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| **Name of activity, event, and location** | **hike** | **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 from it.  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. |
| **Lack of experience/skill**  Mistakes when navigating - Additional consequences of being lost and exhausted, especially if late or after dark.  Illness, exhaustion, injury | Young People  Leaders | Ensure leading adults have correct permits for level of terrain  Make sure routes are suitable for people’s navigational skills and physical capabilities.  Provide each group with adequate maps, compasses, route instructions, and spares.  Make sure there’s at least one sufficiently competent navigator in each group (consider back up).  Make sure every group has adequate means of emergency communication with event organisers or is adequately monitored.  Check YP have correct kit/drinks/food before they begin. Full kit list given well in advance, kit checked on day. |  |
| **Roads and traffic** – injuries from collisions between vehicles and people. | Young people, leaders | Choose a route with minimal use of roads without a footpath and avoiding busy main roads where possible  Brief young people on safety around roads and expected behaviour.  Be aware of suitable crossing places, make YP aware of them  Adults directly supervise crossing if necessary (one on each side of the crossing point).  Leaders at the front and back of the group wear hi-visibility jackets.  Walk single file when on a road, on correct side of road for group size |  |
| **Weather**  Illness, injury, stranded group, sunburn, heatstroke, exposure  Hypo/hyperthermia | Young people, leaders | Monitor weather forecast in advance, if inappropriate weather (eg. Heavy rain/ heatwave) forecast then turn to contingency plan  Advise participants on suitable clothing to wear and carry (including sun protection and waterproofs). Kit check to ensure they have appropriate kit  Tell everyone to bring a filled water bottle and/or hot flask.  Have planned rest/refil stops if necessary (eg on hoy days)  Check everyone’s suitably equipped at the start of the hike and have some spare equipment available.  Review route before and during the hike considering weather conditions, for example, if it’s too hot or wet to continue. Make sure routes have escape routes or alternatives. |  |
| **Terrain –** uneven ground, branches, nettles, animals, livestock, ticks and so on. | Young people, leaders | Ensure leading adults have correct permits for level of terrain  Leaders check routes before the hike.  Leaders physically check any challenging terrain in advance (or plan an alternative route in case it’s too challenging for the group).  Advise participants on suitable footwear and check it before the hike.  Brief young people on safely navigating the terrain, including avoiding brambles, nettles, and so on.  Leaders carry first aid kits and group shelter and have appropriate training.  Encourage everyone to wear long trousers if concerns over foliage or ticks.  Leaders monitor livestock and find alternative routes to avoid crossing fields with livestock in.  If ticks are likely:  Teach YP not to pull them off and encourage YP to check themselves Instruct and inform YP/parents to thoroughly check for ticks upon the return home and what to do if they find any.  Walkers to follow the Contryside Code |  |
| **Walking in the Dark**  Injury, exhaustion, hyperthermia, lost | Young People  Leaders | Walk planned to fit easily into daylight hours, with time included for unprecedented hold-ups  Torches carried in kit  Escape routes planned  Groups monitored for time and routes/plans adjusted accordingly |  |
| **Individual Needs**  Exclusion, upset, injury, Exhaustion | Young People  Individual | All abilities of group considered in planning. Careful consideration of entire route and it’s suitability during planning phase.  YP and parents consulted and specific plans put in place  Additional equipment may be needed and the transport of this considered (eg. All terrain wheelchair) |  |
| **Behaviour**  Inappropriate beahiour leading to accidents or anti-social incidents | Young People | Clear expectations to be given to YP at start of the walk  Section code of conduct to be followed  Additional advice given to YP about Contryside Code, trespass, littering  Supervision carefully planned to enable reasonable monitoring of YP  Leader in charge to monitor behaviour and change plan if behaviour of individuals or group becomes anti-social o detrimental to safety. |  |
| **Incidents**  Poor management leading to increased detrimental effects, injuries | Young People  Leaders | Designated First Aider(s) in place. Suitable First Aid kit carried.  Group Shelter(s) carried by Leaders  Ensure robust InTouch process is in place.  Emergency medications to be ready to hand (eg epi pens)  Purple Cards issued to all Leaders and Helpers. |  |

**Never be afraid to stop an activity if it is becoming unsafe!**

Don‘t forget, as part of your programme planning, you should have contingency activities in reserve just in case you can’t do what was planned or you need to stop half way through. Make sure this is shared with those involved, so everyone knows how to respond. You should have risk assessed contingency activities prior to them taking place and communicated key information to those involved as with all activities.