THE WILLOWS PRIMARY SCHOOL

DESIGN TECHNOLOGY POLICY

Safeguarding Statement
The school is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Author:	DT Subject Leader
Date:	September 2025
Review Date:	September 2027

Signed :

Intent

The study of design technology gives learners the opportunity to develop unique skills related to the development of products and innovation. Our curriculum has been designed to allow learners to apply their knowledge and understanding gained in other areas of the curriculum in order to develop skills in food technology, engineering, functional & aesthetic design and production, textiles, and systems and control.

Learners will gain an understanding of the ways in which people have designed products in the past and present gaining a deeper understanding of their impact in daily life and the wider world, both now and for the future. They will improve their knowledge of materials and the ways they can be shaped and manipulated. The opportunities and experiences provided for learners are intended to reflect a design cycle – design, make and evaluate.

As a result of our Design Technology curriculum, children are encouraged to generate ideas and designs, discuss features of their designs and communicate them through annotated sketches, diagrams, prototypes, pattern pieces and computer aided design. Children are taught to select and use appropriate materials, equipment and tools safely in order to develop essential skills such as measuring, marking out, cutting and joining.

Children will evaluate and test their finished products, describing how and why they work. They will also evaluate design and technology from the past, explaining how and why existing products work. Evaluation and reflection will be both ongoing during the DMA process and summative upon completion of the process or finished product.

Our aspiration is that children are inspired to be curious about different products and types of technology and develop their knowledge of how to design and create them both in and out of school.

To be successful, learners must:

- design and make products that solve real and relevant problems and meet specific needs.
- Design, develop and produce prototypes and use products for a wide range of audiences.
- use of a range of materials and components and develop skills and key techniques as part of the practical process of production
- evaluate materials, processes and products
- develop the appropriate vocabulary and subject-specific terminology to describe how and why existing products work and evaluate their fitness for purpose.
- Understand the effects of technology on people's lives and the wider world
- Connect learning within different aspects of design technology and between design technology and other subjects (e.g. history)
- Engage with the diversity of technological products, including ethical issues

Implementation

EYFS Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

Toddlers and young children will be learning to:	**3 and 4-year-olds will be learning to:**
• Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas.	• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures.

Children in reception will be learning to:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills

Y1	Design, make and evaluate a chair for Baby Bear	Design, make, test and evaluate a vehicle	Fruit and Vegetables - Making Smoothies
Y2	Design, make and evaluate a card with a moving part/mechanism	Design, make and evaluate a wooden picture frames	Design, make and evaluate a felt character bookmark
Y3	How to design, make and evaluate Iron Age buckles Historical soup - Veg dish – mash/dice/slice	How to design, make and evaluate an Egyptian shaduf (a device with a lever that was used to remove water from the Nile)	Sustainable fast-food packaging. Designing egg boxes and packaging.
Y4	**Design, make and evaluate their own pizzas** Skills – grate, peel, chop, kneading, rolling, grating, cutting/peeling/dicing/slicing	Design, make and evaluate a Cam Toy	Design, make and evaluate a Rainforest Beanbag Toy
Y5	DMA - Design make and evaluate own Mars Rover	Bake It – Baking bread unit	Making Bridges- Annotated sketches and prototypes of bridges before final outcome.
Y6	Design, make and evaluate a model Roman catapult	Cooking – design and make sushi	Design and make a model theme park ride

