

**Farming and  
Countryside  
Safety**

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# 1.Introduction

## **Purpose of the Resource.**

This resource aims to support teachers and farmers when guiding groups of children on farm visits.

It gives practical experiences to children, through active learning scenarios, allowing them to engage and interact with farm hazards in a controlled environment, avoiding giving children a prescribed set of 'do's and don'ts. Rather, it aims to let children learn about potential hazards in a fun and exciting way.

Whilst child safety is an adult responsibility, children can learn age-appropriate knowledge and skills for identifying, assessing and dealing with farm injury risk as they grow. This resource supports this process and fosters the development of positive safety attitudes, behaviours and decision-making.

As many children already visit farms every year as part of other curriculum studies, e.g. learning where their food comes from, this is an easy vehicle for schools to enhance their PSHE provision whilst involving children in critical thinking and problem solving tasks at the same time, thus making the most of their time at the farm. The activities can be used as part of your existing farm visits programme. It is not suggested you run visits focused purely on health and safety, though of course, this would be possible.

Whilst the activities are mainly devised to take place on a farm, some can be used or adapted for a classroom setting. Farmers and teachers have found that learning is most engaging and effective if it takes place as part of a farm visit. The activities have been piloted successfully on farms with real farmers, children and teachers!

The resource includes background information including some links to the national curriculum and framed around topics, which might be helpful to suggest to the teacher, or can be used individually as activities.

## 2. Raising Awareness

### Why this work is important

Many children and young people have died or have been seriously injured on farms over the years. It must be stressed that the majority of these were children living on farms.

Farmers' own children are at risk, as due to familiarity, they may be desensitised to farm hazards. Children may trespass onto farms and be ignorant of the dangers they might face. Given that in their lifetimes most children will visit the countryside, for family holidays, days out etc., it is crucial they have some idea of how to conduct themselves and keep themselves safe. Furthermore the principles and skills they can learn in the stimulating farm environment are transferable to their everyday lives, helping them to stop, think and respond appropriately in the face of other 'everyday' hazards.

The ways in which children are killed or injured in the countryside varies little from year to year. The most common causes of death and major injury in the last decade were:

- falling from vehicles
- being struck by moving vehicles or objects
- contact with machinery
- falls from height
- drowning and asphyxiation
- poisoning
- fire
- contact with animals

### A Planned Approach to Visits

School visits may take place on a wide variety of farms and horticulture units. Some of these will be operating as visitor centres, geared to visits from schools and/or the general public throughout the year. Others may open only occasionally perhaps as a requirement of a Stewardship Scheme or even in direct response to a request from a local teacher. In all cases, the visit provider and the visitor need to pay close attention to health and safety issues as a part of the planning of an enjoyable and educational visit.

Teachers should consult the Code of Practice – advice to teachers and others:  
<http://www.visitmyfarm.org/component/k2/item/339-industry-code-of-practice>

The Visit My Farm site contains a comprehensive section on health and safety, including, for example, activities to practice writing a risk assessment:  
<http://www.visitmyfarm.org/component/k2/335-sample-risk-assessment>

## Risk Assessments - Schools and Farmers Working together

Having an up to date risk assessment is an important measure for farm visits. This will be generic and should be made available to the school. These need to be updated frequently and available to the school if they wish to check it before coming out to the farm.

It is important for schools to carry out a risk assessment prior to their visit to a farm. These should be carried out close to the visit date. Schools may want to follow the school's own guidelines and formats for school visits. These vary from school to school and from Local Authority to Local Authority.

A risk assessment is simply a careful examination of what could cause harm to people, so that you can weigh up whether you have taken enough precautions or should do more to prevent harm. Risk assessments should be carried out in 5 steps:

- Step 1** Identify the hazards
- Step 2** Decide who might be harmed and how
- Step 3** Evaluate the risks and decide on precautions
- Step 4** Record your findings and implement them
- Step 5** Review your assessment and update if necessary

When you first question children about if they risk assess or not, they will invariably say that they do not. Therefore a good way of introducing risk assessments to children is getting them to think about what they do when they cross the road.

Hazard	Likelihood (L)	Severity (S)	Rating(LxS)	Control Measures to reduce rating
Crossing the road	3	4/5	12-15	Looking in all directions when crossing Finding a good place to cross Listening for traffic Walking across the road Using pedestrian crossing if available

### Risk Aide Memoire

Likelihood:	Severity:	Risk Rating:
1 Rare	1 Insignificant	1-5 Minimal Risk-Maintain Measures
2 Unlikely	2 Minor	6-10 Low Risk-Review Risks
3 Possible	3 Moderate	11-15 Moderate Risk - Additional controls
4 Likely	4 Major	16-25 High Risk-Additional controls implemented immediately
5 Almost certain	5 Catastrophic	

As you see the risk rating is reasonably high, so therefore we try to use additional controls to help us where possible such as pedestrian crossings.

