

General Safety Procedures – Land Based Activities

L1 Description

L1.1 All activities that take place on land excluding specialised group dynamic exercises.

L2 Learning Outcome

L2.1 The learning outcome will vary depending on the needs of the client

L3 Instructor

L3.1 Valid governing body qualifications or in-house pass-out system specific to the activity.

L3.2 A valid first-aid qualification.

L3.3 Understanding of “Inside out” emergency procedures.

L3.4 Effective group management skills and an understanding of leadership styles.

L3.5 A working knowledge of “Inside Out” risk assessment and its implications for correct judgement and decision making before, during and after the activity.

L3.6 Knowledge and experience of “Inside Out” ethos.

L3.7 Must ensure that participants fully understand how to use any safety equipment issued to them.

L3.8 Knowledge and understanding of “Inside Out” safety policy and operating procedures.

L4 Site Knowledge

L4.1 Detailed knowledge of specific site to identify hazards and enable safety implications to be assessed.

L4.2 Knowledge of Emergency procedures and escape routes relating to specific site.

L4.3 Identify land ownership and any access restrictions prior to engaging in an activity in a new area.

L4.4 Awareness of strategies to reduce environmental impact of activities e.g. Erosion.

L5 Client Requirements:

L5.1 All participants must complete an “Inside Out” medical questionnaire prior to undertaking any activity.

L5.2 Must be able to participate at a minimum safety level specific to each activity.

L5.3 All participants should take part in the activity of their own free will.

L5.4 Participants must only take part in activities under the supervision of a instructor

L5.5 Adequate protective equipment, clothing and footwear to undertake the proposed activity.

L5.6 Must understand how to use any safety equipment issued to them.

L5.7 All clients must receive a safety briefing prior to commencing activity.

L6 Equipment:

L6.1 Visual safety checks prior to use to ensure equipment is in good working order.

L6.2 Log equipment usage and defects in appropriate file and clearly identify defective equipment to prevent further use.

L6.3 Safety and first-aid equipment specific to each activity is carried as detailed in “Inside Out” operating procedures.

L6.4 All equipment is stored in an appropriate manner.

L6.5 All equipment should be used only for the purpose it is intended.

L7 Ratios:

L7.1 Ratios will vary for each activity but must comply with “Inside Out” operating procedures and recommended governing body guidelines.

L8 Weather:

L8.1 Be aware of the extreme nature of the Scottish climate and its implications on risk assessment.

L8.2 Understand and interpret weather forecasts and any safety implications this might incur.

GENERAL SAFETY PROCEDURES – WATER BASED ACTIVITIES

W1 Description:

W1.1 All activities that take place on or in lochs, lochans, rivers and the sea excluding specialised group dynamic exercises

W2 Learning Outcome:

W2.1 The learning outcome will vary depending on the needs of the client.

W3 Instructor:

W3.1 Must have valid governing body qualifications specific to the activity.

W3.2 Must have a valid first-aid qualification.

W3.3 Must have understanding of “Inside Out” emergency procedures.

W3.4 Must have effective group management skills and an understanding of leadership styles

W3.5 A working knowledge of “Inside Out” risk assessment and its implications for correct judgement and decision making before, during and after the activity.

W3.6 Knowledge and experience of “Inside Out” Ethos.

W3.7 Instructors should satisfy themselves that adequate precautions are taken to ensure the safety of all participants with due regard to their swimming ability.

W3.8 Must ensure that participants fully understand how to use any safety equipment issued to them.

W3.9 Must have knowledge and understanding of “Inside Out” safety policy and operating procedures.

W4 Site Knowledge:

W4.1 Detailed knowledge of specific site to identify hazards and enable safety implications to be assessed.

W4.2 Knowledge of Emergency procedures and escape routes relating to specific site.

W4.3 Identify land ownership and any access restrictions prior to engaging in an activity in a new area.

W4.4 Awareness of strategies to reduce environmental impact of activities e.g. erosion.

W5 Client Requirements

W5.1 All participants must complete an “Inside Out” medical questionnaire prior to undertaking any activity.

W5.2 Must be able to participate at a minimum safety level specific to each activity.

W5.3 All participants should take part in the activity of their own free will.

W5.4 Participants must only take part in activities under the supervision of an instructor.

W5.5 Adequate protective equipment and clothing to undertake the proposed activity.

W5.6 Lifejackets or buoyancy aids must be worn by all those engaged in water based activities other than swimming.

W5.7 Non-swimmers will wear lifejackets at all times in the water.

W5.8 Footwear must be worn on or in the water at all times.

W5.9 Must receive a clear safety briefing prior to commencing activity.

W5.10 Must understand how to use any safety equipment issued to them.

W6 Equipment:

W6.1 Visual safety checks prior to use to ensure equipment is in good working order.

W6.2 Log equipment usage and defects in appropriate file and clearly identify defective equipment to prevent further use

- W6.3 The safety bag (containing sleeping bag, warm clothing and first-aid equipment) as detailed in “Inside Out” operating procedures must be immediately accessible.
- W6.4 All equipment is stored in an appropriate manner.
- W6.5 All equipment should be used only for the purpose it is intended.

W7 Ratios:

- W7.1 Ratios will vary for each activity but must comply with “Inside Out” operating procedures and recommended governing body guidelines.

W8 Weather:

- W8.1 Be aware of the extreme nature of the Scottish climate and its implications on risk assessment.
- W8.2 Understand and interpret weather forecasts and any safety implications this might have for the activity.

Specific Safety Procedures – Night Line

NL1 NL1.1	Description: Blindfolded participants following a rope over, round and through a variety of obstacles.
NL2 NL2.1	Learning Outcome: Group Dynamics, in particular; teamwork, leadership, communication, trust and fun.
NL3 NL3.1 NL3.2 NL3.3	Instructor: Knowledge and understanding of the process of group dynamics. In house training including the observation and critical assessment of at least two night line sessions. Instructor passed out for night line sessions.
NL4 NL4.1	Site Knowledge: Instructor should demonstrate caution and judgement when setting night line course (with regard to both safety and environmental damage limitation).
NL5 NL5.1 NL5.2 NL5.3	Client Requirements: Participants should understand that they may get clothing wet and dirty. Participants should be aware that rope is only a directional guide and is not load-bearing. Participants should wear long sleeves and long trousers.
NL6 NL6.1 NL6.2	Equipment: Rope to follow, blind folds, rope to tie group together. Protective eye wear.
NL7 NL7.1	Ratios: A ratio of no more than 12 participants to one instructor.
NL8 NL8.1	Weather: Understanding and interpretation of weather forecasts and subsequent safety implications.

Risk Assessment – Night Line

Hazards	Identify significant hazards which could cause harm:
1.	Instructor.
2.	Site Selection.
3.	Participants.
4.	Weather.
5.	Equipment.
How	How will people be exposed to Hazard?
1.	Insufficient knowledge of safety procedures.
2.	Unsuitable route selected.
3.	Group behaviour and approach.
4.	Improper clothing worn for conditions.
5.	No eye protection worn.
Risk	Evaluate risks arising from each hazard (High, Medium, Low)
1.	Low.
2.	Medium.
3.	Low.
4.	Medium.
5.	Medium.
Action	Prescribed risk management strategies to remove hazard or reduce risk:
1.	Instructor passed out. (L3, NL3)
2.	Criteria site selection observed. (L4.1, NL4)
3.	Group safety briefing. (L5, NL5)
4.	Ensure suitable clothing worn. (NL8, NL5.1, NL5.3)
5.	Ensure suitable equipment issued/worn (L6.1, NL6)
Monitor	How are risk management strategies monitored?
1.	Instructor pass out system.
2.	Course report.
3.	Participant evaluation forms
4.	Near-miss folder.
5.	Incident book.
6.	Weather forecasts.
Review	Review date for this risk assessment:

Specific Safety Procedures – Single Pitch Rock Climbing and Abseiling

RSP1	Description:
RSP1.1	Single pitch rock climbing and abseiling on outcrops and crags using top or bottom safety ropes.
RSP1.2	Indoor climbing on artificial walls
RSP2	Learning Outcome:
RSP2.1	The learning outcome will vary depending on Participant needs and may include aspects of personal and social development, group dynamics, trust, responsibility and communication.
RSP3	Instructor:
RSP3.1	Hold a valid single pitch supervisors award (or Mountain Instructor Award and Mountain Instructor Certificate).
RSP3.2	Valid first-aid certificate/
RSP3.3	Knowledge and understanding of “Inside Out” emergency procedures.
RSP4	Site Knowledge:
RSP4.1	Effective group management to minimise erosion to the site.
RSP4.2	Clearly specify any ascent or descent routes.
RSP4.3	Designate a “safe” area for participants not directly involved in climbing or belaying.
RSP4.4	Implement a safety system appropriate to the site being used e.g. top or bottom rope.
RSP4.5	Operate within the safety procedures of any artificial wall being used.
RSP4.6	No solo climbing above waist height.
RSP4.7	Check for loose rock.
RSP4.8	Make sure anchor points are “bombproof”
RSP5	Participant Requirements:
RSP5.1	Receive clear explanation and demonstration of belay techniques to be employed.
RSP5.2	Receive clear explanation and demonstration of the role of the back-up belayer.
RSP5.3	All belayers should be attached to a “bombproof” anchor point.
RSP5.4	All participants must wear a helmet at all times during the session.
RSP5.5	All participants must wear a correctly fitted climbing harness.
RSP5.6	All rings and jewellery which could become entangled must be removed prior to climbing.
RSP5.7	Long hair must be tied back to prevent entanglement in equipment.
RSP5.8	Any loose clothing or straps must be arranged in a fashion which prevents them being trapped in the equipment.
RSP5.9	Clear system of communication set up between belayer and climber.
RSP5.10	Participants must be able to be responsible and accept decisions.
RSP6	Equipment:
RSP6.1	Appropriate footwear should be worn (preferably hiking boots).
RSP6.2	All equipment checked by Instructor prior to the session commencing.
RSP6.3	The Instructor must carry a sharp knife and prusiks.

- RSP6.4 Equipment must be counted and returned after the session/
- RSP6.5 All use of ropes must be logged.
- RSP6.6 Any defective equipment must be recorded in defect book.
- RSP6.7 All equipment must be cleaned after each use if required.
- RSP6.8 Safety bag must be immediately accessible at the site.

RSP7

Ratios:

- RSP7.1 One Instructor to eight participants. (1:8)
- RSP7.2 Ratio will vary depending on the nature of the site, the group and the session.

RSP8

Weather:

- RSP8.1 The implications of the weather on the proposed activity should be taken into consideration e.g. friction of the rock, risk of exposure etc.