	YEAR GROUP/TERM	1A	1SP	1SU	2A	2SP	2SU	3A	3SP	3SU	4A	4SP	4SU	5A	5SP	5SU	6A	6SP	6SU
DESIGN	design purposeful, functional, appealing products for themselves and other users based on design criteria	X	X	X	X	X	X												
	generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	X	X		X	X	X												
	use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups							X	X	X		X	X	X	X	X	X	X	X
	generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design							X	X	X	X	X	X	X	X	X	X	X	X
MAKE	select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	X	X		X	X	X												
	select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	X	X	X	X	X	X												
	select from and use a wider range of tools and equipment to perform practical tasks accurately							X	X	X	X	X	X	X	X	X	X	X	X
	select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities							X	X	X	X	X	X	X	X	X	X	X	X
EVALUATE	explore and evaluate a range of existing products	X	X	X	X	X	X												
	evaluate their ideas and products against design criteria	X	X	X	X	X	X												
	investigate and analyse a range of existing products							X		X	X	X	X		X	X		X	X
	evaluate their ideas and products against their own design criteria and consider the views of others to improve their work							X	X	X	X	X	X	X	X	X	X	X	X
	understand how key events and individuals in design and technology have helped shape the world							X	X	X	X	X	X	X	X	X	X		X
TECHNICAL KNOWLEDGE	build structures, exploring how they can be made stronger, stiffer and more stable	X	X			X													
	explore and use mechanisms in their products.		X		X														
	apply their understanding of how to strengthen, stiffen and reinforce more complex structures							X	X	X		X	X	X		X	X		X
	understand and use mechanical systems in their products							X	X			X	X	X			X		X
	understand and use electrical systems in their products													X					X
	apply their understanding of computing to program, monitor and control their products													X					X
COOKING NUTRITION	use basic principles of a healthy and varied diet to prepare dishes			X															
	understand where food comes from			X															
	understand and apply the principles of a healthy and varied diet									X					X			X	
	prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques							X		X	X				X			X	
	understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed							X		X					X			X	

Time and Organisation
Design Technology is taught as part of the International Primary Curriculum and the learning goals for this subject are integrated into the termly topics. Pupils are taught individually, in groups and as a class, according to the nature of the learning task.

- KS1 pupils will follow the Milepost 1 learning goals (based on KS1 NC POS)
- LKS2 pupils will follow the Milepost 2 learning goals (based on LKS2 NC POS)
- UKS2 pupils will follow the Milepost 3 learning goals (based on UKS2 NC POS)

EYFS Woodwork
Design and Technology (DT) in the Early Years Foundation Stage (EYFS): the Nursery and Year R. DT in the Nursery and Year R is a key part of the 'Expressive Arts and Design' area of the EYFS Curriculum (although there are also key links to the Physical Development and Maths areas of the EYFS Curriculum).

In addition to using DT activities and principles as part of the construction area and within the Expressive Arts ELG, we teach specific wood work skills within the EYFS.

Why woodwork?
- Provides a unique experience: children tinkering and making with real tools!
- Working with natural material – smell / feel / beauty of wood. No screens.
- The sounds of hammering and sawing!
- Opportunities for problem solving, finding solutions.
- High levels of engagement and concentration – it's fun!
- Children have a natural desire to construct and build.
- Children feel empowered and trusted – responsibility of working with real tools.
- It's challenging. It can build confidence and develop perseverance.
- Children have a pride in what they have created.
- Develops risk taking within a controlled environment.
- Provides a skill set for life

Tools will be introduced to the children in the following order:
1. Hammer (hammering nails into wood and then progressing to using nails to join 2 pieces of wood). 1:2 ratio supervision.
2. Screwdriver (screwing screws into wood and then screwing 2 pieces of wood together).
3. Pull saw (always 1:1 supervision).
4. Hand drill.

Safety glasses will be worn at all times by children and staff.
A risk assessment has been completed for woodwork activities – see Appendix 3

Special Needs and Classroom Support
Appropriate differentiated provision is planned by teachers to accommodate individual needs.

Pupils' Record of Their Work
Pupils' independent and group work can be recorded in a variety of ways relevant to the type and purpose of the activity. This includes the use of photos, IPADs and other media as well as recording work on paper in their IPC books. All children demonstrate and record the various stages of a design and technology project in their IPC books. They are expected to produce a

clearly labelled design that they will follow and complete a written evaluation of their end product.

Monitoring and Assessment

Pupils will be monitored both individually and in groups depending on the specific activities they will be undertaking. Assessment techniques used include observation, teacher assessment of written work, practical tasks and discussion. Their knowledge, skills and understanding will be assessed and recorded against the IPC learning goals for this subject. This information will form part of the annual report to parents at the end of each academic year.