## **Schools and Farmers Working together (continued)**

Essential guidance for farmers and teachers can be found here

<http://www.visitmyfarm.org/component/k2/item/339-industry-code-of-practice>

### **Farmer Training**

It is important to get the most from an educational experience and to make health and safety checks. Therefore, a pre-visit to the farm is a way of ensuring farmers have received some training and are geared up to opening up their farm for school visits. Farmers who have completed the **Countryside Education Visits Accreditation Scheme** (CEVAS) training will have had considered in some depth the hazards to visiting groups and how to control the risks appropriately. Details of the CEVAS training content can be found at:

<http://www.visitmyfarm.org/cevas-farmer-training>

Farm premises can be accredited through the Quality Badge process.

<http://lotcqualitybadge.org.uk/>

For advice on local and regional opportunities you can contact consultants at LEAF Education who will help you identify suitable farms to visit. See <https://education.leafuk.org/regional-education-consultants>

### 3. The Farm Visit-Learning areas.

The learning areas in this resource reflect some of the most significant risks that children face when visiting the countryside. It would be almost impossible in one visit to do all the activities.

Therefore we suggest you select some from each area, and those most appropriate to the farm. Best practice will mean teachers can do pre- and post-visit work and adapt and use the resources ideas in the classroom, either as activities or points for discussion.

The activities are placed in 7 headings:

- Introduction to risk assessment
- Signs
- Machinery and Movement
- Approaching Animals
- Fields and Hedgerows
- Pond and Water Safety
- Hand-washing

#### Signs

There are a variety of signs used on farms and in the countryside. The activities introduce and extend the theme of signage to the farm and countryside environment and help familiarise children with some they are likely to see. In addition, children can look for signs in their everyday lives and this theme would particularly link to road signage. Below are examples of signs you may see; further signs can be found in the resource box.



The HSE 'Stay Safe Farm Safety' booklet has many fun activities and includes sections on farm warning signs: [www.hse.gov.uk/pubns/misc403.pdf](http://www.hse.gov.uk/pubns/misc403.pdf)

#### Machinery and Movement

Farms usually have at least some form of large agricultural machinery. It is important that children and young people realise that due to the nature of tractors and other farm machinery the visibility for the person working them is usually restricted, and also due to engine noise, it is hard or impossible to hear people shouting or other external noises. If a vehicle driver can't see or hear you it can be dangerous to be around such moving machinery. Add to that the moving parts, for example, around PTOS (Power take-offs) and on harvesters, could entangle clothing and limbs and it is clear that machinery is a hazard and potential risk worth teaching about.

*It is important to explain to children that they should keep away from moving parts. Some 50% of all accident victims were caught on moving parts. Nearly half of the accidents involve children being run over or struck by moving vehicles.*

#### Transporting people on trailers

If you carry children or adults on trailers (e.g. for farm visits, or 'pick-your-own') ensure that:

- the trailer is in good condition with all safety devices working
- seating is provided and secured to the trailer. Well-made bales, if properly secured, may be adequate
- guard rails are fitted around the trailer edges
- there are safe mounting/dismounting arrangements
- children are supervised by a responsible adult

Further Information on requirements of trailers as people carriers can be found on the *HSE's Agriculture Information Sheet No. 36 'Carriage of passengers on farm trailers'*: <http://www.hse.gov.uk/pubns/ais36.pdf>

If farmers have to leave machinery in an area that can be accessed by the children, make sure it is left in a safe condition, with the keys removed, the cab locked, the controls in neutral, fore-end loaders etc lowered to the ground, and the parking brake applied or wheels chocked.

Farmers should ensure that contractors and visiting drivers have clearly defined directions on where to park, load and unload and where to wait. This is particularly important if you are aware of public access routes across yards or if the delivery zone is adjacent to the farmhouse.

If farmers are looking at farm machinery with the children it is important to note that they will be curious about what it does and how it works. If you are comfortable with it, farmers could demonstrate how a couple of bits work. A useful demonstration to get children to identify with the farm machinery is to relate it to what the children may have at home (but on a much smaller scale such as the lawn mower or rake). Asking questions such as-

'What would happen if?'

'How might this be a hazard?'

'Where would the best place to stand be if you see a tractor coming?'

- get children considering risks and how to minimise them.

