THE QUARRY SITE: Risk Benefit Assessment (RBA)

Assessor: Ellen Vellacott, 1 August 2026

Session: *Creative Makers* Alternative Education sessions. Students arriving independently.
Location: The Quarry, Witham Friary, Frome BA11 5HD. what3words: https://w3w.co/sparrows.cutaway.empty
C/ M: Site Lead/ First Aider/ Deputy DSL: Ellen Vellacott 07873 610187. Main Lead/ DSL: Rebecca Knee 07549 289 423 DSL

EMERGENCY MEETING POINT: by the outdoor kitchen deck. Frome MIU: 01373 45 47 40 Enos Way, BA11 2FH
Nearest **Defibrillator** point: Outside wall of **Witham Friary Village Hall** (BA11 5HF), down the hill towards the church.

Site Overview & Activities: 2.3 acres private land - rewilded (ancient clay) Quarry. Mains water & power. Shelter = yurt, giant parachute circle, covered outdoor kitchen & deck. Creative learning, using natural & recycled materials, alongside wood & nature craft.

General controls:

- Safe and High staff: child/ young person Ratio.
- Staff experience, qualifications and knowledge of appropriate use of tools & equipment, safety procedures, PPE, de-escalation techniques, working with ND, SEND and EMH needs. Clear & effective communication between staff and referrers re. any potential risks (allergies, EHCP, Observations etc.)
- Dynamic RBAs during sessions - adjust activities to group/ individual dynamics & needs or weather. Reframe/ reduce/ stop activities as required.
- Positive reinforcement around respectful behaviour, community of trust, culture of safety within activities and ethos of the day.
- Always on site: First Aider, First Aid & Burns Aid kit, accident report book in designated space (Yurt & Parachute) during session.
- Accidents + incidents recorded on the same day, ensure parent/ carer and Lead DSL aware. Review activities if recurring issues or pattern.
- Regular site land/ woodland management & maintenance. ● Winds over 35mph: Relocate session to village hall or other appropriate site.

The risk rating (high, medium or low) indicates the level of response required to be taken.		
Risk = **Severity** (how serious will the harm be) **x Likelihood** (how likely is it to happen)		
Low Risk (1-8)	Medium Risk (9-12)	High Risk (15-25)
		Stop the Activity
Continue, but review periodically to ensure controls remain effective	Continue, but implement additional reasonable and practical controls / monitor regularly	Identify/ implement new controls. Only proceed if risks are reduced to Low or Medium level

	Trivial	Minor	Moderate	Serious	Fatal
Remote	1	2	3	4	5
Unlikely	2	4	6	8	10
Possible	3	6	9	12	15
Likely	4	8	12	16	20
Very Likely	5	10	15	20	25

Activity	Benefit	Risk/ Hazard/ Injury	Safety Measures	S x L = R	Additional controls
Moving around outdoor terrain	• Therapeutic & sensory value of immersive natural environment • Stimulating for learning, curiosity, imagination. • Develops physical, gross motor, coordination	Injury to eyes, body, trips, falls from uneven ground, unseen hazards in undergrowth eg. low level or falling branches Risk from slippy terrain when wet or icy weather Danger from ingesting or skin irritation from natural species on site eg. certain plants (eg. Cuckoo-pint) or fungi	Site check - hazards identified, pointed out and removed if necessary, shared with staff. Model & encourage looking out for hazards eg. plants/ fungi/ metal Appropriate/ safe clothing & footwear for staff, adults, children	**S. 2 x L. 3 = 5** Low	If weather makes it extra muddy/ slippy, add leaf litter, saw dust or stepping logs to pathways
Using wood as material	• Building confidence in woodlands, learning about using natural resources for craft & building • Environmentally sustainable • Skills development: gross & fine motor	Splinters, Scratches, weak Damage to woodland/ ecosystems from inappropriate, wasteful or excessive use of materials Harm from contact with poisonous species - fungi, ivy allergies	Pre-prepare wood resources Sensible sourcing of wood from site - site check re. Poisonous fungi/ species - leave standing deadwood and existing obvious habitats Good comms with children, referral leads, parents to explain dangers	**S. 2 x L. 2 = 4** Low	knowledge/ experience of staff re. natural species. ID books on site
Crafting - tools, scissors, sewing machine	• Develops imaginative learning, dexterity, fine motor skills • Creative expression	in particular, for younger/ more impulsive or less experienced, coordinated children - risk from sharp tools, blades, needles, sewing machine,	Tools supervised by experienced teaching staff. Resources and craft area kept tidy - scissors/ sharp tools in clear zipped bags or boxes etc Scaffolding learning techniques	**S. 2 x L. 2 = 4** Low	
Woodcraft: Structure lashing & construction	• Builds confidence in woodland environment • Develops life skills: design & construction/ knot tying • Gives sense of achievement • Social/ collaborative activity • Elemental experience	injury to eyes/ body from moving & carrying sticks/ branches Falling/ weak branches Injury from throwing sticks - play/ sword fighting Inexperience in lashing/ securing wood together resulting in structure failure	- Tools & building supervised by experienced teaching staff. - Best practice/ modelling in place: long sticks, drag behind or carry with min. 2 people - Dynamic risk assess fall height/risk - String/ rope always assessed by trained/ experienced staff	**S. 2 x L. 3 = 6** Low	Reframe behaviour if becomes dangerous → different, interesting or stimulating challenge

