

# Scout Adventures –Youlbury

## Activity Risk Assessments (Generic and Element Specific)

This document contains the risk assessment and controls for each of our activities on the centre.

### Off Ground activities:

- Abseil
- Aerial Trek
- Climbing
- Crate Stacking
- High All Aboard
- Leap of Faith
- Jacobs Ladder
- Zip Wire
- 3G Swing





### On Ground activities:

- Archery
- Backwoods Cooking
- Camp Fire/Fire Lighting
- Evening Sessions
- Fencing
- Hike (Day and Night)
- Orienteering
- Pedal Go carts
- Pioneering
- Sensory Trail
- Shelter Building
- Team Building
- Tomahawk Throwing

### To use this risk assessment:

- 1) Read the Generic risk assessment, **THEN**
- 2) Read the Element specific risk assessment for the activity.

The controls in the risk assessments are split into 4 categories:

|   |  |
|---|--|
|   | <b>Systematic Controls</b> – these are processes or management actions. They happen outside of the instructed session time.  |
|  | <b>What to say</b> – these are instructions or information that the instructor leading the session has to give to the participants.                                |
|  | <b>What to do</b> – these are actions that the instructor leading the session has to take either before or during the session.                                     |
|  | <b>What to check</b> – these are the key things the instructor leading the session must confirm – they can be either physical things or participant understanding. |

### Severity Factor & Remaining Risk Assessment











The following descriptors are used in each risk assessment. Note that a **MEDIUM** residual risk is used to show that a hazard requires dynamic risk assessment and deliberate management within the session by the instructor.












| Level  | Severity Description  | Residual Risk Description  |
|--------|---|--|
| Low    | Minor injury requiring no treatment, or simple first aid.   | Control measures have reduced the severity and/or likelihood to minimal levels.  |
| Medium | Injury would require the participant to stop doing the activity; medical treatment is beyond the skills of a basic first aider. | Control measures have reduced severity and/or likelihood to an adequate level but hazard still requires dynamic risk assessment and conscious consideration. |
| High   | Injury would require expert medical attention and/or be fatal.  | Control measures haven't reduced severity or likelihood to an acceptable level.  |

# Generic Off ground Risk Assessment

## Youlbury

- ! This document should be used in conjunction with the Element Specific Risk Assessment for off ground activities.
- o A qualified rescuer must be on site and contactable during all high ropes activities.

























| Hazardous Event  | Who may be harmed? | Foreseeable Severity | Control Measures in Place  Systematic controls,  What to say,  What to do,  What to check)   | Residual Risk |
|--|--------------------|----------------------|--|---------------|
| General injuries or accidents from poor behaviour, or novice participants taking part in adventurous activities. | Participants       | Medium               | <ul style="list-style-type: none"> <li>o Suitable session ratios are detailed in the activity APS and are normally a ratio of 1:12 for group members to instructors.</li> <li> o Physical boundaries or markings may be used to indicate higher risk areas.</li> <li>o Clear responsibilities are outlined in the terms and conditions to ensure accompanying adults understand that they are responsible for supervising the group's behaviour</li> </ul>            | Low           |
|  |                    |                      | <ul style="list-style-type: none"> <li>o Give an activity safety briefing to help orientate guests and identify any specific hazards and safety rules they must follow.</li> <li> o Set boundaries for the base or operating areas in the safety briefing.</li> <li>o Where participants are able to move beyond visual supervision then set and explain clear time limits, boundaries and emergency procedures</li> </ul>  |               |
|  |                    |                      | <ul style="list-style-type: none"> <li> o Choose the venue (if possible) based on guest needs and environmental conditions.</li> </ul>  |               |
|  |                    |                      | <ul style="list-style-type: none"> <li> o Check that rules (including boundaries) were understood, and are followed.</li> <li>o .and understanding checked by the instructor.</li> <li>o Ask visiting staff to provide extra or alternative supervision if appropriate.</li> </ul>  |               |
| General injury sustained during participation in the activity  | Participants       | Medium               | <ul style="list-style-type: none"> <li> o All instructors hold a minimum of First Response training and can deal with minor and emergency first aid scenarios.</li> <li>o The Duty Manager holds a full first aid at work qualification.</li> <li>o A large capacity "reactive" first aid kit is available at reception.</li> <li>o The centre has a "significant injury plan" if needed to ensure emergency services can get to injured parties quickly</li> </ul> | Low           |
|  |                    |                      | <ul style="list-style-type: none"> <li> o If the injury cannot be managed with a first aid kit then tell the duty manager – if you think an ambulance is needed tell them if there is a <u>significant injury</u>.</li> </ul>   |               |

| Hazardous Event                        | Who may be harmed? | Foreseeable Severity | Control Measures in Place  Systematic controls,  What to say,  What to do,  What to check)  | Residual Risk |
|--|--------------------|----------------------|---|---------------|
|  |                    |                      | <ul style="list-style-type: none"> <li> ○ Use the <b>SHIFT</b> safety procedure in any emergency:</li> <li>○ <b>S</b> – Stop and get everyone safe. Use other adults to help you.</li> <li>○ <b>H</b> – Help, get assistance from other staff (radio, phone, or in person message)</li> <li>○ <b>I/F</b> – Deal with the incident or first aid. If you were trained on specific procedures for that activity then use them (e.g. Abseil, 3G swing, Belay)</li> <li>○ <b>T</b> – Tell someone, afterwards report the incident and review learning.</li> </ul>   |               |
|  |                    |                      | <ul style="list-style-type: none"> <li> ○ Check that you have access to a first aid kit, and a means of communication (e.g. radio, phone) at all times.</li> </ul>   |               |
| Injury caused by a fall from height    | Participants       | High                 | <ul style="list-style-type: none"> <li> ○ Safety systems &amp; procedures are in place (and approved by independent technical advisors) to protect participants ensuring they are safeguarded from falling, including safe routes to activity areas, use of PPE and activity safety systems.</li> <li>○ All instructors are trained in approved procedures and their competence is assessed by a competent assessor.</li> <li>○ Internal monitoring is completed to validate competence on first deployment.</li> </ul>  | Low           |
|  |                    |                      | <ul style="list-style-type: none"> <li> ○ Explain how PPE is correctly fitted and demonstrate its fitting.</li> <li>○ Explain safety areas and waiting areas to the group.</li> <li>○ Explain and demonstrate how the relevant safety system works, and what they <b>MUST</b> and <b>MUST NOT</b> do to use it safely.</li> </ul>  |               |
|  |                    |                      | <ul style="list-style-type: none"> <li> ○ Follow any specific instructions for equipment – these are detailed in technical support document, manufacturer’s instructions, or when you were trained.</li> <li>○ Manage the safety system as you were trained – in most cases this needs direct supervision (the ability to immediately physically intervene)</li> </ul>   |               |
|  |                    |                      | <ul style="list-style-type: none"> <li> ○ Check all PPE is correctly fitted at the start of the session.</li> <li>○ Complete a Final Departure <b>CHECK (FDC)</b> before participants start the activity;</li> <li>○ <b>C</b> – Clothing - check clothing and hair are safe, no entanglement hazards.</li> <li>○ <b>H</b> – Helmet and Harness – check for correct fit.</li> <li>○ <b>E</b> – Environment – check for other hazards (e.g. people in the activity area)</li> <li>○ <b>C</b> – Connections – check carabiners and devices are closed and functioning.</li> <li>○ <b>K</b> – Knots and ropes – check they are in places and not tangled or twisted up.</li> </ul> |               |
| Injury caused by failure of an item of | Participants       | Medium               | <ul style="list-style-type: none"> <li> ○ Quarterly checks of activity bases and equipment are completed by people competent people to identify any defects or developing hazards.</li> <li>○ Annual external independent inspections are carried out on activity bases.</li> </ul>  | Low           |

## OFF GROUND RISK ASSESSMENT - YOULBURY

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| Hazardous Event  | Who may be harmed? | Foreseeable Severity | Control Measures in Place  Systematic controls,  What to say,  What to do,  What to check)   | Residual Risk |
|--|--------------------|----------------------|--|---------------|
| equipment/ the base/ or the surroundings.                |                    |                      | <ul style="list-style-type: none"> <li> o Brief the group on any specific hazards identified from your daily check.</li> <li> o Follow any specific instructions for equipment – these are detailed in technical support document, manufacturer’s instructions, or when you were trained.</li> <li> o Isolate any new hazards if possible, or add additional supervision.</li> <li> o Prior to use each day check the venue and equipment for hazards, and record a daily check. If the venue/equipment cannot be made safe do not run the session.</li> <li> o Carry out visual checks of equipment and the base throughout the session.</li> </ul>  |               |
| Injury caused by objects falling from height.            | Participants       | Medium               | <ul style="list-style-type: none"> <li> o Bases and systems designed so that equipment is fixed/attached to the structure.</li> <li> o Base checks identify developing hazards – e.g. loose climbing holds.</li> <li> o Brief the group on the requirement to wear helmets in the activity area, identify the boundaries of this area for them.</li> <li> o Tell the group to remove items from pockets which may fall out e.g. phones</li> <li> o Ensure that any equipment you have at height is in a safe place (away from an edge), or secured to the structure / yourself.</li> <li> o Prior to use each day check the venue and equipment for hazards, and record a daily check. If the venue/equipment cannot be made safe do not run the session.</li> <li> o Monitor that participants are wearing helmets when inside the activity areas.</li> <li> o Check for correct fitting of helmets in your Final Departure Check.</li> </ul> | Low           |
| Injury from misuse of equipment, an element or structure | Participants       | Medium               | <ul style="list-style-type: none"> <li> o Brief the group about what must and must not be done on the activity and with the equipment. Use demonstrations and check understanding.</li> <li> o Manage the safety system as you were trained – in most cases this needs direct supervision (the ability to immediately physically intervene).</li> <li> o Give participants the opportunity to practice using safety critical equipment safely before a participant starts. (e.g. connecting a carabiner, practice belaying)</li> <li> o Stay vigilant for developing hazards as the session progresses.</li> <li> o Monitor and manage group behaviour and use of equipment throughout – if appropriate use accompanying adults to help check instructions are followed.</li> <li> o Be especially vigilant when new participants are managing safety systems they are not yet familiar with (e.g. Belayers)</li> </ul>   | Low           |
|  |                    | High                 | <ul style="list-style-type: none"> <li> o Visual deterrents used where deemed to benefit – e.g. signage, fences, etc.</li> </ul>  | Low           |

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|--|--------------------|----------------------|--|---------------|
| Injury from unsupervised use of equipment                                    | Anyone in vicinity |                      |  <ul style="list-style-type: none"> <li>Where possible remove equipment or make inaccessible when you leave a venue. E.g. locking doors to towers/gates, placing banners over climb faces, removing staples/foot pegs, or clipping safety systems out of reach. (check APS for specifics)</li> </ul>  |               |
| Risk of equipment failure due to weight                                      | Participants       | High                 |  <ul style="list-style-type: none"> <li>Maximum weight limit of 18 stone (120kg) for off ground activities.</li> <li>All activity safety systems have a factor of safety inherently built in to design.</li> <li>This will be communicated to customers through pre-arrival information.</li> </ul>   | Low           |
|  |                    |                      |  <ul style="list-style-type: none"> <li>If you believe that a participant is over the weight limit then you must not let them participate. Call the duty manager if you need support communicating this.</li> </ul>   |               |
| Injury in the activity waiting area (e.g. trips or falls, misbehaviour)      | Participants       | Medium               |  <ul style="list-style-type: none"> <li>Activity bases must be equipped with lighting if used in hours of darkness.</li> <li>Quarterly checks of activity bases and equipment are completed by people competent people to identify any defects or developing hazards.</li> </ul>  | Low           |
|  |                    |                      |  <ul style="list-style-type: none"> <li>Make participants aware of any specific hazards of the waiting area – e.g. if there are trip hazards, or areas which should be avoided.</li> </ul>  |               |
|  |                    |                      |  <ul style="list-style-type: none"> <li>Ask the accompanying adult to supervise the group, ensuring rules are followed.</li> </ul>  |               |
|  |                    |                      |  <ul style="list-style-type: none"> <li>Tidy away any unused equipment and manage safety systems (e.g. tidy ropes)</li> <li>Check everyone has suitable clothing during the activity, including suitable footwear for the conditions and task (consider grip, closed toes, ankle support)</li> <li>Be vigilant for behavioural issues if group members are become disengaged, use the accompanying adult to manage these.</li> </ul>                        |               |
| Injury caused by entrapment (including strangulation, and hair entanglement) | Participants       | High                 |  <ul style="list-style-type: none"> <li>Safety systems are designed to minimise the risk of entanglement, or entrapment.</li> <li>An instructor should always be positioned in direct supervision of entrapment hazards when in use – e.g. next to belayers, next to the 3G swing pole.</li> </ul>  | Medium        |
|  |                    |                      |  <ul style="list-style-type: none"> <li>When briefing participants on use of ropes ensure they clearly understand where to place their hands, and the hazards of things becoming caught in devices. (e.g. figures of eight abseil device, Gri-Gri, Pro-Traxion)</li> <li>If participants are descending instruct them to use their feet and hands to fend off from the element – minimising the chance of getting their harness/helmet caught.</li> </ul> |               |
|  |                    |                      |  <ul style="list-style-type: none"> <li>When participants are descending watch for developing hazards and control the descent to fix the problem.</li> <li>If a participants helmet (or similar) is caught causing strangulation;               <ol style="list-style-type: none"> <li>Tell them to step or climb up if possible</li> <li>Tell them to unclip the helmet/remove the item if possible</li> </ol> </li> </ul>                               |               |