Risk Assessment – Rock Climbing

Hazards	Identify significant hazards which could cause harm:
1.	Instructor.
2.	Site selection.
3.	Participants.
4.	Equipment.
5.	Ratio.
6.	Weather.
How	How will people be exposed to hazard?
1.	Insufficient knowledge of safety procedures.
2.	Loose rock, steep descents, poor anchor points.
3.	Group behaviour and approach.
4.	Equipment malfunction or misuse.
5.	Instructor cannot manage site.
6.	Improper clothing.
Risk	Evaluate risks arising from each hazard (High, Medium, Low).
1.	High.
2.	High.
3.	Medium.
4.	High.
5.	Medium.
6.	Medium
Action	Prescribed risk management strategies to remove hazard or reduce risk
1.	Qualification and pass out system (L3, RSP3)
2.	Criteria for site selection observed (L4, RSP4)
3.	Group Safety briefing. (L5, RSP5)
4.	Equipment Checks. (L6, RSP6)
5.	Effective group management. (L3.4, RSP7)
6.	Ensure suitable clothing is worn. (L5.5, RSP8)
Monitor	How are risk management strategies monitored?
1.	Instructor pass out system.
2.	Course report.
3.	Participant Evaluation forms.
4.	Equipment logbook
5.	Incident book. Near-miss folder.
6.	Weather forecast supplied.
Review	Review date of this assessment:

Specific Safety Procedures – Low Ropes Course

LRC1	Description:
LRC1.1	Low ropes course involving traverse challenges/elements. Groups work in teams of three or more.
LRC2	Learning Outcomes:
LRC2.1	Development of trust, team work and communication.
LRC3	Instructor:
LRC3.1	Knowledge and understanding of the process of group dynamics and review techniques.
LRC3.2	Working knowledge of spotting techniques involved in ropes course and ability to demonstrate and enforce such techniques effectively.
LRC3.3	Ability to demonstrate acceptable and non-acceptable procedures for specific elements.
LRC3.4	In house training in the form of at least one full training day plus the observation and critical assessment of at least two low ropes sessions. (Previous experience may also be taken into consideration).
LRC3.5	Instructor must be passed out by InsideOut management (or other appropriately experienced individual) and logged in the low ropes pass out book.
LRC4	Site Knowledge:
LRC4.1	Point out danger areas such as roots etc.
LRC4.2	Assess dangers associated with damp (slippery) beams etc. and restrict activities accordingly.
LRC4.3	The ropes course should be inspected for damage/ vandalism on a monthly basis and a report should be made in the “Ropes course inspection book”
LRC5	Participant Requirements
LRC5.1	All jewellery, rings and watches which could cause injury must be removed.
LRC5.2	Long hair should be tied back to prevent entanglement.
LRC5.3	Clear explanation and demonstration of spotting techniques to be employed must be given and understood.
LRC5.4	Participants must work in groups of three or more.
LRC5.5	Only one active participant on any one element at any time. (Plus at least two spotters)
LRC6	Equipment:
LRC6.1	Anybody within the ropes course boundary fence must wear a helmet at all times.
LRC6.2	Appropriate footwear must be worn. (E.G.:grippy sole).
LRC7	Ratios:
LRC7.1	One Instructor to twelve participants maximum. (1:12)
LRC8	Weather:
LRC8.1	Awareness of the implications of the weather. E.G: strong winds or wet and slippery beams

Risk Assessment – Low Ropes Course

Hazards	Identify significant hazards which could cause harm:
1.	Instructor.
2.	Site selection.
3.	Participants.
4.	Equipment.
5.	Ratio.
6.	Weather.
How	How might the hazard cause harm?
1.	Insufficient knowledge of safety procedures.
2.	Injury due to fall.(Particularly head, neck, back and ankles.)
3.	Group behaviour and approach.
4.	Helmets not worn, (or worn incorrectly) ropes course faulty.
5.	Instructor cannot control situation.
6.	Slippage causing injury.
Risk	Evaluate risks arising from each hazard (High, Medium, Low).
1.	medium.
2.	medium.
3.	High.
4.	Low.
5.	Low.
6.	Low.
Action	Prescribed risk management strategies to remove hazard or reduce risk
1.	Instructor trained and passes out for low ropes. (L3,LRC3)
2.	Dangers pointed out. (L4, LRC4)
3.	Group Safety briefing. (L5, LRC5)
4.	Helmets worn correctly, site inspected. (L6, LRC6,LRC4.3)
5.	Effective group management/ ratios. (L3.4, LRC7)
6.	Suitable clothing, access restricted. (L5, LRC4.2, LRC8)
Monitor	How are risk management strategies monitored?
1.	Instructor pass out system.
2.	Course report. / site inspection book.
3.	Participant Evaluation forms. / incident book.
4.	Near-miss folder.
5.	Incident book.
6.	Weather forecast supplied. / incident book
7.	
Review	Review date of this assessment:

Specific Safety Procedures – Kayaking / Canoe

K1 Description:
K1.1 Kayak sessions taking place on lochs, lochans, rivers or inland sheltered sea waters. (Not including expeditions or overnight camps.)

K2 Learning Outcomes:
K2.1 Group dynamics, skills acquisition, fun.

K3 Instructor:

	Description	Level of qualification
K3.1	Sheltered tidal waters; sheltered inland waters (inc. grade 1 rivers) lochs less than 100m wide at any point.	Level 2 Coach (Instructor)
K3.2	Sea and large lochs – activities close to a suitable beach.	Level 2 Coach (Instructor with 4 star (sea) (sea proficiency)
K3.3	Large lochs (journeys) White water (Grade 2)	Level 3 Coach (S.I. inland)
K3.4	Advanced white water (Grade 3 and above)	Level 3 Coach (S.I. Inland) with 5 star inland. (Advanced inland proficiency)
K3.5	Purpose built ponds	Kayaking requires level 2 coach. Canoe requires internal pass out.

K4 Site Knowledge:
K4.1 Awareness and understanding of local current, rip tides and tidal flows is essential.

K5 Participant Requirements:
K5.1 Ready access to warm dry clothes.

K6 Equipment:
K6.1 *Kayaks;*

- Kayaks should not be fitted with central buoyancy which extends beyond the knees.
- Kayaks should have adequate buoyancy to ensure that they do not sink and reduce the risk of 'needling'
- Kayaks should be fitted with suitable foot rests. Kayaks for use in white water must be fitted with full plate foot rests.
- Kayaks should be fitted with suitable deck lines and toggles.
- Only kayaks with a suitably sized cockpit should be used.
- Kayaks should be designed for intended use.

K6.2 *Life jackets/buoyancy aids;*

- For sessions taking place on the sea participants must wear B.S.I standard life jackets.
- For sessions taking place anywhere other than the sea participants must wear B.S.I. standard buoyancy aids.

K6.3

Spray decks;

- All participants must wear a spray deck.
- Spray decks may only be attached to cockpit once participant has completed a capsize drill.
- Spray decks must have an effective means of removal from cockpit rim.

K6.4

Instructor equipment;

- Instructor should be equipped with a tow line at all times.
- White water instructors should be equipped with both a tow and a throw line.

K6.5

Helmets;

- For sessions taking place on rivers all participants must wear a B.S.I. standard helmet.

K7

Ratios:

K7.1

- Rivers (grade 3 and above); 1 instructor to 4 participants.
- Rivers (grade 1 and 2); 1 instructor to 6 participants.
- Other areas; 1 instructor to 8 participants.

K8

Weather:

K8.1

Sessions taking place on inland sheltered sea waters or large lochs (over 100m) must not take place with an off shore wind.

K8.2

Any risk of wind or waves separating the group or causing extreme difficulties for participants should result in cancellation.

K8.3

Instructors should be aware of the increased effects of the sun when on water and should take precautions to reduce the risk of sun burn/heat stroke.

Risk Assessment – Kayaking

Hazards	Identify significant hazards which could cause harm:
1.	Instructor.
2.	Site Selection.
3.	Participants.
4.	Equipment.
5.	Ratio.
6.	Weather.
How	How will people be exposed to Hazard?
1.	Insufficient knowledge of safety procedures.
2.	Water conditions / site selected unsuitable.
3.	Group behaviour and approach negative.
4.	Equipment faulty / not checked property / not carried.
5.	Group size too large.
6.	Off shore wind / deteriorating conditions.
Risk	Evaluate risks arising from each hazard (High, Medium, Low)
1.	High.
2.	High.
3.	Medium.
4.	High.
5.	Medium.
6.	High.
Action	Prescribed risk management strategies to remove hazard or risk:
1.	Instructor meets leadership requirements. (W3, K3)
2.	Criteria for site selection observed. (W4, K4)
3.	Participant safety briefing. (W5, K5)
4.	Equipment checked. (W5.5, W5.10, W6, K6)
5.	Effective group management. (W3.4, K7)
6.	Continually assess weather conditions. (W8, K8)
Monitor	How are risk management strategies monitored?
1.	Instructor pass out system.
2.	Course report.
3.	Participant Evaluation Form.
4.	Near-miss folder.
5.	Incident Book.
6.	Weather Forecasts.
Review	Review date for this risk assessment:

Specific Safety Procedures – Open Canoe.

C1 **Description:**
C1.1 Open canoe sessions on lochs and lochans.

C2 **Learning Outcome:**
C2.1 The learning outcome will vary depending on Participant needs and may include aspects of personal and social development, challenge, adventure, group dynamics and fun.

C3 **Instructor:**

Description	Level of Qualification
Purpose built ponds	Internal pass out system
Lochs (close to suitable beaches). Sheltered tidal and inland waters.	Level 2 Canoe coach (Instructor)
Lochs over 100m wide. Canoe journeys	Level 3 Canoe Coach (Senior Instructor) with 5 star Canoe Proficiency (Advanced Proficiency)

C4 **Site Knowledge:**
C4.1 Suitable access point to water to ensure safe entry and exit from canoes.
C4.2 Contact local land owners to determine any access restrictions or conservation areas.
C4.3 Knowledge of local currents which could lead to difficulties managing the group.
C4.4 Clearly define boundaries within which to operate the session.

C5 **Participant Requirements:**
C5.1 Participants do not have to be able to swim, but should be confident and have a desire to take part.
C5.2 Suitable briefing on the aims and objectives of the session.
C5.3 Awareness of emergency procedures in the event of the instructor being incapacitated.

C6 **Equipment:**
C6.1 Canoes:

- Should have adequate buoyancy for the proposed activity.
- All equipment must be attached to the canoe firmly.
- All rope attachments should have short “tails to prevent snagging in event of a capsize.

C6.2 Kayak Equipment:

- Paddle per person
- Buoyancy-aid per person (BSI. Standard)
- First-aid Kit and Incident card

- Safety Bag (Sleeping bag, camp mat, shelter, food)
- Trangia/Flask (hot drink)

C6.3

Personal equipment:

- Suitable footwear.
- Warm clothing.
- Windproof outer layer.
- Hat and Gloves.
- Spare Warm Clothing (kept dry).
- Food for the day.

C6.4

Instructor Equipment:

- Tow-line.
- First-aid Kit.

C7

Ratios:

C7.1

One instructor to eight participants (1:8)

C7.2

The ratio will vary depending on the nature of the session e.g. introductory and extended journey.

C8

Weather:

C8.1

Sessions taking place on sheltered sea lochs or inland lochs over 100m must not take place with an offshore wind.

C8.2

Any risk of wind or waves separating the group or causing extreme difficulties for the participants should result in cancellation.

