

Outdoor Education Standard Operating Procedures

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Introduction

Standard Operating Procedures (SOPs) are the Council's health and safety management & regulations which govern tuition of outdoor adventure activities and outdoor learning by Dundee City Council (DCC) and Leisure and Culture Dundee (LACD) staff, including activities which are licensed as, in-scope under the Adventure Activities Licensing Service (AALS) criteria.

SOPs are designed to provide helpful and comprehensive guidance to those delivering activities, they do not, however, duplicate instructor training programmes or list instruction techniques or lesson plans.

The SOPs are comprehensively outlined on the Council's website Outdoor Learning pages which can be found at <https://www.dundee.gov.uk/outdoor-learning>.

Oversight of the Council's Outdoor Education Safety Management system is administered by Ancrum Outdoor Centre's management team.

Definition and Value of Participation in Outdoor Adventure Activities / Outdoor Learning

Outdoor Learning can be defined as "active learning through direct experience offering challenge, enjoyment and adventure within a framework of safety". It is a deliberate interventionist educational process with predetermined objectives and outcomes in a group or individual setting.

A range of visits, journeys and expeditions in land and on water, either for part of the day or for a longer period, are used as a means of making many aspects of working with participants more developmental. Such activities, especially those which have a residential element, play an important part in promoting the personal and social development of participants, as well as contributing to their understanding of particular subjects and topics.

Experiences may be guided activities or more self-directed, where participants learn from the process of planning, discovery and reflection, rather than directed activity prescribed by leaders. Leaders will need to consider the size and make-up of the group, the aims of the activity and the chosen environment, as well as the needs of individuals in terms of their personal relationships, self-esteem, self-confidence and competence.

Outdoor learning activities provide opportunities for learning through experience and direct investigation of the many features and phenomena to be found out-of-doors. These present participants with practical problems, such as finding a route, crossing a stream, keeping warm and dry, and having due regard for safety. Exploration in towns and in the countryside is often a good starting point for developing awareness and concern for both familiar and unfamiliar aspects of the environment. Participants should not only gain knowledge about places they visit, but should also develop responsible attitudes towards them, to others who visit them and to those who live and work there.

Outdoor Learning and adventure activities by nature have inherent risk, control measures can be implemented to reduce many of the risks presented by Adventure Activities. It is not possible, nor desirable, to eliminate all risks in these activities. It is, however, possible to reduce the risk to an acceptable level. RoSPA terms this approach: "As safe as necessary not as safe as possible".

The duty of care enshrined in the principle of being in delegated charge should not be undertaken or designated lightly: for once it is assumed, it cannot be set aside until young people are returned to care of their parents, guardians or carers. Those who undertake this responsibility must be prepared to exercise the control which the role requires.

Standard Operating Procedures

General Conduct and Appearance

The Outdoor Learning Group is determined to foster the highest standards of delivery and professionalism in the field of Outdoor Learning tuition. Public perception of the DCC/ LACD may be influenced in many ways but never more so than at the interface of instructional staff with participants. All members of staff are selected for their proven interpersonal skills, as well as for their technical skills. We wish to emphasise to all staff the importance of adopting a person-centred approach to teaching. It is also expected that staff demonstrate high standards of professionalism and personal appearance during their contact with participants.

Staff will show professionalism by:

- Being well presented and suitably dressed for every occasion.
- Being punctual and keeping to time.
- Being responsible and behaving in a professional and mature manner.
- Showing patience and courtesy, being open to correction and to new ideas.
- No swearing or showing a bad attitude to work.
- Respecting different cultures and their needs.

Working Parameters

It is Council policy to employ only appropriately qualified or trained staff registered under AALS License. Hereafter referred to as Instructors. This covers "Activity Leaders, Instructors and Coaches". It is the Ancrum Management Teams responsibility to provide guidance to managers to ensure that staff work within the scope of their training qualifications and remain accredited by the relevant National Governing Body.

There will be occasions when circumstances may preclude the safe conduct or continuation of programmed activities. This may be because of bad weather, inadequately equipped participants, illness or injury. The instructor or his appointed depute has the authority to modify the planned programme at their discretion, this should be communicated as soon as possible. It is the responsibility of other staff to co-operate fully with that decision.

