

Able2Adventure

Bushcraft Risk Assessment
Hazard Identification and Control Measures

TABLE OF CONTENTS

TABLE OF CONTENTS	2
GENERAL DETAILS	3
INTRODUCTION	4
CRITICAL CONTROL MEASURES AND ACTIONS.....	6
WORKING WITH DISABLED PEOPLE.....	15
WORKING OUTDOORS.....	18
BUSHCRAFT.....	21

GENERAL DETAILS

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Assessment and Review carried out by: Gemma Hendry
Position/s: Operations Manager & Director

Signature/s G.Hendry

Date 01.12.2018

This risk assessment will be revised at intervals and at least annually taking account of internal reports and reviews and comments and views from a range of stakeholders

- Records of occurrences / near miss reports / accident reports
- Student and participant comments
- Technical Experts
- Adventure Activities Licensing Authority
- Project staff and Instructor comments
- Board of Directors (Committee)
- Disability Organisations
- Partner agencies
- Parents of students

INTRODUCTION

Given the nature of Able2Adventure in that it is not centre based, and operates in a variety of areas with different groups of disabled people the risk assessment and consequent operating procedures are generic. It is therefore necessary to take account of all identified hazards in the operating environment.

In addition to the hazards generally arising from the operating environment there are other hazards, particularly related to behavioural aspects of working with disabled people with additional support needs.

The successful outcome of any activity or programme is dependent on the following elements and these underpin the risk assessment process.

- Prior planning and preparation of each activity, programme or event.
- The experience of instructors in their respective operating environments and clearly defined roles and responsibilities.
- Adherence to the good practice embodied in the coaching schemes of the respective national governing bodies and in-house training schemes.
- The use of properly maintained equipment and PPE by both instructors and clients.
- The level of competence, ability, experience and maturity of students. The key to effective safety management is provided by matching the level of competence of the group to the appropriate level of activity by well trained and experienced instructors in disability adventure sports.

Hazard Identification

This element identifies the hazards which can be broadly categorised as:

- Physical human activity; human condition; physical object/s; material, equipment or substance; geographic or topographic consideration; meteorological circumstance.

Risk, Severity, Probability & Risk Rating

The consequent risk is what would happen in the event that the hazard was realised. Risks are assessed in terms of severity of outcome and likelihood or probability of occurrence (low, medium, high). The severity and likelihood are estimates based on what might happen in an inappropriate or unmanaged system.

The risk rating takes account of both severity and probability and is an overall assessment, in effect, an average of both. The higher the rating the more consideration must be given to controlling or mitigating the risk.

Control Measures

The Able2Adventure operating procedures document is the definitive guide providing detailed control measures. A number of control measures, key elements and actions are general and apply to all activities and consequently these are identified in the **Critical Control Measures and Actions** pages at the beginning of the following section. Presenting information in this way avoids unnecessary duplication in the individual activity risk assessment sheets.

The control measures highlighted in this document describe the broad arrangements in place to minimise or mitigate the risks making reference to:

- Able2Adventure operating procedures
- Review and auditing of incidents and accidents
- The internal equipment maintenance system
- Technical Experts
- Governing Bodies
- Adventure Activities Licensing Service

Risk Control and Further Action

The **controls are described in the operating procedure documents for each activity** which have been developed over time in line with reviews of the risk assessment. However, where it is felt that the risk is not adequately controlled, then further action is identified. Any action that is required is managed by the Operations Manager through:

- Staff and volunteer briefings, meetings or reviews
- Further training
- Additional or amended written procedures

CRITICAL CONTROL MEASURES AND ACTIONS

There are a number of control measures that are common to all activities. A broad description and explanation of what is involved in each measure and specific key elements are provided in the table below. These measures are subject to continual review and are considered as part of both the planning and delivery elements of each programme, session or activity.

Measures in place	Description / Explanation	Key Elements / Activities / Controls
Experience of staff	Experience encompasses a range of technical and personal skills. There is no substitute for experience.	• Experience of instructors will be reflected in the coaching award that they hold • Experience in the activity in a variety of settings. • Technical expertise. The level of technical expertise determines both how and where the individual operates. • Ability to work with different additional support needs and disabled individuals. • Ability to meet the specific needs of any one group. • Ability to work with disabled people in a challenging environment. • Understanding of own limitations. • Ability to make judgements in the particular environment.
Qualifications	An award issued by a governing body where the competence of the instructor, in a number of areas, is assessed OR a certificate of competence issued by the Technical Expert / Chief Instructor, as identified in the Operating Procedures, where no governing body award exists.	• All instructors are registered and their awards checked annually • Technical competence. • Leadership ability. • Teaching ability.

