

**Risk Benefit Assessment: Tool Use**

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 Other RA's referred to:

Activity/Hazard	Benefit	Risks	Level of risk (use Matrix)			Control methods	New level of risk (use Matrix)		
			L	C	L		L	C	L
General	-Physical development -Resilience -Independence -Perseverance -Achieving	Serious cut	Likely	Major	Extreme	-Teaching correct stance and position -Use a saw horse -Carry out in controlled area -Give chn choice if they want to use gloves on non working hand -Assess suitability for the learners -Use a drilling stump -Teach blood circle rules -Model positioning of tools -Use fixed blade tools -Ensure tools are locked away when not used -Ensure rigid cleaning of tools procedure -Tools to be accounted for at end of each activity -Tool condition to be checked before activity -Guards and sheaths to be put on tools when not being used -Discuss not walking around when using tools -Process praise the children	Unlikely	Minor	Low

### HIWWT FS Level 3: Part 1: Risk benefit assessments

Using a bow saw to saw	<ul style="list-style-type: none"> <li>-Gross motor skill development</li> <li>-Learning new life skills</li> <li>-Resilience</li> <li>-Listening skills</li> <li>-Understanding safety</li> <li>-Achieving</li> </ul>	Serious Cut	Likely	Major	Extreme	<ul style="list-style-type: none"> <li>-Teaching the correct stance and position (on one knee, leading knee to be positioned in line with bow saw/hobby horse, one hand to be on bow sae and other on the piece of wood being cut. Partner to be adjacent in mirroring stance.)</li> <li>-Carry out in a controlled area</li> <li>-Carry out as a 1:1 activity</li> <li>-Use a saw horse</li> <li>-Give chn choice is they want to use a glove on non-working hand</li> <li>-Think about suitability of learner</li> </ul>	Unlikely	Minor	Low
Using a potato peeler to whittle	<ul style="list-style-type: none"> <li>-Muscle development</li> <li>-Concentration</li> <li>-perseverance</li> <li>-resilience</li> <li>-creative development</li> <li>-achieving</li> </ul>	Minor cut	Likely	Minor	Moderate	<ul style="list-style-type: none"> <li>-Teach correct stance (sat down with elbows on knees or with back of non-working hand resting on opposite knee)</li> <li>-Model positioning of blade when using (point and use away from body)</li> <li>-Give chn choice if they want to use gloves on non working hand</li> <li>-Teach about blood circle</li> <li>-Have stumps to sit on</li> <li>-Only use fixed blade peelers</li> </ul>	Unlikely	Minor	Low
Using a knife to whittle	<ul style="list-style-type: none"> <li>-Muscle development</li> <li>-Concentration</li> <li>-perseverance</li> <li>-resilience</li> <li>-creative development</li> <li>-achieving</li> </ul>	Major Cut	Likely	Major	Extreme	<ul style="list-style-type: none"> <li>-Teach correct stance (sat down with elbows on knees or with back of non-working hand resting on opposite knee)</li> <li>-Model positioning of blade when using (point and use away from body)</li> <li>-Model positioning of hand on handle (using finger grooves to help positioning)</li> <li>-Give chn choice if they want to use gloves on non working hand</li> <li>-Teach about blood circle</li> <li>-Have stumps to sit on</li> <li>-Ensure knives are put in sheath when unused</li> <li>-Assess suitability of the learner</li> </ul>	Unlikely	Minor	Low