Equipment

In using Group Equipment, the Instructor must ensure that:

- The party is prepared for every reasonable eventuality
- Careful checks on the condition of equipment are made before departure during activity and on return.
- If repairs are to be carried out, the fact is reported to the person responsible.
- Advice and instructions are given on equipment use and its care and transport, to develop in the participants a respect for equipment.
- Instructor should be able to offer advice on equipment and other aspects of the activity.

In using Personal Equipment

- The Council will supply all necessary specialised technical equipment such as rock-climbing ropes, etc. for staff to carry out their duties. This equipment must be in good repair and suitable for the task. Staff may choose, for their own use and at the Outdoor Learning Worker's discretion, to use items of their own personal equipment.
- The Outdoor Learning Worker must satisfy himself that such equipment is in sound and safe condition and of suitable design for the task and comparable to that provided for the activity.
- All PPE used must be inspected by a qualified competent person at the requisite service interval.

Emergency Procedures

All DCC / L&CD staff must follow their respective service area emergency protocols (appendix 1) to:

- Ensure personal safety and those under their care using the 'Self-Team-Casualty' process
- Stabilise the situation
- Administer first aid if required
- Contact the emergency services if required evacuation
- Keep DCC / L&CD updated as required

Home Base Procedures

A responsible person at a home base must be designated to act as the link between the organisation, its field party and any other relevant organisations.

The designated person's duty is to follow late back procedures (appendix 2) and receive and convey accurate information to those involved. This person must **NOT** make comment to the media, any media should be directed to the DCC media officer.

First Aid

Dundee City Council recognises its responsibility under the Health and Safety (First Aid)

Regulations 1981:

- Ensure access to first aid materials.
- Provide first aid trained staff to support participants engaged in outdoor adventure activities.

Instructor's must hold a nationally recognised first aid qualification suitable to the environment they intend to visit.

Operation of Vehicles and Trailers

All staff planning to use a Council vehicle must read and adhere to DCCs current Occupational Road Risk Policy

Competence to Lead Activities

Outdoor Learning workers must hold the relevant / appropriate qualification for the planned activity, see activity sections for details.

Where no National Governing Body (NGB) award exists or while 'new' activities have been developed and yet unsupported by a specific qualification, internal competencies and an in-house training process will be used. (See relevant activity sections for guidance).

In addition to qualification, an instructor must be able to evidence currency, competence, physical fitness and on-going relevant experience within the activity area. This evidence should demonstrate on-going relevant experience, CPD, and rescue and emergency skills.

Competence to participate in Activities (Profiling)

The physical fitness / competence of each member of the party must be determined and matched to the activity and venue used. This will normally be determined by two methods, firstly from parent / guardian / carer information on specific needs and any medical conditions of the participants, this information is collected on participant consent forms (Appendix 3).

The second method is participant profiling, this process can assist instructors to make better decisions, help predict (or avoid) future events and enhance a led activity. Alongside other group management tools, profiling is the learned skill of “reading people” (in this instance) in activities involving real risk.

Profiling includes the pre-activity briefing, observation, and the progressive steps taken to prepare participants and gauge their confidence/actual ability in the environment, on the day. Profiling is undertaken before, during, and after committing to the experience. It provides ongoing development of an instructor's judgement.

If any doubt arises over the fitness of an individual they must provide written medical advice as to his level of fitness. It is essential that the medical officer involved in this certification is aware of the level of activity involved and the hazards.

Water Confidence

Particular attention should be paid to establishing the water confidence of participants before undertaking water-based activities, and dynamically during a session.

As a result of identifying group/participant competence, it would be equally acceptable to:

Select a venue based on the group's abilities

Select the participant group based on the venue

Change the planned activity / craft

Increase or reduce staff / participant ratios

Consent to Participate

Participants should have access to appropriate information to make an informed decision, acknowledge that risks exist, and have the opportunity not to participate.

This approach allows the participant to take some responsibility in partnership with the instructor for their own safety within a challenging environment, activity takes place on the basis that participants and guides are engaged in the activity based on informed consent and acknowledgement of the risks involved

Instructors also should have the information required to make an informed decision about their role in the activity.

