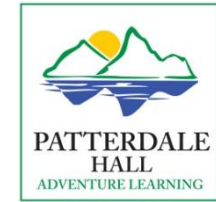


# Risk Assessment Record



Risk Assessment of: Generic Risks for all activities

Assessor(s): Hal Elliker and Tim Taylor

Date: 18th January 2024

<b>Overview of activity / location / equipment / conditions being assessed:</b>		What follows is a table of generic risks, applicable to all activities provided by Patterdale Hall, this risk assessment must be read in conjunction with all of the Hall SOP's and Risk assessments.			
<b>Generic or specific assessment?</b>  Specific		<b>Context of assessment:</b> Activity Provision: All staff leading activities are assessed as competent to make ongoing, dynamic risk assessments that take into account the ever-changing nature of the environment and the people with whom they are working.			
Hazard(s) identified	Persons affected	Existing controls	Additional controls required	Action by whom	Action by when
1. Defective Equipment	<ul style="list-style-type: none"> <li>Employee</li> <li>Participant</li> <li>General Public</li> </ul>	<ul style="list-style-type: none"> <li>Regular inspection and maintenance of personal protective equipment</li> <li>Worn equipment reported and immediately taken out of use until repaired</li> <li>Pre session check of equipment carried out by instructor, prior to use by participants, any equipment failing this check must be quarantined immediately.</li> <li>Only PPE equipment recorded by Patterdale Hall to be used by participants.</li> <li>Instructors to use climbing harnesses recorded on Patterdale Hall's PPE register.</li> <li>Only Patterdale Hall metal work and slings to be used on group climbing sessions. (unless multi pitch climbing see SOP)</li> <li>Purchase of good quality equipment suitable for purpose.</li> <li>All equipment checked and recorded and maintained by a competent person.</li> </ul>	PPE checks	PPE trained member of staff	Ongoing yearly basis

2. Standard of instruction	<ul style="list-style-type: none"> <li>Employee</li> <li>Participant</li> <li>General Public</li> </ul>	<ul style="list-style-type: none"> <li>Hold appropriate qualifications and be vetted by the Centre /Activities Manager or their deputies and shown to have supporting experience.</li> <li>Ongoing monitoring and observation by the senior activity team.</li> <li>Take with them on activities the group safety equipment as stated in the activity SOP</li> <li>Kept their instructor records current and up to date, this is the responsibility of both the instructor and the SAT.</li> </ul>			
3. Hostile environment  <ul style="list-style-type: none"> <li>Exposure</li> <li>Hypothermia</li> <li>Sunburn</li> <li>Heat stroke</li> <li>Flooding in caves and gorges/ghylls</li> </ul>	<ul style="list-style-type: none"> <li>Employee</li> <li>Participant</li> </ul>	<ul style="list-style-type: none"> <li>Multiple weather forecast sources used prior to session</li> <li>Correct clothing to be worn.</li> <li>Instructors to endeavour to ensure that participants have eaten and drunk enough for the activity they are undertaking</li> <li>Sun protection as necessary, both sun cream and clothing.</li> <li>Carry water and choose appropriate route when hot. (have water filtration system on hot days)</li> <li>Choose correct route/ venue for age, size and ability of group, and weather conditions. In agreement with IC</li> <li>Spare clothing to be carried and participants clothing to be checked before leaving the centre</li> <li>Extra food to be carried if out for a length of time rather than just a half-day session</li> <li>Extra drink, hot or cold as appropriate, make sure that hot drink has been cooled enough to prevent potential burns to mouth.</li> <li>Consider using a water drop</li> <li>Make sure that all participants apply sun cream, do not just take their word for it, and actually see them apply it!</li> <li>Take a group shelter for shade as well as bad weather protection</li> </ul>			
4. Becoming lost or being late back	<ul style="list-style-type: none"> <li>Participant</li> <li>Employee</li> </ul>	<ul style="list-style-type: none"> <li>Communicate with Hall, ensure that group paperwork is filled in with appropriate call out time noted and a form of communication indicated.</li> <li>Regular head counts, setting a back marker with younger groups.</li> <li>Take head torches on day walks in the winter months, when day light hours are shorter</li> </ul>			
5. Injury due to slips, trips or falls	<ul style="list-style-type: none"> <li>Participant</li> <li>Employee</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the correct foot wear is worn for the activity and weather conditions.</li> <li>Good route choice for groups ability and weather conditions</li> <li>Instructors to be aware of pre-existing conditions such as dyspraxia and how they might impact on the student taking part in the activity</li> </ul>			