Risk Assessment – Open Canoe

Hazards	Identify significant hazards which could cause harm:
1.	Instructor.
2.	Site Selection.
3.	Participants.
4.	Equipment.
5.	Ratio.
6.	Weather.
How	How will people be exposed to Hazard?
1.	Insufficient knowledge of safety procedures.
2.	Water conditions / site selected unsuitable.
3.	Group behaviour and approach negative.
4.	Equipment faulty / not checked properly / not carried.
5.	Group size too large.
6.	Off shore wind deteriorating conditions.
Risk	Evaluate risks arising from each hazard (High, Medium, Low)
1.	High.
2.	High.
3.	Medium.
4.	High.
5.	Medium.
6.	High.
Action	Prescribed risk management strategies to remove hazard or reduce risk:
1.	Instructor meets leadership requirements (W3; C3)
2.	Criteria for site selection observed (W4; C4)
3.	Participant safety briefing. (W5; C5)
4.	Equipment checked. (W6; C6)
5.	Effective group management (W3.4; C7)
6.	Continually assess weather conditions. (W8; C8)
Monitor	How are risk management strategies monitored?
1.	Instructor pass out system.
2.	Course Report.
3.	Participant Evaluation Form.
4.	Near-miss folder.
5.	Incident Book.
6.	Weather Forecasts.
Review	Review date for this risk assessment:

Specific Safety Procedures – Raft Building

RB1	Description:
RB1.1	The design and building of an improvised raft from a range of materials for sail on sheltered inland or coastal waters.
RB2	Learning Outcome:
RB2.1	Group dynamics; mainly team building, communication, leadership, consequential learning. Fun.
RB3	Instructor:
RB3.1	In house passed out or BCU Level two coach or equivalent
RB3.2	Instructor should ensure that raft is safe before launch i.e. a complete check on security of raft components, loose rope work etc.
RB3.3	If powered rescue craft is to be used operator must hold RYA level 2 power boat certificate.
RB3.4	Instructor must have clear understanding of what is involved in creating a safe raft structure. E.g.: Long thin rafts are likely to sink / capsize however square raft with barrel at each corner more likely to float. No outriggers on raft. (Danger of flipping)
RB4	Site Knowledge:
RB4.1	Instructor should be aware of any rip tides, currents and tidal flow systems which could affect Participant safety.
RB5	Participant Requirements:
RB5.1	Clear understanding of procedures in event of falling into water or raft sinking.
RB5.2	Ready access to warm, dry clothes.
RB5.3	Participants should clearly understand that they may not launch their raft until it has been inspected and approved by instructor.
RB6	Equipment:
RB6.1	Coastal waters – Life jackets meeting B.S.I. standards must be worn.
RB6.2	Inland waters – Buoyancy aids meeting B.S.I. standards must be worn.
RB6.3	Instructor must have suitable throw line.
RB6.4	Length of rope suitable for tethering raft.
RB7	Ratios:
RB7.1	10 participants to 1 instructor.
RB8	Weather:
RB8.1	Raft building should not take place in the event of an offshore wind.

Risk Assessment – Raft Building

Hazards	Identify significant hazards which could cause harm:
1.	Instructor.
2.	Site Selection.
3.	Participants.
4.	Equipment.
5.	Ratio.
6.	Weather.
How	How will people be exposed to Hazard?
1.	Insufficient knowledge of safety procedures.
2.	Water conditions unsuitable.
3.	Group behaviour and approach negative.
4.	Poor construction and loose ropes etc.
5.	Group size too large.
6.	Off shore wind or conditions deteriorate.
Risk	Evaluate risks arising from each hazard (High, Medium, Low).
1.	High.
2.	High.
3.	Medium.
4.	High.
5.	Low.
6.	High.
Action	Prescribed risk management strategies to remove hazard or reduce risk
1.	Instructor meets leadership requirements. (W3; RB3)
2.	Criteria for site selection observed. (W4; RB4)
3.	Participant safety briefing. (W5; RB5)
4.	Equipment checked, (W6, RB6 RB3.2)
5.	Effective group management. (W3.4, RB7)
6.	Continually assess weather conditions. (RB8)
Monitor	How are risk management strategies monitored?
1.	Instructor pass out system.
2.	Course Report.
3.	Participant Evaluation Form.
4.	Near-miss folder.
5.	Incident Book.
6.	Weather Forecasts.
Review	Review date for this risk assessment:

Specific Safety Procedures – Swimming

- S1 Description:**
S1.1 Swimming in sea, river or loch where water is above waist height.
- S2 Learning Outcome:**
S2.1 Fun, relaxation, enjoyment.
- S3 Instructor:**
S3.1 Instructor must hold a valid Bronze Medallion certificate or Kayak Safety Test.
S3.2 Instructor must be in a position where he/she can clearly observe group and execute effective rescues.
S3.3 Instructor must be passed out in swimming.
S3.4 Instructor should introduce a “buddy” system.
S3.5 Instructor should be aware of dangers associated with sudden emersion of cold water.
- S4 Site Knowledge:**
S4.1 Instructor should be aware of any rip tides, currents or tidal flows which may affect Participant safety.
S4.2 Clear boundaries should be set by the instructor.
S4.3 Instructor should ensure selected area is pollution free.
S4.4 No swimming in or near; river mouths, strong river currents, rapids, weirs, sluice gates, reservoirs, dams.
S4.5 Before jumping or diving into water area must be checked for adequate depth, freedom from obstacles and safe exit to bank.
- S5 Participant Requirements:**
S5.1 Ready access to warm dry clothes.
S5.2 Participants must understand and agree to the boundaries set by the instructor.
- S6 Equipment:**
S6.1 Instructor must have suitable throw line.
S6.2 Wear or non-swimmers must wear a B.S.I standard buoyancy aid.
- S7 Ratios:**
S7.1 A ratio of no more than 12 participants per instructor will apply.
- S8 Weather:**
S8.1 Swimming in the sea or in an exposed loch will not take place if there is an off shore wind.

Risk Assessment – Swimming

Hazards	Identify significant hazards which could cause harm:
1.	Instructor.
2.	Site Selection.
3.	Participants.
4.	Ratio.
5.	Weather.
How	How will people be exposed to Hazard?
1.	Insufficient knowledge of safety procedures.
2.	Insufficient site knowledge.
3.	Group behaviour and approach.
4.	Life guard unable to ensure safety of swimmers.
5.	Weather conditions deteriorate.
Risk	Evaluate risks arising from hazard (High, Medium, Low).
1.	High.
2.	High.
3.	High.
4.	High.
5.	High.
6.	High.
Action	Prescribed risk management strategies to remove hazard or reduce risk:
1.	Qualification and pass out scheme. (W3, S3)
2.	Criteria for site selection observed. (W4, S4)
3.	Participant safety briefing. (W5, S5, S6.2)
4.	Effective Group management. (W3.4, S5.2, S7)
5.	Continually assess weather conditions. (W8, S8)
Monitor	How are risk management strategies monitored?
1.	Instructor pass-out system.
2.	Course Report.
3.	Participant evaluation form.
4.	Near-miss folder.
5.	Incident book.
6.	Weather forecasts.
Review	Review date for this assessment:

Specific Safety Procedures – Problem Solving

PS1	Description:
PS 1.1	All mobile group dynamic initiatives
PS 2	Learning Outcome
PS 2.1	The learning outcome will vary depending on the needs of the Participant and the particular dynamic activity
PS3	Instructor:
PS3.1	Must have understanding of the process of group dynamics and reviewing
PS3.2	Must be aware of possible hazards associated with particular dynamics
PS4	Site Knowledge:
PS4.1	The site selection should be appropriate for the dynamic exercise to be undertaken
PS4.2	The site should not introduce or accentuate any hazard associated with the activity i.e. striving for realism must not compromise safety.
PS4.3	The sites should vary to minimise environmental impact of dynamic activities e.g. erosion
PS5	Participant requirements:
PS5.1	All jewellery, rings and watches that could cause injury must be removed.
PS5.2	Clear explanation and demonstration of the spotting techniques to be employed must be given and understood.
PS6	Equipment
PS6.1	Helmets must be worn where necessary.
PS6.2	All personal safety equipment to be used must be inspected prior to activity commencing.
PS7	Ratios:
PS7.1	One Instructor to ten participants (1:10)
PS8	Weather:
PS8.1	Awareness of the effect of the weather on the activity e.g. slippery ground surface, cold and wet leading to exposure.

Risk Assessment – Problem Solving

Hazard	Identify significant hazards which could cause harm:
1.	Instructor.
2.	Site Selection.
3.	Participants.
4.	Equipment.
5.	Ratio.
6.	Weather.
How	How will people be exposed to Hazard?
1.	Insufficient knowledge or application of safety procedures.
2.	Site selection unsuitable or a new hazard has been introduced.
3.	Group behaviour and approach.
4.	Equipment faulty, not checked properly, or not carried.
5.	Instructor cannot control situation.
6.	Weather conditions inappropriate or deteriorate during session.
Risk	Evaluate risks arising from each hazard (High, Medium, Low)
1.	Low
2.	Low
3.	Medium
4.	Medium
5.	Medium
6.	Low
Action	Prescribed risk management strategies to remove hazard or reduce risk:
1.	Instructor Meets leadership requirements (L3, PS3)
2.	Criteria for site selection observed. (L4, PS4)
3.	Group safety briefing. (L5, PS5)
4.	Equipment checked (L6, PS6)
5.	Effective group management (L3.4, PS5)
6.	Ensure suitable clothing is worn. (PS8, L5.5)
Monitor	How are risk management strategies monitored?
1.	Instructor pass out system
2.	Course report.
3.	Participant evaluation forms.
4.	Near-miss folder.
5.	Incident book.
6.	Weather forecasts.
Review	Review date for this risk assessment:

Specific Safety Procedures – Pioneering

P1 Description:

P1.1 Temporary structures created from wooden spars and lashings.

P2 Learning Outcome:

P2.1 Developing team skills, planning, communication, and cooperation.

P3 Instructor:

P3.1 Must have an understanding of the process of group dynamics and reviewing.

P3.2 Must be aware of possible hazards associated with particular structures

P3.3 All structures must be checked prior to use particularly lashings and anchor points.

P4 Site Knowledge:

P4.1 The site selection should be appropriate for the particular structure to be constructed safely.

P 4.2 The site should not introduce or accentuate any hazard associated with the activity i.e. striving for realism must not compromise safety.

P4.3 The sites should vary to minimise environmental impact of dynamic activities e.g. erosion.

P5 Participant Requirements:

P5.1 All jewellery , rings, and watches that could cause injury must be removed.

P5.2 Clear explanation and demonstration of any spotting techniques to be employed must be given and understood.

P6 Equipment:

P6.1 Helmets must be worn at all times when participants are off the ground.

P6.2 All personal safety equipment to be used must be inspected prior to activity commencing.

P7 Ratios:

P7.1 10 participants to 1 instructor.

P8 Weather:

P8.1 Be aware of the effect of adverse weather conditions e.g. slippery surfaces etc.

P8.2 Understand signs and symptoms of exposure to heat or cold

Risk Assessment – Pioneering

Hazards	Identify significant hazards which could cause harm:
1.	Instructor.
2.	Site Selection.
3.	Participants.
4.	Equipment.
5.	Ratio.
6.	Weather.
How	How will people be exposed to Hazard?
1.	Insufficient knowledge or application of safety procedures.
2.	Site selection unsuitable or a new hazard has been introduced.
3.	Group behaviour and approach negative.
4.	Poor construction and loose ropes etc. Faulty equipment, not checked properly, or not carried
5.	Group size too large.
6.	Weather conditions inappropriate or deteriorates during session.
Risk	Evaluate risks arising from each hazard (High, Medium, Low).
1.	Medium.
2.	Medium.
3.	Low.
4.	High.
5.	Medium.
6.	Low.
Action	Prescribed risk management strategies to remove hazard or reduce risk
1.	Instructor meets leadership requirements. (L3; P3)
2.	Criteria for site selection observed. (L4; P4)
3.	Participant safety briefing. (L5, P5)
4.	Equipment checked, (L6, P6)
5.	Effective group management. (L7, P3.2, P7)
6.	Continually assess weather conditions. (L8, P8)
Monitor	How are risk management strategies monitored?
1.	Instructor pass out system.
2.	Course Report.
3.	Participant Evaluation Form.
4.	Near-miss folder.
5.	Incident Book.
6.	Weather Forecasts.
Review	Review date for this risk assessment:

Specific Safety Procedures – Night Walk.