This part can also involve some risk assessment work by getting the children to look at the signs on the machinery and other control measures such as guards around it. The activities aim to let children learn of these dangers by getting up close to machinery in a safe and supervised way.

### **Approaching Animals**

How to approach an animal properly is an important skill for children to learn. It is a skill that can be easily taught at the farm and it is something that can be related to the children for outside the farm in their own lives. This link is important to make with children as they may not make it themselves.

*Provide adult supervision when children come into contact with farm animals and remember, after handling livestock always wash your hands (See handwashing learning area).*

#### **Calm and Quiet is the Key**

When children are about to approach an animal, they should be aware of their voices. Screaming, shrieking and talking in a loud voice can be very disturbing to animals. Small animals get scared and may want to run and hide, larger animals can become hyped up and even aggressive. So if children can remain calm and keep their voices low and soothing, they have a much better chance of a positive response. Children can rehearse how to maintain a soft voice around animals by practising with plush toys or hand puppets.

#### **The Approach**

Children can be shown how to approach an animal by moving towards them from the front or side, never by sneaking up behind and grabbing them. Never approach an animal while it is eating or sleeping. Farmers will be able to tell you that animals nursing young can be more dangerous as they can be protective of their calf, lamb, etc. Learning to 'read' an animal is an important skill. It's best if an animal can sniff the child a little, getting to know their scent first before any touching starts. Children should keep their fingers curled into a fist while the animal smells them so they don't accidentally get bitten.

- Try to avoid the face and head area when petting. Stroke along the neck, back, and sides.
- Pay attention to warning signs – an animal that is growling or hissing wants to be left alone!
- Explain to children that loud, high-pitched screams or noises and sudden movements may startle animals.
- Never approach an animal you do not know. Animals in vehicles, yards or pens may be aggressive and territorial and are likely to bite.
- Never approach an animal that appears injured or sick.
- Never approach stray animals.

The activities in the learning area can explore how and when to navigate a field with animals in, and how to look for the signs that an animal may give, auditory and visual, as a warning.

### **Fields and Hedgerows**

Studying fields and hedgerows links well to pond work and to existing opportunities that you might already offer on habitats. It is an ideal way to link into some hazards that children may come across and a good place to get the children to think about some of the aspects about the Countryside Code and children's rights and responsibilities.

If you take children through a field then get them to think about the obvious dangers and not so obvious dangers of where they are. When looking at hedgerows or field margins, this is where they can be led to think about other hazards that may be there such as:

- Rabbit holes and uneven ground
- Poisonous plants
- Spiky plants
- Stinging plants
- Stinging insects

The Countryside Code was rewritten in 1995 and can be downloaded here:

<https://www.gov.uk/government/publications/the-countryside-code>

The Countryside Council for Wales is available here:

<https://naturalresources.wales/media/1369/the-countryside-code.pdf>

## **Ponds**

*The second most common cause of death on a farm is drowning in slurry/dirty water lagoons and in moving grain, which acts like a liquid.*

There are different safety rules for beaches, rivers, lakes and public or private swimming pools. It might be useful to explore these. Reminding and showing children that all liquid on a farm is not like a swimming pool and there are risks to swimming in natural water courses, ponds and lakes. In addition slurry lagoons are often high sided and deep and falling in one can almost certainly be fatal.

### Working near Water

If you will be working near water, how likely is it that someone will fall in?

If they do, could you get them out by reaching with a towel, a stick, a piece of clothing, or any public safety equipment that is available? Could you wade in to get them without putting yourself in danger? Remember that sudden and unexpected immersion in cold water has a rapid and dramatic effect on the body's systems and will impair people's ability to reach safety.

### Behaviour

Agree the safety rules with the children at the pond. Get them to risk assess the area thinking about potential hazards and control methods available to them to limit these (any signs). If you decided on your pre-visit that it was unsafe to enter the water, then have confidence in your decision and do not be pressured into changing it.

### Child pond safety

Children who are pond dipping are usually older than the key at-risk age of drowning in ponds. Children aged between one and two are particularly at risk of drowning in ponds. As the child increases in age, the risk decreases.

Even the shallowest of ponds can be lethal - from a child's perspective, a 500mm deep pond is equivalent to an adult falling into 1800mm of water.

### What are the hazards?

- Unsupervised access to the pond, particularly by younger children.
- The water as a drowning hazard.
- Water quality and associated health hazards such as leptospirosis and the effects of blue-green algae.
- Interaction of the water with features such as steep banks, silt, and overhanging branches.
- The prevention of slips, trips and falls should be considered, and hygiene issues such as the small risk of Weil's disease and other water borne causes of ill health.

