

Risk Assessment

Bushcraft



Date assessment carried out April 2018

Date assessment to be reviewed April 2019

Assessment carried out by Tom Edghill

Hazard	Possible Harm	Control Measure	Risk Rating	Further Action
Kelly Kettle	Staff and Students	<ul style="list-style-type: none"> Clear and Precise working area, do not over crowd the area. Clear instructions of how to fuel the kettle. Students should be supported by staff when they are fuelling on a 1-2-1 basis. Ensure that the kettle is not over filled. Make sure the rubber bung is not used when boiling water. Ensure group is well away from Kettle when instructor is lifting and pouring. 	MED	IMPORTANT —Only the instructor should move the kettle off base using two hands on the handle to move away from base, and then using the chain and plug to tip water out.
Using flint and steel	Staff and students	<ul style="list-style-type: none"> Create a safe working area, away from dust or other combustibles. Use as much tinder as is required. Have water available to douse if needed. Instructor to work on a 1-2-1 basis when using flint and steel. Remind group that patience is required. 	MED	Clear boundaries are marked, staff are vigilant of group and there proximity to working area.

Signed

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Hazard	Possible Harm	Control Measure	Risk Rating	Further Action
Toasting Marsh-mellows	Staff and Students.	<ul style="list-style-type: none"> • Work in a well defined area and only allow one student at a time to fuel fire when required. • All students to remain focused those struggling may need extra support from staff. • Make sure the skewers are a reasonable length so that students are not too close to the fire. • Ensure the site is away from anything combustible and have water to hand. • Give clear demo on how to toast marshmellow. • Make sure students are not setting the marsh mellows on fire, and explain the possible outcomes regarding hot sugar. • Place marshmellow between two biscuits when ready as this speeds up the cooling process. 	Med	Staff to place marshmellow on biscuits. Students clearly explained as to what a suitable distance is from the fire.
Use of Bow Saw	Staff and Students	<ul style="list-style-type: none"> • Mark out a clear chopping area. • Demonstrate the safe practice for both individual and multi person use. • Activity to be monitored at all times. • When saw is not in use it should be in its sheath or put to rest vertically with teeth against the ground. 	Med	Close supervision and stop and refresh instructions if the instructor feels this is important.
Use of fixed blade knife	Staff and students.	<ul style="list-style-type: none"> • Clear and definite instructions on safe use. • Suitable working area to be marked out. • Knife should be placed in sheaf when not in use. • Only safety knives should be used. 	Med	If the group is struggling or there is an increased risk of injury instructors should switch to potato peelers where appropriate.

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Hazard	Possible Harm	Control Measure	Risk Rating	Further Action
Use of fixed blade knife	Staff and students.	<ul style="list-style-type: none"> • Knife is a valuable tool and not a weapon so should be for its intended purpose only. • Should be used within small ratio groups, under close supervision. 		
Small forest axe	Staff and students	<ul style="list-style-type: none"> • A clear chopping area marked out away from obstructions, chopping block placed in the centre with a minimum 2.5m radius. • A clear demonstration to be given using the kneeling technique. • Ensure legs are apart and the axe will fall short if block is missed. • Students to line area on either side and not in front or behind person using axe. • Activity should be carried out on an individual basis so student is on their own in the chopping area. 	Med	
General	Staff and students	<ul style="list-style-type: none"> • Always use appropriately skilled, experienced and/or qualified staff, one of which is to be 16 hr First Aid qualified. A first aid kit to be on site at all times. When fire is part of the activity, always have a bucket of water or extinguisher. 	Med	

Signed

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