- NW1 Description:**
NW1.1 Low level interpretive walk in the dark.
- NW2 Learning Outcome**
NW2.1 Find out about nature, mutual dependence, challenge and fun.
- NW3 Instructor:**
NW3.1 Attended a Summer Mountain Leader Training Course or hold the basic Expedition Training Award or the equivalent level of knowledge
NW3.2 Hold a valid first-aid certificate and have an understanding of “Inside Out” emergency procedures.
NW3.3 To understand and practice risk assessment and to use judgement to modify the route if deemed necessary.
- NW4 Site Knowledge:**
NW4.1 Be familiar with the route prior to leading groups in the area, and complete a basic route card.
NW4.2 Stick to the planned route except during the emergency procedure.
- NW5 Participant Requirements:**
NW5.1 Participant fitness is compatible with the proposed route.
NW5.2 Adequate footwear is worn which is suitable for the terrain.
NW5.3 Suitable briefing on the proposed route and aims of the exercise.
NW5.4 Awareness of emergency procedures and escape routes in the event of instructor being incapacitated.
NW5.5 Adequate protective clothing and equipment to undertake walk.
- NW6 Equipment:**
NW6.1 Personal Equipment;
 - Waterproof top and bottom
 - Spare warm clothing
 - Hat and gloves
 - Torch and spare batteries
NW6.2 Group Equipment
 - Group shelter (Tent, Bivi-bag or Pertex)
 - Sleeping Bag and Camp mat
 - First-aid kit (mobile)
 - flask (hot drink)
NW6.3 No denim or heavy cotton clothing to be worn.
NW6.4 Encourage several thin layers of clothing to be worn rather than one thick layer
NW6.5 All participants made aware of the prevention and early treatment of blisters.
- NW7 Ratios:**
NW7.1 One instructor to twelve participants (1:12)
- NW8 Weather**
NW8.1 Consider the implications of prevailing and expected weather conditions on the group and modify route accordingly

Risk Assessment – Night Walk.

Hazards	Identify significant hazard which could cause harm:
1.	Instructor.
2.	Site Selection.
3.	Participants.
4.	Equipment.
5.	Ratio.
6.	Weather.
How	How will people be exposed to Hazard?
1.	Insufficient knowledge or application of safety procedures.
2.	Route length and terrain unsuitable.
3.	Group behaviours and approach negative.
4.	Equipment faulty, not checked properly or not carried.
5.	Instructor cannot manage group effectively.
6.	Weather inappropriate or deteriorate during session.
Risk	Evaluate risks arising from each hazard (High, Medium, Low)
1.	Medium
2.	Medium
3.	Medium
4.	Low
5.	Low
6.	Low
Action	Prescribed risk management strategies to remove hazard or reduce risk:
1.	Qualification and pass out system. (L3, NW3)
2.	Criteria for site selection observed. (L4.1, NW4)
3.	Group Safety briefing. (L5, NW5)
4.	Equipment checks. (L6, NW6)
5.	Effective group management. (L3.4, NW7)
6.	Suitable clothing worn for conditions. (L5.5, L8, NW8)
Monitor	How are risk management strategies monitored?
1.	Instructor pass out system.
2.	Course report.
3.	Participant evaluation forms.
4.	Near-miss folder.
5.	Incident book.
6.	Weather forecast supplied.
Review	Review date for this assessment:

Specific Safety Procedures – Mountain Biking

MB1	Description:
MB1.1	Cycle route around a suitable area or site which may include slow riding obstacles and off road terrain,
MB2	Learning Outcomes:
MB2.1	Development of biking skills, trust, team work and communication.
MB3	Instructor:
MB3.1	Must be able to ride and lead group round site safely.
MB3.2	Instructor must be passed out by InsideOut management (or other appropriately experienced individual) and logged in the mountain biking pass out book.
MB3.3	Must hold a valid first-aid certificate and have an understanding of “Inside Out” emergency procedures.
MB3.4	To understand and practice risk assessment and to use judgement to modify the route or obstacle if deemed necessary
MB3.5	Must advise Participants on safe stopping distances
MB4	Site Knowledge:
MB4.1	Be familiar with the site prior to leading groups in the area.
MB4.2	Assess dangers associated with the site e.g. tree roots, steep ground; and restrict activities accordingly.
MB4.3	All obstacles should be inspected for damage/ vandalism before Participants use course and any faults noted and route modified to reduce risk
MB 4.4	Participants should be walked around the course pointing out specific hazards for each obstacle.
MB5	Participant Requirements
MB5.1	All jewellery, rings and watches which could cause injury must be removed.
MB5.2	Must be able to ride a bicycle at a level similar to others participants in the group so the group advances together.
MB5.3	Participant fitness suitable for the planned route.
MB5.4	Participant aware of safe stopping distances on different slope aspects and terrain, and the application of this when following the group.
MB6	Equipment:
MB6.1	Anybody on a bike must wear a helmet at all times.
MB6.2	Appropriate footwear must be worn. (E.G. grippy sole).
MB6.3	Additional safety pads (knee and elbow) available for Participants more at risk.
MB6.4	First Aid equipment and bike tool kit carried.
MB7	Ratios:
MB7.1	One Instructor to ten participants maximum. (1:10)
MB8	Weather:
MB8.1	Awareness of the implications of the weather. E.G: strong winds or wet and slippery ground cover

Risk Assessment – Mountain Biking

Hazards Identify significant hazards which could cause harm:

1. Instructor.
2. Site selection.
3. Participants.
4. Equipment.
5. Ratio.
6. Weather.

How How might the hazard cause harm?

1. Insufficient knowledge of safety procedures.
2. Injury due to fall or crash.
3. Group behaviour and approach.
4. Safety equipment not worn, (or worn incorrectly) Bicycles faulty.
5. Instructor cannot control situation.
6. Slippage or winds causing injury.

Risk Evaluate risks arising from each hazard (High, Medium, Low).

1. Low.
2. High.
3. High.
4. High.
5. Medium.
6. Low.

Action Prescribed risk management strategies to remove hazard or reduce risk

1. Instructor trained and passes out for mountain biking. (L3,MB3)
2. Dangers pointed out. (L4, MB4)
3. Group Safety briefing. (L5, MB5)
4. Safety equipment worn correctly, site inspected. (L6, MB6,MB4.3)
5. Effective group management/ ratios. (L3.4, MB7)
6. Suitable clothing, access restricted. (L5, MB4.2, MB8)

Monitor How are risk management strategies monitored?

1. Instructor pass out system.
2. Course report. / site inspection book.
3. Participant Evaluation forms. / incident book.
4. Near-miss folder. / Bike maintenance book.
5. Incident book.
6. Weather forecast supplied. / incident book
- 7.

Review Review date of this assessment:

Specific Safety Procedures – Archery

AR1	Description:
AR1.1	On site archery session within Netherurd House Grounds
AR2	Learning Outcomes:
AR2.1	Development of Archery skills, Hand eye coordination, personal development, fun.
AR3	Instructor:
AR3.1	Must hold the Grand National Archery Society's "community Sports Leader Award" or other relevant qualification
AR3.2	Must provide clear explanation regarding management of the archery site
AR3.3	Must provide a clear briefing with regard to the correct use of equipment
AR3.4	Must hold a valid first-aid certificate and have an understanding of "Inside Out" emergency procedures.
AR4	Site Knowledge:
AR4.1	Clear understanding of site including safe area and firing line.
AR5	Participant Requirements
AR5.1	All jewellery, rings and watches which could cause injury must be removed, and long hair tied back.
AR5.2	Clear explanation of the potential hazards associated with archery and the code of behaviour expected must be given and understood prior to the session commencing.
AR6	Equipment:
AR6.1	All equipment to be used must be inspected prior to activity commencing for any defects.
AR6.2	Target area must be clear of staff and participants prior to bows being loaded.
AR6.3	All participants must wear an arm brace whilst shooting
AR6.4	Damaged arrow must not be used
AR7	Ratios:
AR7.1	One Instructor to ten participants maximum. (1:10)
AR8	Weather:
AR8.1	Awareness of the implications of the weather. E.G: cold hands etc
AR8.2	Understand the signs and symptoms of exposure to heat or cold

Risk Assessment – Archery

Hazards Identify significant hazards which could cause harm:

1. Instructor.
2. Site selection.
3. Participants.
4. Equipment.
5. Ratio.
6. Weather.

How How might the hazard cause harm?

1. Insufficient knowledge of safety procedures.
2. Site selected unsuitable or a new hazard has been introduced.
3. Group behaviour and approach negative.
4. Equipment faulty, not checked properly or not worn / carried
5. Instructor cannot control situation.
6. Weather conditions inappropriate or deteriorate during session.

Risk Evaluate risks arising from each hazard (High, Medium, Low).

1. High.
2. Medium.
3. High.
4. Medium .
5. Medium.
6. Low.

Action Prescribed risk management strategies to remove hazard or reduce risk

1. Instructor trained and passes out for Archery. (L3,AR3)
2. Dangers pointed out. (L4, AR4)
3. Group Safety briefing. (L5, AR5)
4. Safety equipment worn correctly, site and equipment inspected. (L6, AR6)
5. Effective group management/ ratios. (L3.4, AR7)
6. Continually assess weather conditions and Participant condition. (L8, AR8)

Monitor How are risk management strategies monitored?

1. Instructor pass out system.
2. Course report.
3. Participant Evaluation forms.
4. Near-miss folder.
5. Incident book.
6. Weather forecast supplied.
- 7.

Review Review date of this assessment:

Netherurd House High Challenge Course Safety Document

Document produced by

InsideOut
Ropes Course Consultancy

A Culture of Safety

This document is intended to provide clear guidance and parameters for the safe delivery of action centred programmes utilising the facilities constructed by **InsideOut Ropes Course Consultancy**. There is a degree of inherent risk involved in the operation and use of High Challenge Courses in the outdoors. The guidelines detailed within this document are designed to ensure that the risk involved is removed or reduced to an acceptable level.

This framework is made up of various factors:

- ❑ A culture where safety is the number one priority.
- ❑ A detailed safety document that is continually assessed and up-graded.
- ❑ The requirement that all staff using the facilities are familiar with the document.
- ❑ The requirement that all sessions have a qualified first-aid person on site.
- ❑ The completion of various operational documents that supplement the safety document.
- ❑ A clear understanding by staff that any approach to safety must involve the exercising of good judgement, sound working practices and appropriate skills to minimise risk.

ACCESS TO SAFETY MATERIAL

To ensure safe practice the following safety information will be provided:-

- ❑ The **safety document** must be read and understood. In addition, a copy of the safety document and risk assessment will be available for staff to read at any time whilst on-site. The document signature sheet must be signed by all staff to verify that this process has taken place.
- ❑ **Amendments to safety document** should be recorded on a clip board for easy viewing and each amendment should be signed by all staff members using the facilities.
- ❑ Pre-course meeting to discuss the clients, the aims, the activities and any safety implications prior to the course commencing.
- ❑ **Weather forecast** supplied each day.
- ❑ **Incident and near miss forms** should be displayed and signed by all staff using the facilities. It is important that a culture of honesty and openness is encouraged with regard to any incidents and near misses.

