

# RISK BENEFIT ANALYSIS FORM



Subject of risk assessment:	Encouraging pollinators in school grounds		
Brief description of activity, location, feature, activity and equipment used.	<p>This RBA covers encouraging pollinators onto school sites, possibly from nearby hives through the provision of pollinator friendly spaces and species.</p> <p>This RBA also covers the introduction of hives and bee colonies onto school sites or sites schools use (such as allotment or local wildlife site, park or meadow).</p> <p>The management and ongoing presence of pollinators, most noticeably bees, wasps and hornets, is also covered.</p> <p>This RBA should be read in conjunction with the existing flora and fauna RBA.</p>		
Type of assessment (if play design process)	Designer <input type="checkbox"/>	Provider <input type="checkbox"/>	Post Installation Monitoring <input type="checkbox"/>
Job title and name of person making assessment	Matt Robinson Training and Development Officer	Signature of person making assessment	
Date of Assessment	21 March 2022	Review Date	15 <sup>th</sup> January 2023
Name of senior manager:	Carley Sefton	Signature of senior manager:	
<p><b>Risk Management Statement</b></p> <p>LtL recognises that all risks cannot be reduced to nil, therefore this risk assessment prioritises the significant risks. Significant risks are those which pose risk of serious injury, chronic injury, disability or death, or risks that are overly common in interrupting our staff and clients normal work.</p> <p>For all activities, LtL staff will dynamically assesses risks and put in place control measures and record as required, but always within agreed and recorded RBA's.</p> <p>Concerns, changes in risk management practice or minor injuries that are seen by LtL staff to be significant should be reported to the LtL manager who has signed off this RBA.</p> <p><b>This RBA should be read in conjunction with LTL's Health and Safety Policy, other relevant LTL Risk Benefit Assessment's and LTL Play Policy (as appropriate).</b></p>			

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<p>Activity or feature:</p>	<p>The introduction of pollinator friendly spaces and flora within school grounds, spaces adjoining schools and places pupils will visit regularly. The introduction of bee hives within school grounds, spaces adjoining schools and places pupils will visit regularly. Pollinators such as bees, wasps, hornets, midges, butterfly's, moths and beetles being in close contact with children and adults. <i>Maintenance such as simple gardening tasks and construction of bug hotels is covered by other RBA's.</i> <i>Movement of hives should be covered by a specific RBA.</i></p>
<p>How will participants benefit?</p>	<p>The provision of pollinator friendly school grounds brings children into close contact with nature – both the pollinators themselves and the species and spaces they rely on. Children and adults gain an appreciation of nature, the spaces are calming and positive places to be and the need to care and manage the spaces encourages personal responsibility. These spaces have proven benefit to health and wellbeing of adults and children. Children and adults also learn the importance of pollinators within the local and global ecosystem.</p>
<p>Who will be at risk?</p>	<p>Adults such as teachers, volunteer helpers and visitors. All children with the school and visiting out of hours. Public who access the site or nearby locations.</p>
<p>Possible hazards and risks:</p>	<p>Sting: leading to minor reaction. Particularly if near eye or airway, that may become more of an issue over the following hours or if more than three minor stings have been suffered. Sting: leading to major reaction such as anaphylactic shock, restriction in breathing, massive swelling or other severe reactions. Bee's swarming / becoming defensive through inappropriate actions of others (vandalism etc) or through natural factors, with potential to attack as a swarm. Fear of bees, wasps or hornets leading to distress in adults or children.</p>
<p>Local factors that may affect control measures or level of risk:</p>	<p>The proximity of hives or nests to the children and adults will have a direct impact on how much interaction there is, outside of formal sessions or lessons.</p>
<p>Precautions and control measures to reduce the risk severity or likelihood:</p>	<p>Allergies to stings or previous major reactions to stings in pupils and staff should be known via medical forms and notifications. This will be acted upon so long as reasonably practical, and in discussion with the individual and parents where required. Those with known allergies should have treatment (such as epi-pen or anti-histamine) with them.</p> <p>If a number of stings are administered to a group or individual, leave the area for at least an hour to allow the pheromones emitted in a sting to disperse and pollinators space to calm. If any groups of pollinators display aggressive or unusually agitated behaviour, leave the area for at least one hour. This is most likely in early summer, April to July. The decision to leave a group of pollinators for an hour should be acted upon immediately and decisively.</p> <p>Bee colonies should be selected as healthy and docile. Any site with beehives should also have access to a bee keepers suit, and all hives should have the ability to be 'shut' limiting egress of bees in the case of a swarm. Colonies or hives should only be moved under the direction and management of a suitably competent person. Colonies need to be supplied with access to suitable water and food sources. Consider making use of British Beekeeping Association 'hive loan' scheme and the expert advice and support on offer.</p>

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	<p>Hives should be located with guidance from a suitably competent person, likely away from thoroughfares and main play areas, screened from public view and with head high bushes, trees or fences around.</p> <p>Should an excess number of wasps or hornets be observed, or unusual species of hornets or wasps, then further professional advice should be sought immediately. This is most likely pest control service from the local authority.</p> <p>Schools should have a clear plan of how to react in the case of a sting being administered. This should be to both monitor minor stings, but also how to respond if multiple stings or severe reactions are observed. The reaction to suspected anaphylactic shock should be rapid and decisive, with recourse to emergency services immediately.</p>
<p>Precedents or comparisons:</p>	<p>All pollinators have lived in close proximity to humans for millions of years, with few major issues.</p> <p>Many schools are located close to hives already, with local populations of common pollinators (including stinging varieties). Schools deal with issues of wasp or hornet nests forming already.</p> <p>There are many previous bee and pollinator projects in schools, with advice from CLEAPSS, British Beekeeping Association and various local authorities on bees in schools.</p> <p>A number of schools already have their own bee hives, and many thousands more have pollinator friendly habitats.</p>
<p>Judgement:</p>	<p>Overall, encouraging pollinators of all kinds onto a school site should pose no major increase in risk to the majority of pupils.</p> <p>Judgement should be made if individuals have known severe reactions to stings, and caution exercised.</p> <p>Hosting bee hives on a school site requires expert advice and management, and this should be in place early in a project.</p> <p>Membership of the British Beekeepers association is also recommended to anyone hosting a hive.</p> <p>Hosting bees on a school site does come with an increase in risk, however the educational and health and wellbeing benefits usually outweigh the risks.</p>
<p>On-going Actions for people involved.</p> <p>(Training, updating, feedback etc)</p>	<p>Plans should be in place for supporting school staff, should key members of staff leave, especially if hosting a beehive.</p>
<p>On-going maintenance procedures and inspections</p>	<p>Maintenance and inspection should be agreed and actioned upon by any school hosting a hive, before installation. A suitably competent person should advise on going.</p>