Activity	Benefit	Risk/ Hazard/ Injury	Safety Measures	S x L = R	Additional controls
Weather	• Connection with nature • Building resilience • Encouraging exercise & active/ healthy living • Social experience • Vitamin D and active	Hyper/ Hypo-thermia Increased risk if slips + trips on wet wood/ climbing/ slippy ground Wind - falling branches	Monitor weather/ Dynamic Risk Assess for increases in wind speed, hot, wet or cold weather Talk through hazards/ risks to families/ referrers to ensure YP bring appropriate clothing esp. for smaller or younger bodies Hot water on site Spare clothing inc waterproofs	**S. 1 x L. 3 = 3** Low	> 30mph winds or heavy rain: re-assess risk, relocate session to Village Hall or Key Centre
Trees - climbing	• Sense of adventure • Connection with nature • Elemental experience Building gross motor/ physical skills & confidence	Impact Injury from slips, falls - falling/ snapping branches scratches/ scrapes/ pokes to body children/ young people inexperienced in climbing	Safe climbing techniques in intro to site: visual cues/ test first/ keep close to trunk/ child to climb tree (do not place them up) Site for loose/ unstable branches. No-one above 5m.	**S. 3 x L. 2 = 6** Low	Any winds > 30mph reassess site/ relocate session
Sawing	• Develops new skills for craft and life: coordination, gross motor, building techniques. • Sense of achievement, builds confidence, self-esteem	Injury to hands, body - cuts grazes Misuse of saws/ tools from lack of experience, supervision or ASB Saw not put away properly or in safe designated place (saw horse or tool box) Inexperience or Over-confidence! Not using best practice/ techniques. YP taking saw elsewhere unsupervised	Designated Tool use area Staff supervise & support sawing - model best practice <u>Use saw horse</u> Max 1 - 2 saws out at a time	**S. 2 x L. 2 = 4** Low	Only use for some of the day - other times to be put away in Tool Box/ Saw Home
Being around Wildlife	• Educational development - learning about biodiversity/ how animals live • Builds knowledge of Conservation • Links with local wildlife & nature	Risk to animal habitats Injury from animals: Bee or wasp stings. (v. unlikely:) harm from mammal that is injured or with young (grass snake, badger, fox)	Any allergies shared before session. Thorough site checks: looking out for nests/ burrows Share location of any nests/ burrows Encourage positive behaviour to protect wildlife - explain & show where/ how animals live	**S. 2 x L. 2 = 4** Low	Wildlife story books help visual understanding of animals & habitats on site, inc bees/ wasps

Activity	Benefit	Risk/ Hazard/ Injury	Safety Measures	S x L = R	Additional controls
Fire	• Provides opps for Scientific education & Heritage crafts • Therapeutic / calming effect for high energy or dysregulated children/ YP • Elemental experience • Warmth, food, drinks • Learn safety + appropriate behaviour around fire = life skills	Injury from direct fire burns. Risk of unsafe behaviour around the fire, from inexperience of children or adults. Indirect burns via embers on clothing. Smoke inhalation Fire spreading: harm to environment, clothing or equipment.	always supervised by teaching staff. Follow Fire procedures Designated *Calm Area* → no running or jumping about. Safety equipment by Fire = 2 x safety water containers/ buckets, fire gloves	**S. 3 x L. 2 = 6** Low	Reduce / stop activity if unsafe: windy, slippy, children not listening or at risk to themselves/ others.
Food/ water	• Social benefits of eating healthy food together. • Warmth, fuel.	Risk from food allergies or intolerances. Children not eating or drinking - becoming dehydrated or constipated. Inadequate food hygiene	All food allergies given to staff in advance - list kept in first aid bag/ shared with all staff. Children & YP bring their own packed lunches Hands washed before eating	**S. 3 x L. 2 = 6** Low	
Ropes and swings	• Builds physical confidence, muscles and skills • enhances/ develops vestibular and proprioceptive senses through off-ground/ balancing	Injuries from impact falls/ collisions/ rope burn/ impact from heavy thicker rope to face or body - younger or less confident/ experienced children more at risk or overconfidence leading to dangerous behaviour Rope fraying or damage Badly installed swing/ rope	Any ropes put up/ sited/ checked by experienced SR staff Swings supervised by adult - call out by children before swinging Use red barrier flags if vulnerable children might walk through swing pathway	**S. 3 x L. 2 = 6** Low	lots of children used to swings, potential for over- confidence
Hoop, aerial, slackline	• New experience • Develops vestibular & proprioceptive senses: Hand to eye coordination/ balance • Confidence/ Esteem/ sense of achievement	Serious Injury from impact, particularly if upside down - Falls, collisions Serious injury from incorrect moves, body damage from twisting or turning	If hoop up, always supervised. Workshops at set times, with experienced staff. Always a warm up first, led by staff Designate “calm, professional” zone	**S. 2 x L. 2 = 4** Low	Always check equipment/ straps before use

Activity	Benefit	Risk/ Hazard/ Injury	Safety Measures	S x L = R	Additional controls
Lost child See policy/ procedure	N/A	Danger of injury to unsupervised child Child/ YP in distress (resulting in further unsafe behaviour: climbing, slips, trips) Danger or injury on the road - collision/ impact from RTA	Maintain good comms during sessions, build trust so they can share where they need to be. Positive reinforcement & support to engage with group activities Staff monitor younger/ more vulnerable children - assign to staff member if felt necessary Quiet spaces available/ on offer.	**S. 3 x L. 1 = 3** Low	
Site Evacuation	• Safety measure if dangerous weather or emergency situation	Injury from running/ unknown situation Panic - emotional distress, particularly for young, less mobile children or those with ND or SEND.	Evacuate to village hall. Emergency meeting point: Outdoor Kitchen by stairs. Head count, staff each allocated set group of children.		