Staff Induction

To ensure the safe provision of activities it is essential that suitable procedures are implemented regarding staff induction to the facilities. Whilst the apparatus is designed to be user friendly the following guidelines have been developed to introduce and train staff in the safe working practices.

STAFF INDUCTION

- All Staff will be given a full induction into the safe working practices relating to the facility prior to running an activity session. This will involve staff having complete working knowledge of the **Safety Document and Risk Assessment**.
- The facilitators will be “passed out” as being competent to lead an activity session. It will involve the observation and critical assessment of at least one activity session. The facilitators must demonstrate an in-depth knowledge of the instructor competencies required to manage each particular activity safely. It is important that you have a suitably competent person to provide ongoing training and maintain the pass-out system. The **Pass-Out Sheet** should be used to keep an up to date record of which volunteers are allowed to lead each activity.
- The “**pass-out**” **process will be ongoing** throughout the season to ensure that facilitators are passed out no matter when they begin or cease employment.
- All amendments to safety procedures should be communicated to staff via the **amendments to safety document clipboard** and, where deemed appropriate, a staff training session should be arranged.
- All staff using the facilities should be encouraged to ask for clarification of procedures rather than bash on regardless. **If in doubt, miss it out!**
- All staff using the facilities should meet to discuss working practices relating to the facility to enable the **continual evaluation** of the safety document.

USERS GUIDE

General Safety Procedures

The general safety procedures are guidelines that are applied to all activities and should be read in conjunction with the specific safety procedures for each activity.

Specific Safety Procedures

The specific safety procedures are detailed guidelines that relate to each particular activity on the facility.

Risk Assessment

This risk assessment is intended to identify those factors in the workplace that could cause people harm and to examine the precautions that can be taken to remove the hazard or reduce the risk to an acceptable level. The risk assessment for each activity should be read in conjunction with the general and specific safety procedures relating to that particular activity. The assessment of risk will involve five stages:

- ❑ Identify significant hazards that could result in serious harm or effect several people.
- ❑ Determine who might be exposed to the hazard and how they might be harmed.
- ❑ Evaluate the risks arising from each significant hazard and decide whether risk is high, medium or low.
- ❑ Prescribe risk management strategies to remove the hazard or reduce the risk to an acceptable level.
- ❑ Monitor and evaluate effectiveness of risk management strategies.

Supplemental Information

This section provides supplemental information with regard to use and implementation of this safety document.

Appendices

The appendix section gives examples of the documentation required for the recording, analysis and ongoing review procedures associated with the safety document.

General Safety Procedures

L1 Description

L1.1 All activities that take place on the facility

L2 Learning Outcome

L2.1 The learning outcome will vary depending on the needs of the client and the particular activity.

L3 Facilitator

L3.1 Valid governing body qualifications specific to the activity.

L3.2 Valid **first-aid** qualification.

L3.3 An understanding of “Netherurd House” **emergency procedures**.

L3.4 A working knowledge of the **safety document and risk assessment** process.

L3.5 Must have a working knowledge of all **technical and personal protective equipment** to be used during the session.

L3.6 Designate a “**safe**” area for participants not directly involved in climbing or belaying.

L3.7 Implement **bottom rope safety system** utilising fixed anchor points at bottom of wall. Italian hitch through karabiner through eye.

L3.8 Knowledge of **back-up belay system** – one belayer in front of Italian hitch, minimum of two behind never letting go of rope.

L3.9 Brief group to keep **rope tension** higher whilst the person is near to the ground.

L3.10 **Check ground anchor points** prior to climbing.

L3.11 **Visually check top anchor points** prior to climbing.

L3.12 Clients should be clipped to the rope via **back to back screw-gate** karabiners or tied in using a **figure of eight and stopper knot**.

L3.13 Level one supervision should be in place at all times whilst the structure is in use.

L4 Facility Knowledge

L4.1 Detailed knowledge of facility to enable **identification of hazards** and enable safety implications to be **assessed and communicated** effectively to clients.

L4.2 To have a sufficient understanding to be able to carry out basic **visual inspections** of the facility prior to commencing a group session. A **Tick box** verifying that the staff member has made a visual inspection should be incorporated on the **equipment use form**.

L4.3 Awareness of strategies to **reduce environmental impact** of activities eg. Erosion of access routes etc.

L5 Client Requirements:

L5.1 All participants must complete a **medical questionnaire** prior to undertaking any activity.

L5.2 Must be able to **participate at a minimum safety level** specific to each activity and understand that the activity carries an inherent form of risk. It is advisable to get clients or parents to sign a **risk awareness form** prior to participation in any outdoor activities.

- L5.3 All clients should take part in the activity of their own free will, or **challenge by choice**.
- L5.4 Clients must only take part in activities under the **supervision** of a Netherurd House staff member.
- L5.5 Adequate **protective equipment, clothing and footwear** (trainers or boots laced up correctly) to undertake the proposed activity.
- L5.6 Must **receive a safety brief and understand** how to use any equipment issued to them.
- L5.7 All **rings and jewellery** which could become entangled must be removed prior to climbing.
- L5.8 **Long hair** must be tied back to prevent entanglement in equipment.
- L5.9 Receive clear explanation and demonstration of **belay techniques to be employed**.
- L5.10 Receive clear explanation and demonstration of the role of the **back-up belayer**.
- L5.11 Must **wear a helmet** at all times when off the ground.
- L5.12 All **clothing** to be worn in conjunction with a safety harness, should be tucked inside to prevent entanglement.
- L5.12 A clear **system of communication** must be set up between the rope handlers and the climber(s)
- L5.13 Must receive a clear explanation, demonstration and assistance regarding how to **correctly fit a climbing harness**. Clients should **not remove harness** during a session unless instructed to do so by the staff member running the session.

L6 Equipment:

- L6.1 **Visual safety checks** prior to use to ensure equipment is in good working order.
- L6.2 **Log equipment usage** in appropriate file; e.g., ropes, harness, ppe.
- L6.3 **Safety and first-aid equipment** specific to each activity is carried as detailed in safety procedures.
- L6.4 All equipment is **stored** in an appropriate manner.
- L6.5 All equipment should be **used only for the purpose it is intended**.
- L6.6 Any **defective equipment** should be recorded in the defect book.
- L6.7 Equipment should be **cleaned** after use, or as necessary.

L7 Ratios:

- L7.1 Ratios will vary for each activity.

L8 Weather:

- L8.1 Be aware of the **extreme nature** of the Scottish climate and it's implications on risk assessment.
- L8.2 Understand and interpret **weather forecasts** and any safety implications this might incur.

Specific Safety Procedures – Jacobs Ladder

- JL11 Description:**
JL1.1 Vertical ascent of a giant ladder with wooden rungs spaced 1m apart.
- JL2 Learning Outcome:**
JL2.1 The learning outcome may include aspects of personal and social development, Team work, cooperation, trust, responsibility, communication and target setting.
- JL3 Facilitator:**
JL3.1 Have been **assessed and passed out** by a suitably experienced person.
JL3.2 Adequate **group management and programme skills** to work safely and effectively with the particular client group.
- JL4 Facility Knowledge:**
JL4.1 Knowledge of various **techniques and methods of ascending Jacobs ladder cooperatively.**
JL4.2 Facilitator should position them self in a **position where they can closely observe all belayers and climbers.** (Between bottom anchor points.) Do not get sucked into the ladder with your back to the belayers.
JL4.3 **No solo climbing or sitting on ladder.**
- JL5 Client Requirements:**
JL5.1 A clear understanding of the **aims** of the activity session.
JL5.2 Receive a clear brief detailing belay techniques and safe participation whilst climbing. The climbers should be discouraged from holding onto the main support cables and wire rope grips identified as a potential hazard.
JL5.3 Receive a clear brief detailing safe descent from the Jacobs ladder using feet and hands to brace off the wooden rungs whilst lowering.
- JL6 Equipment:**
JL6.1 Equipment must be **counted, returned and usage recorded** after the session.
JL6.2 **All use of ropes must be logged.**
- JL7 Ratios:**
JL7.1 Maximum of one facilitator to ten participants. **(1:10)**
- JL8 Weather:**
JL8.1 The implications of the weather on the proposed activity should be taken into consideration e.g. **wet and slippy wood, risk of exposure, strong winds etc.**

Risk Assessment – Jacobs Ladder

Hazards Identify significant hazards which could cause harm:

1. Facilitator.
2. Facility.
3. Participants.
4. Equipment.
5. Ratio.
6. Weather.

How How will people be exposed to hazard?

1. Lack of knowledge of safety procedures / increase risk of injury.
2. Lack of knowledge of facility / failure to communicate hazards.
3. Group behaviour and approach / increase risk to climber.
4. Equipment malfunction or misuse / increase risk to climber.
5. Staff member unable to manage group / increase risk to climber.
6. Improper clothing/ exposure, low morale increase risk to climber.

Risk Evaluate risks arising from each hazard (High, Medium, low)

1. High.
2. Medium.
3. Medium.
4. High.
5. Medium.
6. Medium

Action Prescribed risk management strategies to remove hazard or reduce risk

1. Qualification and pass out system. (L3, JL3)
2. Knowledge of facility and hazards. (L4.1, JL4)
3. Group Safety briefing. (L5.4 L5.6, L5.7, JL5)
4. Equipment Checks. (L6.1, L6.2, L6.5, JL6)
5. Effective group management. (L3.3, L3.4, JL7)
6. Ensure suitable clothing is worn. (L5.5, JL8)

Monitor How are risk management strategies monitored?

1. Qualifications checked /facilitator pass out system.
2. Staff meetings and amendments to safety document clipboard.
3. Client Feedback / co-tutor / observation
4. Inspections and equipment checks, Tick box.
5. Near-miss and Incident forms.
6. Weather forecast supplied.

Review Review date of this assessment:

Instructor Competencies: Jacobs Ladder

Instructor:

Preparation:

Ropes rigged on wire and ground anchors with Italian hitches and karribinas secured.

Harness and helmets prepared.

Condition of equipment and structure inspected during set-up.

Medical information pertaining to group sought and implications for session considered.

Instructor safety equipment carried.

Group Introduction:

Group briefed on session outline and equipment. Need to remove rings, dangly earrings and hair tied back.

Group briefed on Ladder safety (brace from pole using feet during descent; if fall off be aware of potential to swing back into the ladder; no holding onto wires only wood).

Group given tips on ladder climbing technique (single or pairs; helping each other).

Harness:

Correctly fitted (waist belt located above hips and tightened to lock in place).

Leg loops comfortable and loose tails on straps tied back.

Helmets:

Correctly positioned on head and tightened appropriately to move with head.

Belaying:

Group positioned to allow everyone to observe rope handling brief.

Bell pull role (keep rope tight between climber and their hands; release rope in the event of a fall; move behind karribina when lowering; No use of phrase “let go rope” by the instructor).

1st catcher role (Position behind karribina; keep rope tight between bell pull person and their hands; main responsibility for catching the climber in the event of a fall; two hands on the rope when waiting for climber to move higher up the wall).

2nd catcher role (Position behind 1st catcher; keep rope tight between 1st catcher and their hands; responsible for catching the climber in the event of a fall; two hands on rope; do not stand on rope if last person).