## OFF GROUND RISK ASSESSMENT - YOULBURY

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|--|--------------------|----------------------|---|---------------|
|  |                    |                      | <ul style="list-style-type: none"> <li>3) Use the rest of the group to help lift them if possible/safe to do.               <ul style="list-style-type: none"> <li>o If a participant becomes entrapped and you cannot resolve through the procedures you were trained (e.g. stepping up) then call a rescuer.</li> </ul> </li> <li> o Complete a final departure check (FDC) to check for hazard – e.g. loose hair, loose clothing, shoe laces, jewellery, twisted ropes or safety systems.</li> </ul>  |               |
| Injury resulting from poor visibility if operating at night. | Participants       | Low                  | <ul style="list-style-type: none"> <li> o Activity bases must be equipped with lighting if used in hours of darkness.</li> <li> o No activity without fixed lighting should be used in hours of darkness without an additional an RA being completed to ensure sufficient lighting is available.</li> </ul>   | Low           |
|  |                    |                      | <ul style="list-style-type: none"> <li> o Adapt rules and instructions to control for the lack of visibility – this may include reducing the size of the operating area to that visible by the instructor.</li> </ul>  |               |
|  |                    |                      | <ul style="list-style-type: none"> <li> o Be equipped with an additional light source (e.g. a torch) in case the main lighting fails at a critical time.</li> <li> o Return all participants swiftly to a place of safety if the lighting fails.</li> <li> o Place additional controls to highlight or isolate hazards which are now harder to identify. E.g. on stairs, of where there are trip hazards.</li> </ul> |               |
|  |                    |                      | <ul style="list-style-type: none"> <li> o Check that lighting systems are working correctly as part of your pre-use check.</li> </ul>  |               |
| Injury resulting from environmental/weather conditions       | Participants       | Low                  | <ul style="list-style-type: none"> <li> o The duty manager will check the weather forecast prior to the day's activities and pass on relevant information to each instructor.</li> <li> o If extreme weather is forecast then the Duty Manager must use the centres Inclement Weather Plan to make alternative arrangements for safety.</li> </ul>  | Low           |
|  |                    |                      | <ul style="list-style-type: none"> <li> o Make participants aware of the ground they will be working on and explain the implications for how they should behave. Consideration the surroundings e.g. trees and fences, slippery or wet ground, and visibility levels/distances.</li> </ul>   |               |
|  |                    |                      | <ul style="list-style-type: none"> <li> o Be ready to dynamically change or adapt the activity if the environmental condition compromise the safety, or learning of the group.</li> <li> o Follow the 30:30 rule; if the gap between thunder and lightning (flash to bang) is under 30 seconds go to safety for 30 minutes. Restart with each new lightning.</li> </ul>   |               |
|  |                    |                      | <ul style="list-style-type: none"> <li> o Check everyone has suitable clothing during the activity, including suitable footwear for the conditions and task (consider grip, closed toes, ankle support)</li> <li> o Be vigilant for signs of foreseeable conditions related to the weather conditions (e.g. hypothermia, dehydration) and take appropriate action (e.g. shelter)</li> </ul>   |               |

## OFF GROUND RISK ASSESSMENT - YOULBURY

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| Hazardous Event  | Who may be harmed? | Foreseeable Severity | Control Measures in Place (⚙️ Systematic controls, 🗣️ What to say, 🖐️ What to do, 🔍 What to check)  | Residual Risk |
|--|--------------------|----------------------|---|---------------|
| Participants becoming psychologically stuck, scared or frightened. | Participants       | Low                  | <ul style="list-style-type: none"> <li>⚙️ <ul style="list-style-type: none"> <li>o Sessions are designed to be progressive and offer options for participants to set their own level of challenge.</li> </ul> </li> <li>🗣️ <ul style="list-style-type: none"> <li>o Tell participants that they can set their own level of challenge (Challenge by choice) – e.g. they can climb to half way, or just leave the floor.</li> <li>o If a participant freezes first try to talk them out of the situation.</li> </ul> </li> <li>🖐️ <ul style="list-style-type: none"> <li>o Use the techniques you were trained to lower off or safely release a participant who is frozen – these are detailed in the Technical Support Document.</li> </ul> </li> <li>🔍 <ul style="list-style-type: none"> <li>o Check what each participant wants to achieve, challenge them to move beyond their comfort zone, but don't push them beyond their stretch zone into panic.</li> </ul> </li> </ul>  | Medium        |
| Pre-existing health issues including personal injury or illness    | Participant        | Medium               | <ul style="list-style-type: none"> <li>⚙️ <ul style="list-style-type: none"> <li>o All groups are required to provide information about significant medical requirements during the booking process. The duty manager will ensure that instructors have access to this information.</li> </ul> </li> <li>🗣️ <ul style="list-style-type: none"> <li>o Discuss health risks with the group leader at the start of the session.</li> </ul> </li> <li>🖐️ <ul style="list-style-type: none"> <li>o Carry out a warm up activity at the start of active sessions, repeated if needed.</li> <li>o Vary activities if appropriate to avoid excessive strain.</li> </ul> </li> <li>🔍 <ul style="list-style-type: none"> <li>o Check that accompanying adults have any essential medication accessible (e.g. asthma inhalers, auto-injectors for allergies)</li> </ul> </li> </ul>  | Low           |
| Injury from activities involving self-led equipment/sessions       | Participants       | Medium               | <ul style="list-style-type: none"> <li>⚙️ <ul style="list-style-type: none"> <li>o Supervising adults must be given access to Self-Led Guidance before the activity.</li> <li>o The supervising adults are responsible for their own activity risk assessment.</li> <li>o An induction for the activity must be completed and be recorded on the intranet.</li> </ul> </li> <li>🗣️ <ul style="list-style-type: none"> <li>o Give them information about the specific hazards of the venue or equipment.</li> <li>o Tell them that centre staff will intervene if they observe unsafe activity.</li> </ul> </li> <li>🖐️ <ul style="list-style-type: none"> <li>o Show them the activity base or equipment.</li> <li>o Provide them with Self Led Guidance sheet.</li> </ul> </li> <li>🔍 <ul style="list-style-type: none"> <li>o Check proof of qualification/permit for relevant activities.</li> <li>o Check that they are familiar with the type of equipment used.</li> <li>o Check that they understand the emergency procedures and arrangements.</li> </ul> </li> </ul> | Low           |
| Clients with additional abilities or needs                         | Individuals with   | Medium               | <ul style="list-style-type: none"> <li>⚙️ <ul style="list-style-type: none"> <li>o Groups must share information prior to arrival using the inclusion pro-forma.</li> <li>o This should be reviewed by the relevant supervisor/manager and any specific adaptations determined with an individual risk assessment.</li> </ul> </li> </ul>   | Low           |

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| Hazardous Event | Who may be harmed? | Foreseeable Severity | Control Measures in Place (⚙️ Systematic controls, 🧠 What to say, 🖐️ What to do, 🔍 What to check)   | Residual Risk |
|-----------------|--------------------|----------------------|---|---------------|
|                 | additional needs   |                      | <ul style="list-style-type: none"> <li>○ Adaptations to sessions should conform to any approved techniques included in Technical Support documentation where relevant.</li> <li>○ Instructors should be informed about additional needs or adaptations by supervisors. Additional support should be given if necessary to manage safety.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>🖐️ ○ Check what adaptations need to be made with your supervisor/manager.</li> <li>○ Additional adults can be used for extra supervision or specialist competence.</li> <li>○ Consult accompanying adults for advice during the activity.</li> </ul> |               |






































# Element Specific Off ground Risk Assessment

## Youlbury

- ! This document should be used in conjunction with the Generic Risk Assessment for off ground activities.
- o A qualified rescuer must be on site and contactable during all high ropes activities.

### 3G Swing

| Hazardous Event                                     | Who may be harmed?           | Foreseeable Severity | Control Measures in Place  Systematic controls,  What to say,  What to do,  What to check) | Residual Risk |
|---|------------------------------|----------------------|--|---------------|
| Abrasions/Rope burn while pulling the rope          | Participants and instructors | Medium               |  o Tell participants to haul the rope as a group, so that there are always multiple people pulling at the same time.  | Low           |
|   |                              |                      |  o Ensure one instructor is positioned closest to the pole during pulling, and that all participants have let go of the rope before the swing is released.  |               |
|   |                              |                      |  o The instructors should “cross-check” that the Pro-Traxion teeth are engaged to prevent the rope pulling back through – one instructor should engage the teeth and pull up on the rope to function check, the other instructor should visually confirm.   |               |
| Entrapment in the Pro-Traxion                       | Participants and instructors | Medium               |  o Modern Pro-Traxion devices are designed to minimise the chance of entrapment.  | Low           |
|   |                              |                      |  o Give clear instructions that participants are not to move beyond the cones when pulling the rope.  |               |
|   |                              |                      |  o Place cones on the walk way to visibly show where participants can go to.<br>o One instructor should be closest to the pole to prevent participants reaching device.   |               |
|   |                              |                      |  o Check that participants understand where they are allowed to go and where the danger zone is.  |               |
| Participants stuck or release mechanism jams in use | Participants                 | Low                  |  o Complete a controlled lower off as trained and described in the Technical Support Document for the activity.   | Low           |
| Being hit by the swing                              | Participants and instructors | High                 |  o The activity base is designed with a clear runway which delimits the activity area.  |               |
|   |                              |                      |  o Give clear instructions that participants are not to move beyond the runway edge toward the activity area.   |               |

| Hazardous Event   | Who may be harmed?           | Foreseeable Severity | Control Measures in Place  Systematic controls,  What to say,  What to do,  What to check)   | Residual Risk |
|---|------------------------------|----------------------|--|---------------|
|   |                              |                      | <ul style="list-style-type: none"> <li> o Have instructors at both ends of the runway to manage safety while hauling/swinging</li> <li> o Conduct a visual check that the activity areas is clear of hazards before hauling.</li> </ul>  |               |
| Strain on arms/back while slowing the swing – AND ropes pulling on participants same manoeuvre. | Participants and instructors | Medium               | <ul style="list-style-type: none"> <li> o The swing is a gravity based system which will naturally slow down.</li> <li> o Don't try to slow the swing until it is moving at walking pace or slower.</li> <li> o Grab the yoke and move at walking pace to slow the swing moving with it to gradually decrease the speed - do not run, jump or slide.</li> <li> o Check that the Yoke is not wrapped around a participant before grabbing it – if it is instruct them how to free it, OR wait until the swing naturally stops moving.</li> </ul>  | Low           |
| Participants falling over while pulling the swing   | Participants                 | Low                  | <ul style="list-style-type: none"> <li> o The activity base is designed with a clear runway to walk on.</li> <li> o Tell participants to haul the rope as a group, encourage them to pull together – not just as fast as they can – this will reduce the chance of them crashing into each other.</li> <li> o Control the speed of the haul so that people are not stumbling over, and the rope is kept under control preventing a trip hazard developing.</li> <li> o Check the runway for trip hazards as part of your daily check.</li> </ul> | Low           |
| Falling off the stairs while fitting 3G swing seats to participants                             | Participants and instructors | Low                  | <ul style="list-style-type: none"> <li> o The stairs are low level with minimal fall distance.</li> <li> o Give participants clear instructions about how to get into the seats as described in the Technical Support Document. Sitting down is the moment they are least balanced.</li> <li> o Help to stabilise and spot for participants. Use the swing bar and equipment as handholds to stabilise yourself.</li> <li> o Check the condition of the stairs as part of your daily check.</li> </ul>  |               |
| Impact with the stairs while swinging   | Participants                 | High                 | <ul style="list-style-type: none"> <li> o Stairs are either designed to be low level (minimising risk if accidentally left in place), or have a barrier which prevents hauling unless they have been removed.</li> <li> o Remove the stairs as soon as participants are in their seats, move them beyond the activity area to the side of the poles.</li> <li> o The instructors should “cross-check” that the stairs have been removed – one instructor should remove the stairs, and the other instructor should visually confirm.</li> </ul>   | Medium        |