It is not possible for a child to fully understand and make these judgements, therefore the information must be provided to their parent or legal guardian, allowing them the opportunity to acknowledge and accept this information

All participants must have parental / adult consent form before participating in an activity, this form includes an “acknowledgement of risk”. *This form gives access to information pertaining to the associated risks and fitness / medical requirements of participants undertaking outdoor activities. The forms also capture the participant’s name, contact details, emergency contacts, water confidence, and pertinent medical information, as well as their (or legal guardian) signature to confirm they accept the risks, and agree to the terms and condition.*

Once at the activity venue it is important that the instructor gain individual assurance from the participants that they have heard and understood those risks. The identification of risks should be clear and allow realistic and uninhibited options to any participants who, as a result, wish to decline the activity.

As stated above, a child’s ‘understanding of’ will be limited by age and instructor will use discretion about which risks are discussed and when. Outdoor activities by nature will provide challenge and instructors should operate a challenge by choice ethos.

Safety Briefings

It is important that participants have had an opportunity to see and/or hear and to understand the provider's acknowledgment of risk statement prior to undertaking an activity. Each individual participant should be able to indicate to the session's guides that they have heard, understood, and accepted the risks involved in the planned coasteering session. They can opt out of the activity at appropriate times should they wish to. A signed acknowledgment of risk is not a disclaimer and does not indemnify the provider from any statutory responsibility.

The safety briefing forms an intrinsic part of communicating informed consent and the acknowledgement of risk. In addition, it makes clear the expectations and responsibilities of the both the participant and the instructor.

Instructors are expected to provide groups with relevant safety as they need to know it, an extended safety is often not the most appropriate, instead small amounts of information at the correct time “what do they need to know, where, and when do they need to know it?”

Verbal communication at times can be challenging, so prior thought should be given to what needs to be explained, where, and when.

Briefings will commonly include:

Introduction of coasteering guide(s) and their role

Communication, in the group and external

The activity is classed as ‘Challenge by choice’ and any element can be avoided.

Description of the activity

Planned venue and duration

Correct use of equipment

Alternative plan and EAPs

Relevant movement or techniques

Instructor to Group Ratios (see individual activity SOPs for ratios)

A second adult should be at the activity location for all participants under 18 yrs. This adult will come under the activity ratios unless they hold a qualification relevant to activity and location.

Instructional assistants / Outdoor Learning personnel in training.

The instructor has authority over any personnel allocated to assist them, it is the instructor's responsibility to ensure that any instructions or directions given to this person are understood. They should, therefore, be aware of the Trainee's standards and not exceed these capabilities. This includes reliance on them for group management during an activity or in an emergency.

Unqualified Instructional assistants or Outdoor Learning personnel in training do not come under Instructor to group ratios.

The Responsibilities of Outdoor Learning Workers

To prepare and plan by:

- Being familiar with the recommendations of the activity governing activity bodies
- Working within limits of qualification and within personal comfort zone.
- Profiling the group and matching to venue / activity
- Gaining permission to participate
- Informing the participants of the inherent risks of participation.
- Read the existing Risk Assessments / SOP / and carry out dynamic Risk Assessments.
- Checking relevant weather and/or condition forecasts where appropriate -
- Structuring the instructional session in a progressive manner in terms of exposure to risk and the physicality of the session.
- Ensuring the availability of appropriate equipment required by the group.
- Being prepared to curtail / change / cancel or refuse to include participants as required to maintain safety of the group or individuals.
- Having a working knowledge of Access legislation and the Wildlife and Countryside Act, for example all rubbish to be taken home, nothing left behind or thrown out of transport windows.

Checklist for the Conduct of Outdoor Learning Activities

Management Objectives

The organisation should take steps to ensure that:

- Staff are aware of the policies of the Council and sources of advice.
- The purposes of any visit, journey or activity have been agreed with the appropriate senior manager
- The Outdoor Learning activities programme offers variety and progression.
- Adequate time and attention are devoted to preparation, review and follow-up.
- The level of risk is set appropriately and that it is integral to the experience and not an unnecessary extra.
- Both the organisation and the activity provider have identified criteria by which evaluation of progress in the work may be conducted.

Learning Outcomes

The organisation should take steps to ensure that:

- It identifies what skills, knowledge and attitudes young people may acquire through outdoor education activities.
- The range and quality of the experiences offered are sufficient for young people to achieve these objectives.
- The intended outcomes of these learning processes result in improved:
 - understanding of environments;
 - technical competence;
 - personal and social skills;
 - social and environmental awareness;
- Outdoor Learning activities programmes can be adjusted to support young people at different degrees of intellectual, physical, sensory and emotional development.
- Young people and staff are encouraged to evaluate their own performance.
- Young people are given an opportunity to become actively involved in aspects of the planning, preparation, organisation, recording and review of learning experiences in outdoor / residential situations.
- Where appropriate, the young person's experience is logged and may contribute to accreditation opportunities.