3rd catcher role (as per. Second catcher)

Lowering:

Bell pull person should “tug of war” rope to take out stretch prior to climber sitting back.

Bell pull person should move behind the karribina prior to lowering of the climber.

Rope handlers should give clear instructions to the climber to “lean back and hold the rope” prior to commencing lowering of the climber.

Rope handlers should be clearly briefed that no climbers to be lowered without the consent of the instructor.

Delivery of session:

Instructor position (between both rope handling teams with clear view of both systems)

Instructor focus (this should be mainly on the rope handlers rather than the climber)

Observation of critical moments (lowering of climbers by rope handlers should be observed; Initial few metres of ascent to ensure rope holders are competent and focussed)

Verbal reinforcing safety (use of phrases that encourage good practice “keep the rope nice and tight”).

Prioritising tasks (identifying tasks that can be delayed to deal with something that needs immediate attention. For example, untying climber from a rope can be delayed if the rope handlers need good practice reinforced).

End of session:

Kit is returned correctly to store

Equipment and site inspected and defective equipment identified and removed from use.

Course report completed

Changes to procedures:

Changes to procedures should incorporate all of the above but be an addition rather than an alternative. For example, the instructor deciding to tail the rope due to weather or group focus level still requires bell pull person to move behind karribina during lowering.

The safety procedures should not be unwittingly compromised by implementing on the spot changes to procedures even though being undertaken with the best intentions.

Additional observations and comments:

Conclusion and recommendations:

Observed by:

Venue:

Date:

Specific Safety Procedures – Vertical Playpen

- PP11** **Description:**
PP1.1 Vertical ascent of a vertical playpen incorporating a pole climb, tyre cargo net, wobbly wall and a rope cargo net.
- PP2** **Learning Outcome:**
PP2.1 The learning outcome may include aspects of personal and social development, team work, cooperation, trust, responsibility, communication and target setting.
- PP3** **Facilitator:**
PP3.1 Have been **assessed and passed out** by a suitably experienced person.
PP3.2 Adequate **group management and programme skills** to work safely and effectively with the particular client group.
- PP4** **Facility Knowledge:**
PP4.1 Knowledge of various **techniques and methods of ascending the playpen safely.**
PP4.2 Facilitator should position them self in a **position where they can closely observe all belayers and climbers.** (Between bottom anchor points.) Do not get sucked into the playpen with your back to the belayers.
PP4.3 **No solo / un-roped climbing.**
- PP5** **Client Requirements:**
PP5.1 A clear understanding of the **aims** of the activity session.
PP5.2 Receive a clear brief detailing belay techniques and safe participation whilst climbing. The climbers should be discouraged from holding onto the main support cables and wire rope grips / maillons identified as a potential hazard.
PP5.3 Receive a clear brief detailing safe descent from the playpen using feet and hands to brace off the wooden rungs whilst lowering.
PP5.4 Receive a brief to climb at the same speed as their partner waiting for each other as necessary.
- PP6** **Equipment:**
PP6.1 Equipment must be **counted, returned and usage recorded** after the session.
PP6.2 All **use of ropes must be logged.**
- PP7** **Ratios:**
PP7.1 Maximum of one facilitator to ten participants. **(1:10)**
- PP8** **Weather:**
PP8.1 The implications of the weather on the proposed activity should be taken into consideration e.g. **wet and slippy wood, risk of exposure, strong winds etc.**

Risk Assessment – Playpen

Hazards	Identify significant hazards which could cause harm:
1.	Facilitator.
2.	Facility.
3.	Participants.
4.	Equipment.
5.	Ratio.
6.	Weather.
How	How will people be exposed to hazard?
1.	Lack of knowledge of safety procedures / increase risk of injury.
2.	Lack of knowledge of facility / failure to communicate hazards.
3.	Group behaviour and approach / increase risk to climber.
4.	Equipment malfunction or misuse / increase risk to climber.
5.	Staff member unable to manage group / increase risk to climber.
6.	Improper clothing/ exposure, low morale increase risk to climber.
Risk	Evaluate risks arising from each hazard (High, Medium, low)
1.	High.
2.	Medium.
3.	Medium.
4.	High.
5.	Medium.
6.	Medium
Action	Prescribed risk management strategies to remove hazard or reduce risk
1.	Qualification and pass out system. (L3, PP3)
2.	Knowledge of facility and hazards. (L4.1, PP4)
3.	Group Safety briefing. (L5.4 L5.6, L5.7, PP5)
4.	Equipment Checks. (L6.1, L6.2, L6.5, PP6)
5.	Effective group management. (L3.3, L3.4, PP7)
6.	Ensure suitable clothing is worn. (L5.5, PP8)
Monitor	How are risk management strategies monitored?
1.	Qualifications checked /facilitator pass out system.
2.	Staff meetings and amendments to safety document clipboard.
3.	Client Feedback / co-tutor / observation
4.	Inspections and equipment checks, Tick box.
5.	Near-miss and Incident forms.
6.	Weather forecast supplied.
Review	Review date of this assessment:

Instructor Competencies: Vertical Playpen

Instructor:

Preparation:

- Ropes rigged on wire and ground anchors with Italian hitches and karribinas secured.
- Harness and helmets prepared.
- Condition of equipment and structure inspected during set-up.
- Medical information pertaining to group sought and implications for session considered.
- Instructor safety equipment carried.

Group Introduction:

- Group briefed on session outline and equipment. Need to remove rings, dangly earrings and hair tied back.
- Group briefed on Playpen safety (brace from apparatus using feet during descent; if fall off be aware of potential to swing back into the apparatus; no holding onto wires or metal work, only onto apparatus).
- Group given tips on playpen climbing technique (climb together, waiting for partner if necessary).

Harness:

- Correctly fitted (waist belt located above hips and tightened to lock in place).
- Leg loops comfortable and loose tails on straps tied back.

Helmets:

- Correctly positioned on head and tightened appropriately to move with head.

Belaying:

- Group positioned to allow everyone to observe rope handling brief.
- Bell pull role (keep rope tight between climber and their hands; release rope in the event of a fall; move behind karribina when lowering; No use of phrase “let go rope” by the instructor).
- 1st catcher role (Position behind karribina; keep rope tight between bell pull person and their hands; main responsibility for catching the climber in the event of a fall; two hands on the rope when waiting for climber to move higher up the playpen).
- 2nd catcher role (Position behind 1st catcher; keep rope tight between 1st catcher and their hands; responsible for catching the climber in the event of a fall; two hands on rope; do not stand on rope if last person).
- 3rd catcher role (as per. Second catcher)

Lowering:

- Bell pull person should “tug of war” rope to take out stretch prior to climber sitting back.
- Bell pull person should move behind the karribina prior to lowering of the climber.
- Rope handlers should give clear instructions to the climber to “lean back and hold the rope” prior to commencing lowering of the climber.
- Rope handlers should be clearly briefed that no climbers to be lowered without the consent of the instructor.

Delivery of session:

- Instructor position (between both rope handling teams with clear view of both systems)
- Instructor focus (this should be mainly on the rope handlers rather than the climber)
- Observation of critical moments (lowering of climbers by rope handlers should be observed; Initial few metres of ascent to ensure rope holders are competent and focussed)
- Verbal reinforcing safety (use of phrases that encourage good practice “keep the rope nice and tight”).
- Prioritising tasks (identifying tasks that can be delayed to deal with something that needs immediate attention. For example, untying climber from a rope can be delayed if the rope handlers need good practice reinforced).

End of session:

Kit is returned correctly to store

Equipment and site inspected and defective equipment identified and removed from use.

Course report completed

Changes to procedures:

Changes to procedures should incorporate all of the above but be an addition rather than an alternative. For example, the instructor deciding to tail the rope due to weather or group focus level still requires bell pull person to move behind karribina during lowering. The safety procedures should not be unwittingly compromised by implementing on the spot changes to procedures even though being undertaken with the best intentions.

Additional observations and comments:

Conclusion and recommendations:

Observed by:

Venue:

Date:

Specific Safety Procedures – High All Aboard

- HA1** **Description:**
HA1.1 Clients ascend pole with attached hand and foot holds to gain the small platform. On the platform they should attempt to hold wrists and lean back to attain the point of balance.
- HA2** **Learning Outcome:**
HA2.1 The learning outcome will vary depending on client needs and may include aspects of personal and social development, group dynamics, trust, responsibility and communication.
- HA3** **Facilitator:**
HA3.1 **Assessed and passed out** by a suitably experienced person.
HA3.2 Adequate **group management and programme skills** to work safely and effectively with the particular client group.
- HA4** **Facility Knowledge:**
HA4.1 Facilitators should **position** them self where they can closely observe all rope handlers and climbers.
HA4.2 No **solo climbing**.
HA4.3 Clients should be made aware of the possibility of **swinging back** towards the pole after releasing wrists.
- HA5** **Participant Requirements:**
HA5.1 Clients must be briefed to climb the pole and stand on the platform on the **same side** as the overhead anchor point.
HA5.2 Clients must be briefed to **lean back** and **hold each others' wrists**, not fingers.
HA5.3 Clients must be briefed to **release partners wrists** when a fall is imminent or when the **instructor calls "release"**. This is to encourage clients **to fall safely** on their side of the pole.
HA5.4 Clients must be correctly fitted with a full body harness or sit harness with chest harness. A helmet must be worn by all climbers.
- HA6** **Equipment:**
HA6.3 Equipment must be **counted, returned and usage recorded** after the session.
HA6.4 All use of **ropes must be logged**.
- HA7** **Ratios:**
HA7.1 Minimum of one facilitator to ten participants. Larger groups can be catered for on this activity but require an additional instructor **(1:10 / 2:20)**
- HA8** **Weather:**
HA8.1 The implications of the weather on the proposed activity should be taken into consideration e.g. **strong winds, cold and icy conditions**.

Risk Assessment – High All Aboard

Hazards	Identify significant hazards which could cause harm:
1.	Facilitator.
2.	Site selection.
3.	Participants.
4.	Equipment.
5.	Ratio.
6.	Weather.
How	How will people be exposed to hazard?
1.	Insufficient knowledge of safety procedures.
2.	Insufficient knowledge of site.
3.	Group behaviour and approach.
4.	Equipment malfunction or misuse.
5.	Facilitator cannot manage site.
6.	Improper clothing.
Risk	Evaluate risks arising from each hazard (High, Medium, low)
1.	High.
2.	Medium.
3.	Medium.
4.	High.
5.	Medium.
6.	Medium
Action	Prescribed risk management strategies to remove hazard or reduce risk
1.	Qualification and pass out system (L3, HA3)
2.	Criteria for site selection observed (L4.1, HA4)
3.	Group Safety briefing. (L5.4 L5.6, L5.7, HA5)
4.	Equipment Checks. (L6.1, L6.2, L6.5, HA6)
5.	Effective group management. (L3.3, L3.4, HA7)
6.	Ensure suitable clothing is worn. (L5.5, HA8)
Monitor	How are risk management strategies monitored?
1.	Qualifications checked /facilitator pass out system.
2.	Course report.
3.	Client Evaluation forms.
4.	Inspection Reports.
5.	Incident book / Near Miss Folder.
6.	Weather forecast supplied.
Review	Review date of this assessment:

Instructor Competencies: High Aboard

Instructor:

Preparation:

- Ropes rigged on wire and pole anchors with Italian hitches and karribinas secured.
- Harness and helmets prepared.
- Condition of equipment and structure inspected during set-up.
- Medical information pertaining to group sought and implications for session considered.
- Instructor safety equipment carried.