### Who might be harmed?

- Young children, particularly under fives
- Teenagers (peer pressure often leads to risk taking)
- Staff and lone workers
- Children with special needs
- Members of the local community
- The elderly

### Methods of risk control

Every pond and every school will be different, therefore overall guidance cannot be given, and this is why individual site-based risk assessments are required. However, in most circumstances, the following will apply:

- Pupils should be supervised – the ratio of adults to children should be such that each adult can easily supervise those they are responsible for. (The teacher should have arranged this).
- During the activity remind teachers and children with cuts on their hands cover them with waterproof plasters or wear suitable gloves, avoid ingestion of water and ensure that everyone washes their hands after the activity especially before eating.
- Edges that are open for access for pond dipping should be gently sloping, or flat and well defined. Where access is not required, or where the edge is steep, a protective barrier either in the form of marginal aquatic vegetation or fencing may be required.
- Clear signage should be used at the access points to the pond.
- Children and adults should wear appropriate footwear.
- For ponds, which are too deep for an adult to perform a wading rescue, suitable rescue equipment such as a reach pole, or a throw line should be provided.

Rescuing a drowning person is the last resort and you should do everything possible to avoid getting into a dangerous situation in the first place. If you have to make a rescue attempt, think of your own safety first and never put yourself in danger. If the rescue is too dangerous, wait until the emergency services arrive.

### Handwashing

This section will look at the importance of teaching effective technique for hand washing while being present on a farm visit. However other issues, such as segregation of lunchboxes from the farm area for example, are also covered.

#### Why teach hand washing?

Research has shown that proper hand washing prevents the transmission of disease forming bacteria.

#### Background

All animals naturally carry a range of micro-organisms, some of which can be transmitted to humans, where they may cause ill health. Some organisms which may be contracted on farms, such as the *E.coli* O157, present a serious hazard. ***E.coli* O157 in particular can cause severe illness in young children.**

As children of primary school age are particularly at risk from the contracting and transmitting infections such as *E.coli* and *Cryptosporidium*, effective hand washing needs to be taught from an early age and re-enforced regularly.

As children have a limited understanding of hygiene practices, a high degree of close contact with each other and sometimes share food with each other, hand washing alone will not ensure a child will not pick up an infection.

#### Wash Your Hands

1. After touching animals
2. After being where animals live
3. After changing boots or shoes
4. Before eating food
5. Before putting your fingers in your mouth
6. After going to the toilet

See the on farm safety activities in the Handwashing Learning Area.

There are also activities available at <http://www.visitmyfarm.org/component/k2/307-controllinginfectiononfarms>

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### **Controlling Infection on Farms**

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A new set of materials on infection control on farms has been developed in response to the recommendations of the Griffin Report into last year's outbreak of *E.coli* 1057. These include information sheets and children's activities to highlight important topics such as handwashing.

Infection on Farms Activities

Cryptosporidium Information Sheet

E coli Information Sheet

Handwashing Information Sheet

Grime Squad Certificate

Example Risk Assessment

It is important to be aware too of the findings from the Griffin report that followed the E.coli outbreak at Godstone Farm in 2009. The Griffin Report lists 43 different recommendations under 5 key headings. These relate to all farms where visits take place. Although the risk of infection is very small indeed, the consequences of infection can be very serious, and for this reason careful planning and good teaching are especially important. In the Resource box is a sample letter to use for parents prior to a visit to a farm. This aims to inform parents/carers of the risks in a non-alarmist way, taking account of the Griffin report recommendations.

## **4. Farm Safety and the Curriculum**

The grid below shows where teachers might fit the learning areas into their curriculum. As schools develop creative curriculum opportunities, it is hoped safety education can be integrated into this in a fun and exciting way.

