

TI Event checklist

Name of event:

Venue:

Date:

Time - From:

To:

Named organiser of the event and contact details:

Number expected to attend:

Item	Yes	No	Person responsible	Comments
Set a date – ensure that the event is not going to clash with other school events; check with caretaker				
Book venue eg school hall, playground				
If the event is outdoors, make alternative arrangements in case of bad weather				
Draw up an estimated budget				
Decide on the format of the event				
Decide if an event programme is required				
When you're clear about all necessary tasks, allocate those tasks to specific people				
Make a list of those involved with contact details				
Contact any special guests and keep them informed				

Item	Yes	No	Person responsible	Comments
Health and Safety - complete a Risk Assessment				
Publicity material - invitations, posters, flyers, banners, name badges, programmes, display material, press release				
Identify and book any resources and/or equipment eg public address (PA) system				
Catering requirements				
Toilet facilities				
Music/live entertainment (a licence is usually required)				
First aid facilities				
Identify fire exits and location of firefighting equipment				
Car parking and attendant(s)				
Check provision for disabled access				
Inform local press of the event (see press release guidance in Silver and Gold booklet)				
Evaluation				
Thank you letters				

T2 Garden Group membership

Name	Position	Garden responsibilities	Specialist skills	Contact details
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Possible members for occasional meetings

Name	Position	Garden responsibilities	Specialist skills	Contact details
1				
2				
3				
4				

Data Protection Act 1998: the Garden Group at school holds these details for administration purposes. If you would rather not receive further communication from us, or for us to pass on your details, please let the organisers know.

T3 Health and Safety Audit

Name Date

Section	Yes	No	Comments
Internal areas, eg potting shed			
Are the work areas clean and tidy?			
Are the floor surfaces safe?			
Dangerous substances/plants			
Are dangerous and/or flammable substances stored safely?			
Are there any plants which may be harmful eg fungi, nettles, berries, thorny plants?			
Welfare			
Are there washing facilities with soap, hot and cold water?			
Is there fresh drinking water?			
Are there facilities to eat or prepare food?			
Tools			
Are all tools stored safely?			
Are all tools in good condition?			
Are steps provided for reaching items stored on high shelves?			
Are tool cleaning areas made safe, eg water troughs?			
Electrical equipment			
Is portable electrical equipment tested regularly?			
Are there any trailing wires across the floor?			
Are electrical sockets overloaded?			
Is a circuit breaker plug used?			
Is adequate training and instruction given before operating electrical equipment?			
Where are the instruction manuals kept?			

Section	Yes	No	Comments
Noise			
Are ear defenders/ear plugs available?			
Recording of accidents			
Is there a procedure for recording accidents?			
Is this procedure followed?			
Where is the accident book kept?			
Have you been shown how to complete an entry if needed?			
To whom would you report an accident?			
Personal and protective equipment			
Is appropriate protective clothing provided, eg gloves, steel toe capped boots?			
Environment			
Are there any low branches hanging across pathways or elsewhere?			
Are there protective stoppers on top of bamboo canes or other plant supports?			
Is the ground uneven or muddy?			
Are there any animals/insects which may be harmful, eg wasps, bees?			
Do ponds and other water features have the necessary safety precautions, eg wire mesh across pond?			

Notes

T4 Garden Risk Assessment

Assessor (Name in capitals) Signed Date.....

Hazards	Who might be harmed and how?	What are you already doing?	What further action is necessary?	How will you put the assessment into action?								
Look for hazards eg: <ul style="list-style-type: none"> Walk around your garden Ask people who use the garden what they think Check the accident book especially for trends Check manufacturers' instructions for any machinery/tools used Place a 1, 2 or 3 next to the hazard to indicate whether there is a low, medium or high risk of harm.	Identify groups of people: <ul style="list-style-type: none"> Users of the garden with particular needs People who may not use the garden all the time Visitors from outside the school 	List what is already being done to reduce the likelihood of harm or reduce the seriousness of harm.	Make sure that you have reduced risks. To do this compare what you are already doing with good practice. If there is a difference, list what needs to be done.	Prioritise any action needed. Deal with those hazards that are high risk first.								
<table border="1"> <tr> <td style="color: red;">High Risk</td> <td style="color: orange;">Med. Risk</td> <td style="color: green;">Low Risk</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </table>	High Risk	Med. Risk	Low Risk	3	2	1				Action by whom	Action by when	Done
High Risk	Med. Risk	Low Risk										
3	2	1										
<i>Example: Risk of tripping on uneven surface. (2 med risk)</i>	<i>All users, especially disabled users.</i>	<i>Group leader reminds group, Signage on site.</i>	<i>Replace broken slabs.</i>	<i>Joe Green</i>	<i>15th April</i>	<i>Yes 10th April</i>						

Hazards	Who might be harmed and how?	What are you already doing?	What further action is necessary?	How will you put the assessment into action?		

Notes

- Review your assessment regularly to make sure you are still improving.
- If there is a significant change in your garden, remember to check your Risk Assessment and amend it where necessary.
- This is an example Risk Assessment. Adapt in conjunction with school policy.