Resources

Resources are ordered to support specific topics and projects. Specific tools and materials are kept in the DT resources cupboard.

THE WILLOWS PRIMARY SCHOOL

SUBJECT LEADER
Roles & Responsibilities

To monitor the subject and be able to comment on

- Standards throughout the school
- Progression of skills throughout the school

Gather evidence on the quality of provision within the subject through monitoring/evaluation

- Lesson observations/learning walks
- Work/book scrutiny
- Planning scrutiny
- Pupil/staff discussion

Monitoring activities must be agreed with HT before they take place and feedback from these activities should be discussed and agreed with HT before it is given to staff

To be able to identify the quality of provision in the subject

- Know the strengths and weaknesses of the subject
- Know the development priorities for the subject as detailed in the SDP
- Know how the SDP priorities for the subject are being addressed

To develop secure subject knowledge and keep up to date with developments in the subject from EYFS, through KS1 and across KS2

To audit and maintain subject specific resources so that the subject can be successfully delivered throughout the school

- Order replacement/new resources in liaison with HT

Report on your subject to the HT

- Verbally at meetings, when requested
- Through the end of year co-ordinator report

Co-ordinate Governor visits, when requested, following liaison with the HT

Maintain CPD of yourself and other staff with a focus on your subject area

- Feedback to other staff on CPD undertaken
- Lead staff meetings and plan INSET when requested

Maintain the subject policy for the school

- Review the policy as per the policy review schedule
- Liaise with staff in terms of reviewing the policy – amend/distribute the policy accordingly

To advise and assist staff with the teaching and learning of the subject

Maintain a Subject Leader file

In line with HT management of teacher workload, subject leaders should not request additional work from staff unless agreed by HT beforehand

Appendix 1 – National Curriculum Requirements for Design Technology

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

Key stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

♣ design purposeful, functional, appealing products for themselves and other users based on design criteria

♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

♣ explore and evaluate a range of existing products

♣ evaluate their ideas and products against design criteria

Technical knowledge

♣ build structures, exploring how they can be made stronger, stiffer and more stable

♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Key stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

♣ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

♣ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

♣ investigate and analyse a range of existing products

♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

♣ understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures

♣ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

♣ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

♣ apply their understanding of computing to program, monitor and control their products

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

Key stage 1

♣ use the basic principles of a healthy and varied diet to prepare dishes

♣ understand where food comes from.

Key stage 2

♣ understand and apply the principles of a healthy and varied diet

♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

♣ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Appendix 2 – IPC Learning Goals for Design Technology

Strand	Milepost 1	Milepost 2	Milepost 3
Research, imagine and innovate	1.01 Know that design is driven by a purpose	2.01 Know that designs should consider aesthetics and function	3.01 Know that there can be a tension between aesthetics and function and both should be considered in the design process
	1.02 Be able to define a main need of a context/situation	2.02 Be able to define the criteria that would meet the needs of a context/situation	3.02 Be able to define the criteria that would meet the needs and wants of a client or context/situation
	1.03 Be able to generate a design	2.03 Be able to generate more than one design	3.03 Be able to generate a range of designs including component parts
	1.04 Be able to articulate how their design meets the identified need	2.04 Be able to articulate how each design meets the identified needs	3.04 Be able to rank ideas according to how well they meet the identified needs and wants
	1.05 **Be able to explore ways of constructing parts of a design**	2.05 **Be able to use modelling and testing to explore parts of a design**	3.05 **Be able to use modelling and testing to improve design**
	1.06 **Be able to produce a final design proposal**	2.06 **Be able to produce a final design proposal identifying appropriate materials**	3.06 **Be able to produce a final design proposal identifying appropriate materials and tools needed**