Group Introduction:

- Group briefed on session outline and equipment. Need to remove rings, dangly earrings and hair tied back.
- Group briefed about platform (stand with back to belay; lean back with straight arms holding partners wrists)
- Group briefed on pole safety (brace from pole using feet during descent; if fall off be aware of potential to swing back into the pole.
- Group given tips on pole climbing technique (singly , pairs or fours).

Harness:

- Correctly fitted (waist belt located above hips and tightened to lock in place)
- Leg loops comfortable and loose tails on straps tied back.

Helmets:

- Correctly positioned on head and tightened appropriately to move with head

Belaying:

- Group positioned to allow everyone to observe rope handling brief
- Bell pull role (keep rope tight between climber and their hands; release rope in the event of a fall; move behind karribina when lowering; No use of phrase “let go rope” by the instructor).
- 1st catcher role (Position behind karribina; keep rope tight between bell pull person and their hands; main responsibility for catching the climber in the event of a fall; two hands on the rope when waiting for climber to move higher up the pole).
- 2nd catcher role (Position behind 1st catcher; keep rope tight between 1st catcher and their hands; responsible for catching the climber in the event of a fall; two hands on rope; do not stand on rope if last person.
- 3rd catcher role (as per. Second catcher)

Lowering:

- Bell pull person should “tug of war” rope to take out stretch prior to climber sitting back.
- Bell pull person should move behind the karribina prior to lowering of the climber.
- Rope handlers should give clear instructions to the climber to “lean back and hold the rope” prior to commencing lowering of the climber.
- Rope handlers should be clearly briefed that no climbers to be lowered without the consent of the instructor.

Delivery of session:

- Instructor position (between both rope handling teams with clear view of both systems)
- Instructor focus (this should be mainly on the rope handlers rather than the climber)
- Observation of critical moments (lowering of climbers by rope handlers should be observed; Initial few metres of ascent to ensure rope holders are competent and focussed)
- Verbal reinforcing safety (use of phrases that encourage good practice “keep the rope nice and tight”).
- Prioritising tasks (identifying tasks that can be delayed to deal with something that needs immediate attention. For example, untying climber from a rope can be delayed if the rope handlers need good practice reinforced).

End of session:

- Kit is returned correctly to store
- Equipment and site inspected and defective equipment identified and removed from use.
- Course report completed

Changes to procedures:

Changes to procedures should incorporate all of the above but be an addition rather than an alternative. For example, the instructor deciding to tail the rope due to weather or group focus level still requires bell pull person to move behind karribina during lowering. The safety procedures should not be unwittingly compromised by implementing on the spot changes to procedures even though being undertaken with the best intentions.

Additional observations and comments:

Conclusion and recommendations:

Observed by:

Venue:

Date:

Specific Safety Procedures – Crate Climb

- CC1** **Description:**
CC1.1 Building, climbing and standing on a crate structure
- CC2** **Learning Outcome:**
CC2.1 The learning outcome will vary depending on client needs and may include aspects of personal and social development, group dynamics, trust, responsibility and communication.
- CC3** **Facilitator:**
CC3.1 Have been **assessed and passed out** by a suitably experienced person.
CC3.2 Adequate **group management and programme skills** to work safely and effectively with the particular client group.
- CC4** **Facility Knowledge:**
CC4.1 Knowledge of safe system of stacking crates and how to attach them to the safety line.
CC4.2 **Designated “Safe” area** for clients not directly involved in climbing or rope work should **be well clear of landing area** for crates.
CC4.3 Clients passing crates to the climber(s) must be aware of the possibility of **falling crates** and **wear a helmet** at all times.
CC4.4 Clients must be advised of the inevitability of the **crates toppling** and them being left hanging on the ropes.
- CC5** **Client Requirements:**
CC5.1 Have a clear understanding of the **aims** of the session.
CC5.2 Clients briefed to climb the crates on the same side as the overhead anchor point to reduce the risk of injury through striking the crates.
- CC6** **Equipment:**
CC6.1 Equipment must be **counted, returned and usage recorded** after the session.
CC6.2 All use of **ropes must be logged**.
- CC7** **Ratios:**
CC7.1 Minimum of one facilitator to ten participants. **(1:10)**
- CC8** **Weather:**
CC8.1 The implications of the weather on the proposed activity should be taken into consideration e.g. **strong winds** etc.

Risk Assessment – Crate Climb

Hazards	Identify significant hazards which could cause harm:
1.	Facilitator.
2.	Site selection.
3.	Participants.
4.	Equipment.
5.	Ratio.
6.	Weather.
How	How will people be exposed to hazard?
1.	Insufficient knowledge of safety procedures.
2.	Insufficient knowledge of site.
3.	Group behaviour and approach.
4.	Equipment malfunction or misuse.
5.	Facilitator cannot manage site.
6.	Improper clothing.
Risk	Evaluate risks arising from each hazard (High, Medium, low)
1.	High.
2.	Medium.
3.	Medium.
4.	High.
5.	Medium.
6.	Medium
Action	Prescribed risk management strategies to remove hazard or reduce risk
1.	Qualification and pass out system (L3, CC3)
2.	Criteria for site selection observed (L4.1, CC4)
3.	Group Safety briefing. (L5.4 L5.6, L5.7, CC5)
4.	Equipment Checks. (L6.1, L6.2, L6.5, CC6)
5.	Effective group management. (L3.3, L3.4, CC7)
	Ensure suitable clothing is worn. (L5.5, CC8)
Monitor	How are risk management strategies monitored?
1.	Qualifications checked /facilitator pass out system.
2.	Course report.
3.	Client Evaluation forms.
4.	Near-miss folder.
5.	Incident book.
6.	Weather forecast supplied.
Review	Review date of this assessment:

Instructor Competencies: Crate Climb

Instructor:

Preparation:

- Ropes rigged on wire and ground anchors with Italian hitches and karribinas secured.
- Tensioned line rigged to allow crates to be clipped into it during session.
- Rope for hauling crates attached (slip knot used to attach crates)
- Crates taken to site and condition checked.
- Harness and helmets prepared.
- Condition of equipment inspected during set-up.
- Medical information pertaining to group sought and implications for session considered.
- Instructor safety equipment carried.

Group Introduction:

- Group briefed on session outline and equipment. Need to remove rings, dangly earrings and hair tied back.
- Group given tips on crate climbing technique (singly or in pairs).
- Group briefed to stand on crates underneath the top anchor point

Harness:

- Correctly fitted (waist belt located above hips and tightened to lock in place)
- Leg loops comfortable and loose tails on straps tied back.

Helmets:

- Correctly positioned on head and tightened appropriately to move with head

Belaying:

- Group positioned to allow everyone to observe rope handling brief
- Bell pull role (keep rope tight between climber and their hands release rope in the event of a fall; move behind karabiner when lowering; No use of phrase “let go rope” by the instructor).
- 1st catcher role (Position behind karabiner; keep rope tight between bell pull person and their hands; main responsibility for catching the climber in the event of a fall; two hands on the rope when waiting for climber to move higher up the wall).
- 2nd catcher role (Position behind 1st catcher; keep rope tight between 1st catcher and their hands; responsible for catching the climber in the event of a fall; two hands on rope; do not stand on rope if last person.
- 3rd catcher role (as per. Second catcher)

Lowering:

- Bell pull person should “tug of war” rope to take out stretch prior to climber sitting back.
- Bell pull person should move behind the karabiner prior to lowering of the climber.
- Rope handlers should give clear instructions to the climber to “lean back and hold the rope” prior to commencing lowering of the climber.
- Rope handlers should be clearly briefed that no climbers to be lowered without the consent of the instructor.

Delivery of session:

- Instructor position (between both rope handling teams with clear view of both systems)
- Instructor focus (this should be mainly on the rope handlers rather than the climber)
- Observation of critical moments (lowering of climbers by rope handlers should be observed; Initial few metres of ascent to ensure rope holders are competent and focussed)
- Verbal reinforcing safety (use of phrases that encourage good practice “keep the rope nice and tight”).
- Prioritising tasks (identifying tasks that can be delayed to deal with something that needs immediate attention. For example, helping tie a crate to the haul rope can be delayed if the rope handlers need good practice reinforced).

End of session:

Kit is returned correctly to store

Equipment and site inspected and defective equipment identified and removed from use.

Course report completed

Changes to procedures:

Changes to procedures should incorporate all of the above but be an addition rather than an alternative. For example, the instructor deciding to tail the rope due to weather or group focus level still requires bell pull person to move behind karribina during lowering. The safety procedures should not be unwittingly compromised by implementing on the spot changes to procedures even though being undertaken with the best intentions.

Additional observations and comments:

Conclusion and recommendations:

Observed by:

Venue:

Date:

Specific Safety Procedures – Leap of Faith

- LF1** **Description:**
LF1.1 Ascend pole to gain platform then leap to touch bouy suspended in mid air.
- LF2** **Learning Outcome:**
LF2.1 The learning outcome will vary depending on client needs and may include aspects of personal challenge, confronting fears, trust, responsibility and communication.
- LF3** **Facilitator:**
LF3.1 Have been **assessed and passed out** by a suitably experienced person.
LF3.2 Adequate **group management and programme skills** to work safely and effectively with the particular client group.
LF3.3 Knowledge of the correct fitting procedures of the **full body harness**.
- LF4** **Facility Knowledge:**
LF4.1 Knowledge of correct **jump direction** and the ability to set up a clear **system of commands** between the rope handlers and the jumper.
- LF5** **Client Requirements:**
LF5.1 Have a clear understanding of the **aims** of the session.
LF5.2 Have received a clear safety brief regarding **Jump direction** and the possibility of **swinging into the pole or back into the platform**.
LF5.3 Have been briefed to state clearly that they intend to jump by calling **“ready to leap”**. The jumper should then wait for the rope handlers to reply **“leap when ready”** before stepping off the platform. If the **jumper does not leap** within 10 seconds of the rope handlers reply then the **process** should be **repeated**.
- LF6** **Equipment:**
LF6.1 Equipment must be **counted, returned and usage recorded** after the session.
LF6.2 All use of **ropes must be logged**.
- LF7** **Ratios:**
LF7.1 Minimum of one facilitator to ten participants. **(1:10)**
- LF8** **Weather:**
LF8.1 The implications of the weather on the proposed activity should be taken into consideration e.g. **strong winds, wet and icy conditions** etc.

Risk Assessment – Leap of Faith

Hazards	Identify significant hazards which could cause harm:
1.	Facilitator.
2.	Facility Knowledge.
3.	Clients.
4.	Equipment.
5.	Ratio.
6.	Weather.
How	How will people be exposed to hazard?
1.	Little knowledge of safety procedures / clients briefed poorly.
2.	Insufficient knowledge of facility / health & safety risk.
3.	Group behaviour and approach / clients at risk.
4.	Equipment malfunction or misuse / risk of serious injury.
5.	Facilitator cannot manage site/ group size too large.
6.	Improper clothing / bad conditions for activity.
Risk	Evaluate risks arising from each hazard (High, Medium, low)
1.	High.
2.	High.
3.	Medium.
4.	High.
5.	Low.
6.	Medium.
Action	Prescribed risk management strategies to remove hazard or reduce risk
1.	Qualification and pass out system (L3, LF3)
2.	Training in facility use (L4.1, LF4)
3.	Group Safety briefing. (L5.4 L5.6, L5.7, LF5)
4.	Equipment Checks / inspections. (L6.1, L6.2, L6.5, LF6)
5.	Effective group management / end session (L3.3, L3.4, LF7)
6.	Suitable clothing / right weather conditions. (L5.5, LF8)
Monitor	How are risk management strategies monitored?
1.	Facilitator pass out system.
2.	Continual Evaluation / Course Reports.
3.	Client Evaluation forms / Risk Awareness forms.
4.	Daily, quarterly and annual inspections.
5.	Incident book and Near-miss folder.
6.	Weather forecast supplied.
Review	Review date of this assessment:

Instructor Competencies: Leap of Faith

Instructor:

Preparation:

Ropes rigged on leap and Italian hitches and karabiners secured.

