b>
1/Demonstrated competent in basic horsemanship on more than 3 different horses.		
2/Able to maintain control and be confident outside of an arena.		
3/Be confident on a suitable horse for the proposed event.		
4/Hacks out on the road regularly.		
5/Able to maintain control and be confident when riding independently.		
6/Able to ride at speed and maintain control and posture.		
7/Be able to ride independently and maintain control in amongst other horses going different directions.		
8/Be able to see a stride and jump correctly and positively.		

9/Be able to jump more than 10% higher than the height of the expected highest jump.		
10/Be able to fall correctly.		
11/Be able to be resilient enough to deal with accidents or failure.		
12/Be able to follow instructions in high stress situations on horseback.		
13/Be able to confidently jump around our own cross country courses at the same level as the proposed event.		
14/Able to behave appropriately whilst in the general public and unlikely to attract attention in a negative way.		
15/Can compete at the required level.		
16/Demonstrated a genuine interest in equine sport and the opportunity is thought to be significant in encouraging motivation.		
17/Has aspirations in equine or other high risk sports or occupations.		
18/Shows consideration to the horse and prepared to see to all care requirements before and after the event.		
19/Made a significant contribution without expectation to the yard and other horses.		
20/Has a high level of respect for and understanding of the proposed activity.		
The assessor's decision is final.		
<b>Name:</b>	<b>Designation:</b>	<b>Date:</b>
<b>Name:</b>	<b>Designation:</b>	<b>Date:</b>

## Specific Activity

**The Risk Identified:** Attending organised bonfires on bonfire night.

**Why do it?** - Marks to change in year and seasons. Traditional activity which promotes culture and sense of belonging.

**Who could be harmed:** All participants as a result of burns if too close to fire or fireworks.

**Is the risk:**         High             Medium             Low

**Action to be taken to reduce/remove risk:**

- Members of staff and young people at Pear Tree must only attend organised firework displays, bonfires etc.
- Before such a trip, the following risk assessment should be considered and made reference to:
  - a) Individual young person's risk assessment
  - b) Risk assessment regarding transporting young people in cars
  - c) Any individual risk assessments appertaining to transport, visits away etc.
- Members of staff should be aware of the whereabouts of the children in their care at all times and close supervision offered.
- The group should stay together as a group and only split up for carefully considered reasons when there is more than one member of staff present. Unless young people are being encouraged to be more independent as their individual risk assessment states. In which case, appropriate advice and instructions should be given.

## Specific Activity

**The Risk Identified:** Barbeques

**Why do it?** – Excellent social occasion. Seasonal activity encourages a variety of food in different settings.

**Who could be harmed:** Staff and young people as a result of burns

**Is the risk:**       High               Medium               Low

**Action to be taken to reduce/remove risk:**

- Site correctly for prevailing weather conditions.
- Use safety equipment.
- Keep away from combustible materials.
- Ensure young people are carefully and correctly supervised.
- Ensure fires can be effectively and safely extinguished.
- Fire extinguishers to be placed next to the BBQ.
- In the event that a BBQ is not at the home, permission is to be sought from the landowner/appropriate person.
- Fire training is provided to all staff.
- Adhere to local fire authority advice i.e. no BBQ's during draught conditions on open land where grass may catch fire.
- Small disposable BBQ's must not be placed on a combustible surface (yes it has happened).

## Specific Activity

**The Risk Identified:** Parties/social occasions/celebrations (Halloween parties)

**Why do it?** – Worthwhile social activity in safe contained environment. Increases self awareness, awareness of others. Dressing up promotes social skills and improves self esteem.

**Who could be harmed:** All participants as a result of increased social interaction in a relaxed environment.

**Is the risk:**         High                     Medium                     Low

**Action to be taken to reduce/remove risk:**

- Before such parties, the following information should be considered.
  - a) The individual risk assessments for all children who are invited to the party.
  - b) For children to be transported, risk assessments for transporting in cars.
  - c) Any individual risk assessment appertaining to a specific activity that may be relevant.
  - d) Risk assessment of the activities that are undertaken during the party must be given careful consideration.
  - e) Consider policy in Impact Risk Assessment.
- There should not be at any point in time any candles or naked flames used. For example, during Halloween or Christmas.
- Halloween parties are based on celebrating 'the negative' e.g. the dark and death and is difficult to manage within appropriate boundaries. Therefore, they are not allowed at any location at any time. Pumpkins are allowed as decorations but nothing else!
- Masks of any nature must not be worn at any event. These are often tools used during sexual abuse and may cause fear, anxiety and memory flashback.
- Staff on duty to remember to monitor and supervise, remaining focussed when others around them may not be on duty and socialising.



