



Generic Environment Risk Assessment: Built

 Hazards	Persons at Risk					Risk without controls		Risk rating with controls										<h1>Control Measures</h1>	
	FSC Employee	Students	Non-FSC Staff	Public	All	Worst case outcomes x Likelihood	Risk rating	1	2	3	4	5	1	2	3	4	5		Total Risk Rating
								Inconvenience	Minor Injury	Injury / illness	Major Injury	Fatality / Multiple	Unlikely	Rarely	Infrequent	Sometimes	Often		
								Outcome					Likelihood						
Access to working area - Group separation: e.g. fire alarms or emergencies in shopping centres						3 x 2	6											3	Tutors should ensure groups are aware of any necessary emergency procedures.
Hazards linked with place / activity: Contact with public: 'stranger danger'						5x2	10											5	Tutors should ensure groups are briefed on any appropriate behaviour, using the FSC Behaviour Standards as necessary.


To be read in conjunction with Generic "Out of Classroom" Risk Assessment

Generic Environment Risk Assessment: Farm Environments

 Hazards	Persons at Risk					Risk without controls		Risk rating with controls										<h2>Control Measures</h2>	
	FSC Employee	Students	Non-FSC Staff	Public	All	Worst case outcomes x Likelihood	Risk rating	1	2	3	4	5	1	2	3	4	5		Total Risk Rating
								Inconvenience	Minor Injury	Injury / Illness	Major Injury	Fatality / Multiple	Unlikely	Rarely	Infrequent	Sometimes	Often		
								Outcome					Likelihood						
Falls: e.g. from bales, walls, gates					5 x 3	15												5	The group should not climb on bales, walls, fences, gates etc. unless appropriate and allowed to do so by FSC staff
Hazardous substances: e.g. chemicals, slurry pits, gas tanks					5 x 3	15												6	OCOPs for COSHH must be followed. FSC staff should brief the group on behaviour around slurry pits / gas tanks etc.
Environment - Fire:					5 x 2	10												5	FSC staff should ensure the group have been briefed on the procedure to be followed in the event of an emergency if appropriate.
Hazard linked with place / activity - Crushing: e.g. machinery and vehicles, bales, grain stores					5 x 3	15												5	FSC staff should ensure the group are briefed on conduct around machinery / grain stores etc. if appropriate.

To be read in conjunction with Generic "Out of Classroom" Risk Assessment


Generic Environment Risk Assessment: Freshwater

 Hazards	Persons at Risk					Risk without controls		Risk rating with controls										<h2>Control Measures</h2>	
	FSC Employee	Students	Non-FSC Staff	Public	All	Worst case outcomes x Likelihood	Risk rating	1	2	3	4	5	1	2	3	4	5		Total Risk Rating
								Inconvenience	Minor Injury	Injury / Illness	Major Injury	Fatality / Multiple	Unlikely	Rarely	Infrequent	Sometimes	Often		
								Outcome					Likelihood						
Hazardous substances: water e.g. speed and depth						5 x 3	15											5	<p>STILL WATER: e.g. Canals, harbours and ponds. Students may enter the water to mid-thigh height providing there is suitable access and egress AND the substrate is appropriate AND the water flow can be considered still. Tutors should have access to a throw-line, unless the bank is within easy reach and the water is below knee height.</p> <p>FLOWING WATER e.g. rivers, estuaries and sea. A site risk assessment MUST be completed. Consideration could be given to the substrate, flow, width, depth, tides, group age and experience. Tutors should follow the site risk assessment. Tutors should be trained and signed off for the particular site. Tutors should have easy access to a throw-line, if necessary.</p>
Access to working area: access and egress e.g. soft mud and banks						2 x 4	8											6	FSC staff should brief the group on any specific hazards on the site. Everyone should avoid areas of soft mud when standing for any length of time e.g. To collect samples.
Access to working area: e.g. flooding						5 x 2	10											5	FSC staff must consider the weather conditions prior to and during the visit. An alternative site must be available when main site is flooded.

