

**UCET Work Method Statement or Standing Operating Procedure**

**MUST READ RAMS**

For other instructions relevant to this activity, you must read the following:

- ED 1 RAMS Activities Outdoors with Children (or ED RAMS 6 if Indoors)
- ED 11 RAMS Fire lighting
- ED 13 RAMS Natural Resources

**1. The Activity: Method Statement**

**Activity being carried out: Activities Using Tools**

**How is the activity completed?**

- Grinding corn – children turn top stone around, children grind using a stone on the saddleback quern. Also use pestle and mortar
- Farming & stone circle – children use antlers, prepared animal shoulder blades, flint stones, digging sticks
- bow-making – use a wire-saw to cut a length of hazel coppice, use rasps to help tie string
- shelter-building – use a wire-saw to cut a piece of hazel
- fire-lighting – ferosium rod against steel, bow drill, flint and steel, wire wool, flint fire-lighting kits, fire gloves, fire bowls
- quill and ink – place knife with a thumb in a particular place with blade pointing away from body and pulling feather towards body with knife staying still
- gathering wood – kneeling down, run brash hook down the stick to take off other smaller branches, secateurs, lopper and bow saw
- Gathering grass materials – children use a flint sickle, sharp flint
- whittling – knife, flint knife, sitting on a bench draw the knife perpendicular to the body down the length of a branch to take some wood off,
- torc making – twist pieces of wire together, hammer, anvil, pliers, snips, punches
- Big-dig – children use hand tools to dig through soils to find pottery materials.
- Spinning and weaving – Using carding brushes pull wool apart with raised elbows, spindles, looms, children use teasel heads, and twist ply together, then finger weave, use bone needles to make a net or chain
- Bird feeder – secateurs, hammer, nails, files, scissors
- Wattling - secateurs
- Sewing – needles, scissors

Reviewed annually unless procedure needs to change. Next Review due: Oct 2024

Document owner – Neil Gauld

## Education RAMS 2 Activities Using Tools

### **What equipment is used?**

Quern, stone and saddleback quern, pestle and mortar, antlers, prepared animal shoulder blades, flint stones, digging sticks, wire-saw rasps, ferrous rod against steel, bow drill, flint and steel, flint fire-lighting kits, craft/stanley knife, bill/brash hook, secateurs, lopper, bow saw, flint sickle, flint knife, hammer, anvil, pliers, snips, punches, hand tools to dig, carding brushes, spindles, looms, teasel heads, needles, files, scissors, sheath knives, hand drill

### **What locations are approved for this activity?**

Inside and outside. Dynamically risk assessed by staff

### **Who can lead this activity?**

Member of staff who has been trained and deemed competent to lead the activity

### **Leader: student ratios**

1 member of staff to 15 + visiting staff

Saws 1:3, Knives 1:4 (Primary) or 1:5 (Secondary)

### **What else are we expecting visiting schools to do in addition to RAMS 1?**

Follow safety briefing about where they stand, how they stand and how to use the equipment. May be required to lead a simple session after instruction from a member of Ufton staff

### **What else are we expecting Ufton Staff to do in addition to RAMS 1?**

Provide a safe and enjoyable session by ensuring the safety of the group whilst engaged on the activity: proactively risk assessing, checking equipment prior to use.

Give the children a clear briefing at the start

Show school leaders how to run simple activities if programmed to do so

### **Which parts of this activity are visiting schools prohibited from doing?**

The following activities will be led by Ufton staff: wire saws, fire lighting, brash hooks, loppers, bow saws, whittling with knives  
Instruction will be given on all activities and how much involvement visiting adults will take.

## **2. PPE to be issued and worn:**

**Children:** Fire gloves, work gloves and safety goggles provided where necessary

**Staff:** Fire gloves, work gloves and safety goggles provided where necessary

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### 3. The Risk Assessment

#### Who is at Risk:

The following people may be at risk of injury either when taking part in this activity or being in the area:

Children engaged in the activity, leaders, members of staff, wedding guests, anyone else who may visit the site whilst the activity is in progress.