<b>Learning Area</b>	<b>School Topics and themes</b>	<b>Subject Curriculum Links</b>
<b>Introduction to Risk assessment in the farm and countryside environment</b>	<ul style="list-style-type: none"> <li>• Keeping Safe</li> <li>• The local area</li> <li>• The school</li> <li>• The home</li> </ul>	English, PSHE, PE
<b>Introduction to signs and how they can help us</b>	<ul style="list-style-type: none"> <li>• Signs in our everyday world</li> <li>• Colours</li> <li>• Shapes</li> <li>• Persuasive Writing</li> </ul>	Maths and English, Design and Technology
<b>Machinery and Tractors</b>	<ul style="list-style-type: none"> <li>• Machinery in our everyday world</li> <li>• Transport</li> <li>• Other forms of machinery</li> <li>• Moving Vehicles</li> <li>• Mechanisms-wheels axles, levers, gears</li> </ul>	Design and Technology, History, Science
<b>Approaching Animals</b>	<ul style="list-style-type: none"> <li>• Animals</li> <li>• Baby animals-growing up</li> <li>• Lifecycles</li> <li>• Looking after living things</li> <li>• Animals and Us</li> </ul>	Science, Citizenship, PSHE & Music
<b>Fields and hedgerows</b>	<ul style="list-style-type: none"> <li>• Playgrounds and fields</li> <li>• Mapping</li> <li>• The Environment</li> <li>• Where our food comes from</li> <li>• Habitats</li> </ul>	PE & Geography, Science
<b>Ponds</b>	<ul style="list-style-type: none"> <li>• Swimming Pools and Beaches, Pondlife,</li> <li>• The Seaside</li> <li>• Water Life</li> <li>• Habitats</li> </ul>	Science & PE, Geography
<b>Handwashing</b>	<ul style="list-style-type: none"> <li>• The importance of personal hygiene,</li> <li>• Microorganisms</li> </ul>	PSHE, Science

## **5. Resource Box.**

### **Example of Letter you might suggest the school sends to Parents**

Dear

**School visit to ..... farm**

A visit to the above farm has been arranged for .....

The coach will leave the school at ..... and return at .....

The visit will include opportunities to be close to animals and their housing. Children may have opportunity to touch/handle/feed animals. This activity will carry a very small risk, however it is important you understand this risk, for though it is very, very small, the ill effects can be severe. The risk centres around the following points:

- All animals naturally carry a range of micro-organisms, some of which can be transmitted to humans.
- Touching or feeding farm animals can be a source of infection particularly in young children.
- The only way to eliminate this risk entirely is for your child to avoid contact with animals and their faeces.

In order to reduce the risk of infection during the visit the following sensible precautions will be taken.

- Cuts and grazes etc. on children's hands should be covered with a waterproof dressing.
- Pupils will be supervised during activities and staff will ensure that hand washing is carried out thoroughly prior to any eating or drinking activity.

If you have any concerns about the planned visit, please feel free to contact school/the teacher. We feel the benefits of the visit strongly outweigh the risks, which we are carefully controlling.

Each pupil should bring with them:

- Lunch (if required) in a separate bag
- Pair of wellies/spare shoes (not sandals)
- Polythene bag (to carry dirty footwear after visit)
- Waterproof clothing

If your child has any special requirements in relation to the visit please discuss with your child's teacher prior to the visit.

Hopefully an enjoyable time will be had by all. Please return the slip below ASAP.

Yours sincerely,

(Head or senior staff member)

### **Reply slip**

Name of child ..... Class.....  
.....

Visit to..... Date of visit.....  
.....

I give my permission for:

Taking part in the farm visit  
Yes / No

Signed ..... Date .....

## **Web links.**

1. A comprehensive section on health and safety, including activities to practise writing a risk assessment and sample risk assessments

<http://www.visitmyfarm.org/component/k2/content/2-healthandsafety>

2. Guidance from the HSE for farmers and teachers can be found at

<http://www.visitmyfarm.org/component/k2/item/339-industry-code-of-practice>

3. Details of CEVAS training can be found at:

<http://www.visitmyfarm.org/cevas-farmer-training>

4. *Details of the LOfC* Quality badge can be found at:

<http://lotcqualitybadge.org.uk/>

5. LEAF Education Consultants:

See <https://education.leafuk.org/regional-education-consultants>

6. *HSE's Agriculture Information Sheet No. 36 'Carriage of passengers on farm trailers'* at the link below:

<http://www.hse.gov.uk/pubns/ais36.pdf>

7. The Countryside Code:

<https://www.gov.uk/government/publications/the-countryside-code>

8. Natural Resources Wales:

<https://naturalresources.wales/splash?orig=%2f&lang=cy>

10. A comprehensive resource with activities focused on handwashing and infection control:

<https://www.visitmyfarm.org/component/k2/307-controllinginfectiononfarms>

11. Stay Safe Farm Safety Children's Booklet download:

<http://www.hse.gov.uk/pubns/misc403.pdf>

## Sample Farm Risk Assessment 1.

# **RISK ASSESSMENT FOR VISITS TO Anytown FARM**

<b>FARM: Anytown Farm</b>	<b>OS GRID REFERENCE:</b>
<b>FARMER: A.N. Other</b>	<b>Tel.no.</b>
<b>DATE RISK ASSESSMENT PREPARED: 01.10.08</b>	<b>DATE RISK ASSESSMENT LAST UPDATED: 14/08/2018</b>
<b>NEAREST HOSPITAL:</b>	
<b>SITE ACCESS FOR EMERGENCY VEHICLES: Easy access for all vehicles.</b> Anytown Farm Anytown Corner Anytown Any County AN1 1AN	