To be read in conjunction with Generic "Out of Classroom" Risk Assessment and the Site Specific Risk Assessment

Date Updated: Jan 2010


Generic Environment Risk Assessment: Marine

 Hazards	Persons at Risk					Risk without controls		Risk rating with controls										Control Measures	
	FSC Employee	Students	Non-FSC Staff	Public	All	Worst case outcomes x Likelihood	Risk rating	1	2	3	4	5	1	2	3	4	5		Total Risk Rating
								Inconvenience	Minor Injury	Injury / Illness	Major Injury	Fatality / Multiple	Unlikely	Rarely	Infrequent	Sometimes	Often		
								Outcome					Likelihood						
Bumps: e.g. objects from above, rocks from cliffs, stones					5 x 3	15												5	FSC staff should advise the group to take care on moving about on loose rocks / pebble shores so as not to dislodge rocks and to be vigilant about falling rocks. FSC staff must consider the weather and tide conditions prior to and during the visit. FSC staff must consider the dune, marsh and cliff conditions prior to and at the time of visit, if working in these environments. The group must not throw stones, sand etc. except as directed by FSC tutors during activities.
Falls: e.g. from boulders or cliffs, from coastal defence structures, groynes					5 x 2	10												5	No one must climb on boulders, cliffs etc. unless during a specific designated climbing session. Clear paths up / down and along cliffs should be used, by FSC staff and the group. FSC staff should brief students on safety procedures when working near or around cliffs.
Access to working area - Tides:					5 x 3	15												8	FSC staff should be familiar with the tidal regimes of the site and the effect these have on the area. FSC staff should be aware of the additional control measures necessary for shore survey work carried out on a rising tide.
Access to working area - Entrapment: e.g. drainage channels on salt marshes,					5 x 2	10												5	FSC staff should be aware of any areas of quicksand, thixotropic sand or soft mud and manage the group appropriately.
Water: e.g. drowning, flooding, waves					5 x 3	15												5	STILL WATER: e.g. Canals, harbours and ponds. Students may enter the water to mid-thigh height providing there is suitable access and egress AND the substrate is appropriate AND the water flow can be considered still. Tutors should have access to a throw-line, unless the bank is within easy reach and the water is below knee height. FLOWING WATER e.g. rivers, estuaries and sea. A site risk assessment MUST be completed. Consideration could be given to the substrate, flow, width, depth, tides, group age and experience. Tutors should follow the site risk assessment. Tutors should be trained and signed off for the particular site. Tutors should have easy access to a throw-line. Out of bounds, or survey or activity areas should be set by FSC staff.
Hazards linked with place / activity - Dangerous objects:					5 x 2	10												2	No-one should approach or handle unknown containers which may contain chemicals, or unknown objects which may be explosive ordnance.
Hazards linked with place / activity - Contact with sand: causing abrasion					4 x 2	8												4	The group should not throw sand, pebbles etc. except under supervision by FSC staff during activities. Casualties who have had sand in the eyes and have required saline irrigation must be taken to A & E as soon as is reasonably possible.

To be read in conjunction with Generic "Out of Classroom" Risk Assessment and the Site Specific Risk Assessment

Date Updated: Jan 2010

Generic Environment Risk Assessment: Woodlands

 Hazards	Persons at Risk					Risk without controls		Risk rating with controls										<h2>Control Measures</h2>	
	FSC Employee	Students	Non-FSC Staff	Public	All	Worst case outcomes x Likelihood	Risk rating	1	2	3	4	5	1	2	3	4	5		Total Risk Rating
								Inconvenience	Minor Injury	Injury / Illness	Major Injury	Fatality / Multiple	Unlikely	Rarely	Infrequent	Sometimes	Often		
								Outcome					Likelihood						
Bumps: static and fixed objects e.g. branches and twigs					4 x 2	8												4	FSC staff should brief the group on specific hazards, such as low branches at eye height. FSC staff should take a route through the environment that is appropriate for the group, weather and activity being undertaken and take account of specific hazards within the environment.
Falls: objects falling from a height e.g. branches and trees					5 x 2	10												5	OCoP on trees must be followed, for woodlands property that the FSC is responsible for.
Environment: forest fires, snow on branches, high winds					5 x 2	10												5	FSC staff must consider the weather conditions, prior to and during the visit. Alternative access and egress points should always be known by FSC staff for use in the event of a fire.

To be read in conjunction with Generic "Out of Classroom" Risk Assessment