Significant Hazards (These are in addition to those on any of the MUST READ RAMS)	Control measures in Place	Risk Controls Applied				Overall risk and additional comments
		Likelihood	Injury Outcome	Business Risk	Environmental impact	
Accidental injury through improper use of the tool. This is both injury to self and others.	<ul style="list-style-type: none"> <li>• Appropriate ratios of adults to active participants; Saws 1:3, Knives 1:4 (Primary) or 1:5 (Secondary)</li> <li>• Count all tools out and back in</li> <li>• Demonstration and supervision of safe use of tools</li> <li>• Keeping tools appropriately stored</li> <li>• For certain tools, wear gloves on non-tool hand</li> <li>• All cutting surfaces to be kept away from the body and point in a direction away from the person cutting</li> <li>• Brief children on where to stand</li> <li>• Ensure that all surfaces appropriate for use and that there is enough space between the children</li> <li>• Tools are categorised by Site Team, checked and maintained by Site Team, stored by Site Team and signed out by Site Team</li> <li>• Reporting of any damage to the tools and tools to be decommissioned</li> <li>• Blades should be checked before and after each activity</li> <li>• Only tools purchased and maintained by Ufton to be used</li> <li>• Only tools where guidance/training has been given by the Site Team can be used</li> </ul>	2	4	5	1	<b>40</b> Make sure that a good demonstration is given and that the children are supervised. Also make sure that the tools are in good condition and safe to use
Slips and trips whilst carrying a tool.	<ul style="list-style-type: none"> <li>• Minimise children moving around whilst carrying tools</li> </ul>	2	3	3	1	<b>18</b>

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Education RAMS 2 Activities Using Tools

Foreign bodies entering an eye.	<ul style="list-style-type: none"> <li>School staff to administer first response first aid to any of their children who injure themselves (Ufton staff are available to support and help if requested following the first response)</li> <li>Brief participants about keeping foreign bodies out of the eye</li> <li>Goggles may be provided if there is a risk of foreign bodies entering the eye</li> </ul>	1	3	3	1	18
Misuse of the tools.	<ul style="list-style-type: none"> <li>Appropriate ratios of adults to active participants; Saws 1:3, Knives 1:4 (Primary) or 1:5 (Secondary)</li> <li>Count all tools out and back in</li> <li>Demonstration and supervision of safe use of tools</li> <li>Keeping tools appropriately stored when not in use</li> <li>Making sure that unsupervised access to tools is not possible</li> </ul>	2	4	3	1	24
Dropping a heavy weight.	<ul style="list-style-type: none"> <li>Ensure that heavy weights are secure and not near the edge of a surface where they could fall</li> </ul>	1	3	2	1	6
Infection from soil.	<ul style="list-style-type: none"> <li>Cover open cuts before activity begins</li> <li>Wash hands immediately after activity</li> </ul>	1	5	4	1	20

Key

Likelihood	Injury Outcome	Business Risk	Environmental Impact
1 Remote – no historical occurrences here but has happened elsewhere	1 No treatment	1 No impact	1 No impact
2 Unlikely – Occurs here but extremely rare (not in last year)	2 On site first aid administered	2 Minor impact	2 Minor Impact
3 Possible – has occurred in the last year	3 Treatment by external medical professional and same day discharge	3 Moderate short term impact	3 Moderate short term impact
4 Foreseeable – occurs occasionally (once per term)	4 Admission to hospital	4 Serious medium term impact	4 Serious medium term impact
5 Regular – occurs regularly (weekly)	5 Death or life changing injury	5 Very serious long term impact	5 very serious long term impact
<b>Multiply Likelihood x Injury Outcome x Business Risk x Environmental Impact. Any score above 25 must result in control measures being applied in the additional comments column</b>			

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