Communication and Liaison

The organisation should take steps to ensure that:

- Advisory support and procedures for vetting the suitability of proposed expeditions are known and followed.
- Prior to residential visits the procedures of the Council for the approval of such visits are followed and that full consultation with parents / guardians / carers is undertaken.
- Parents / guardians / carers give written consent for visits, including those which extend beyond the normal programme time, for emergency medical treatment and for participation in any programme of activities.

General Operational Procedures

Weather

To be fully prepared for any anticipated conditions, Instructor's should check weather forecasts prior to the commencement of activities. Activity specific forecast should be sought, applicable to the venue and activity that is taking place.

- For **Land based activities** a regional forecast should be consulted and consider a specific mountain forecast where appropriate.
- For **Inland Water based activities** a regional forecast should be sought and where appropriate river levels obtained.
- For **Coastal based water activities**, a regional forecast should be obtained, and specific consideration should be taken to the Tide levels, Swell, Wind and Temperature.

Instruction

All activities will be delivered by an experienced and where appropriate, qualified Instructor. The minimum qualification or experience pre-requisites for each activity and the entitlements of such qualifications are highlighted in the separate activity specific Operation Procedures.

A record of staff qualifications for licensable activities will be recorded on the Dundee City Council Qualification and Accreditation database and a copy of the qualification certificates will be kept on file. For non-licensable activities copies of qualification and in-house accreditations will be kept on file.

Instructors who take part in additional staff training and development will have their participation recorded and stored in personnel files.

It is appropriate for LACD Instructor's to operate abroad on foreign trips within the remit of a UK Based award.

Equipment

Ancrum equipment stores are manned and responsibility for the maintenance and checking of equipment lies with the store's controller. The stores controller checks the equipment in line with the manufacturer's guidelines.

It is the responsibility of the instructor to ensure that the group have the appropriate clothing and equipment for the activity and expected conditions. It is also the responsibility of the instructor to make sure that the equipment is suitable for use. The instructor must also make sure that any safety equipment is used within its use parameters and correctly fitted.

The instructor must make sure that any damaged or lost equipment is recorded and reported, and that any damaged items are withdrawn from use until it is repaired and checked by an appropriate person.

Instructors are to ensure that appropriate emergency equipment is carried on the activities.

Communication

Instructors should ensure they always have, within immediate reach, access to an effective means of communication. This device maybe a phone, radio or satellite communication as the venue / activity dictates. The location and use of this device should be shared with the supporting adult / group.

Group

Appropriate supervision levels for the number of participants taking part in an activity should be carefully considered and adjusted for each individual activity and group.

Where it is anticipated that a group may require additional support needs (e.g. behaviour or emotional) the ratio of qualified staff: participants should be reduced. Consideration should be given to the quantity of support that the group may be expected to need when considering these ratios.

When working with young people or vulnerable adults, there should be a minimum of two responsible adults supervising the group. Where additional support for the participants within a group may be required it may be appropriate to arrange for more than two responsible adults to supervise a group. When two responsible adults are supervising such a group, only one of the adults' needs to be qualified in the technical aspect of the adventure activity, however, both adults should be familiar with the supervision of groups and acquainted with the needs of the young people or vulnerable adults.

Post Activity Safety Management

The group leadership must ensure:

- Equipment failure / defects reported to stores
- Participant and agency evaluation is followed up
- Participant logbooks / records are completed
- Any near miss / incident reports are completed for ongoing evaluation
- Public relations follow up is engaged where appropriate
- Participants receive post activity advice re future opportunities.

Incident / Accident Reporting

The Council operates incident / accident reporting to assist in a culture of continuous improvement in the management, tuition and operation of outdoor education.

A proforma is available to leaders to use this system – which is underpinned by a “no blame culture”. Dundee City Council have an online Health & Safety Incident Report Form available to all staff.