Strand	Milepost 1	Milepost 2	Milepost 3
Plan, build, test	1.07 **Be able to list materials and tools needed for production**	2.07 **Be able to list materials, tools and techniques needed for production**	3.07 **Be able to produce a step by step plan for production**
	1.08 Be able to use tools and techniques following guidance from an adult	2.08 Be able to use appropriate tools and techniques independently	3.08 Be able to select appropriate tools and techniques to make a product
	1.09 Know the risks to self and others when using tools	2.09 Know how to avoid the risks associated with using tools and sharing spaces	3.09 Know how to avoid and reduce risks associated with using tools and sharing spaces
Test and evaluate	1.10 **Be able to compare their design and product explaining any differences**	2.10 **Be able to compare their design and product explaining any differences and suggesting improvements**	3.10 **Be able to evaluate the success of a product against its original design and suggest improvements**

Strand	Milepost 1	Milepost 2	Milepost 3
Technology and society	1.11 Understand that the design of products is impacted by material availability	2.11 Understand that designers have a responsibility to consider issues of waste when designing products	3.11 Understand that the design of products is impacted by issues of sustainability
	1.12	2.12	3.12
	1.13 Be able to design products, taking inspiration from another source	2.13 Be able to adapt and/or combine others' products for a new creation	3.13 Be able to design products taking inspiration from many different sources
	1.14	2.14	3.14

Workplace Health & Safety Risk Assessment

School	THE WILLOWS PRIMARY SCHOOL		Date: April 2024		
Job, Activity or Task	**Learning Woodwork in Reception**				
List the Hazards?	**Who might be harmed & how?**	**What are you already doing to lower risks?**	**Any further action needed?**	**Action by Whom?**	**Done (Date)**
Storing the woodwork tools.	**Pupils, staff and visitors.** Impact with tools. Injured by falling objects. Impact injuries – cuts, bruises etc.	• When not in use, the woodwork tools will always be stored within labelled boxes in a locked cupboard. They will be stored out of a child's reach. • The designated member of staff (working within the woodwork area during a woodwork session) will ensure all of the tools are rightly returned to the locked cupboard after use. • The designated member of staff (working within the woodwork area during a woodwork session) will ensure all of the tools are present within the boxes before use. • Whilst in use, all tools to remain in the woodwork area.	• Safety glasses to be stored individually to avoid scratching. • Saw to have own box with lid.	DJ to order individual sleeves for glasses.	
Transporting the woodwork tools.	**Pupils, staff and visitors.** Impact with tools. Injured by falling objects. Impact injuries – cuts, bruises etc.	• Only the designated member of staff will transport the tools to the woodwork area. • Within the woodwork area, children will walk when transporting tools. • Children will hold tools by their side.			
Woodwork Area	**Pupils, staff and visitors.** Impact with tools. Impact to fingers / hand. Injury to eyes. Impact injuries –	• Woodwork will take place in a specifically coned off area, to be ONLY used for woodwork. • The area is located away from any distractions. • When in use, the area will be monitored by an adult at ALL times. • The woodwork area will be limited to a maximum of 4 children at one time.	• The woodwork area needs to be thoroughly tidied after a woodwork session. • The floor needs to be cleared of any obstacles that could cause tripping.	LW / DJ to prep woodwork area. LW to timetable woodwork	

Notes:

- Risk Assessors should have sufficient skills, knowledge and experience.
- Sponsors will be Heads of Service, Line Managers, Head Teachers or Heads of School Department.
- Risk Assessment reviews to be carried out after any associated accident, near miss; significant change or annually.
- Consider if training maybe required for any of the hazards identified above.