## **ACTIVITIES AT Anytown FARM**

<b>ACTIVITY</b>	<b>HAZARDS</b>	<b>RISK LEVEL</b> (High, Medium, Low)	<b>ACTION - RISK REDUCTION MEASURES</b>	<b>POST-ACTION RISK LEVEL</b>
<b>Using Coach</b>	Straying away from group	Low	Alight in car park. Teachers supervise. Sue will meet you at car park	Low
<b>Trailer Rides</b> N/A	Overhanging branches & brambles on ride routes	Medium	Removal of dangerous overhanging vegetation on routes to be used. Frequently used routes to be maintained regularly	Low
<b>Open-sided Trailer</b> N/A	Injury from falling off; behaviour which endangers others	Medium	Safety talk before every ride- staying seated at all times, keeping hands, feet & heads inside the trailer, holding on. Teachers/ helpers to sit between children. Driver instructed to drive slowly and made aware of age of children.	Low
<b>Animal bacteria/ Germs</b>	Possible contamination from animal	Low	All animal vaccinated, clean pens. Explain about not putting hands in mouth, hand washing after contact	Low
<b>Walking on the Farm</b>	Injury from slipping and falling; wet ground, uneven ground	Low	Children & teachers to wear suitable clothing and footwear. Teachers to maintain group discipline. Walking routes selected as fit for purpose, e.g. maintained public footpaths, by-ways	Low
	Badger or rabbit holes	Medium	Brief children about holes. Point out areas where they	Low

			occur during the walk	
	Injury from barbed wire, nettles, thorns	Medium	Brief visiting parties; all fences crossed using styles; styles maintained on a regular basis. Thorns and nettles identified	Low
	Animal contact/proximity	Low	Explain to follow instructions .High adult presence.	Low
	Falling into canals, ditches, streams	N/A		Low
	Falling into pond	Medium	Large adult supervision. Safety talk.	Low
	Infection- bacteria contact			Low
	Stings from insects		First aid box available. School should carry appropriate eppi pens etc for their pupils	Low
	Chemical contact	N/A	Locked away	Low
	Crossing public roads/tracks	N/A	No roads to be crossed	Low
	Getting lost		NOT BIG ENOUGH FARM!	Low
<b>Farm Operations</b>	Injury from working farm machinery	High	Machinery not working during farm visit	Low
	Injury from stationary farm machinery	Low	Adult supervision	Low
	Injury from unstable buildings/unsecured large doors/gates/ladders	Low	All removed	Low
	Injury from tools	Low	Locked away	Low
<b>Specific Locations</b>	Pond (in big field)	Medium	Full adult supervision. Not walking too close to edge	Low
	Nearby cables and wires	N/A		Low
	Steep slopes	N/A		Low
	Busy delivery area	N/A		Low
	Public access (to farm shop)	N/A		Low
<b>Weather Conditions</b>	(Depending on time of year)	Low	Undercover area provided for wet weather days	Low

**DANGER IS A PART OF EVERY DAY LIFE, BUT IF CHILDREN ARE EDUCATED AND STAFF THINK AHEAD AND TAKE RESPONSIBILITY FOR THEIR PUPILS THERE IS NO REASON FOR ANY ACCIDENTS TO HAPPEN.  
Here's to a very successful day!**

Sample Farm Risk Assessment 2.

**RISK ASSESSMENT FOR VISITS TO Another FARM**

<b>FARM/SITE NAME: Another Farm</b>	<b>OS GRID REFERENCE: SK0513 8482</b>
<b>FARMER: Another Farmer</b>	<b>TEL. NO. 01234 567890</b>
<b>DATE RISK ASSESSMENT PREPARED: 16/8/2006</b>	<b>DATE RISK ASSESSMENT LAST UPDATED:13/8/2009</b>
<b>NEAREST HOSPITAL/s:</b>	
<b>SITE ACCESS FOR EMERGENCY VEHICLES:</b> Via Main Farm drive located: Farmy Lane, Farmville, UK, Post code.	