Copies of the above must be sent to the Outdoor Learning Manager, Ancrum Outdoor Centre, 10 Ancrum Road, Dundee, DD2 2HZ to comply with AALS legal requirements over safety management analysis and ongoing safety quality assurance.

These reports are regularly evaluated by key personnel to improve professional practice.

Outdoor Learning Advisory Service

The Council maintains current Outdoor Learning documents at reference www.dundee.gov.uk/outdoor-learning to allow leaders and management personnel access to advice, standard operating procedures, information on safety / accreditation.

It is a legal Adventure Activities Licensing Scheme requirement for all Council / LACD personnel teaching Outdoor Learning to be registered with the Council and to maintain their qualification accreditation and first aid validations with the relevant national governing body.

Ancrum Outdoor Centre operates the Council's Adventure Activities Scheme License RO 946 which is annually inspected by external inspectors and moderated on an ongoing basis by the Council's team of accredited technical advisers.

External providers of outdoor adventure tuition must be Adventure Activities Licensing Agency recognised for in scope designated activities and have a valid Service Level Agreement with the Council (available on One Dundee intranet).

Insurance

The Council is insured for participation in outdoor adventure activities on the basis that the activity is approved as an outdoor education recognised activity and that the activity is conducted in accordance with the Council's approved Standard Operating Procedures for Outdoor Education and under the technical tuition of suitable qualified personnel or from independent third party providers holding Service Level Agreements for specific outdoor activity tuition with the Council.

Other Information / Guidance

Ancrum Outdoor Centre's website can be found at <http://www.ancrum.com/> where course, coaching and training opportunities data can be accessed.

The Council's Outdoor Learning Team are always willing to offer advice over any aspect of the Council's Outdoor Education provision and to encourage the development of outdoor learning activity and outdoor skills provision via specialist outdoor clubs / organisations.

Should you wish to enquire over any aspect of this SOP, please contact the Outdoor Learning Manager at 10 Ancrum Road, Dundee, DD2 2HZ Tel 01382 435911 or email ancrum.centre@leisureandculturaldundee.com, website: <http://www.ancrum.com/>.

Emergency Action Plan (EAP)

EAPs and contingency plans are an important risk control measure, it is important EAPs / communication methods / transport plans / locations are shared with the supporting adult and/or the group as it may be the instructor is incapacitated, a checklist is provided in appendix 4.

Each venue / activity will have specific EAPs which activity specific sections will highlight; a general EAP is:

1. Ensure your own personal safety and then that of the group or by-standers
2. Prevent and where possible further injury or increase of hazard
3. Confirm your location (W3W, Grid ref, Google maps, Apple maps etc)
4. Contact emergency services if required:
 - a. If require mountain rescue phone 999 ask for police - mountain rescue
6. Contact home base contact and /or Ancrum centre -
7. Remember your aim is to stabilise and call for support, **not** perform rescue that would put yourself in harm's way.

Ancrum OEC Emergency Late back / On call procedure

The following procedure is for the designated home base contact.

- 1) If the Instructor has not returned at the expected return time on the emergency board or contacted the 'on call' person by expected return time the designated person (see below) must try to make contact as soon as possible.
- 2) If contacted, then ask for estimated time of return.
- 3) If no contact is made then attempt to contact regularly for a maximum of 30 mins, consider sending text message.
- 4) If contact is still not made the designated person is to contact a member of the Outdoor Learning Workers and/or Ancrum Management staff for guidance. List of numbers available at Ancrum.
- 5) If not possible to contact the above (4) the emergency services should be contacted 40mins after the expected return time.
- 6) If contact is possible with above (4) then a joint decision is to be made about when to call the emergency services. This should not be more than 1 hour after the expected return time.
- 7) The designated person is to remain in the building to help with the situation, other staff may be asked to stay late or come into Ancrum to assist as required.
- 8) If required a Resource Assistant or OLW will assist with the return of the group.
- 9) Keep Management notified of developments.

Designated person –

Ancrum team based within the centre full fill this role.

Out-with normal office hours an 'on-call' person must be designated prior to activity taking place.

A 'WhatsApp' group can be used to share daily updates.

Note: Instructors have a responsibility to contact the centre as soon as they can if they expect to be late. This is of paramount importance to avoid unnecessary call outs.