	cuts, bruises, pierced skin, swallow etc. Slips and trips. Falls.	• The risk assessment will be on display within the woodwork area. • There will be 2 tables: one workbench (for sawing, drilling and hammering) and one ordinary table (for gluing and adding artistic elements to the woodwork piece). • Children will always stand up at the workbench. They can sit at the ordinary table. • There will be a designated, labelled space to store the boxes of tools / resources during a woodwork session, away from the 2 tables and within the woodwork area. • Children will always ask the designated member of staff if they have to leave the woodwork area for a particular reason. • Children will always ask the designated member of staff before collecting a tool or if they have to change one tool for another. • Tools will always be returned to their labelled box after having been used and not left on the workbench.	• Woodwork will be a timetabled learning activity and not part of free flow, independent learning.	sessions for Reception.	
Woodwork tools – hammer / nail remover	**Pupils and staff.** Impact with tools. Impact to fingers / hand. Injury to eyes. Impact injuries – cuts, bruises etc.	• Initial adult supervision for use of hammer 1:2. Once children have mastered skills, this can be 1:4. • Nail remover to be used as a lever and only used closely monitored 1:1. • The dangers and risks will be clearly discussed with the children. • Children to LOOK where they are hitting and not distract a child who is hammering. • Children will be taught the skills needed to use a hammer safely and effectively. (See separate document – 'How are the tools used?') • Children not to lift the hammer higher than their heads			

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Workplace Health & Safety Risk Assessment

		when banging a nail.			
Woodwork tools – screwdriver	**Pupils and staff.** Impact with tools. Impact to fingers / hand. Injury to eyes. Impact injuries – cuts, bruises, pierced skin etc.	• Initial adult supervision for use of screwdriver 1:2. Once children have mastered skills, this can be 1:4. • The dangers and risks will be clearly discussed with the children. • Clamp the wood so the children can use both hands if necessary. • Children to maintain focus where they are working and not distract a child who is using a screwdriver. • Children will be taught the skills needed to use a screwdriver safely and effectively. (See separate document – 'How are the tools used?')			
Woodwork tools – pull saw	**Pupils and staff.** Impact with tools. Impact to fingers / hand. Injury to eyes. Impact injuries – cuts, bruises, pierced skin etc. Dust – inhaled and eyes.	• Adult supervision for use of pull saw ALWAYS 1:1. • Member of staff to position themselves directly in front of sawing so this area is then kept clear. • The dangers and risks will be clearly discussed with the children. • Clamp the wood tightly. Member of staff to check wood is clamped securely. • The wood should be cut close to the workbench (2cm away from where the wood is clamped). • Children need to stand when sawing and be well balanced, feet apart. • Children always need to hold the saw with 2 hands. • Children to maintain focus whilst sawing and not distract a child who is using a saw. • Children will be taught the skills needed to use a pull			

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- Consider if training maybe required for any of the hazards identified above.

		saw safely and effectively. (See separate document – 'How are the tools used?') • After being used, saw to immediately be put back into its box.			
Woodwork tools – hand drill	**Pupils and staff.** Impact with tools. Impact to fingers / hand. Injury to eyes. Impact injuries – cuts, bruises, pierced skin etc. Dust – inhaled and eyes.	• Initial adult supervision for use of hand drill 1:2. Once children have mastered skills, this can be 1:4. • The dangers and risks will be clearly discussed with the children. • If necessary, clamp the wood securely before drilling. • Children to maintain focus where they are working and not distract a child who is using a hand drill. • The drill needs to be kept vertical at all times, otherwise the drill bits could snap. • To insert a drill bit, place it into the chuck and tighten the chuck firmly by rotating it clockwise whilst the handle is kept steady. This needs to be done by the member of staff. • Children will be taught the skills needed to use a hand drill safely and effectively. (See separate document – 'How are the tools used?')			
Nails and screws	**Pupils and staff.** Impact to fingers / hand. Injury to eyes. Impact injuries – cuts, bruises, pierced skin etc.	• The dangers and risks will be clearly discussed with the children. • Any protruding nails to be made safe (removed). • All nails / screws to be collected off the floor after a woodwork session. • Nails / screws not to be held in mouths. • Spare / unused nails or screws to be tidily stored away during a woodwork session and not left out on the			

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- Consider if training maybe required for any of the hazards identified above.