## Abseil

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| Hazardous Event  | Who may be harmed?                     | Foreseeable Severity | Control Measures in Place (⚙️ Systematic controls, 🗣️ What to say, ✋ What to do, 🔍 What to check)   | Residual Risk |
|--|--|----------------------|---|---------------|
| Falling from the top of the tower  | Trespassers, Participants, Instructors | High                 | <ul style="list-style-type: none"> <li>⚙️ o The tower platform has safety rails around all open edges.</li> <li>⚙️ o The system is designed for the participant safety to attach inside the safety rails.</li> <li>🗣️ o Instruct waiting participants to stand in the middle of the tower, touching the rails around the stair case.</li> <li>✋ o You must be clipped to the instructor safety rope before moving past the safety rails.</li> <li>✋ o Participants must be attached to the abseil safety system before moving past the safety rails.</li> <li>🔍 o Check that the tower is secured when not in use and the door locked.</li> </ul>   | Low           |
| Finger/Hair entrapment in the figure of Eight                              | Participants                           | Medium               | <ul style="list-style-type: none"> <li>🗣️ o Give clear instructions about hand positioning during the safety talk</li> <li>✋ o Demonstrate correct hand positioning in the safety talk.</li> <li>✋ o Use the trained rescues to resolve the problem if entrapment occurs.</li> <li>🔍 o Complete a final departure check (FDC) to check for hazard – e.g. loose hair, loose clothing, shoe laces, jewellery, twisted ropes or safety systems.</li> </ul>   | Medium        |
| Participants freeze or are unable to continue descending                   | Participants                           | High                 | <ul style="list-style-type: none"> <li>⚙️ o Abseil process is designed to allow a participant to be quickly lowered off.</li> <li>🗣️ o Brief participants on how to descend correctly, including a demonstration.</li> <li>✋ o Use the trained rescues to resolve the problem if participant can't continue.</li> </ul>   | Low           |
| Uncontrolled descent while abseiling leading to impact with floor or wall. | Participants                           | High                 | <ul style="list-style-type: none"> <li>⚙️ o System uses industry benchmark Italian hitch as a friction knot to control descent.</li> <li>⚙️ o Abseil system set up with a “double ended” safety rope to remove the need for the knot to be retied mid-session.</li> <li>🗣️ o Instruct participants how to safely “bounce” – with knees bent, and small jumps that don't take them more than a meter from the tower.</li> <li>✋ o Always maintain a grip on the control (dead) rope – alternate grip between hands to allow a smooth descent.</li> <li>✋ o If a participant trips or slips sideways stop the descent while they regain position.</li> <li>🔍 o Complete a Final Departure Check (FDC) before each abseil that the system is correct.</li> </ul> | Low           |
| Falling on the stairs while ascending the tower                            | Participants Instructor                | High                 | <ul style="list-style-type: none"> <li>⚙️ o Stairs in towers are protected by hand rails.</li> <li>🗣️ o Tell participants to climb up the tower and wait at the top, not on the stairs.</li> <li>🗣️ o Give clear instructions so participants know when to come up and when to wait.</li> </ul>   | Low           |

## Aerial Trek

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| Hazardous Event   | Who may be harmed? | Foreseeable Severity | Control Measures in Place (⚙️ Systematic controls, 🗣️ What to say, 🖐️ What to do, 🔍 What to check)   | Residual Risk |
|---|--------------------|----------------------|--|---------------|
| Becoming stranded on the course due to injury, sickness or fear | Participant        | High                 | <ul style="list-style-type: none"> <li>🗣️ ○ Provide verbal encouragement and support, encourage a participant to reach a platform if they are stranded mid-span.</li> <li>🖐️ ○ Use the approved rescue technique to lower a participant from the course.</li> </ul>  | Low           |
| Unsupervised use of the activity                                | Trespassers        | High                 | <ul style="list-style-type: none"> <li>🖐️ ○ Clip the green cover in place over the climbing wall when activity is not in use.</li> <li>🖐️ ○ ALF system to be padlocked to the anchor when activity is not in use.</li> </ul>   | Low           |
| Incorrect attachment to the ALF system                          | Participant        | High                 | <ul style="list-style-type: none"> <li>⚙️ ○ The ALF uses a simple attachment system which minimised that opportunity to be miss-clipped, it will still operate effectively if clipped to the waist instead of chest.</li> <li>🗣️ ○ Tell participants not to begin climbing until the top instructor tells them to start.</li> <li>🗣️ ○ If an accompanying adult will clip participants then brief the whole group how the system works, and show them how to lean back so that the top instructor can perform a visual check of the connection and PPE.</li> <li>🖐️ ○ Participant to be clipped onto ALF by ground instructor or accompanying adult who has been briefed and demonstrated competency.</li> <li>🔍 ○ If an accompanying adult will clip participants then train them to how to use the carabiner, where to clip the carabiner, how to function check the carabiner. Make them repeat the action 3 times to check that they are competent to complete the task.</li> <li>🔍 ○ If an accompanying adult will clip participants then the top instructor should perform a visual check of PPE, and the ALF connection before climbing commences.</li> </ul> | Low           |
| Participant falling while ascending to the platform.            | Participant        | High                 | <ul style="list-style-type: none"> <li>⚙️ ○ An ALF system is used to automatically catch a fall during ascent.</li> <li>🗣️ ○ As the participant to try climbing again if possible, or down climb to the ground.</li> <li>🖐️ ○ If participant cannot continue perform an ALF rescue following the trained procedure.</li> </ul>   | Low           |

## Climbing

| Hazardous Event     | Who may be harmed? | Foreseeable Severity | Control Measures in Place (⚙️ Systematic controls, 🗣️ What to say, 🖐️ What to do, 🔍 What to check)  | Residual Risk |
|---------------------|--------------------|----------------------|---|---------------|
| Access to the Tower | Trespassers        | High                 | <ul style="list-style-type: none"> <li>🖐️ ○ The tower door must be shut unless abseil is in progress, lock the tower whenever the tower is unsupervised.</li> <li>🖐️ ○ Clip the green cover in place over the climbing wall when activity is not in use.</li> </ul> | Low           |
















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| Hazardous Event                                      | Who may be harmed? | Foreseeable Severity | Control Measures in Place  Systematic controls,  What to say,  What to do,  What to check) | Residual Risk |
|--|--------------------|----------------------|--|---------------|
| All other hazards covered by generic risk assessment |                    |                      |  |               |

## Crate Stacking

| Hazardous Event  | Who may be harmed? | Foreseeable Severity | Control Measures in Place  Systematic controls,  What to say,  What to do,  What to check)   | Residual Risk |
|--|--------------------|----------------------|--|---------------|
| Participant struck by falling crates                             | Participants       | High                 |  <ul style="list-style-type: none"> <li>o Crate stack bases should allow sufficient separation from belayers to ensure falling crates do not normally reach this area.</li> </ul>   | Medium        |
|  |                    |                      |  <ul style="list-style-type: none"> <li>o Teach the crate passers that they can only pass crates by either physically handing them to the climbers, using the crate haul rope, or the “Posting” method.</li> </ul>  |               |
|  |                    |                      |  <ul style="list-style-type: none"> <li>o Tell the group that the area 3m around the crate stack is the “danger zone”. If they are in this area they must face towards the stack and prepare to move out of the way</li> </ul>  |               |
|  |                    |                      |  <ul style="list-style-type: none"> <li>o Remain vigilant for stacks falling and give clear instructions about when to move away from the “danger zone”</li> </ul>  |               |
|  |                    |                      |  <ul style="list-style-type: none"> <li>o When the climbers reach the maximum height/end of their turn encourage them and to push the crates away from them and other participants in a controlled way.</li> <li>o Check that the crate tower is orientated so that the long edge faces away from the belayers – encouraging the crates to fall in that direction.</li> <li>o Check that the “danger zone” is clear when climbers step up/push the stack down.</li> </ul> |               |
| Injury from damaged/sharp crates                                 | Participants       | Low                  |  <ul style="list-style-type: none"> <li>o Quarterly checks of activity bases and equipment are completed by people competent people to identify any defects or developing hazards.</li> </ul>   | Low           |
|  |                    |                      |  <ul style="list-style-type: none"> <li>o Complete a daily check of the activity identifying any crates which are too damaged to be used. Crates with sharp edges, large sections missing, missing feet, or with cracks which could pinch peoples fingers should be removed from service.</li> </ul>  |               |
| Climbers landing on crates in descent and twisting ankles        | Participant        | Medium               |  <ul style="list-style-type: none"> <li>o Tell other group members when to clear the crates away from the landing area (this should be after the crates have fallen and before the climbers are lowered)</li> </ul>   | Low           |
|  |                    |                      |  <ul style="list-style-type: none"> <li>o Lower the climbers under control, watching them all the way to the floor and be vigilant for obstructions – stopping the lower if necessary.</li> </ul>   |               |
| Low level fall causing injury to ankles and feet during climbing | Participants       | Medium               |  <ul style="list-style-type: none"> <li>o Low stretch ropes are used to minimise dynamic elongation in a fall which may result in a ground impact.</li> </ul>   | Low           |
|  |                    |                      |  <ul style="list-style-type: none"> <li>o Build the crates in a stair case as shown in the TSD to allow climbers to quickly ascend so a protective safety knot can be placed in the belay system.</li> </ul>  |               |

| Hazardous Event | Who may be harmed? | Foreseeable Severity | Control Measures in Place (Systematic controls, What to say, What to do, What to check)  | Residual Risk |
|-----------------|--------------------|----------------------|--|---------------|
|                 |                    |                      | <ul style="list-style-type: none"> <li>Only on climber should ascend at a time to the safety knot height, with the instructor playing close attention to their belayer, and assisting to minimise any slack rope.</li> </ul> |               |

## High All Aboard

| Hazardous Event   | Who may be harmed? | Foreseeable Severity | Control Measures in Place (Systematic controls, What to say, What to do, What to check)   | Residual Risk |
|---|--------------------|----------------------|---|---------------|
| Unsupervised use of the activity  | Trespassers        | High                 | <ul style="list-style-type: none"> <li>Climbing pegs on lower pole must be removed when activity is not in use.</li> </ul>  | Low           |
| Collision with activity equipment   | Participants       | Medium               | <ul style="list-style-type: none"> <li>Instruct all participants to sit back into their harnesses and hang on their ropes together – wait until they are stable before commencing any lowering.</li> <li>Tell those being lowered to protect themselves from collision using hands and feet.</li> <li>Visually check the is safe all the way to the floor</li> </ul>      | Low           |
| Participants falling into other climbers while ascending (or stepping on hands) | Participants       | Medium               | <ul style="list-style-type: none"> <li>The procedure for climbing requires physical separation of climbers on the pole.</li> <li>Control the climbers so that there is only one active climber per half of the pole unless they are already on the platform.</li> <li>Tie safety knots while participants wait to prevent climbers falling lower if they slip.</li> </ul> | Low           |















## Jacobs Ladder

| Hazardous Event                       | Who may be harmed? | Foreseeable Severity | Control Measures in Place (Systematic controls, What to say, What to do, What to check)  | Residual Risk |
|---------------------------------------|--------------------|----------------------|--|---------------|
| Unsupervised use of the activity      | Trespassers        | High                 | <ul style="list-style-type: none"> <li>Lower removable rungs to be taken off the activity when not in use.</li> </ul>  | Low           |
| Manual handling injury moving rungs   | Instructors        | Medium               | <ul style="list-style-type: none"> <li>Instructors must work in pairs to move and attach the removable rungs</li> </ul>  | Low           |
| Collision with activity equipment     | Participants       | Medium               | <ul style="list-style-type: none"> <li>Instruct all participants to sit back into their harnesses and hang on their ropes together – wait until they are stable before commencing any lowering.</li> <li>Tell those being lowered to protect themselves from collision using hands and feet.</li> <li>Visually check the is safe all the way to the floor</li> </ul> | Low           |
| Injury from metal splinters, wires or | Participants       | Medium               | <ul style="list-style-type: none"> <li>Quarterly checks of activity bases and equipment are completed by people competent people to identify any defects or developing hazards.</li> </ul>   | Low           |








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| Hazardous Event  | Who may be harmed? | Foreseeable Severity | Control Measures in Place  Systematic controls,  What to say,  What to do,  What to check)  | Residual Risk |
|--|--------------------|----------------------|---|---------------|
| sharp edges on metal components.                                       |                    |                      |  o Tell participants not to touch any metal components while they climb  |               |
| Injury caused by climbers climbing on or over each other               | Participants       | Medium               |  o Brief climbers on the allowable climbing techniques; standing on knees (not heads or shoulders), holding gear or leg loops (not waist loops), strong hand grips.<br> o Use climbing aids for groups so they don't have to climb on each other.   | Low           |
| Climbers becoming entangled in SRBS                                    | Participants       | Medium               |  o Tell climbers that they can only climb as far as touching the last rung of the ladder, they must not climb on top of it.<br> o Be vigilant that climbers stop at the correct point.  | Low           |
| Entrapment or Strangulation from climbing aids                         | Participants       | Medium               |  o Only climbing aids with small loops are allowed to be used – hand cuff style ropes or etriers. Open slings or rope loops are not to be used. Full details of how to use there effectively are includes in the Technical Support document.<br> o Brief the group on how to use the climbing aids, demonstrate techniques. | Low           |
| Entanglement in the element  | Participants       | Medium               |  o Tell participants to stay on their own side, not climbing through or around.  | Low           |
| Falling because climbers have pulled slack into their own belay system | Participants       | High                 |  o Tell climbers that they can only use their partners rope to hold, and ONLY if their partner is stationary.<br> o Be vigilant that climbers are not pulling on their own ropes as this will prevent belayers from tightening the safety system.   | Medium        |

## Leap of Faith

| Hazardous Event                  | Who may be harmed? | Foreseeable Severity | Control Measures in Place  Systematic controls,  What to say,  What to do,  What to check)  | Residual Risk |
|----------------------------------|--------------------|----------------------|---|---------------|
| Shoulder Injury                  | Participant        | Medium               |  o Discuss any pre-existing medical conditions at the start of the session – people with current or recurrent arm chest or shoulder injuries should be asked not to participate.<br>o Tell participants to grab the trapeze bar with both hands and release with both hands only when instructed.<br> o Only allow participant to jump for the bar in a forwards facing position. (Backwards falls are allowed but they must not try to grab the bar) | Low           |
| Unsupervised use of the activity | Trespasser         | High                 |  o Climbing pegs on lower pole must be removed when activity is not in use.  | Low           |

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| Hazardous Event   | Who may be harmed? | Foreseeable Severity | Control Measures in Place (⚙️ Systematic controls, 🗣️ What to say, 🖐️ What to do, 🔍 What to check)   | Residual Risk |
|---|--------------------|----------------------|--|---------------|
| Bar moving in use and participant colliding with element    | Participant        | High                 | <ul style="list-style-type: none"> <li>⚙️ The adjustment rope for the bar should be secured in position with a shunt which capture both strands of rope. An overhand knot should then be placed below the shunt as a backup.</li> <li>🔍 Check the shunt and back up are in place as part of Final Departure Checks.</li> </ul> | Low           |
| Climb rope miss-threaded so participant swings into element | Participant        | High                 | <ul style="list-style-type: none"> <li>⚙️ Training emphasises the importance of correctly threading the rope on this activity</li> <li>🔍 Visually check that the live rope is threaded to the leap of faith bar before the start of the session and again before the first participant.</li> </ul>                             | Medium        |

## Zip Wire

| Hazardous Event   | Who may be harmed?          | Foreseeable Severity | Control Measures in Place (⚙️ Systematic controls, 🗣️ What to say, 🖐️ What to do, 🔍 What to check)  | Residual Risk |
|---|-----------------------------|----------------------|---|---------------|
| Landing backwards or heavy impact on landing            | Participant                 | Medium               | <ul style="list-style-type: none"> <li>⚙️ The landing area is covered with a deep layer of impact attenuating wood chip.</li> <li>🗣️ Instruct participant to start running as they come into the landing zone, if they are backwards they should lie down and cross their arms over their chest.</li> <li>🖐️ The ground instructor should rake the wood chip regularly to break it up.</li> <li>🖐️ Check that participants are wearing closed to footwear to protect their feet.</li> </ul>   | Medium        |
| Trolley failure during descent causing a stop           | Participant                 | Medium               | <ul style="list-style-type: none"> <li>⚙️ Zip wire trolleys are designed and manufactured for the purpose. They are inspected quarterly by a competent person to ensure they are operating effectively.</li> <li>🖐️ Use the retrieval rope to recover a participant – clip the trolley onto the wire from the bottom, walk it back to the participant, wrap it around the stuck trolley then pull the stuck trolley/participant back to the landing zone – if the trolley won't move contact the rescuer.</li> <li>🔍 Check the wire for obstructions before every use.</li> </ul> | Low           |
| Participant falls unconscious during descent            | Participant                 | High                 | <ul style="list-style-type: none"> <li>🖐️ Ground instructor to release the participants system using the Grillon so that the system can be removed from the wire before completing standard first aid.</li> </ul>   | Low           |
| Recoil onto end stop of zip wire                        | Participant                 | Medium               | <ul style="list-style-type: none"> <li>⚙️ Zip wires are checked so that the speed of impact at the end of the wire is acceptable.</li> </ul>  | Low           |
| Entry to the zip tower while demonstration is occurring | Participants<br>Trespassers | High                 | <ul style="list-style-type: none"> <li>🖐️ Place the safety chain across the stairs before completing the demonstration. This should only be used as a temporary measure.</li> </ul>   | Low           |

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| Hazardous Event                            | Who may be harmed?                           | Foreseeable Severity | Control Measures in Place (⚙️ Systematic controls, 🗣️ What to say, 🖐️ What to do, 🔍 What to check)   | Residual Risk |
|--|--|----------------------|--|---------------|
| Unauthorised use of the zip wire           | Trespassers                                  | High                 | <ul style="list-style-type: none"> <li>🖐️ ○ The zip compound must be locked when not in use.</li> </ul>  | Low           |
| Zippering into an under wire obstruction   | Participant<br>Other person                  | High                 | <ul style="list-style-type: none"> <li>🔍 ○ Use the "Clear" check to visually check the wire is clear, and communicate this to the ground instructor, the ground instructor should replay with a verbal and visual signal.</li> </ul>                       | Low           |
| Falling from the top of the tower          | Trespassers,<br>Participants,<br>Instructors | High                 | <ul style="list-style-type: none"> <li>⚙️ ○ The tower platform has safety rails around all open edges.</li> <li>⚙️ ○ The system is designed for the participant safety to attach inside the safety rails.</li> </ul>                                       | Low           |
|  |  |                      | <ul style="list-style-type: none"> <li>🗣️ ○ Instruct waiting participants to stand in the middle of the tower, on the safe side of the gates where the waiting benches are located.</li> </ul>   |               |
|  |  |                      | <ul style="list-style-type: none"> <li>🖐️ ○ You must be clipped to the instructor safety rope before moving past the safety gate.</li> <li>🖐️ ○ Participants must be attached to the zip wire safety system before moving past the safety gates</li> </ul> |               |
|  |  |                      | <ul style="list-style-type: none"> <li>🔍 ○ Check that the tower compound is secured when not in us.</li> </ul>   |               |
| Falling on the stairs while climbing tower | Participants<br>Instructor                   | High                 | <ul style="list-style-type: none"> <li>⚙️ ○ Stairs in towers are protected by hand rails.</li> </ul>   | Low           |
|  |  |                      | <ul style="list-style-type: none"> <li>🗣️ ○ Give clear instructions so participants know when to come up and when to wait.</li> </ul>  |               |

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




















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# Generic On ground Risk Assessment
















## Youlbury














! o This document should be used in conjunction with the Element Specific Risk Assessment for on ground activities.

| Hazardous Event  | Who may be harmed? | Foreseeable Severity | Control Measures in Place  Systematic controls,  What to say,  What to do,  What to check)  | Residual Risk |
|--|--------------------|----------------------|---|---------------|
| Injuries or accidents from poor behaviour, or novice participants taking part in adventurous activities. | Participants       | Medium               |  <ul style="list-style-type: none"> <li>Suitable session ratios are detailed in the activity APS and are normally a ratio of 1:12 for group members to instructors.</li> <li>Physical boundaries or markings may be used to indicate higher risk areas.</li> <li>Clear responsibilities are outlined in the terms and conditions to ensure accompanying adults understand that they are responsible for supervising the group's behaviour</li> </ul> | Low           |
|  |                    |                      |  <ul style="list-style-type: none"> <li>Give an activity safety briefing to help orientate guests and identify any specific hazards and safety rules they must follow.</li> <li>Set boundaries for the base or operating areas in the safety briefing.</li> <li>Where participants are able to move beyond visual supervision then set and explain clear time limits, boundaries and emergency procedures</li> </ul>                                 |               |
|  |                    |                      |  <ul style="list-style-type: none"> <li>Choose the venue (if possible) based on guest needs and environmental conditions.</li> </ul>   |               |
|  |                    |                      |  <ul style="list-style-type: none"> <li>Check that rules (including boundaries) were understood, and are followed.</li> <li>.and understanding checked by the instructor.</li> <li>Ask visiting staff to provide extra or alternative supervision if appropriate.</li> </ul>   |               |
| Pre-existing health issues including personal injury or illness  | Participant        | Medium               |  <ul style="list-style-type: none"> <li>All groups are required to provide information about significant medical requirements during the booking process. The duty manager will ensure that instructors have access to this information.</li> </ul>  | Low           |
|  |                    |                      |  <ul style="list-style-type: none"> <li>Discuss health risks with the group leader at the start of the session.</li> </ul>   |               |
|  |                    |                      |  <ul style="list-style-type: none"> <li>Carry out a warm up activity at the start of active sessions, repeated if needed.</li> <li>Vary activities if appropriate to avoid excessive strain.</li> </ul>  |               |
|  | Participants       | Medium               |  <ul style="list-style-type: none"> <li>All instructors hold a minimum of First Response training and can deal with minor and emergency first aid scenarios.</li> </ul>  | Low           |

| Hazardous Event   | Who may be harmed? | Foreseeable Severity | Control Measures in Place  Systematic controls,  What to say,  What to do,  What to check)   | Residual Risk |
|---|--------------------|----------------------|--|---------------|
| Injury sustained during participation in the activity                           |                    |                      | <ul style="list-style-type: none"> <li> The Duty Manager holds a full first aid at work qualification.</li> <li> A large capacity “reactive” first aid kit is available at reception.</li> <li> The centre has a “significant injury plan” if needed to ensure emergency services can get to injured parties quickly</li> </ul>   |               |
|   |                    |                      | <ul style="list-style-type: none"> <li> If the injury cannot be managed with a first aid kit then tell the duty manager – if you think an ambulance is needed tell them if there is a <u>significant injury</u>.</li> </ul>   |               |
|   |                    |                      | <ul style="list-style-type: none"> <li> Use the <b>SHIFT</b> safety procedure in any emergency: <ul style="list-style-type: none"> <li> <b>S</b> – Stop and get everyone safe. Use other adults to help you.</li> <li> <b>H</b> – Help, get assistance from other staff (radio, phone, or in person message)</li> <li> <b>I/F</b> – Deal with the incident or first aid. If you were trained on specific procedures for that activity then use them (e.g. Orienteering, Tunnel Trail)</li> <li> <b>T</b> – Tell someone, afterwards report the incident and review learning.</li> </ul> </li> </ul> |               |
|   |                    |                      | <ul style="list-style-type: none"> <li> Check that you have access to a first aid kit, and a means of communication (e.g. radio, phone) at all times.</li> </ul>  |               |
| Injury caused by failure of an item of equipment/ the base/ or the surroundings | Participants       | Medium               | <ul style="list-style-type: none"> <li> Quarterly checks of activity bases and equipment are completed by people qualified to instruct the activity to identify any defects or developing hazards.</li> </ul>   | Low           |
|   |                    |                      | <ul style="list-style-type: none"> <li> Brief the group on any specific hazards identified from your daily check.</li> </ul>  |               |
|   |                    |                      | <ul style="list-style-type: none"> <li> Follow any specific instructions for equipment – these are detailed in technical support document, manufacturer’s instructions, or when you were trained.</li> <li> Isolate any new hazards if possible, or add additional supervision.</li> </ul>   |               |
|   |                    |                      | <ul style="list-style-type: none"> <li> Prior to use each day check the venue and equipment for hazards, and record a daily check. If the venue/equipment cannot be made safe do not run the session.</li> <li> Carry out visual checks of equipment and the base throughout the session.</li> </ul>  |               |
| Injury from misuse of equipment, an element or structure                        | Participants       | Medium               | <ul style="list-style-type: none"> <li> Brief the group about what must and must not be done on the activity and with the equipment. Use demonstrations where appropriate and check understanding.</li> </ul>   | Low           |
|   |                    |                      | <ul style="list-style-type: none"> <li> Choose a venue and equipment suitable for the group and conditions if you have options. Plan ahead but also be ready to dynamically change the plan.</li> <li> Stay vigilant for developing hazards as the session progresses.</li> </ul>  |               |
|   |                    |                      | <ul style="list-style-type: none"> <li> Monitor and manage group behaviour and use of equipment throughout – if appropriate use accompanying adults to help check instructions are followed.</li> <li> Be especially vigilant if participants own senses are hindered – e.g. by blindfolds</li> </ul>  |               |

| Hazardous Event  | Who may be harmed? | Foreseeable Severity | Control Measures in Place  Systematic controls,  What to say,  What to do,  What to check)   | Residual Risk |
|--|--------------------|----------------------|--|---------------|
| Injury from handling or moving of activity materials, equipment, or people.            | Participants       | Medium               |  <ul style="list-style-type: none"> <li>Activities are designed so that any items to be moved are only as part of the session content, e.g. moving logs for pioneering. Unnecessary lifting is avoided.</li> </ul>  | Low           |
|  |                    |                      |  <ul style="list-style-type: none"> <li>Give clear rules given about what can be used or moved, and how to do this safely</li> <li>Use simple rules e.g. moving large sticks that “if it’s bigger than you, it takes two”</li> <li>For heavy items give clear simple instructions e.g. “Use your legs to lift, head up, natural back position, walk don’t run”.</li> </ul>  |               |
|  |                    |                      |  <ul style="list-style-type: none"> <li>If people are carried ensure that a plan is agreed, the person consents, that there is support for their back, neck and head, and that the route is planned to reduce the chance of them being dropped, and that ground hazards are minimised.</li> </ul>   |               |
|  |                    |                      |  <ul style="list-style-type: none"> <li>Check that participants have understood the rules for lifting.</li> </ul>   |               |
| Injury from the collapse of elements built by participants (e.g. shelters, pioneering) | Participants       | Medium               |  <ul style="list-style-type: none"> <li>Activities take place at low level so there is minimal risk of falling from height.</li> </ul>  | Medium        |
|  |                    |                      |  <ul style="list-style-type: none"> <li>Warn participants that structures need testing before they can be used.</li> </ul>  |               |
|  |                    |                      |  <ul style="list-style-type: none"> <li>Teach the group correct building techniques, such as correct knots or lashings.</li> </ul>  |               |
|  |                    |                      |  <ul style="list-style-type: none"> <li>Perform a visual and tactile inspection before use. E.g. look at and shake a shelter.</li> </ul>  |               |
| Injury from low levels falls and slips on activities involving balance on elements.    | Participants       | Medium               |  <ul style="list-style-type: none"> <li>Activity bases are checked quarterly to ensure they are not in dangerous condition.</li> <li>Actions from daily checks are completed to mitigate developing hazards.</li> </ul>   | Low           |
|  |                    |                      |  <ul style="list-style-type: none"> <li>Make participants aware of slip hazards on wires or platforms, and instruct them to plan their crossing, use spotters, and step down before falling down.</li> <li>Tell participants not to wrap ropes around their body parts to avoid entrapment.</li> </ul>  |               |
|  |                    |                      |  <ul style="list-style-type: none"> <li>Clear platforms of slippery items such as mud and leaves before use.</li> <li>Demonstrate to the group how to use the equipment safely.</li> <li>Teach the group the correct spotting technique for balance elements</li> <li>PPE must be worn if directed by the activity APS.</li> <li>Ensure that no one uses the activity base unless they have received a briefing and are being supervised by a suitable instructor, or approved accompanying adult.</li> </ul> |               |
|  |                    |                      |  <ul style="list-style-type: none"> <li>Check that everyone has suitable clothing for the activity, including suitable footwear for the conditions and task (consider grip, closed toes, ankle support)</li> <li>Check participants understanding of correct spotting and remind them throughout.</li> </ul>  |               |
|  |                    |                      |  <ul style="list-style-type: none"> <li>Visual deterrents used where deemed to benefit – e.g. signage, fences, etc.</li> </ul>  |               |
|  |                    | High                 |  | Low           |

| Hazardous Event  | Who may be harmed? | Foreseeable Severity | Control Measures in Place  Systematic controls,  What to say,  What to do,  What to check)                                  | Residual Risk |
|--|--------------------|----------------------|---|---------------|
| Injury from unsupervised use of equipment                                  | Anyone in vicinity |                      |  <ul style="list-style-type: none"> <li>Where possible remove equipment or make inaccessible when you leave a venue.</li> </ul>  |               |
| Injury resulting from environmental/weather conditions                     | Participants       | Low                  |  <ul style="list-style-type: none"> <li>The duty manager will check the weather forecast prior to the day's activities and pass on relevant information to each instructor.</li> <li>If extreme weather is forecast then the Duty Manager must use the centres Inclement Weather Plan to make alternative arrangements for safety.</li> </ul>  | Low           |
|  |                    |                      |  <ul style="list-style-type: none"> <li>Make participants aware of the ground they will be working on and explain the implications for how they should behave. Consideration the surroundings e.g. trees and fences, slippery or wet ground, and visibility levels/distances.</li> </ul>   |               |
|  |                    |                      |  <ul style="list-style-type: none"> <li>Be ready to dynamically change or adapt the activity if the environmental condition compromise the safety, or learning of the group.</li> <li>Follow the 30:30 rule; if the gap between thunder and lightning (flash to bang) is under 30 seconds go to safety for 30 minutes. Restart with each new lightning.</li> </ul>                     |               |
|  |                    |                      |  <ul style="list-style-type: none"> <li>Check everyone has suitable clothing during the activity, including suitable footwear for the conditions and task (consider grip, closed toes, ankle support)</li> <li>Be vigilant for signs of foreseeable conditions related to the weather conditions (e.g. hypothermia, dehydration) and take appropriate action (e.g. shelter)</li> </ul> |               |
|  |                    |                      |   |               |
| Injury from activities involving self-led equipment/sessions               | Participants       | Medium               |  <ul style="list-style-type: none"> <li>Supervising adults must be given access to Self-Led Guidance before the activity.</li> <li>The supervising adults are responsible for their own activity risk assessment.</li> <li>An induction for the activity must be completed and be recorded on the intranet.</li> </ul>   | Low           |
|  |                    |                      |  <ul style="list-style-type: none"> <li>Give them information about the specific hazards of the venue or equipment.</li> <li>Tell them that centre staff will intervene if they observe unsafe activity.</li> </ul>  |               |
|  |                    |                      |  <ul style="list-style-type: none"> <li>Show them the activity base or equipment.</li> <li>Provide them with Self Led Guidance sheet.</li> </ul>   |               |
|  |                    |                      |  <ul style="list-style-type: none"> <li>Check proof of qualification/permit for relevant activities.</li> <li>Check that they are familiar with the type of equipment used.</li> <li>Check that they understand the emergency procedures and arrangements.</li> </ul>  |               |
|  |                    |                      |   |               |
| Cuts from tools on sessions which use them (e.g. knives, flint and steels) | Participants       | High                 |  <ul style="list-style-type: none"> <li>All tools are inspected quarterly, as well as pre-use checks by instructors.</li> <li>Tools are selected to be appropriate to the activity and groups of novices.</li> </ul>   | Low           |
|  |                    |                      |  <ul style="list-style-type: none"> <li>Give clear rules for the safe use of the tool, including handling, and storage.</li> <li>Tell participant where a tool can be used and warn them about any safe distances they must observe – e.g. to other people, or objects.</li> </ul>   |               |

| Hazardous Event                            | Who may be harmed?                | Foreseeable Severity | Control Measures in Place  Systematic controls,  What to say,  What to do,  What to check)   | Residual Risk |     |
|--|-----------------------------------|----------------------|--|---------------|-----|
|  |                                   |                      | <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>o Complete a pre-use check of any tools to identify faults or defects.</li> <li>o Use a demonstration to show the correct usage technique for the tool.</li> <li>o In normal use provide direct supervision of tool use by (or delegate to a designated adult), if participants have higher competence then supervision can be visual.</li> </ul> </li> <li> <ul style="list-style-type: none"> <li>o Check for appropriate footwear, that loose clothing is tied back or removed, and hair tied back to minimise risk of entanglement.</li> <li>o If using cutting tools check that items to be cut are stable with no risk of slipping and no risk of blade slipping towards people.</li> </ul> </li> </ul>   |               |     |
| Ticks (and associated Lyme Disease)        | Participants                      | Medium               | <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>o If the centre is prone to Ticks then information posters should be displayed on notice boards and the Tick information leaflet should be available in reception.</li> </ul> </li> <li> <ul style="list-style-type: none"> <li>o Tell participants to avoid livestock, ferns and bracken where possible.</li> <li>o Recommend self-inspection after the activity, and tell the accompanying adults about what to do if a tick is found. (Including information about Lyme disease.)</li> </ul> </li> <li> <ul style="list-style-type: none"> <li>o Check that participants are wearing long trousers and sleeves if operating near areas of ferns/bracken.</li> </ul> </li> </ul> | Low           |     |
|  |                                   |                      | <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>o Adaptations to sessions should conform to any approved techniques included in Technical Support documentation where relevant.</li> <li>o Instructors should be informed about additional needs or adaptations by supervisors. Additional support should be given if necessary to manage safety.</li> </ul> </li> </ul>   |               | Low |
|  |                                   |                      | <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>o Check what adaptations need to be made with your supervisor/manager.</li> <li>o Additional adults can be used for extra supervision or specialist competence.</li> <li>o Consult accompanying adults for advice during the activity.</li> </ul> </li> </ul>  |               |     |
| Clients with additional abilities or needs | Individuals with additional needs | Medium               | <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>o Groups must share information prior to arrival using the inclusion pro-forma.</li> <li>o This should be reviewed by the relevant supervisor/manager and any specific adaptations determined with an individual risk assessment.</li> </ul> </li> <li> <ul style="list-style-type: none"> <li>o Check what adaptations need to be made with your supervisor/manager.</li> <li>o Additional adults can be used for extra supervision or specialist competence.</li> <li>o Consult accompanying adults for advice during the activity.</li> </ul> </li> </ul>  | Low           |     |

# Element specific on ground Risk Assessment

## Youlbury

! o This document should be used in conjunction with the Generic Risk Assessment for on ground activities.

### Archery

| Hazardous Event                                     | Who may be harmed? | Foreseeable Severity | Control Measures in Place <small>(⚙️ Systematic controls, 🗣️ What to say, 🖐️ What to do, 🔍 What to check)</small>   | Residual Risk |
|---|--------------------|----------------------|---|---------------|
| Misuse of bows                                      | All                | High                 | <ul style="list-style-type: none"> <li>⚙️ o Instructors hold their Archery GB instructor award or TSA Archery Permit</li> <li>🗣️ o Tell participants not to dry shoot (shoot without arrow) the bow.</li> <li>🗣️ o Tell participants that bows should be kept pointing down the range at all times and never towards a person or away from the range.</li> <li>🖐️ o Keep the bows at the shooting line at all times.</li> <li>🖐️ o Don't allow anyone to use the bows without supervision.</li> <li>🔍 o Check understanding of the safety rules.</li> </ul> | Low           |
| Misuse of arrows                                    | All                | High                 | <ul style="list-style-type: none"> <li>⚙️ o Instructors hold their Archery GB instructor award or TSA Archery Permit</li> <li>🗣️ o .Participants are instructed to ensure that arrows are always pointing down the range or towards the ground at all times.</li> <li>🖐️ o Give a demonstration (VAK) of how to load and shoot an arrow.</li> <li>🖐️ o Remove all spare arrows from the shooting line if you need to step away from it.</li> <li>🔍 o Make sure arrows are counted at the start and end of the session</li> </ul>                            | Low           |
| String hitting the arm                              | Participants       | Low                  | <ul style="list-style-type: none"> <li>🗣️ o Demonstrate and explain the correct shooting process, including keeping the bow arm slightly bent to prevent over extension of the elbow.</li> <li>🖐️ o Give participants an arm bracer for their bow arm and teach them to fit it correctly</li> <li>🔍 o Check that participants have long sleeves when they are shooting.</li> </ul>  | Low           |
| Walking into arrows in the target and on the ground | Participants       | High                 | <ul style="list-style-type: none"> <li>⚙️ o Ranges have clear marked pathways</li> <li>🗣️ o Tell participants that when collecting arrows they must walk, and they must follow the route around the sides of the range to their target.</li> <li>🗣️ o Tell participants to collect arrows in the target first, then arrows on the floor second.</li> </ul>  | Low           |

| Hazardous Event   | Who may be harmed?  | Foreseeable Severity | Control Measures in Place (⚙️ Systematic controls, 🗣️ What to say, ✋ What to do, 🔍 What to check)  | Residual Risk |
|---|---------------------|----------------------|--|---------------|
| Injury removing arrows from target, or boss falling over    | Participants        | Medium               | <ul style="list-style-type: none"> <li>⚙️ Archery Bosses are secured to the floor to prevent them tipping over.</li> <li>✋ Give a VAK demo of how to safely remove an arrow, it should include, placing one hand on the boss, looking around for other people, and then gripping and removing the arrow close to the target.</li> <li>🗣️ Provide clear instructions when it is time for groups to collect their arrows.</li> <li>🔍 Check that you do not leave any spare arrows at the shooting line when you go down range</li> </ul> | Low           |
| Falling with the arrows when returning to the shooting line | Participants        | Medium               | <ul style="list-style-type: none"> <li>⚙️ Path ways are marked and clear of obstructions</li> <li>✋ Demonstrate to the group how they should carry the arrows – with the piles in their hand and the shaft of the arrow in line with their arm.</li> </ul>   | Low           |
| Someone entering the range , or crossing the shooting line  | Person in the range | High                 | <ul style="list-style-type: none"> <li>⚙️ Ranges are enclosed with clear physical boundaries to the sides and aback.</li> <li>🗣️ Tell the group about the “STOP” command and what to do if someone shouts stop (gently take the tension off a bow and remove the arrow)</li> <li>✋ Demonstrate how to safely remove an arrow from a drawn bow.</li> </ul>  | Low           |
| Arrows overshooting or flying out of the range              | Other site users    | High                 | <ul style="list-style-type: none"> <li>⚙️ Range designed to meet requirements for have a go range, including overshoots / nets to protect surrounding areas.</li> </ul>  | Low           |

### Backwoods Cooking – also read Fire lighting section

| Hazardous Event                             | Who may be harmed? | Foreseeable Severity | Control Measures in Place (⚙️ Systematic controls, 🗣️ What to say, ✋ What to do, 🔍 What to check)   | Residual Risk |
|---|--------------------|----------------------|---|---------------|
| Burns from hot food, the fire or equipment. | Participants       | Medium               | <ul style="list-style-type: none"> <li>⚙️ Water/fire buckets available in immediate vicinity of fire.</li> <li>⚙️ Water tap nearest to activity area to be used for burns/scolds first aid.</li> <li>🗣️ Tell participants that they must be careful around the fire, not running, jumping etc.</li> <li>🗣️ Tell them they must not reach into the fire, and must use the utensils if they want to take food items in or out.</li> <li>🗣️ Ask them not to add more fuel (wood) to the fire unless instructed.</li> <li>✋ Tell participants to avoid touching food until cooled.</li> <li>✋ Use long sticks to cook with to avoid reaching into flames</li> <li>✋ Provide direct supervision around fire or delegate to an accompanying adult with suitable instructions.</li> <li>🔍 Check that safety instructions have been understood</li> </ul> | Low           |



| Hazardous Event              | Who may be harmed? | Foreseeable Severity | Control Measures in Place (⚙️ Systematic controls, 🗣️ What to say, ✋ What to do, 🔍 What to check)   | Residual Risk |
|------------------------------|--------------------|----------------------|---|---------------|
| Hygiene, and food poisoning. | Participants       | Medium               | ⚙️ o Only low risk foods should be cooked – avoid cooking meat.   | Low           |
|                              |                    |                      | 🗣️ o .Tell the groups about the importance of hygiene and the need to regularly wash their hands throughout.  |               |
|                              |                    |                      | ✋ o Build regular hygiene routine into the session, washing hands regularly Ensure all who are participating clean and then sanitise their hands before handling food substances. |               |
|                              |                    |                      | 🔍 o Check that participants maintain good food hygiene procedures – e.g. not mixing raw and cooked foods, use clean equipment.  |               |
| Allergic Reactions           | Participants       | High                 | ⚙️ o Recipes do not include common severe allergens – e.g. Nuts   | Medium        |
|                              |                    |                      | 🗣️ o Supervisors/manager should ensure information about allergies is given to instructors.   |               |
|                              |                    |                      | 🗣️ o Ask the accompanying adult about any special dietary requirements within the group   |               |

### Campfire and Fire lighting

| Hazardous Event                                 | Who may be harmed? | Foreseeable Severity | Control Measures in Place (⚙️ Systematic controls, 🗣️ What to say, ✋ What to do, 🔍 What to check)  | Residual Risk |
|---|--------------------|----------------------|--|---------------|
| Injury whilst collecting wood                   | All                | Medium               | ⚙️ o Activity areas are inspected to be clear from significant hazards, some natural hazards remains (e.g. branches on trees)                            | Low           |
|   |                    |                      | 🗣️ o Tell the group to stay within designated boundaries.  |               |
|   |                    |                      | 🗣️ o Tell them the size of fuel (wood) they should collect – small diameter up to the thickness of their fingers, and not to carry too much at one time. |               |
| Scratches and splinters                         | All                | Low                  | ✋ o Brief the group on hazards – not moving large/heavy objects, look up and around them as well as at the floor.  | Low           |
|   |                    |                      | ⚙️ o All instructors are first aid trained and have access to a first aid kit.   |               |
|   |                    |                      | 🗣️ o Warn the group about the possibility of splinters and tell them avoid any wood which looks like a hazard, this includes                             |               |
| Toxic smoke production (and breathing in smoke) | All                | Medium               | ✋ o Show them any hazardous vegetation such as stinging nettles or thorns.   | Low           |
|   |                    |                      | ✋ o Do not allow the burning of live trees   |               |
| Burns from the fire                             | Participants       | Medium               | 🔍 o Do not allow the burning of plastics   | Medium        |
|   |                    |                      | 🔍 o Check where the wind is blowing and be prepared to move the group if they are being exposed to large amounts of smoke.                               |               |
|   |                    |                      | ⚙️ o Water/fire buckets available in immediate vicinity of fire.   |               |

| Hazardous Event                 | Who may be harmed?        | Foreseeable Severity | Control Measures in Place (⚙️ Systematic controls, 🗣️ What to say, 🖐️ What to do, 🔍 What to check)  | Residual Risk |
|---------------------------------|---------------------------|----------------------|---|---------------|
|                                 |                           |                      | <ul style="list-style-type: none"> <li>○ Water tap nearest to activity area to be used for burns/scolds first aid.</li> <li>○ Tell participants that they must be careful around the fire, not running, jumping etc.</li> <li>🗣️ ○ Tell them they must not reach into the fire.</li> <li>○ Tell them that once wood is on the fire it must not be removed.</li> <li>○ Ask them not to add more fuel (wood) to the fire unless instructed.</li> <li>🖐️ ○ Provide direct supervision around fire or delegate to an accompanying adult with suitable instructions.</li> <li>🔍 ○ Continually monitor the fire, don't allow it to become too big.</li> </ul>   |               |
| Fire spreading / out of control | All                       | High                 | <ul style="list-style-type: none"> <li>⚙️ ○ Fires should only be lit in designated areas, with a fire base, or an altar fire.</li> <li>○ Water/fire buckets available in immediate vicinity of fire.</li> <li>🖐️ ○ Clear the area of all combustible material before the fire is set and lit</li> <li>○ Do not build fires too big or allow groups to build fires too big.</li> <li>🔍 ○ Check that a fire is out before leaving unsupervised, pour water on until the embers/ashes are cool.</li> </ul>   | Low           |
| A person becoming alight        | Participant<br>Instructor | High                 | <ul style="list-style-type: none"> <li>⚙️ ○ Water/fire buckets available in immediate vicinity of fire.</li> <li>○ Give the group the simple Fire Check list to ensure they will be safe and get them to address any actions they see.</li> <li>○ C – Clothing – make sure it's not loose, and tuck away anything which may dangle.</li> <li>○ H – Hair – tie back any long hair</li> <li>🗣️ ○ E – Environment – clear away any combustible materials around the fire location.</li> <li>○ C – Can I? Tell them that they can only light fires where they have permission to do so</li> <li>○ K – Kit – Check that they have equipment to put the fire out.</li> <li>🔍 ○ Continually monitor for developing hazards and appropriate behaviour.</li> </ul> | Low           |

**Evening Sessions, including wide games, activities in a box, and craft type activities.**

| Hazardous Event  | Who may be harmed? | Foreseeable Severity | Control Measures in Place (⚙️ Systematic controls, 🗣️ What to say, 🖐️ What to do, 🔍 What to check)  | Residual Risk |
|--|--------------------|----------------------|---|---------------|
| Injury from a catapult elastic or projectile in activities using this equipment. | Participants       | Medium               | <ul style="list-style-type: none"> <li>⚙️ ○ Tasks and materials only allow small and controlled objects to be built.</li> <li>🗣️ ○ Tell spectators to stay behind the shooting area, give a demonstration shot.</li> <li>🖐️ ○ Supervise construction and use of tools, or creations.</li> </ul> | Low           |








| Hazardous Event   | Who may be harmed? | Foreseeable Severity | Control Measures in Place (⚙️ Systematic controls, 🗣️ What to say, 🖐️ What to do, 🔍 What to check)  | Residual Risk |
|---|--------------------|----------------------|---|---------------|
|   |                    |                      | <ul style="list-style-type: none"> <li>🔍 Check any object built prior to use for obvious hazards.</li> </ul>  |               |
| Injury from misuse of sports kit or other equipment.      | Participants       | Medium               | <ul style="list-style-type: none"> <li>⚙️ Activity areas are inspected for hazards prior to use.</li> <li>🗣️ Give a clear explanation of the task and how any equipment should be used.</li> <li>🗣️ Set suitable boundaries Activity supervised by a competent adult at all times to ensure that rules are complied with.</li> <li>🖐️ Discuss any specific responsibilities with accompanying adults.</li> <li>🖐️ Provide demonstrations for any equipment which is unfamiliar to participants.</li> <li>🖐️ Provide supervision at all times to ensure rules are followed. Use accompanying adults to provide support.</li> <li>🔍 Check comprehension of key safety rules.</li> </ul>   | Low           |
| Cuts from paper edges and laminated plastic edges.        | Participants       | Low                  | <ul style="list-style-type: none"> <li>⚙️ All instructors are first aid trained and have access to a first aid kit.</li> <li>🖐️ Provide supervision at all times to ensure rules are followed. Use accompanying adults to provide support.</li> </ul>   | Low           |
| Choice of games incompatible with conditions              | Participants       | Medium               | <ul style="list-style-type: none"> <li>🗣️ Discuss the activities planned with the accompanying adults to ensure selection matches the needs of the group.</li> <li>🖐️ Consider the environmental conditions (weather, areas, hazards, and light levels), equipment available and objectives of the group when planning sessions and select games which are appropriate to conditions.</li> <li>🔍 Continually monitor conditions (weather, light, and ground) and be prepared to end or adapt the session if conditions are likely to increase risk.</li> </ul>  | Low           |
| Injuries resulting from poor visibility at dusk or night. | Participants       | Medium               | <ul style="list-style-type: none"> <li>⚙️ When games are played in low light conditions then torches should be used where the game area includes significant hazards or obstructions. Torches should also be used when the function of the game does not require darkness (e.g. games involving stealth do not require the use of torches, but those involving exploration do)</li> <li>🗣️ Brief participants on the hazard of low light and the need to be vigilant for hazards.</li> <li>🗣️ Agree the game with the group leader – selecting an appropriate game for the conditions and the abilities of the group.</li> <li>🖐️ Identify and point out significant hazards or obstructions in the playing areas to participants.</li> <li>🔍 Continually monitor conditions and make dynamic decisions to adapt ongoing play.</li> </ul> | Medium        |
|   | All                | Medium               | <ul style="list-style-type: none"> <li>⚙️ Booking information and centre staff should ensure accompanying adults are informed of off the additional support for ratios. 1 adult for every 12 participants</li> </ul>  | Low           |

| Hazardous Event                                | Who may be harmed? | Foreseeable Severity | Control Measures in Place (⚙️ Systematic controls, 🗣️ What to say, 🖐️ What to do, 🔍 What to check)   | Residual Risk |
|--|--------------------|----------------------|--|---------------|
| Lack of support provided by additional adults. |                    |                      | <ul style="list-style-type: none"> <li>🗣️ ○ Talk to the accompanying adult about the sessions, and their role and responsibility they have with in.</li> <li>🖐️ ○ Do not run the session if you do not have enough adults to ensure safe supervision.</li> </ul> |               |























## Fencing


















| Hazardous Event  | Who may be harmed? | Foreseeable Severity | Control Measures in Place (⚙️ Systematic controls, 🗣️ What to say, 🖐️ What to do, 🔍 What to check)   | Residual Risk |
|--|--------------------|----------------------|--|---------------|
| Misuse of equipment                                    | All                | Medium               | <ul style="list-style-type: none"> <li>⚙️ ○ All instructors hold the relevant BFA qualification.</li> <li>🗣️ ○ Give a clear explanation and demonstration of how to use all items of equipment.</li> <li>🖐️ ○ Only allow activity that is in line with BFA guidelines that you were trained in.</li> <li>🖐️ ○ Supervise all activities involving equipment.</li> </ul>                               | Low           |
| Unsupervised use of equipment                          | All                | Medium               | <ul style="list-style-type: none"> <li>🖐️ ○ Remove or secure all equipment that is not being supervised</li> </ul>   | Low           |
| Unauthorised access to the fencing area during session | Other users        | Medium               | <ul style="list-style-type: none"> <li>🗣️ ○ Tell the group that if they are not participating they must remain in designated safety area. Brief spectators where is safe to stand.</li> <li>🖐️ ○ Don't run the session where there is a high risk of other users walking through – e.g. by footpaths. Corridors.</li> <li>🔍 ○ Be continually vigilant for other users who may be at risk.</li> </ul> | Low           |
| Slips, trips and falls                                 | All                | Low                  | <ul style="list-style-type: none"> <li>🗣️ ○ Brief participants about and slip hazards- e.g. damp grass.</li> <li>🔍 ○ Complete a pre-use check of the area to remove any obstructions.</li> </ul>   | Low           |
| Exhaustion   | Participants       | Low                  | <ul style="list-style-type: none"> <li>🖐️ ○ Ensure the group has access to water during hot weather</li> <li>🖐️ ○ Build in adequate breaks to the session plan.</li> </ul>   | Low           |
| Participants being struck/injured by foils             | Participants       | High                 | <ul style="list-style-type: none"> <li>⚙️ ○ Equipment is designed for novice use. Foils are plastic and protective jackets and masks are worn.</li> <li>🗣️ ○ Tell the group that they must wear a mask whenever they enter the activity areas.</li> <li>🖐️ ○ Ensure there is a clear safety/spectator area.</li> <li>🔍 ○ Continually monitor that participants are wearing masks.</li> </ul>         | Low           |



















## Frisbee Golf (Instructed)

| Hazardous Event          | Who may be harmed? | Foreseeable Severity | Control Measures in Place  Systematic controls,  What to say,  What to do,  What to check)   | Residual Risk |
|--------------------------|--------------------|----------------------|--|---------------|
| Impact with Frisbee disc | Participants       | Medium               | <ul style="list-style-type: none"> <li> o Frisbees are plastic and not likely to cause any serious level of injury if struck</li> <li> o Brief participants on throwing technique and give them a demonstration.</li> <li> o Tell the group that they must not stand in front of someone throwing a Frisbee – i.e. they should not move further than the furthest back Frisbee</li> </ul> | Low           |





## Hike (add controls from evening sessions for Night Hikes)

| Hazardous Event                                  | Who may be harmed? | Foreseeable Severity | Control Measures in Place  Systematic controls,  What to say,  What to do,  What to check)  | Residual Risk |
|--|--------------------|----------------------|---|---------------|
| Lack of supervision of group and group behaviour | All                | High                 | <ul style="list-style-type: none"> <li> o There must be instructors present at a ratio of 1:12 plus accompanying adults.</li> <li> o Those leading the hike must be familiar with the route, and have suitable maps or navigation aids (e.g. GPS or route cards).</li> <li> o Give the group clear rules (stay with the group, tell an adult if you need to stop)</li> <li> o Ensure the group are together when changing paths/direction</li> <li> o Supervise the progress of the group and adjust pace to keep group together.</li> <li> o Conduct regular head counts.</li> </ul>                             | Low           |
| Vehicles and road crossings                      | All                | High                 | <ul style="list-style-type: none"> <li> o Road walking and crossings kept to a minimum. Where crossings are necessary, instructors wear high visibility items and to give clear verbal instructions.</li> <li> o .Remind the group that vehicles may be quiet and to stay vigilant.</li> <li> o Remind the group that if moving on tracks away from roads they may have traffic (e.g. bicycles, agricultural or leisure vehicles)</li> <li> o Make the group in walk single file on roads if there is no alternative route, an instructor in hi-vis should be at the front and back of the group.</li> <li> o The Highway Code should be followed so that walkers face oncoming traffic</li> </ul> | Medium        |
| Other Path Users                                 | All                | Medium               | <ul style="list-style-type: none"> <li> o Instructors easily identified in Scout Adventures uniform in case contact is needed.</li> <li> o Tell participants not to pet dogs or animals.</li> <li> o Ask group to show respect and wait for other users to pass by.</li> <li> o Instructors to remain alert to cyclists and keep group to one side so they can pass.</li> <li> o Ensure noise is kept to a minimum and a good distance kept if passing animals.</li> </ul>   | Medium        |
| Falls e.g. from edges or into water etc.         | All                | High                 | <ul style="list-style-type: none"> <li> o Appropriate routes will be selected to minimise exposure to these hazards.</li> <li> o When moving near these types of hazard brief group on where to be and where the hazard is, set clear boundaries and behavioural rules.</li> </ul>  | Low           |


