**ACTIVITIES AT BEAUDESERT PARK. FARM**

<b>ACTIVITY</b>	<b>HAZARDS</b>	<b>RISK LEVEL</b> (High, Medium, Low)	<b>ACTION - RISK REDUCTION MEASURES</b>	<b>POST-ACTION RISK LEVEL</b>
<b>Using Coach</b>	Straying into road, injury from other vehicles	High	Alight at drop of zone. Teachers supervise children leaving the coach & direct along pathway to classroom	Low
<b>Walking on the Farm</b>	Injury from slipping and falling; wet ground	Low	Children & teachers to wear suitable clothing and footwear. Teachers to maintain group discipline. Walking routes selected as fit for purpose, e.g. maintained public footpaths, by-ways	Low
	Badger or rabbit holes	Medium	Brief children about holes. Point out areas where they occur during the walk	Low
	Injury from barbed wire	Medium	Brief visiting parties; all fences crossed using styles; styles maintained on a regular basis.	Low
	Animal contact/proximity	Medium	Do not enter fields containing livestock. Where children are permitted to touch livestock, use only quiet, predictable animals and instruct children beforehand about safe handling of livestock	Low
	Infection- bacteria contact	Medium	Instruct children not to touch their face while on the visit. Wash hands thoroughly after contact with livestock, at the end of the visit and before eating with warm soapy water. Use sanitising gel.	Low
	Stings from insects	Medium	Avoid areas that are likely to pose significant risk.	Low
	Chemical contact	Medium	Keep all chemicals securely locked away from children	Low
	Getting lost	Medium	Ensure adequate supervision of group	Low
<b>Farm Operations</b>	Injury from working farm machinery	High	Do not allow children to go near working machinery. Ensure adequate supervision	Low
	Injury from stationary	Medium	Do not allow children near to stationary farm machinery. Ensure adequate	Low

	farm machinery		supervision	
	Injury from unstable buildings/unsecured large doors/gates/ladders	High	Fence off areas with unstable buildings. Secure large doors, gates and ladders	Low
	Injury from tools	Medium	When working with tools, give proper instruction, check understanding and supervise activity carefully	Low
<b>Specific Locations</b>	Steep slopes	Medium	Ensure children do not run on slopes, instruct them how to proceed safely and avoid steep slopes when wet or slippery	Low
<b>Weather Conditions</b>	(Depending on time of year)	Medium	Plan activities appropriate to the season and have wet weather plan ready	Low

**General :**

All groups to have health & safety talk on arrival. This will include information specific to the potential risks of the planned itinerary.

Particular guidance will be given regarding the risk of illness if hands are put in mouths or around the face before being thoroughly washed after the visit. Groups will be tested to ensure understanding of risk

Pre-existing medical problems to have been discussed with group leader prior to visit

**All groups to wash hands thoroughly at end of visit and use sanitizer if appropriate**

No food or drink to be consumed during visit

No running while on uneven ground

First aid kit to be carried at all times

Mobile phone to be carried during visit

Children's Risk Assessment Prompt Sheet.

Thing that can cause me harm. (Hazard)	How much harm can it do? (Mark from 1 to 5; 1 a little harm, to 5 a lot!)	How we can reduce or lower the risk. (Controls)

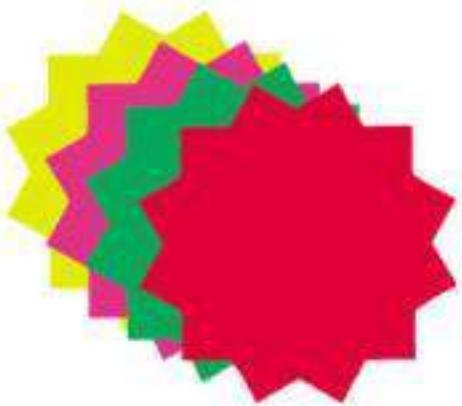
### **How to make a promise knot:**

Quite simply made from a small piece of 'rope' (similar to polypropylene washing line) tied with a piece of baler twine/string-a farmer should be able to supply you with some or use garden twine. Children could easily make these as a pre-visit activity.