	Swallowing nails/screws.	workbench.			
Vice	**Pupils and staff.** Impact to fingers / hand – squashed / pinched.	• The dangers and risks will be clearly discussed with the children, eg trapped fingers. • Children will be taught how to use the vice safely and effectively.			
Wood (including sawdust)	**Pupils and staff.** Splinters Dust – inhaled and eyes.	• Balsa wood to be used at first whilst children are becoming used to operating the tools. This allows techniques and skills to be more easily mastered. • Avoid working with very splintery wood. • Splinters to be removed immediately if reasonably possible by first aider. • Sandpaper to be used by member of staff ONLY, to sand very rough edges. • Children / adults not to blow saw dust at any time. Use a soft brush to remove dust. • Avoid using painted or chemically treated wood. If in doubt, the wood should not be used. • MDF not to be used. • Hardwood, such as oak, not to be used as it is difficult for children to work with and therefore increases risk when hammering or sawing.	• Wood to be stored in a labelled box, only to be used for woodwork.	DJ to sort box for wood.	
Woodwork clothing	**Pupils and staff.** Impact with tools. Impact to fingers / hand. Injury to eyes.	• Safety glasses to be worn at all times within the woodwork area by children and staff. • Children that already wear glasses do not need safety glasses. • Children / staff will wear suitable clothing to allow them to move freely.	• Purchase safety glasses for staff.	DJ	

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- Consider if training maybe required for any of the hazards identified above.

	Impact injuries – cuts, bruises, pierced skin etc.	• Children / staff will not wear loose clothing that could get caught within woodworking, eg a scarf or gloves. • Shoes must always be worn within the woodwork area.			
Children with additional needs	**Pupils and staff.** Impact with tools. Impact to fingers / hand. Injury to eyes. Impact injuries – cuts, bruises, pierced skin etc. Dust – inhaled and eyes.	• Equipment is suitable for age group concerned (age, strength, ability etc.) • Sufficient teacher to pupil ratio to provide adequate supervision. • The dangers and risks will be clearly discussed with the children, if necessary on a 1:1 basis.	• If necessary, plan for a higher supervision ratio, 1:1. • Risk assess individual children if necessary. • If a member of staff feels that a child, due to their behaviour during the woodwork session, is increasing the level of risk, then that child must leave the woodwork area immediately.	LW and reception staff risk assess individual children if necessary	
Competence of instructors	**Pupils and staff.** All of the above through unsafe practice.	• Adequate supervision planned prior to each lesson (suitable teacher to pupil ratio) taking into consideration pupils' ability, behaviour, age, etc.) • Staff have received appropriate and adequate instruction, information and training as appropriate for the activities they are supervising. • Staff to keep a checklist of which children have been taught which tool. • Introduce the tools to the children in the order as specified (hammer, screwdriver, pull saw and then hand drill).	• All EYFS staff to receive training on safe and effective use of tools. • All woodwork lessons are adequately supervised. • Staff have read and understood risk assessment for woodwork learning in Reception. • Staff are familiar with	DJ lead training of EYFS staff.	

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- Consider if training maybe required for any of the hazards identified above.

			the wood work tools and have a clear understanding of how to use them safely and effectively.		
Maintenance of woodwork tools.	**Pupils and staff.** Impact to fingers / hand. Injury to eyes. Impact injuries – cuts, bruises, pierced skin etc.	• Ensure tools are regularly checked before use, eg hammer head not loose.	• Damaged / broken tools to be reported immediately and not to be used.		

Risk assessment completed by	**Daryl Jordan**	**Signature**	**D Jordan**
Date assessment completed	**April 2024**		
Risk assessment communicated to relevant staff by	**Briefing ☐ Email ☒ Copy & Signature ☒ Other ☐**		

Review Date	Assessor	Signature	Sponsor	Signature
May 2024	Jo MacArthur	Jo MacArthur		
Feb 2025	Jo MacArthur	Jo MacArthur		
Sep 2025	Jo MacArthur	Jo MacArthur		

Notes:

- Risk Assessors should have sufficient skills, knowledge and experience.
- Sponsors will be Heads of Service, Line Managers, Head Teachers or Heads of School Department.
- Risk Assessment reviews to be carried out after any associated accident, near miss; significant change or annually.
- Consider if training maybe required for any of the hazards identified above.