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Using a palm drill	<ul style="list-style-type: none"> <li>-Muscle development</li> <li>-Concentration</li> <li>-perseverance</li> <li>-resilience</li> <li>-creative development</li> <li>-achieving</li> <li>-risk assessing</li> </ul>	Impalement	Likely	Moderate	High	<ul style="list-style-type: none"> <li>-Teach correct stance (on one knee, not too far away from stump, use kneeling mat if preferred)</li> <li>-Use a stump to place wood on when using drill rather than hand</li> </ul>	Unlikely	Minor	Low
Using a splitting ax to split wood	<ul style="list-style-type: none"> <li>-Concentration</li> <li>-perseverance</li> <li>-resilience</li> <li>-creativity</li> <li>-independence</li> </ul>	Severed limb	Likely	Catastrophic	Extreme	<ul style="list-style-type: none"> <li>-Teach correct stance (on one knee, not too far away from stump, use kneeling mat if preferred)</li> <li>-Model positioning of blade when using</li> <li>-Model positioning of hand on handle</li> <li>-Use gloves</li> <li>-Teach about blood circle</li> <li>-Have stumps to place wood on</li> <li>-Assess suitability of the learner</li> <li>-Model how to carry tool</li> </ul>	Unlikely	Moderate	Moderate
Using scissors	<ul style="list-style-type: none"> <li>-Physical development</li> <li>-creative development</li> </ul>	Minor cut	Likely	Minor	Moderate	<ul style="list-style-type: none"> <li>-model how to travel safely with scissors</li> <li>-ensure sitting when using</li> <li>-Teach to cut away from self</li> <li>-teach to close when finished using</li> </ul>	Unlikely	Minor	Low
Using lopper	<ul style="list-style-type: none"> <li>-Concentration</li> <li>-perseverance</li> <li>-resilience</li> <li>-creativity</li> <li>-independence</li> <li>-risk assessing</li> <li>-woodland management</li> </ul>	Severed digit	Likely	Moderate	High	<ul style="list-style-type: none"> <li>-Teach how to travel with loppers</li> <li>-Use appropriate sized loppers</li> <li>-Assess suitability of the learner</li> <li>-Assess suitability of the tool</li> <li>-Model correct stance (ensure both feet are on the ground)</li> <li>-Model to not stretch too far when using</li> <li>-Discuss branches falling and how to manage</li> <li>-Teach about blood circle</li> <li>-Only to cut materials roughly 2 fingers in thickness</li> </ul>	Unlikely	Minor	Low

### HIWWT FS Level 3: Part 1: Risk benefit assessments

Using secateurs	<ul style="list-style-type: none"> <li>-Concentration</li> <li>-perseverance</li> <li>-resilience</li> <li>-creativity</li> <li>-independence</li> <li>-risk assessing</li> <li>-woodland management</li> </ul>	Severed digit/Severe bleed	Likely	Moderate	High	<ul style="list-style-type: none"> <li>-Only use secateurs with safety locks</li> <li>-Assess suitability of the learner</li> <li>-Assess suitability of the tool</li> <li>-Model correct stance (ensure both feet are on the ground or in safe kneeling position)</li> <li>-Teach about blood circle</li> <li>-Only to cut materials roughly a finger thickness</li> </ul>	Unlikely	Minor	Low
Using mallets	<ul style="list-style-type: none"> <li>-Physical development</li> <li>-Using a tool for a purpose</li> <li>-independence</li> <li>-creativity</li> <li>-achieving</li> </ul>	Crushing of fingers	Likely	Moderate	High	<ul style="list-style-type: none"> <li>-Model correct stance (kneeling position to the side of resource hitting mallet with and leading hand containing mallet ¼ turn away from knee to ensure mallet will not hit face)</li> <li>-Model how to hold tool with 2 hands if appropriate</li> <li>-Model when using tool with one hand location of other hand</li> </ul>	Unlikely	Minor	Low

# HIWWT FS Level 3: Part 1: Risk benefit assessments

Eliminate the hazard	E.g. repair or replace damaged tools; take down overhead, hanging branches
If this is not practicable, then	
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Substitute the hazard	E.g. provide gluten free snacks and drinks for FS learners with allergies; teach in a different area
If this is not practicable, then	
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Isolate the hazard	E.g. mark the overhead, hanging branch with a red flag / create boundary hazard tape;
If this is not practicable, then	
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Use equipment to help you	E.g. use wheelbarrow for moving heavy stumps;
If this is not practicable, then	
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Use paperwork process to help you	E.g. log of regular tool maintenance; ensure daily site check/ risk assessment carried out and recorded
If this is not practicable, then	
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Use Personal Protective Equipment and clothing	E.g. provide well fitting gloves for learners who require them; ensure learners are wearing long sleeved tops and trousers
Until you have a better method of control	

Risk Matrix						
		Consequence				
		Insignificant	Minor	Moderate	Major	Catastrophic
Likelihood	Almost certain	Moderate	High	High	Extreme	Extreme
	Likely	Moderate	Moderate	High	Extreme	Extreme
	Possible	Low	Moderate	High	High	Extreme
	Unlikely	Low	Low	Moderate	High	High
	Rare	Low	Low	Low	Moderate	High