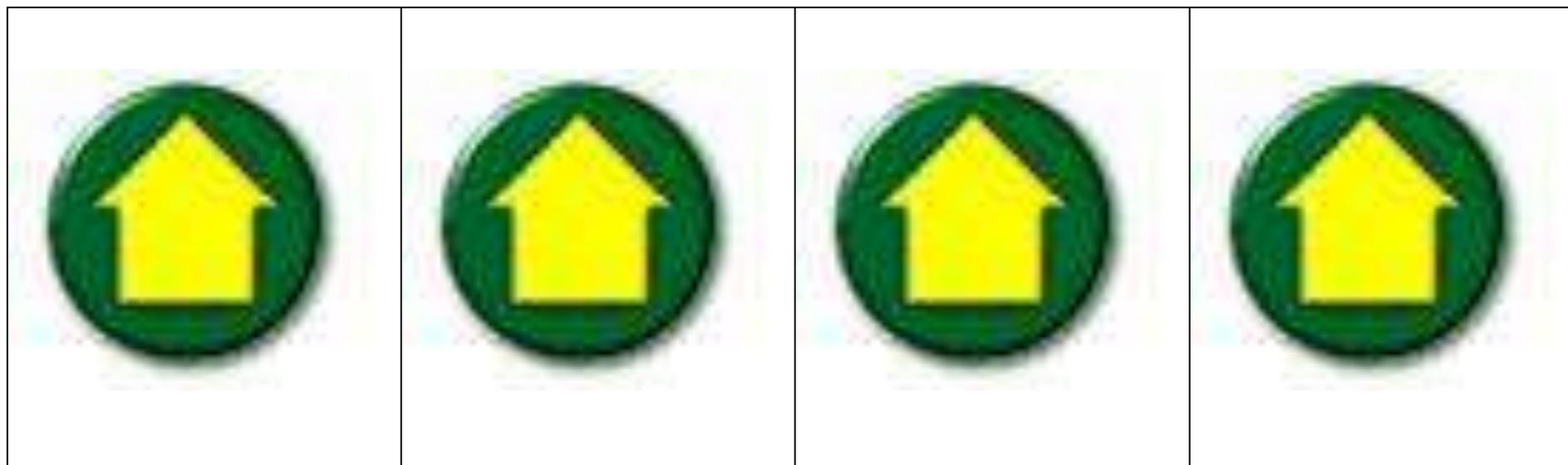
### **Star: STOP THINK ASSESS RISK**

Use these to place at points where a hazard could become a risk. They can be bought from many suppliers or prepared at school prior to a visit to a farm. The acronym STAR could be written on each prior to use to reinforce the safety message.



## Footpath Waymarker.

Use the simple template below to make route markers to place around a farm as part of a visit for children to spot. Dependent on age you may wish to enlarge appropriately.



## Farm Safety signage.

Here are a few examples. A suitable web search will find more if you require them. Wording can be covered up to add further challenge and discussion as to what the signs depict. A web search might find others as there are a number of companies supplying these commercially.



**Case Study:**

**Beaudesert Park Farm, Staffordshire.**



Name of farmer and farm	Mary Cope Beaudesert Park Farm, Rugeley, Staffordshire
Type of farming	Mixed cereal and beef
What sort of educational work do you do?	Schools, groups and organisations through HLS. Outreach visits to schools. Visits cover field to fork experience if required (pizza, bread, sausage & burger making). Other activities include wheat grinding, bug hunts, land use, rural crafts
What do schools often want to use your farm for?	Habitats, Food & Healthy Eating, Animals and Sustainable Development topics
Why did you get involved in the pilot?	Thought it would be a very useful tool both for ourselves and other farmers.
Which activities on safety do you like to include?	Hand washing! Old clothes on barbed wire. Safe animal handling & feeding.
How has using the resource helped?	It has brought more focus onto H&S, in particular for the teaching staff and gives visitors ‘food for thought’ both on and off the farm. H&S awareness activities are incorporated into the visit rather than just being given lip service.
How are you hoping to develop the safety themes in your visits?	Wherever possible H&S will be explored in an activity based way
Do you think teachers will benefit from a farm visit and why?	Teachers are very often as unaware as the children regarding farm safety. The visits help them to realize that the risk assessment skills learned by children on a visit are transferable into their everyday lives.
Any other comments?	I think that the secret of success with this project will be to incorporate key points into the visit through activity based learning.

Case Study.

Southfields Farm, Coleshill, Birmingham.



Name of farmer and farm	John Plumb Southfields Farm, Coleshill
Type of farming	Arable & grassland, some beef, conservation scheme
What sort of educational work do you do?	Variety of groups, mainly primary schools but also secondary and university, as well as specialist groups such as natural history.
What do schools often want to use your farm for?	Learning about the countryside as food producer and also wildlife habitats.
Why did you get involved in the pilot?	Taking part has made me realise the value of building in opportunities to incorporate safety education as part of school visits.
Which activities on safety do you like to include?	Wire and hedges, machinery, cattle.
How has using the resource helped?	Making safety awareness an integral part of the visit rather than just an added extra or a token gesture.
How are you hoping to develop the safety themes in your visits?	Brief activities that accompany each main activity in the visit.
Do you think teachers will benefit from a farm visit and why?	Not many teachers have much idea about farming. If they are enthusiastic then the children will benefit and learn.
Any other comments?	Safety themes can become fun items in the visit.