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| **Name of activity,** | **Shelter Building** | **Date of risk assessment** | **September 2024** | **Date of next review** | **Next time** | **Name of person performing risk assessment** | **Karen McGarry** |

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| **What hazard have you identified? What are the risks from it?** | **Who is at risk?** | **How are the risks already controlled?**  **What extra controls are needed?** | **What has changed that needs to be thought about and controlled?** |
| **A hazard** is something that may cause harm or damage.  **The risk** is the harm that may occur from the hazard. | For example: young people,  leaders,  visitors | **Controls** are ways of making the activity safer by removing or reducing the risk from it.  For example, you may use a different piece of equipment or you might change the way you do the activity. | Keep **checking** throughout the activity in case you need to change what you’re doing or even **stop** the activity.  This is a great place to add comments which will be used as part of the review. |
| **Environment, nature of terrain, slips, trips, and falls** – personal injuries, sprains, and strains. Cold and Heat related injuries. | All participants | Check for any natural hazards in the build area, other than detailed below, e.g. water hazards, hidden holes and dips.  Make sure all wear suitable clothing footwear.  Assess the weather risk before and during the session.  Consider moving this activity to another area if needed. |  |
| **Wild woodland -** potential to quickly become an out-of-sight casualty. | All Participants | Adults to clearly define with participants a boundary or where necessary mark a boundary.  Instruct all participants to remain within line-of-sight of an adult at all times ("If you cannot see me, then I cannot see you!")  Adults to remain vigilant for wandering participants and maintain a regular head-count. Good practice is to arrange a whistle call 'stop and return'. |  |
| **Falling Objects from trees -** personal injuries | All participants | Check area carefully, make sure there are no loose branches overhead or anything else that may fall  Do not build shelters under any dead trees |  |
| **Handling and carrying materials & equipment** – strains and sprains. | All participants | Plan the structure before you start building. Follow the plan.  Check that the project you’re planning and the type of equipment you’ll use are appropriate for the age of the young people. |  |
| **Construction and dismantling** –fingers, feet, or other body parts trapped between or under poles. | All participants | Make sure the activity lead is competent.  Give all participants appropriate training.  Give everyone participating in the activity a safety briefing.  Supervise young people at all times.  Consider participants’ personal circumstances and any reasonable adjustments you may need to make |  |
| **Pioneering equipment, using tools, natural materials, ropes** –personal injuries, rope burns, cuts, bruises, abrasions, puncture wounds, eye damage. | All participants | Assess and advise young people carrying, lifting and storing pioneering equipment.  Make sure that young people know how to carry, lift, and store pioneering equipment?  Teach young people to carry, lift, and store pioneering equipment?  Check equipment before use. Report any damaged or faulty equipment.  Make PPE available if leader deems necessary. Use of thick gloves for handling poles & uprooting foliage e.g. bracken is good practice. |  |
| **Lifting heavy items** – back or other muscular injuries. | All participants | Advise participants not to uproot bracken with bare hands. Alternatively, pre-prepare ready-cut bracken for use. |  |
| **Cuts from knives** -personal injuries, puncture wounds, eye damage. | All participants | Safety briefing prior to activivty, knives only to be used by those deemed competent to do so by leader in charge |  |
| **Structures collapsing** – crush injuries, lacerations, and fractures. | All participants | Closely supervise structures while they’re being constructed and dismantled.  Check how the weather affects structures, for example, wet ropes causing strectching or tightening. |  |
| **Impact with pioneering equipment** – crush injuries, lacerations, and fractures. |  | Supervise young people and check they’re using the correct knots and lashings.  Limit the load you put on the structure.  Undo the main supports last when you’re dismantling a structure |  |
| **Fall from height** – personal injuries, lacerations, and fractures. | All participants | Fully brief all participants who will be above one meter off the ground.  Use spotters when participants are off the ground.  Undo the main supports last when you’re dismantling a structure. |  |