T5 Checklist for where to grow plants

I The basic needs

Checklist point	Scope/importance/notes	Required action/priority
Site access		
Site ownership/legal availability to use		
Security measures, eg gates		
Vehicle access for deliveries		
Access for people with special needs		
Impact of surrounding features, eg busy roads		
Further points		
Safe access		
Safety to walk on and use wheelbarrows		
Safety of existing garden structures like sheds		
Safety of overhanging trees		
Has a risk assessment been completed?		
Impact of any existing animal or human activity		
Further points		

I The basic needs

Checklist point	Scope/importance/notes	Required action/priority
Enough space		
Space to grow preferred plants; room for expansion		
Further points		
Stakeholder agreement		
Consultation with school, eg staff, pupils, catering staff, etc		
Consultation with neighbours affected by the garden		
Name of the site		
Further points		

2 Suitability to grow plants

Checklist point	Scope/importance/notes	Required action/priority
Aspect		
Sunny or shady parts of the garden and times of day		
Identify north and plants that do/might cast shade		
Shelter from winds; presence of windbreaks		
Further points		
Site history		
Impact of known diseases or persistent weeds		
History of fruit and vegetable growing		
Further points		
Soil condition		
Fertility, structure, compaction, pH (see B.4.4/A9)		
Further points		
Existing plants		
Impact of existing plants		
Further points		

3 Available amenities

Checklist point	Scope/importance/notes	Required action/priority
Water supply		
Availability of water supply and reach around garden		
Opportunities for saving rainwater		
Further points		
Existing structures		
Condition of existing sheds or other structures		
Presence or necessity of power supply		
Room for sheds and greenhouses		
Further points		
Path surfaces		
Value and condition of existing paths		
Further points		
Kitchen and hand washing		
Availability of convenient facilities		
Further points		

4 Extended activities

Checklist point

Scope/importance/notes

Required action/priority

People to talk to

Required research

List of required garden features

T6 Checklist for holiday care of the garden

Access arrangements	Lead organiser and contact details	
Names of volunteer and contact details		
1		
2		
3		
4		
5		
Tasks, eg weeding, watering, harvesting	Person/s responsible	When
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
Contingency plan/s:		

T7 Recording growing skills (individual)

Name Date

Skill/technique	Manual ref. (book/activity)	Date completed	Signature of verifier
Use a range of garden tools	B3.2/A3		
Handle and lift using the correct technique	B3.4		
Test soil	B4.4/A9		
Clear ground to start new growing space	B4.8/A14		
Store tools correctly, eg cleaning, closing secateurs	B4.9/A3		
Manage pests and diseases using organic methods	B5.10/A28		
Attract wildlife	B5.11/A30		
Harvest and store produce	B5.12/A32		
Sow seed	B5.2/A18		
Thin seedlings	B5.3/A20		
Pot on seedlings	B5.4/A21		
Transplant young plants	B5.5/A22		
Water plants	B5.6/A23		
Make compost	B5.7/A24		
Dig	B5.8/A26		
Grow a range of vegetables	FGIC		
Weed	B5.9/A27		
Create a planting plan, eg crop rotation	S3.2-3/A34-5		
Grow a range of fruit	S3.4/A36, FGIC		
Grow herbs	S3.5/A37, FGIC		
Use watering systems	S4.10/A46		
Re-use materials	S4.11/A47		
Use compost	S4.2/A38		
Mulch plants	S4.3/A39		
Make and use leafmould	S4.4/A40		
Make and use liquid feeds	S4.5/A41		
Support plants, eg staking, tying, etc	S4.6/A36		
Use cold protection, eg greenhouse, cloche	S4.9/A60		
Compare different varieties of crops	G3.4/A52		
Train and prune fruit	G4.10/A61		
Use green manures	G4.4/A55		
Save seed	G4.5/A56		
Divide plants	G4.7/A44		
Take cuttings	G4.7/A58		

FGIC = Food growing instruction cards

T8 Recording growing skills (class list)

Class names	<i>Skill/technique and manual ref (book/activity)</i>
	Use a range of garden tools B3.2/A3
	Handle and lift using the correct technique B3.4
	Test soil B4.4/A9
	Clear ground to start new growing space B4.8/A14
	Store tools correctly, eg cleaning, closing secateurs B4.9/A3
	Manage pests and diseases using organic methods B5.10/A28
	Attract wildlife B5.11/A30
	Harvest and store produce B5.12/A32
	Sow seed B5.2/A18
	Thin seedlings B5.3/A20
	Pot on seedlings B5.4/A21
	Transplant young plants B5.5/A22
	Water plants B5.6/A23
	Make compost B5.7/A24
	Dig B5.8/A26
	Grow a range of vegetables FG1C
	Weed B5.9/A27

T8 Recording growing skills (class list)

Class names	
Create a planting plan, eg crop rotation S3.2-3/A34-5	
Grow a range of fruit S3.4/A36, FGIC	
Grow herbs S3.5/A37, FGIC	
Use watering systems S4.10/A46	
Re-use materials S4.11/A47	
Use compost S4.2/A38	
Mulch plants S4.3/A39	
Make and use leafmould S4.4/A40	
Make and use liquid feeds S4.5/A41	
Support plants, eg staking, tying etc S4.6/A36	
Use cold protection, eg greenhouse, cloche S4.9/A60	
Compare different varieties of crops G3.4/A52	
Train and prune fruit G4.10/A61	
Use green manures G4.4/A55	
Save seed G4.5/A56	
Divide plants G4.7/A44	
Take cuttings G4.7/A58	