# Domestic





# Specific Activity

**The Risk Identified:** Moving furniture

**Why do it?** – Learn practical household task which they will encounter themselves when independent. Part of making a contribution and creating a sense of belonging.

**Who could be harmed:** Staff, children and young people by way of inappropriate lifting or dropping furniture on toes or fingers.

**Is the risk:**         High                     Medium                     Low

**Action to be taken to reduce/remove risk:**

- All manual handling operations criteria considered before undertaking the task.
- Staff and young people to be advised on manual handling.
- Anyone who is thought to be unable to carry out this task is advised not to.

## Specific Activity

**The Risk Identified:** Having scaffolding around the outside of a Pear Tree children's home or any other Pear Tree property.

**Why do it?** – To maintain property to a high standard.

**Who could be harmed:** Children/young people as a result of falling onto a hard surface.

This risk is only encountered if failing to follow instructions. This is a risk that can be encountered by any home owner, and therefore a risk that may be encountered living in the community. It is therefore a risk to be managed and learnt from.

**Is the risk:**         High                     Medium                     Low

**Action to be taken to reduce/remove risk:**

- Staff to give clear instructions to young people and children that they are not allowed at any point in time to climb or go anywhere near the scaffolding.
- Compliance to be monitored.

# Specific Activity

<b>The Risk Identified:</b> Stress
<b>Why do it?</b> – I often wonder!
<b>Who could be harmed:</b> Members of staff
<b>Is the risk:</b> <input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low
<p><b>Indicators considered:</b></p> <p>To date we currently employ a staff team with a low sickness record who regularly gives feedback through supervision, appraisals and inspections that they find the work enjoyable and rewarding and whilst everyone concerned acknowledges that there are stressful occasions it is thought this is not beyond an acceptable level. Amount of overtime required is minimal and is usually provided by a volunteer. Staff support systems from the top down and caring culture of the organisation help significantly to reduce risk. Management at all levels operate an open door policy.</p>
<p><b>Action to be taken to reduce/remove risk:</b></p> <ul style="list-style-type: none"> <li>• Consideration to be given to circulate telephone numbers of potential stress counsellor who may be able to be utilised as a resource if and when the occasion arises. This service is also provided by Peninsula.</li> <li>• Staff recruitment profile to be maintained.</li> <li>• Staff individual supervision – group supervisions in terms of handover and staff meetings are used as support systems to monitor stress.</li> <li>• Overtime requests are monitored to correlate with the need for increased recruitment.</li> </ul>

## Specific Activity

**The Risk Identified:** Travelling by car. Driver being distracted by young people's behaviour or the driving process disrupted by young person's behaviour.

**Why do it?** – Regular everyday routine task to ensure mobility.



**Who could be harmed:** All passengers

**Is the risk:**         High             Medium             Low

**Action to be taken to reduce/remove risk:**

- Individual young person's risk assessments to be considered.
- Ensure all occupants wear seatbelts at all times.
- Ensure clear instructions are given to passengers regarding the importance of not disturbing the driver.
- Head Teacher-Head of Service (Pear Tree Projects Ltd) to ensure all drivers have a driving licence.
- All drivers have to ensure that their vehicle is legal and road worthy. Company to hold insurance and M.O.T documents.
- Where possible, advice to be given on suitable routes (see [www.theaa.com](http://www.theaa.com))
- Vehicles should be serviced regularly.
- Any young person under the height of 135cm/4ft 5in must be provided with a booster seat.
- Staff must have read and comply with policy number 22-Guidance and Good Practice: Driving policy.
- Staff must obey the LAW!

## Reviewed Annually

Reviewed by	David Bartlett MBE		Date	28/05/2026
Reviewed by	Diane Reed		Date	28/05/2026