6. Injury to lone instructor	<ul style="list-style-type: none"> <li>Employee</li> <li>participant</li> </ul>	<ul style="list-style-type: none"> <li>Brief the group on what to do if instructor is incapacitated.</li> <li>Guidance given to students so that they know what to do in an emergency.</li> <li>Ensure group know where communication devices are, how to use them and who to ring or radio.</li> </ul>			
7. Emergency situations	<ul style="list-style-type: none"> <li>Participant</li> <li>Employee</li> <li>Members of the public</li> </ul>	<ul style="list-style-type: none"> <li>Carry first aid kit and radio or other appropriate means of communication</li> <li>Ensure the group has working communications device and the instructor understands the emergency procedure and be confident to take appropriate action should the need arise.</li> <li>All permanent staff to have emergency procedure refresher training once a year</li> </ul>			
8. Overtired exhausted group	<ul style="list-style-type: none"> <li>Participant</li> <li>Employee</li> </ul>	<ul style="list-style-type: none"> <li>Be prepared to adapt and change activities as appropriate.</li> </ul>			
9. Health and hygiene / pre-existing medical conditions/special needs.	<ul style="list-style-type: none"> <li>Participant</li> <li>Employee</li> <li>Members of the public</li> </ul>	<ul style="list-style-type: none"> <li>Make sure that hands are clean before eating packed lunch or preparing food.</li> <li>Where appropriate have made available provision for students toilet needs whilst out in the field. (plastic yellow hazard bags, gloves and paper are in first aid kits)</li> <li>Ensure participants have own medication, or it is being carried by a member of staff, e.g. epi pens</li> <li>Discuss any special needs with staff and participants before taking part in an activity that takes the group away from normally expected facilities, i.e. toilets.</li> <li>Put into place systems that will support any participants with learning difficulties, for example autism where a particular method of giving instructions might be necessary.</li> <li>Think about how pre-existing conditions could impact on the plan for the day and whether alternative choices need to be made.</li> <li>Hand sanitizer to be carried when group eating away from the centre.</li> <li>Instructors to talk through plans with staff manning base if a pre-existing medical condition is likely to cause plans to change.</li> </ul>	Check all known students with medical conditions have the correct medication with them, get them to show it to you rather than just asking!!		

10. Traffic on roads	<ul style="list-style-type: none"> <li>Participants</li> <li>Employees</li> <li>Members of the public</li> </ul>	<ul style="list-style-type: none"> <li>Good group management</li> <li>Ensure firm control and guidance when crossing, have enough adults to do this safely, (will depend on age of children)</li> </ul>			
11. Water Quality	<ul style="list-style-type: none"> <li>Participants</li> <li>Employees</li> </ul>	<ul style="list-style-type: none"> <li>Check water quality prior to entering the water paying particular attention the presence of algae blooms. If blue/green algae presence is suspected then groups should not enter the water.</li> <li>Ensure participants either boil or treat any water before drinking when out in the field.</li> </ul>			
12. Manual Handling	<ul style="list-style-type: none"> <li>Participants</li> <li>Employees</li> </ul>	<ul style="list-style-type: none"> <li>Ensure an appropriate number of people are used to move heavy or awkward objects.</li> <li>Ensure good lifting technique is used.</li> <li>Make sure that an instructor is always around when students are doing any manual handling tasks.</li> </ul>			
13. Ticks and Lyme disease	<ul style="list-style-type: none"> <li>Participants</li> <li>Employees</li> </ul>	<ul style="list-style-type: none"> <li>Instructors to make participants aware of what ticks are and how serious they can be</li> <li>Get participants to cover up, tuck trousers into socks etc. in areas where ticks are most likely</li> <li>Participants will be advised on self-checking</li> <li>Tick tweezers and removers in all first aid kits</li> <li>The centre will have leaflets and flyers available for information.</li> <li>Get medical advice if unsure or the participant shows signs of ill health.</li> </ul>			
<b>Assessor signature(s):</b>		<b>Print name: Hal Elliker</b>	<b>Next review date: January 2025</b>		