Harness and helmets prepared.

Condition of equipment inspected during set-up.

Medical information pertaining to group sought and implications for session considered.

Instructor safety equipment carried.

Group Introduction:

Group briefed on session outline and equipment. Need to remove rings and earrings.

Group given tips on participating in the leap of faith.

Harness:

Correctly fitted (waist belt located above hips and tightened to lock in place)

Leg loops comfortable and loose tails on straps tied back.

Helmets:

Correctly positioned on head and tightened appropriately to move with head

Belaying:

Group positioned to allow everyone to observe rope handling brief

Bell pull role (keep rope tight between jumper and their hands during the ascent to the platform; move behind karabiner to dead part of the rope prior to jumper leaping; No use of phrase “let go rope” by the instructor).

1st catcher role (Position behind karabiner; keep rope tight between bell pull person and their hands; main responsibility for catching the jumper in the event of a fall; two hands on the rope when waiting for jumper to move higher up the wall).

2nd catcher role (Position behind 1st catcher; keep rope tight between 1st catcher and their hands; responsible for catching the jumper in the event of a fall; two hands on rope; do not stand on rope if last person.

3rd catcher role (as per. Second catcher)

Lowering:

Rope handlers should give clear instructions to the jumper that they are about to be lowered prior to feeding rope through hands.

Rope handlers should be clearly briefed that no jumpers to be lowered without the consent of the instructor.

Delivery of session:

Instructor position (between both rope handling teams with clear view of both systems)

Instructor focus (this should be mainly on the rope handlers rather than the jumper)

Observation of critical moments (lowering of jumper by rope handlers should be observed; Initial few metres of ascent to ensure rope holders are competent and focussed)

Verbal reinforcing safety (use of phrases that encourage good practice “keep the rope nice and tight”

Maintaining a clear line of sight (Stand facing the jumper to enable continued observation of rope handlers).

Prioritising tasks (identifying tasks that can be delayed to deal with something that needs immediate attention. For example, Jump can be delayed if the rope handlers need good practice reinforced)

End of session:

Kit is returned correctly to store

Equipment and site inspected and defective equipment identified and removed from use.

Course report completed

Changes to procedures:

Changes to procedures should incorporate all of the above but be an addition rather than an alternative. For example, the instructor deciding to tail the rope due to weather or group focus level still requires bell pull person to move behind karabiner during jump and lowering. The safety procedures should not be unwittingly compromised by implementing on the spot changes to procedures even though being undertaken with the best intentions.

Additional observations and comments:

Conclusion and recommendations:

Observed by:

Venue:

Date:

Specific Safety Procedures – Body Zorbs

- BZ1** **Description:**
BZ1.1 Inflatable balls which are worn over the head down to between the hips and the knees.
- BZ2** **Learning Outcome:**
BZ2.1 Develop team skills, trust and fun.
- BZ3** **Instructor:**
BZ3.1 Have been **assessed and passed out** by a suitably experienced person.
BZ3.2 Must have an understanding of the process of group dynamics and reviewing
BZ3.3 Must be aware of possible hazards associated with the use of the zorbs..
- BZ4** **Site Knowledge:**
BZ4.1 The site selection should be appropriate for the number of zorbs in use.
BZ4.2 The site should be a relatively flat area with no hazards in the way.
- BZ5** **Participant Requirements:**
BZ5.1 A clear understanding of the **aims** of the activity session.
BZ5.2 Receive a clear brief detailing safe participation, these must be listened to and understood.
BZ5.3 All jewellery, rings and watches must be removed. Pockets should be emptied.
- BZ6** **Equipment:**
BZ6.1 Shoulder straps should be secure at all times. The straps should be crossed over on smaller participants.
BZ6.2 Zorbs should be puncture free. If air is escaping, stop use immediately.
- BZ7** **Ratios:**
BZ7.1 Maximum of one instructor to ten participants. **(1:10)**
- BZ8** **Weather:**
BZ8.1 The implications of the weather on the proposed activity should be taken into consideration e.g. **wet and slippy grass, risk of exposure, strong winds etc.**

Risk Assessment – Body Zorbing

Hazards Identify significant hazards which could cause harm:

1. Facilitator.
2. Facility.
3. Participants.
4. Equipment.
5. Ratio.
6. Weather.

How How will people be exposed to hazard?

1. Lack of knowledge of safety procedures / increase risk of injury.
2. Lack of knowledge of facility / failure to communicate hazards.
3. Group behaviour and approach / increase risk to participant
4. Equipment malfunction or misuse / increase risk to participant
5. Staff member cannot control situation.
6. Weather conditions inappropriate or deteriorate during session.

Risk Evaluate risks arising from each hazard (High, Medium, low)

1. Medium.
2. Medium.
3. Medium.
4. Medium.
5. Medium.
6. Low

Action Prescribed risk management strategies to remove hazard or reduce risk

1. Qualification and pass out system. (L3, BZ3)
2. Knowledge of facility and hazards. (L4.1, BZ4)
3. Group Safety briefing. (L5, BZ5)
4. Equipment Checks. (L6, BZ6)
5. Effective group management. (L7, BZ5.2, BZ7)
6. Ensure suitable clothing is worn. (L8, BZ8)

Monitor How are risk management strategies monitored?

1. Qualifications checked /facilitator pass out system.
2. Staff meetings and amendments to safety document clipboard.
3. Client Feedback / co-tutor / observation
4. Inspections and equipment checks, Tick box.
5. Near-miss and Incident forms.
6. Weather forecast supplied.

Review Review date of this assessment:

Specific Safety Procedures – Caving

- CV1** **Description:**
CV1.1 Negotiate your way through the artificial caving system, through the tunnels, ball pool and ladders.
- CV2** **Learning Outcome:**
CV2.1 Develop team skills, trust, personal challenge and fun.
- CV3** **Instructor:**
CV3.1 Have been **assessed and passed out** by a suitably experienced person.
CV3.2 Must have an understanding of the process of group dynamics and reviewing
CV3.3 Must be aware of possible hazards and rescue techniques associated with the caving system
- CV4** **Site Knowledge:**
CV4.1 The instructor should be familiar with the cave layout.
- CV5** **Participant Requirements:**
CV5.1 A clear understanding of the **aims** of the activity session.
CV5.2 Receive a clear brief detailing safe participation, these must be listened to and understood.
CV5.3 All jewellery, rings and watches must be removed. Pockets should be emptied.
- CV6** **Equipment:**
CV6.1 Helmets and head torches should be worn.
CV6.2 Caving system should be free from damage
CV6.3 There should be no obstructions in the tunnels..
- CV7** **Ratios:**
CV7.1 One instructor to ten participants. **(1:10)**
- CV8** **Weather:**
CV8.1 The implications of the weather on the proposed activity should be taken into consideration e.g. wet and slippery decking or excessive heat build up in tunnels.
CV8.2 Understand signs and symptoms of exposure to heat and cold.

Risk Assessment – Caving

Hazards Identify significant hazards which could cause harm:

1. Facilitator.
2. Facility.
3. Participants.
4. Equipment.
5. Ratio.
6. Weather.

How How will people be exposed to hazard?

1. Lack of knowledge of safety procedures / increase risk of injury.
2. Lack of knowledge of facility / failure to communicate hazards.
3. Group behaviour and approach / increase risk to participant
4. Equipment malfunction or misuse / increase risk to participant
5. Staff member cannot control situation.
6. Weather conditions inappropriate or deteriorate during session.

Risk Evaluate risks arising from each hazard (High, Medium, low)

1. Low.
2. Low.
3. Medium.
4. Medium.
5. Low.
6. Low

Action Prescribed risk management strategies to remove hazard or reduce risk

1. Qualification and pass out system. (L3, CV3)
2. Knowledge of facility and hazards. (L4.1,CV 4)
3. Group Safety briefing. (L5, CV5)
4. Equipment Checks. (L6, CV6)
5. Effective group management. (L7,CV5.2,CV7)
6. Ensure suitable clothing is worn. (L8, CV8)

Monitor How are risk management strategies monitored?

1. Qualifications checked /facilitator pass out system.
2. Staff meetings and amendments to safety document clipboard.
3. Client Feedback / co-tutor / observation
4. Inspections and equipment checks, Tick box.
5. Near-miss and Incident forms.
6. Weather forecast supplied.

Review Review date of this assessment:

Risk Assessment – Coracle Building

Hazards	Identify significant hazards which could cause harm:
1.	Instructor
2.	Site Selection.
3.	Participants.
4.	Equipment.
5.	Ratio.
6.	Weather.
How	How will people be exposed to hazard?
1.	Insufficient knowledge of safety procedures.
2.	Water conditions unsuitable.
3.	Group behaviour and approach negative.
4.	Poor construction and loose ties etc.
5.	Group size too large.
6.	Weather conditions deteriorate.
Risk Low).	Evaluate risks arising from each hazard (High, Medium,
1.	High.
2.	High.
3.	Medium.
4.	High.
5.	Low.
6.	High.
Action	Prescribed risk management strategies to remove hazard or reduce risk.
1.	Instructor meets leadership requirements. (W3; CB3)
2.	Criteria for site selection observed. (W4; CB4)
3.	Participant safety briefing. (W5; CB5)
4.	Equipment checked. (W6; CB6; CB3.2)
5.	Effective group management. (W3.4; CB7)
6.	Continually assess weather conditions. (CB8)
Monitor	How are risk management strategies monitored?
1.	Instructor pass out system.
2.	Course report
3.	Participant evaluation form
4.	Near-miss folder
5.	Incident book
6.	Weather forecasts
Review	Review date for this risk assessment:

Risk Assessment – Highland Games

Hazards	Identify significant hazards which could cause harm:
1.	Instructor
2.	Site Selection.
3.	Participants.
4.	Equipment.
5.	Weather.
How	How will people be exposed to hazard?
1.	Insufficient knowledge of safety procedures.
2.	Site selection unsuitable or a new hazard has been introduced
3.	Group behaviour and approach negative.
4.	Equipment faulty, not checked properly.
5.	Weather conditions inappropriate or deteriorate.
Risk	Evaluate risks arising from each hazard (High, Medium, Low).
1.	Low.
2.	Low.
3.	Medium.
4.	Medium.
5.	Low.
Action	Prescribed risk management strategies to remove hazard or reduce risk.
1.	Instructor meets leadership requirements.
2.	Criteria for site selection observed.
3.	Participant safety briefing.
4.	Equipment checked.
5.	Continually assess weather conditions.
Monitor	How are risk management strategies monitored?
1.	Instructor pass out system.
2.	Course report
3.	Course report
4.	Near-miss/ Incident folder
5.	Weather forecasts
Review	Review date for this risk assessment: