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| **Name of activity, event, and location** | **pioneering** | **Date of risk assessment** | **09.06.24** | **Name of person doing this risk assessment** | **John Anderson** |
| **Date of next review** | **09.06.26** |

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| **What could go wrong?**  What hazard have you identified?  What are the risks from it? | **Who is at risk?** | **What are you going to do about it?**  How are the risks already controlled?  What extra controls are needed?  How will they be communicated to young people and adults and remain inclusive to all needs? | **Review & revise**  What has changed that needs to be thought about and controlled? |
| **A hazard** is something that may cause harm or damage.  **The risk** is the harm that may occur from the hazard. | For example: young people,  adult volunteers,  visitors | **Controls** are ways of making the activity safer by removing or reducing the risk.  For example, you may use a different piece of equipment or you might change the way you do the activity. | Keep **checking** throughout the activity in case you need to change what you’re doing or even **stop** the activity.  This is a great place to add comments which will be used as part of the review*.* |
| **Nature of terrain, slips, trips, and falls** – personal injuries, sprains, and strains. | All participants | Choose an area with suitable terrain for the build and check for natural hazards in the build area.  Activity to be undertaken during daylight hours only  All participants to be checked for suitable footwear and attire for nature of activity |  |
| **Weather –** injury from slipping on wet equipment, illness from exposure to extreme conditions, collapse or excess movement of structure due to high winds | All participants  Spectators | Leader in charge to check weather forecast before session and during it.  Session to be postponed if weather is inappropriate  Structure to be left safe and non-accessible (eg-roped off) or taken down if adverse weather prevails  Monitor how the weather affects structures, for example, wet ropes causing strectching or tightening. |  |
| **Handling equipment** – injurys including sprains and muscle strains  Splinters and blisters | All Participants | YP and adult helpers briefed and assessed on safe techniques [Lifting and Carrying | Scouts](https://www.scouts.org.uk/volunteers/staying-safe-and-safeguarding/safety/managing-a-safe-scout-premises/general-information/general-information-on-managing-your-premises/lifting-and-carrying/)  Plan the structure before you start building. Follow the plan.  Check that the project you’re planning and the type of equipment you’ll use are appropriate for the age of the young people.  Continue to monitor YP throughout activity to enure appropriate techniques are used  Make PPE available if the activity leader thinks it’s necessary. Using thick gloves while handling poles is good practice. |  |
| **Construction and dismantling** –fingers, feet, or other body parts trapped between or under poles.  **Pioneering equipment, using tools, natural materials, ropes** –personal injuries, rope burns, cuts, bruises, abrasions, puncture wounds, eye damage. | All Participants | Leader in charge to be competent and experienced or to appoint a suitable person to take the lead.  Give all participants appropriate training, practice knots and lashes beforehand  Give everyone participating in the activity a safety briefing.  Supervise and monitor skills of young people at all times. Do not ask individual YP to do tasks they are not yet capable of.  Work in small teams to enable skills sharing  Consider participants’ individual needs and any reasonable adjustments you may need to make.  Check equipment before use. Reject and report any damaged or faulty equipment. |  |
| **Structures collapsing** – crush injuries, lacerations, and fractures.  **Impact with pioneering equipment** – crush injuries, lacerations, and fractures. | All Participants  Spectators | Closely supervise structures while they’re being constructed and dismantled. Appoint an adult as observer.  Supervise young people and check they’re using the correct knots and lashings.  Limit the load you put on the structure.  Access to a climbing structure to be supervised at all times by a competent person.  Undo the main supports last when you’re dismantling a structure. |  |
| **Fall from height** – personal injuries, lacerations, and fractures. |  | Fully brief all participants who will be above one meter off the ground.  Use spotters when participants are off the ground.  Structure to be regularly checked for continued integrity |  |
| **Incidents – exacerbation of injury or increased danger due to poor response** |  | Make sure a qualified first aider is present throughout the activity.  Make sure a first aid kit is on site during the activity.  Adult helpers to be briefed on correct response to emergency/ first aid situations. Purple cards to hand  Have an emergency signal (eg 3 whistle blasts) to indicate need to clear structure |  |
| **What other Hazards arising do you need to consider?**  **Never be afraid to stop an activity if it is becoming unsafe!** | | | |