| Hazardous Event   | Who may be harmed?       | Foreseeable Severity  | Control Measures in Place  Systematic controls,  What to say,  What to do,  What to check)  | Residual Risk |
|---|--------------------------|---|---|---------------|
|   |                          |   |  <ul style="list-style-type: none"> <li>o If passing specific hazards (e.g. water) and adult should be stationed to protect participants as they pass that area.</li> </ul>  |               |
|   |                          |   |  <ul style="list-style-type: none"> <li>o Check that the group have understood safety instructions.</li> </ul>   |               |
| Injury/illness (pre-existing or developing in the activity) | All                      | Medium  |  <ul style="list-style-type: none"> <li>o All groups are required to provide information about significant medical requirements and will ensure that any essential medication is accessible.</li> <li>o Instructor has access to a first aid kit and communication device to call for assistance</li> <li>o Emergency access points identified if support is needed to evacuate a participant</li> </ul> | Low           |
|   |                          |  <ul style="list-style-type: none"> <li>o Build suitable breaks into the route to prevent over exertion</li> <li>o Set an appropriate pace for the group, and alter the route (using one of the agreed exit routes if continuing is not possible,</li> </ul> |   |               |
|   |                          |  <ul style="list-style-type: none"> <li>o Continuously monitor the welfare of the group.</li> <li>o Check clothing and equipment before the activity.</li> </ul>   |   |               |
| Hypothermia/Hyperthermia – exposure to weather              | All                      | Medium  |  <ul style="list-style-type: none"> <li>o Instructors to carry spares of key items dependent on the weather (e.g. water)</li> </ul>  | Low           |
|   |                          | <ul style="list-style-type: none"> <li>o Encourage the use of sun cream and bring extra sun cream when needed.</li> </ul>   |   |               |
|   |                          |  <ul style="list-style-type: none"> <li>o At the start of the activity ask group's adults before the activity to ensure that participants have the appropriate kit.</li> </ul>   |   |               |
|   |                          |  <ul style="list-style-type: none"> <li>o In extremely poor weather finish the session and heading back to the site via a shortcut or pick-up point. Short cuts and pick up points are highlighted in training and on the route map</li> </ul>               |   |               |
|   |                          |   |  <ul style="list-style-type: none"> <li>o Check the weather ahead of the activity and re-planning if the weather is extremely poor (e.g. snow, hail, thunder, and lightning. Activity must not run if thunder and lightning is predicted)</li> <li>o Check clothing and equipment before the activity. (e.g. suitable water proofs, drinking water, warm clothes)</li> </ul>                             |               |
| Slipping and trips resulting in injury                      | Everyone on the session. | High  |  <ul style="list-style-type: none"> <li>o All adults and young people should follow the Countryside Code when on the activity.</li> </ul>  | Medium        |
|   |                          |  <ul style="list-style-type: none"> <li>o Use paths away from particularly uneven and slippery grounds and surfaces – stay vigilant and use short obvious detours to avoid hazard which have developed.</li> </ul>   |   |               |
|   |                          |  <ul style="list-style-type: none"> <li>o Check at the beginning of the session that the young people are wearing appropriate clothing; e.g. boots, warm clothes, and trousers where possible.</li> </ul>  |   |               |
| Route specific hazards                                      | Everyone on the session. | High  |  <ul style="list-style-type: none"> <li>o Instructors should be trained and assessed as competent in line with the requirements of the APS (this may vary by specific route)</li> </ul>  | Low           |

| Hazardous Event                                | Who may be harmed?         | Foreseeable Severity | Control Measures in Place  Systematic controls,  What to say,  What to do,  What to check)  | Residual Risk |
|--|----------------------------|----------------------|---|---------------|
|  |                            |                      | <ul style="list-style-type: none"> <li> Route avoids any overgrown vegetation or uneven or slippery ground. A senior/lead/manager will check the route each quarter to look for any hazards, existing or potential, and the route then my adjusted accordingly.</li> <li> Give an activity safety briefing to help orientate guests and identify any particular hazards on that route – you should stop and repeat/add to this at key points such as immediately before encountering a new hazard.</li> <li> Keep to the identified paths that form the approved route.</li> </ul>   |               |
| Group getting lost/not returning on time       | Everyone on session        | Medium               | <ul style="list-style-type: none"> <li> Ensure the group has multiple maps and distributing them effectively amongst the group (instructors should have copies and accompanying adults should know where they are).</li> <li> Complete the Offsite board at centre with timings of expected return, and contact details for both/all adults going on a hike.</li> <li> Tell the duty manager that a group is on an offsite hike activity, so that the Lost Group Procedure can be followed if need be.</li> <li> Check that all instructors have fully charged phones with a phone number for the Duty Manager, and have copies of the emergency card.</li> </ul>   | Low           |
| Losing a member of the group                   | Any individual on the hike | High                 | <ul style="list-style-type: none"> <li> Tell participants that if they become lost to wait where they are if they get separated, or head back to a known point if they are confident of the route. They should not try to re-join ahead/take shortcuts as this may lead them in the wrong direction.</li> <li> Keep one adult at the back of the group as a backmarker and one adult at the front to ensure no young people fall behind or get too far in front of the rest of the group.</li> <li> If someone becomes lost, stop the group, call the Duty Manager, and retrace the route with an accompanying adult while the other instructors stay with the group.</li> <li> Make regular headcounts of all the groups, participants can assist in this process for instance by getting the young people to number off.</li> </ul> | Low           |
| Group member(s) requiring remote medical help. | Everyone on session.       | High                 | <ul style="list-style-type: none"> <li> Every instructor is first aid qualified and has access to a first aid kit/</li> <li> Every instructor is trained in the shortcuts and pick up points and knows where their nearest of each is at any one time, these are highlighted on the route map.</li> <li> Make sure you are aware of appropriate medical contact numbers (the emergency number) and know to contact the Duty Manager if there is a medical emergency. Details are included on the Emergency Card.</li> </ul>  | Low           |



| Hazardous Event | Who may be harmed? | Foreseeable Severity | Control Measures in Place  Systematic controls,  What to say,  What to do,  What to check) | Residual Risk |
|-----------------|--------------------|----------------------|--|---------------|
|                 |                    |                      | <ul style="list-style-type: none"> <li>At the beginning of each check that you have the appropriate kit for the session (fully stocked first aid kit, maps, group shelter, compass, phone).</li> </ul>   |               |

## Orienteering

| Hazardous Event  | Who may be harmed? | Foreseeable Severity | Control Measures in Place  Systematic controls,  What to say,  What to do,  What to check)  | Residual Risk |
|--|--------------------|----------------------|---|---------------|
| Players going into dangerous areas (e.g. maintenance yards, roads, near water etc) or leaving site | Participants       | High                 | <ul style="list-style-type: none"> <li> Explain clear boundaries and identify known hazards.</li> <li> Instruct groups that they must not cross fences/boundaries other than at access points, and must not enter buildings.</li> <li> Explain the clear process for recall (e.g. whistle)</li> <li> Give clear time limits and check they have means of keeping time.</li> </ul> | Low           |
|  |                    |                      | <ul style="list-style-type: none"> <li> Deliver a progressive session that teaches participants how to read and interpret the map – show them what to look out for as hazards from the mapping.</li> </ul>   |               |
|  |                    |                      | <ul style="list-style-type: none"> <li> If you are not confident in a group/individuals ability then they must not be sent on extensive legs, or far from direct supervision. (an adult can be sent with a group if considered advisable, or sent to provide supervision in a different area)</li> </ul>   |               |
| Lost Participant   | Participant        | High                 | <ul style="list-style-type: none"> <li> Centres lost-child procedure to be used if the instructor is unable to find a participant within their agreed time frames.</li> <li> Instructors trained in procedure for if a participant does not return – Contact duty manager, search areas with group but leave someone at “home” location.</li> </ul>   | Medium        |
|  |                    |                      | <ul style="list-style-type: none"> <li> Give clear time limits and use competitive penalties.</li> <li> Tell participants to wait where they are if they get lost – or ask an adult to direct them to the activity centre reception.</li> </ul>   |               |
|  |                    |                      | <ul style="list-style-type: none"> <li> Conduct regular head counts</li> <li> If you are not confident in a group/individuals ability then they must not be sent on extensive legs, or far from direct supervision. (an adult can be sent with a group if considered advisable, or sent to provide supervision in a different area)</li> </ul>  |               |
|  |                    |                      | <ul style="list-style-type: none"> <li> If you are not confident in a group/individuals ability then they must not be sent on extensive legs, or far from direct supervision. (an adult can be sent with a group if considered advisable, or sent to provide supervision in a different area)</li> </ul>   |               |















## Pedal Go Karts















| Hazardous Event                                 | Who may be harmed?        | Foreseeable Severity | Control Measures in Place <small>(⚙️ Systematic controls, 🗣️ What to say, 🖐️ What to do, 🔍 What to check)</small>   | Residual Risk |
|---|---------------------------|----------------------|---|---------------|
| Impact from karts                               | All                       | Medium               | ⚙️ o Perimeter of kart track clearly identified and marked with Tyres.  | Low           |
|   |                           |                      | 🗣️ o Instructor spectators to stay outside the track and not enter inside during racing..   |               |
|   |                           |                      | 🖐️ o Provide direct supervision or delegate to an accompanying adult with suitable instructions.  |               |
| Impact with the ground/stationary object        | Participants              | Medium               | ⚙️ o All drivers must wear helmets.   | Low           |
|   |                           |                      | 🗣️ o Brief participants not to aim at stationary objects.   |               |
|   |                           |                      | 🖐️ o Provide direct supervision or delegate to an accompanying adult with suitable instructions.  |               |
|   |                           |                      | 🔍 o Check that helmets are correctly fitted.  |               |
| Impact with other karts                         | Participants              | Medium               | 🗣️ o Tell participants that karts must travel in the same direction at all times<br>o Brief participants not to aim at other karts  | Low           |
|   |                           |                      | 🖐️ o Provide direct supervision or delegate to an accompanying adult with suitable instructions.  |               |
|   |                           |                      | 🔍 o Check that participants are not driving recklessly or aiming for other karts.   |               |
| Manual Handling                                 | Instructors, Participants | Medium               | 🖐️ o All Karts taken to and from the track using their wheels. Karts may be driven to the track if the driver wears a helmet and uses a pre-planned smooth route.<br>o If Karts need lifting this should be completed by two people following good manual handling techniques – plan the lift, lift with legs, natural back position. | Low           |
| Mechanical failure or entanglement in mechanism | Participant               | Medium               | ⚙️ o Pedal go carts use simple mechanics and have guards in place over moving parts of the mechanism.<br>o Pedal go carts are checked by on a quarterly basis for developing faults.  | Low           |
|   |                           |                      | 🔍 o Complete a pre-use check of all karts. Do not use karts which are missing guards.   |               |

## Pioneering

| Hazardous Event  | Who may be harmed?     | Foreseeable Severity | Control Measures in Place <small>(⚙️ Systematic controls, 🗣️ What to say, 🖐️ What to do, 🔍 What to check)</small>   | Residual Risk |
|--|------------------------|----------------------|---|---------------|
| Most hazards covered in generic on ground risk assessment (manual handling of equipment, build structures etc) |                        |                      |   |               |
| Crushed Fingers  | Participants and staff | Medium               | 🗣️ o Tell and demonstrate to participants how to correctly pick up and lower logs, keeping speed slow and communicating with each other. Highlight the hazards to them. | Low           |

| Hazardous Event  | Who may be harmed? | Foreseeable Severity | Control Measures in Place  Systematic controls,  What to say,  What to do,  What to check)   | Residual Risk |
|--|--------------------|----------------------|--|---------------|
| Collision with Buggy<br>(If building buggies)                  | All                | Medium               |  o Tell participants how to stop the buggy.<br> o Include a specific practice phase for controlled stopping.<br> o Monitor throughout and position yourself where you can be most effective.  | Low           |
| Cold water shock and Drowning if building over water elements. | All                | High                 |  o Instructors are trained with water emersion, e.g. Hypothermia and reach rescues.<br> o Life ring attached to pole on platform and instructors trained to use it.<br> o Tell the group that they should avoid going in the water if possible.<br> o Make the group aware of hazard, explain what to do if they fall in.<br> o Be prepared to halt the session and dry/warm up if someone does fall in to the water. | Low           |

### Rocket Launch (water rockets)

| Hazardous Event               | Who may be harmed? | Foreseeable Severity | Control Measures in Place  Systematic controls,  What to say,  What to do,  What to check)  | Residual Risk |
|-------------------------------|--------------------|----------------------|---|---------------|
| Hit be a rocket during launch | All                | Medium               |  o Make a dynamic decision about who should launch the rocket – for younger groups or if there are behavioural issues an adult might be the most appropriate person.<br> o Pay attention to the wind speed and direction when picking a launch site and rocket orientation so it does not move towards people<br> o Only the person using the rocket launcher (pump) may be near rocket, the rest of the group must wait behind the rocket in safety zone<br> o Check that the launch zone is clear of people before launching. | Low           |
| Hit by a falling rocket       |                    |                      |  o Set boundaries to stop the group accessing the launch zone / range when firing,<br> o Launch zone to be laid out in unused area with a clear overshoot zone<br> o Check that the launch zone / range is clear of people before launching.   | Low           |
| Bottle explodes               |                    |                      |  o The rocket must be constructed of soft material (paper, bubble wrap, tissue etc.) and have no sharp objects to reduce impact from collision<br> o Only standard drinks bottles to be used, with manufactured RockIt kit fitted as per the instruction manual.<br> o Visually inspect rockets for damage before launching them   | Low           |

## Sensory Trail (Night Line)

| Hazardous Event                                     | Who may be harmed? | Foreseeable Severity | Control Measures in Place <small>(⚙️ Systematic controls, 🗣️ What to say, 🖐️ What to do, 🔍 What to check)</small>  | Residual Risk |
|---|--------------------|----------------------|--|---------------|
| Collision with people / objects whilst blindfolded. | Participants       | Medium               | <ul style="list-style-type: none"> <li>Obstacles which form part of the course are managed to have no sharp corners or edges which can be collided with.</li> </ul>  | Medium        |
|   |                    |                      | <ul style="list-style-type: none"> <li>Brief the group on the activity, to move slowly and use their hands to feel ahead of them.</li> </ul>   |               |
|   |                    |                      | <ul style="list-style-type: none"> <li>Supervise activity, keep those blindfolded safe from impacting other people or obstacles in a way that could injure them.</li> <li>Use accompanying adult to provide supervision in areas where impact with structures is more likely.</li> </ul> |               |
| Natural hazards while taking part in activities     | Participants       | Low                  | <ul style="list-style-type: none"> <li>Set clear boundaries for where to go and ensure there is a means for these to be observed (e.g. working in pairs, using the accompanying adult, verbal control)</li> </ul>  | Low           |
|   |                    |                      | <ul style="list-style-type: none"> <li>Don't complete activities near significant hazards – e.g. edges, water, stinging nettles, and roads.</li> </ul>   |               |
| Other users walking into the night line             | Participants       | Low                  | <ul style="list-style-type: none"> <li>The trail is easy to see and does not cross footpaths.</li> </ul>   | Low           |
| Entanglement and strangulation                      | Participants       | Medium               | <ul style="list-style-type: none"> <li>Tell the group never to wrap ropes around their arms or any other body parts</li> <li>Tell the group to use the palm of their hand to feel for rope when at obstacles</li> </ul>  | Low           |
|   |                    |                      | <ul style="list-style-type: none"> <li>Supervise activity, keep those blindfolded safe from impacting other people or obstacles in a way that could injure them.</li> <li>Use accompanying adult to provide supervision in areas where impact with structures is more likely.</li> </ul> |               |

## Shelter Building

| Hazardous Event  | Who may be harmed?     | Foreseeable Severity | Control Measures in Place <small>(⚙️ Systematic controls, 🗣️ What to say, 🖐️ What to do, 🔍 What to check)</small>  | Residual Risk |
|--|------------------------|----------------------|--|---------------|
| Injury from foreign objects or dangerous items in area | Participants           | Medium               | <ul style="list-style-type: none"> <li>Shelter build are checked quarterly for developing hazards.</li> </ul>  | Low           |
|  |                        |                      | <ul style="list-style-type: none"> <li>Check the area prior to use with a daily check. Ensure that any hazards are removed (e.g. timber with nails)</li> <li>Check trees for broken branches and hanging dead wood.</li> </ul>                           |               |
| Injury from moving construction material               | Participants and staff | medium               | <ul style="list-style-type: none"> <li>Tell the group to: <ul style="list-style-type: none"> <li>stay within a designated area (explain clear boundaries),</li> <li>Look around them (up and down) as they walk around the woods.</li> </ul> </li> </ul> | Low           |

| Hazardous Event                         | Who may be harmed? | Foreseeable Severity | Control Measures in Place (⚙️ Systematic controls, 🗣️ What to say, 🖐️ What to do, 🔍 What to check)  | Residual Risk |
|---|--------------------|----------------------|---|---------------|
|   |                    |                      | <ul style="list-style-type: none"> <li>○ not move objects which are too big and heavy, (consider using a benchmark such as no thicker than your arm), and get help with large and long objects,</li> <li>○ be aware of others people so you don't hit them with sticks</li> <li>○ Don't carry too much at one time.</li> </ul>  |               |
| Shelter collapse on participants        | Participants       | Medium               | <ul style="list-style-type: none"> <li>🗣️ ○ Briefed not to climb on top of shelters.</li> <li>🔍 ○ Teach participants to shake shelter before climbing inside and check it is sturdy.</li> </ul>   | Medium        |
| Scratches and splinters                 | All                | Low                  | <ul style="list-style-type: none"> <li>⚙️ ○ All instructors are first aid trained and have access to a first aid kit.</li> <li>🗣️ ○ Warn the group about the possibility of splinters and tell them avoid any wood which looks like a hazard, this includes</li> <li>🖐️ ○ Show them any hazardous vegetation such as stinging nettles or thorns.</li> </ul>   | Low           |
| Rope entrapment, burns or strangulation | All                | Medium               | <ul style="list-style-type: none"> <li>🖐️ ○ Teach participants how to use string or rope properly- including suitable knots, and the being careful not to create trip hazards.</li> <li>🖐️ ○ Teach participants how to use bungees or elastics carefully, and the being careful not to create trip hazards, and not to overstretch them.</li> <li>🔍 ○ Check for developing hazards such as string tied across paths.</li> </ul> | Low           |

### Site Work

| Hazardous Event   | Who may be harmed? | Foreseeable Severity | Control Measures in Place (⚙️ Systematic controls, 🗣️ What to say, 🖐️ What to do, 🔍 What to check)  | Residual Risk |
|---|--------------------|----------------------|---|---------------|
| Complex site work tasks (e.g. those involving use of high hazard tools) require a separate risk assessment. |                    |                      |   |               |
| Injuries from misuse of building materials and supplies   | All                | High                 | <ul style="list-style-type: none"> <li>🗣️ ○ Participants must be briefed on the safety rules they need to follow, including boundaries, any hazard, what PPE they need and if there are any restrictions on which tasks they can or cannot perform.</li> <li>🖐️ ○ All materials to be stored neatly inside a build area as not to create a trip hazard.</li> <li>🖐️ ○ Supervise use of paints or chemicals in line with manufactures guidelines on the tin, and any controls in the COSHH assessment.</li> <li>🖐️ ○ Gloves to be issued to participants when moving or collecting materials.</li> <li>🖐️ ○ PPE should be issued for the task – e.g. gloves, eye protection, and dust masks.</li> <li>🔍 ○ Provide supervision, or give clear delegated authority to supervise to another adult – this includes discussion responsibilities clearly with them.</li> </ul> | Low           |
| Infection if litter picking or similar  | All                | Medium               | <ul style="list-style-type: none"> <li>🗣️ ○ Remind participants to wash their hands after the activity.</li> <li>🖐️ ○ Participants to wear gloves when litter picking.</li> </ul>   | Low           |

| Hazardous Event                      | Who may be harmed? | Foreseeable Severity | Control Measures in Place (⚙️ Systematic controls, 🗣️ What to say, 🖐️ What to do, 🔍 What to check)   | Residual Risk |
|--------------------------------------|--------------------|----------------------|--|---------------|
|                                      |                    |                      | <ul style="list-style-type: none"> <li>Any cuts should be appropriately cleaned and dressed by a first aider.</li> </ul>   |               |
| Injury from incorrect use of tools   | All                | High                 | <ul style="list-style-type: none"> <li>⚙️ Instructors must undergo training themselves on how to use any tools that will be used following the relevant training plan (e.g. hand tools)</li> <li>⚙️ Controls in General Risk Assessments for tools use must also be followed.</li> <li>🖐️ Participants must be trained in correct use of tools – this must include practice and then close of supervision.</li> <li>🖐️ PPE should be issued for the task – e.g. gloves, eye protection, and dust masks.</li> </ul>   | Low           |
| Injury during manual handling tasks. | All                | Medium               | <ul style="list-style-type: none"> <li>⚙️ Site work should be designed so that unnecessary lifting is avoided, e.g. making use of manual handling aids, or having supplies delivered direct to point of use.</li> <li>🗣️ Give clear rules given about what can be used or moved, and how to do this safely</li> <li>🗣️ Use simple rules e.g. “if it’s bigger than you, it takes two”</li> <li>🗣️ For heavy items give clear simple instructions e.g. “Use your legs to lift, head up, natural back position, walk don’t run”.</li> <li>🖐️ If large items are carried ensure that a plan is agreed, that the load is well supported, and that the route is planned to reduce the chance of dropping, stumbling, and that ground hazards are minimised.</li> <li>🔍 Check that participants have understood the rules for lifting.</li> </ul> | Medium        |

## Team Building

| Hazardous Event   | Who may be harmed? | Foreseeable Severity | Control Measures in Place (⚙️ Systematic controls, 🗣️ What to say, 🖐️ What to do, 🔍 What to check) | Residual Risk |
|---|--------------------|----------------------|--|---------------|
| All foreseeable hazards covered by generic risk assessment. Ongoing dynamic risk assessment by instructor to be used relevant to each task being completed. |                    |                      |  |               |

## Tomahawk Throwing

| Hazardous Event                                       | Who may be harmed?     | Foreseeable Severity | Control Measures in Place (⚙️ Systematic controls, 🗣️ What to say, 🖐️ What to do, 🔍 What to check)  | Residual Risk |
|---|------------------------|----------------------|---|---------------|
| Injury from poor instruction                          | All                    | High                 | <ul style="list-style-type: none"> <li>⚙️ All instructors are to have completed Tomahawk training as specified on the Tomahawk Throwing APS, or an equivalent course led by an external body.</li> </ul>  | Low           |
| Tomahawks/angels Practice Sticks hitting Participants | Participants and staff | High                 | <ul style="list-style-type: none"> <li>⚙️ Session is progressive with the opportunity to develop skills under direct coaching.</li> <li>🗣️ Provide a clear demonstration and explanation of how to throw, use the standard commands identified in the Technical Support Document.</li> <li>🗣️ Tell the group that a tomahawk/angel bounces back to step out of the way</li> </ul> | Low           |

| Hazardous Event  | Who may be harmed?     | Foreseeable Severity | Control Measures in Place (⚙️ Systematic controls, 🗣️ What to say, 🖐️ What to do, 🔍 What to check)   | Residual Risk |
|--|------------------------|----------------------|--|---------------|
|  |                        |                      | <ul style="list-style-type: none"> <li>○ Tell participants to aim at points marked on the targets minimum 200mm apart to minimise chance of collision and bounce back.</li> <li>🖐️ ○ Don't let participants in the activity area unless it is their turn.</li> <li>🔍 ○ Use the session structure in the TSD to check participants are able to throw safely.</li> <li>○ Visually check the range is clear before giving the command to throw.</li> </ul>  |               |
| Misuse of Tomahawks/angels Practice Sticks (e.g. thrown dangerously) | Participants and staff | High                 | <ul style="list-style-type: none"> <li>⚙️ ○ Session is progressive with the opportunity to develop skills under direct coaching.</li> <li>🗣️ ○ Provide a clear demonstration and explanation of how to throw, use the standard commands identified in the Technical Support Document.</li> <li>🖐️ ○ Ensure the tomahawks are not taken out of the activity areas</li> <li>🔍 ○ Check that participants do not have access to the equipment when they are not being supervised, don't leave angels/tomahawks at the throwing line if you go to collect equipment at the targets.</li> </ul>  | Low           |
| Tomahawk/angel being over thrown or released backwards               | Spectators             | High                 | <ul style="list-style-type: none"> <li>⚙️ ○ Overshoot areas are marked and fenced to prevent entry.</li> <li>○ Spectating areas clearly demarked and protected by either position or suitable mesh.</li> </ul>   | Low           |
| Entanglement while throwing  | Participants and staff | Medium               | <ul style="list-style-type: none"> <li>🔍 ○ Check that scout scarves removed, long hair tied back, long earrings removed or taped over. Clothing checked for 'baggy' sleeves.</li> </ul>  | Low           |
| Injury from damaged handle/angel                                     | Participant            | Low                  | <ul style="list-style-type: none"> <li>🗣️ ○ Ask participants to check for sharp edges on handles when they pick up an angel/tomahawk and report any to the you</li> <li>○ Tell participants to aim at points marked on the targets minimum 200mm apart to minimise chance of collision and bounce back.</li> <li>○ Instruct participants that if an angel hits another angel at any time, they should check if a sharp edge has been created and report sharp edges to the instructor</li> <li>🖐️ ○ Simple repair can be completed on the range (sanding or filing a small edge), otherwise the damaged item should be removed from use and quarantined.</li> <li>🔍 ○ All items to be inspected prior to use.</li> </ul> | Medium        |
| Injury while collecting Tomahawks/angels Practice Sticks             | Participants           | Medium               | <ul style="list-style-type: none"> <li>⚙️ ○ Target faces must be secure to the frame, and the frame should be secure so that there is no possibility of it tipping over when tomahawks are removed.</li> <li>🗣️ ○ Demonstrate and explain how to walk up the side of the range then round to their respective target to avoid any tomahawks fallen on the floor.</li> <li>○ Tell participants to collect angels from the target before collecting from the floor</li> </ul>  | Low           |

| Hazardous Event | Who may be harmed? | Foreseeable Severity | Control Measures in Place (⚙️ Systematic controls, 💡 What to say, 🖐️ What to do, 🔍 What to check)   | Residual Risk |
|-----------------|--------------------|----------------------|---|---------------|
|                 |                    |                      | <ul style="list-style-type: none"> <li>○ Show them how to remove angels/tomahawks, including using one hand on the target to ensure it doesn't fall over, and placing any which have already been collected in a safe place.</li> </ul> |               |