Measures in place	Description / Explanation	Key Elements / Activities / Controls
	Associated qualifications necessary to comply with legal obligations e.g. – First aid, Minibus DL.	• Management of safety. • Ability to make judgements in the particular environment.
Training	Training refers to the acquisition of knowledge, skills, and competencies. This may be achieved through governing body course, other accredited courses and in-house training.	• Training is a critical element in ensuring quality and safety. • Training is ongoing and may be delivered through courses, peer reviews, briefings and other programmes that provide instructors with the 'tools' to carry out their tasks. • Training provides opportunities to gain more experience and learn from colleagues and fellow industry professionals. • Training is critical to gaining qualifications. • Instructors are trained in first aid and award is kept current
Group Management, Supervision and Monitoring	Close supervision is required for most groups. A feedback loop allows instructors to constantly monitor situations. Group Management will often be the single biggest factor in the success of a safe and educational adventurous activity, it cannot be presumed that someone with the relevant qualification has the requisite group management skills for any given group Dynamic risk assessment is a fundamental part of the role of an instructor, tutor or guide when delivering programmes and working with groups. The process is ongoing and changes, modifications or alterations made as necessary.	• The Ratio for any given activity is what is appropriate for that activity, with that group and that instructor on that day in those conditions. Maximum ratios as listed in operating procedures are a maximum but will not always be appropriate • Instructors work with small groups to facilitate ease of supervision. • Instructors continually assess the situation and make judgements accordingly. • Instructors are sufficiently experienced to make appropriate judgements concerning

Measures in place	Description / Explanation	Key Elements / Activities / Controls
		weather or other conditions and to curtail, alter or cancel activities if necessary. • The staff to participant ratio is increased when working with groups who have identified additional support needs. • Instructors receive and encourage feedback from participants, assisting staff and accompanying group supervisors / helpers. • Instructors inform and give feedback to participants, assisting staff and accompanying group supervisors / helpers.
Choice / selection of venue, location or journey	The selection of a particular location is critical to a positive outcome. The skilled instructor is constantly looking to provide sessions that are challenging to all participants. If an environment or journey is too challenging or not challenging enough it can cause safety issues.	• Instructor's knowledge of the location. • Time of year. • Weather. • Water – river grades, tides, sea state, surf conditions • Degree of difficulty. • Age of the group. • Experience and ability of the group. • Route planning • Environmental impact. • Geographical location.
Providing information – outgoing	Detailed information is provided for each activity or programme.	• Information is provided to parents and participants in advance of the activity or event. This normally accompanies the consent form and enables parents to make an informed

Measures in place	Description / Explanation	Key Elements / Activities / Controls
		decision about whether their child would/can take part. • A phone number is provided so parents/ guardians can contact Able2Adventure with any questions or to seek clarification. • All consent and information sheets are clear that certain medical equipment must be carried by participants should they potentially require it. • Information is provided to the referring agency or leader / organiser.
Gathering information – incoming	Information is gathered on groups and individuals prior to any activity. In addition, environmental information is gathered in advance of the activity	• Consent from individuals/parents/carers is obtained. • Health / medical information is obtained through consent forms. • Detailed information is gained from referring agencies particularly where young people present difficult or challenging behaviour. • Information is gathered from the leader / organiser so that the activity or event meets the needs of the group. • Consent is obtained from individuals/ parents/carers (through the consent form) as to whether they will allow photographs / videos to be made for training and marketing purposes. • Information is obtained from individuals/parents/carers (through the consent form) as to identify whether the

Measures in place	Description / Explanation	Key Elements / Activities / Controls
		participant / ward can swim and / or is confident in water. • Weather forecasts are obtained when appropriate and plans adjusted if appropriate. • Tidal/ Surf/ Sea/ Snow/ Avalanche information is obtained where appropriate. • Whilst forecasts and predicted conditions are important in planning instructors will continue to make dynamic risk assessments and adapt or alter plans as necessary. • Knowledge of nearest hospital and other Emergency procedures.
Managing information – internal	Information relating to the activity programme or session, the group, location, dates and times, responsibilities and safety issues.	• Information sheets are prepared for each session. • Information sheets are carried by the Instructor in charge. • Information sheet is provided to the Nominated Duty Person being the key contact whilst groups are operational. • Information is kept in accordance with data protection act. • Sensitive information is destroyed once it is no longer needed.
Briefing participants	Instructors provide information to participants on important personal, safety and technical aspects.	• The initial briefing provides the basis upon which the session will be delivered – the do's and don'ts.

Measures in place	Description / Explanation	Key Elements / Activities / Controls
		• Subsequent briefings throughout the session will be provided so that participants remain informed as the activity progresses and/or specific issues are reinforced. • The briefing will be informed by elements of the relevant risk assessment and operating procedure.
Setting boundaries	Establishing boundaries at the outset is an essential part of the briefing. In addition, it is necessary to reinforce boundaries from time to time throughout a session and react to changing group dynamics or environmental changes.	• Instructors establish boundaries of operation at the outset of an activity giving regard to: ▪ Setting physical boundaries of operation ▪ Setting behavioural boundaries. ▪ What the group should expect from the session ▪ Setting boundaries relating to respecting the environment. ▪ Setting boundaries relating to equipment.
Equipment and clothing	The equipment required to undertake the activity. This may be technical equipment such as an open canoe or non-technical equipment such as team project material. Appropriate clothing that participants should wear or bring with them. It should not be assumed that participants understand the use of any specialist equipment	• Equipment is maintained and fully serviceable. • Instructors carry out a visual check of equipment prior to use by participants. • Equipment store is well organised and managed which contributes to easy issue and checking of equipment. • There is a specific 'bin' for equipment that is out of service • All equipment will be inspected periodically in line with manufacturers or relevant governing

Measures in place	Description / Explanation	Key Elements / Activities / Controls
		bodies advice and replaced or serviced as necessary. • Instructors will issue equipment and ensure appropriate sizes, fit and adjustment. • Instructors will advise participants what they should wear. In addition, Instructors will issue appropriate clothing to participants
Personal Protective Equipment	Essential equipment provided to the participant to ensure their safety. Suitable equipment should be available for Instructional staff and Volunteers as well.	• PPE is inspected by the instructor prior to issue • PPE is maintained, monitored and tested in accordance with manufacturer's instructions and advice provided by the in-house expert, Governing Body or the contracted Technical Expert. • Instructors will issue appropriate clothing to participants. • PPE should be appropriate to the activity E.G Only Water helmets to be used for Water sports. • Instructors and Volunteers should be mindful of their own safety and ensure their equipment is suitable to deal with eventualities on a session. • Instructors and Volunteers should be mindful of the demands of undertaking activities regularly and ensure they maintain their health by considering items such as Ear Plugs, Sun Cream, Sun Hats etc. A PPE allowance for instructors is provided to all full-time

Measures in place	Description / Explanation	Key Elements / Activities / Controls
		instructional staff and volunteers may use days in “credit” to purchase equipment.
Managing Weather	Gathering information on the weather and environmental conditions to ensure the appropriate choice of venue and equipment.	• Use weather forecasting sites to gather information on temperature, wind strength and direction and precipitation • Participants provided with a kit list prior to the activity outlining suitable personal clothing and footwear • Instructor to check the suitability of participants clothing and footwear at the initial briefing • Instructor ensures the venue and activity selected are suitable for the current weather conditions • Instructor will dynamically risk assess any changes in weather and make any changes to activity plans based on their knowledge and experience gained through NGB's. If changing activity or location the Nominated Late Back Person must be notified.

THOSE AT RISK

Rather than specify who is at risk for each activity and to avoid repetition, those at risk are deemed to be:

- Instructors and Volunteers. Those who are leading the activity and those who are assisting or accompanying the group.
- Participants. Any person (adult or young person) who is a member of the group and taking part in the session.
- Other persons. Third parties who may be operating in the same environment or who are passing through an activity site. Examples would be other instructed groups, recreational users or passersby.
- Rescue services. Those who come to the aid of a group who are in difficulty.

Risk Assessment- Working with disabled people

ASSESSMENT DATE: 26/02/19
 COMPLETED BY: Gemma Hendry
 LATEST REVIEW: 22/02/2021
 REVIEWED BY: Gemma Hendry

<u>Hazard</u> <i>List significant hazards which may result in serious harm or affect several people.</i>	<u>Who might be harmed?</u> <i>List groups of people who are especially at risk from the significant hazards identified.</i>	<u>Is the risk adequately controlled?</u> <i>List existing controls or note where the information may be found. (e.g. Information, instruction training, systems or procedures)</i>	<u>What further action is needed to control the risk?</u> <i>List the risks which are not adequately controlled and proposed action where it is reasonably practicable to do more.</i>
Sprains and Strains	Participants and staff	Staff to be trained in moving and handling procedures. Leader to liaise with participants/carers and check most appropriate method for transfer. Extra staff/volunteers to assist when working with people with complex needs. Leaders trained in use of transfer aids and equipment.	Leader to carry first aid kit and emergency shelter. Leader to use Able2Adventure transfer aids where appropriate.

Slips, trips, falls	All Participants	Site to be selected appropriate to the group's ability. Visiting staff/carers trained in spotting/wheelchair handling on uneven terrain. Helmets to be worn by those who are more likely to slip (e.g. epileptics) Extra staff/volunteers to assist when working with people with complex needs.	Leader to carry first aid kit and emergency shelter.
Equipment failure	All participants	Transfer slings and hoists to be regularly checked and maintained according to manufacture guidelines. Leaders to be trained in transfer aids and safe use of adaptive equipment.	
Bruises, bites and scratches	Staff and participants	Leaders to be aware of additional support needs as according to medical forms. Complex behaviours to be supported by visiting staff/carers. Leaders to step away and leave restraint to carers/visiting staff. Leaders to be informed of any known triggers by visiting group.	Leader to carry first aid kit and emergency shelter.

Injury through ineffective communication	All participants	Leaders to be trained in a range of communication techniques. Appropriate communication techniques to be used with deaf groups including but not exclusive to the following options; British Sign Language/ torches/laser pens/face to face communication/ signs and gestures. Whistle and buddy system to be used with visually impaired participants. Leader to liaise with the visiting group leader the most appropriate method for all.	Leaders to obtain qualifications in adaptive communication such as BSL as well as attending training courses provided by learning disability organisations/ autism awareness and British Blind Sport.
Injury through ineffective seating/ equipment fitting (e.g. pressure sores)	All Participants	Leaders are to have attended Disability Awareness Training, Climbing For All and PaddleAbility. Leaders to consult with participants and support workers to ensure they are appropriately seated in boats and climbing harnesses. Additional aids such as padding, neck support, roll mates and bean bags used where necessary.	Continue to seek the most effective ways to support individuals by creating new adaptations and through consultation. Leaders to be trained in postural support.

		Any new adaptations must be according to PPE and carefully considered and logged with Operations Manager.	
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Risk Assessment- Working Outdoors

ASSESSMENT DATE: 26/02/19
 COMPLETED BY: Gemma Hendry
 LATEST REVIEW: 22/02/2021
 REVIEWED BY: Gemma Hendry

<u>Hazard</u>	<u>Who might be harmed?</u>	<u>Is the risk adequately controlled?</u>	<u>What further action is needed to control the risk?</u>
<i>List significant hazards which may result in serious harm or affect several people.</i>	<i>List groups of people who are especially at risk from the significant hazards identified.</i>	<i>List existing controls or note where the information may be found. (e.g. Information, instruction training, systems or procedures)</i>	<i>List the risks which are not adequately controlled and proposed action where it is reasonably practicable to do more.</i>
Slips, trips, falls	All Participants	Site/activity to be selected appropriate to the group's ability. All participants will be wearing suitable, covered footwear with a decent sole (trainers as a minimum) for the activity and briefed with particular emphasis on prevailing conditions which may make it slippery or loose.	Leader to carry first aid kit, emergency shelter, spare warm clothing, spare food, a hot drink and mobile phone.
Hypothermia/Hyperthermia	All Participants	Participants will be wearing appropriate clothing/sun protection for the activity which will be checked prior to commencement by the instructor.	Leaders first aid qualified/First Aid kit carried.

		Participants will carry/wear a set of waterproofs and spare warm jumper as necessary. Group leader to monitor the group and be aware of signs.	Leaders carry a mobile phone/spare clothing and an emergency shelter. Leaders understand and able to coordinate emergency procedure as required. For individuals with limited mobility, blankets/sunhats/and long sleeves to be carried as necessary.
Fatigue/Exhaustion	All Participants	Instructor will monitor all individuals to ensure that the level of the activity is manageable for the group and modify as necessary to suit the ability of the participants. Instructors to be aware that specific disabilities can experience fatigue and tire easier than others.	Leaders first aid qualified/First Aid kit carried. Leaders carry a mobile phone/spare clothing and an emergency shelter. Leaders are to understand and be able to coordinate emergency procedures as required. Leaders to liaise with visiting group staff to incorporate rest and personal care needs breaks.
Wildlife/ Farm Animals	All Participants	Participants briefed and aware when crossing fields with livestock to stick to public footpaths and leave gates as they find them.	Leaders to check medical consent forms for allergies.
Ticks	All Participants	Particular vigilance in prone areas-group briefed and advised to check daily for ticks.	Leaders first aid qualified/First Aid kit carried.

		Instructor to carry tick-removal device. In known tick areas group to be briefed on wearing long pants and/or gaiters. Instructor to brief group and staff on remaining vigilant for ticks for 48 hours after finishing the activity and self-refer to a GP if they are unsure how to remove. Instructor to brief the whole group on session to monitor the site for red marks/ tenderness/ circular bullseye marks/ stripes.	Leaders first aid kit includes a tick remover, gloves and antiseptic wipes.
Insect bites and stings	All Participants	Instructor to be aware of any allergies to insect bites amongst the participants and staff. Participants to bring insect repellent and antiseptic cream with them for the treatment of minor wounds and bites/stings.	Leaders to check medical consent forms for any insect allergies and those with known anaphylaxis to carry an epi-pen.

Risk Assessment - Bushcraft

ASSESSMENT DATE: 22/02/19

COMPLETED BY: Gemma Hendry

LATEST REVIEW: 22/02/2021

REVIEWED BY: Gemma Hendry

<u>Hazard</u>	<u>Who might be harmed?</u>	<u>Is the risk adequately controlled?</u>	<u>What further action is needed to control the risk?</u>
<i>List significant hazards which may result in serious harm or affect several people.</i>	<i>List groups of people who are especially at risk from the significant hazards identified.</i>	<i>List existing controls or note where the information may be found. (e.g. Information, instruction training, systems or procedures)</i>	<i>List the risks which are not adequately controlled and proposed action where it is reasonably practicable to do more.</i>
Separation/loss	All Participants	Instructor to monitor and modify the session to reflect participant ability and the environmental conditions. Participants briefed as to emergency procedures and what they need to do in a 'lost' situation'. Group management and clear boundaries throughout the session.	Leader's first aid qualified/First Aid kit carried. For individuals with complex support needs additional staff will be placed on session.
Fires/Burns and Scalds	All participants	Participants briefed and supervised in the building off and use of fires.	Leaders first aid qualified/First Aid kit carried and a mobile phone.

		What's in the fire stays in the fire, careful movement when near to a fire, no running, designated fire pit area, designated staff to supervise small groups. Access to water bucket or nearby water source such as a stream/hose. Use of longer sticks and bush craft equipment for individuals who may struggle with balance.	Leaders understand and able to coordinate emergency procedure as required. Increase visiting staff ratios for individuals with complex needs and/or anxieties around fires.
Use of knives for cooking and food preparation	All Participants	Participants briefed and supervised in use of knives and cooking. Cooking and use of knives only in a designated and marked area with fuel source away from this area. Consideration for the ability of the participants and due care at all times in the supervision of the use of knives.	Leaders first aid qualified/First Aid kit carried and a mobile phone. Leaders understand and able to coordinate emergency procedure as required. Adaptive techniques and knives to be used where appropriate such as chopping stands for wheelchair users.
Use of Knives for carving/whittling	All Participants	Participants briefed and supervised in use of knives at all times. Use of knives only in a designated and marked area with careful consideration for the ability of the participants with due care at all times in the supervision of the use of knives.	Leaders first aid qualified/First Aid kit carried and a mobile phone. Leaders understand and able to coordinate emergency procedure as required. Adaptive techniques to be used where appropriate such as chopping stands for wheelchairs and clamps for logs.

Drinking Water	All Participants	Water source to be identified by the instructor- where appropriate water will be purified for drinking/cooking.	
Toileting and Personal Hygiene	All Participants	Participants briefed about how/where for toileting with environmental considerations as well as personal safety (don't go too far/let somebody in your tent know that you are going if at night). Personal hygiene (hand washing/pot washing) covered within the briefing. Hygiene station set up to make this achievable for all participants.	Leader to be aware of personal care needs of the group and where appropriate the nearest location of an accessible toilet and a changing places toilet. Use of portable camping toilet and toilet/changing tent where appropriate.
Splinters, injuries from sticks and other woodland material	All Participants	All participants briefed and given a full demonstration prior to any bush craft activity. Clear boundaries are set with regard to collection areas and group monitored and supervised at all times by accompanying staff and instructors.	Leaders first aid qualified/First Aid kit carried. Gloves provided for all participants when Shelter Building.
Coming into contact with foreign objects/harmful litter that have been left/washed up in the area	All Participants	All participants briefed and told not to touch anything that they find that is litter or other debris (anything non-natural) and to report any findings to staff. Clear boundaries are set with regard to collection areas and group monitored	Leaders first aid qualified/First Aid kit carried Gloves provided for all participants where appropriate.

		and supervised at all times by accompanying staff and instructors.	
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