While 'On Call'

- 1) You must always be contactable by telephone
- 2) You must have access to the group's emergency information and make yourself aware of groups that are out by checking the emergency board and the emergency group folder.
- 3) If needed consult the activity leader to check area / route of the activity.
- 4) You should be able to access the centre within a reasonable amount of time (40mins)
- 5) You must be in a fit state to drive and take charge of a group (not under the influence of drugs / alcohol)
- 6) You are not an emergency service; you are not expected to go out on an activity and search for or attempt to rescue groups
- 7) Once all groups are safely back you are deemed not 'on call'.

Instructors / Group Leader Responsibility

- 1) Mobile phone must be kept on during session and travel
- 2) If working outside of normal hours (9am - 9pm Mon to Thurs, 9am - 5pm Fri) you should inform the designated person at the commencement and completion of activity.
- 3) You must inform the designated person at the earliest opportunity if you are delayed.
- 4) Inform the designated person when activity has finished if more than 30mins drive from base.
- 5) If you have an accident or incident, you should follow Dundee City Council's policy as issued.
- 6) You should inform the designated person of your activity and expected return times and number of participants (through use of the 'emergency information board' / WhatsApp group)
- 7) You must inform the designated person if you change your planned activity or times.

- 8) You have the right to curtail or cancel the planned activity due to weather / group issues - but must ensure you inform the designated person.

Note: the late back procedure kicks in 30mins after your expected return time, and various people / emergency services become involved in your safe return.

Location: Various				Assessor: DS, JL								
Hazard	Who might be harmed?			Existing controls What makes the hazard less risky? What makes these controls effective?	Risk			Further actions Avoid Control at source Take advantage of technology Protect all Make what you have more effective	Target date dd-mm-yy	Responsibility	Completion Date	New Residual Risk Score
	Public	Client	Leader		Probability	Severity	Rating					
Uneven / slippy ground	x	x	x	- Leader to take make appropriate route choices - Leader to brief clients on what to expect. - Clients/leader to wear suitable footwear.	5	2	10					
Weather / Environmental Weather conditions could be such that the group are unable to participate in an activity safely - Unexpected conditions may mean that the group are ill-equipped and exposed to excessive hot, cold or wet conditions. - Attack from wildlife		x	x	Leaders to check weather forecast, and where appropriate tide charts, swell forecasts or river levels before commencing an activity. Leaders to ensure that the venue is appropriate for the expected weather.	2	4	8	- Continuous assessment of the conditions to be carried out during the activity. - Session can be curtailed or activity changed to reduce exposure to unexpected conditions.				
		x	x	Leaders to ensure group have appropriate clothing and equipment for expected weather and conditions.	2	4	8					
		x	x	Avoid areas if possible eg nesting birds. Give group specific instructions if likely to meet wildlife / stock / snakes	1	5	5					

Location: Various				Assessor: DS, JL								
Hazard	Who might be harmed?			Existing controls What makes the hazard less risky? What makes these controls effective?	Risk			Further actions Avoid Control at source Take advantage of technology Protect all Make what you have more effective	Target date dd-mm-yy	Responsibility	Completion Date	New Residual Risk
	Public	Client	Leader		Probability	Severity	Rating					
Natural event such as Avalanche, Rock Fall, Tidal Surge, Flash Flood, Contaminated Water		x	x	- Check relevant forecasts such as SAIS, River levels, SEPA. Ensure conditions are monitored during the day. Take appropriate routes to avoid excessive risk. Take action swiftly if conditions change. - Follow signs of contamination.	1	5	5					
Poor Group Fitness and Ability - Leading to additional risk because of exposure and low activity levels - Leading to an impact on activity timings, distances covered, safe havens not reached or possible activity benightment. - Leading to additional hazards with groups and individuals who have poor co-ordination, amplifying risks from the terrain and natural environment.		x	x	- Leaders to ensure that appropriate equipment to be used for expected weather conditions - Leaders to ensure relevant emergency Equipment is carried on activities: e.g. - First Aid Kit - Group Shelter - Leaders to choose appropriate venue / activity choice for ability / fitness levels	2	4	8	None				

Location: Various				Assessor: DS, JL								
Hazard	Who might be harmed?			Existing controls What makes the hazard less risky? What makes these controls effective?	Risk			Further actions Avoid Control at source Take advantage of technology Protect all Make what you have more effective	Target date dd-mm-yy	Responsibility	Completion Date	New Residual Risk Score
	Public	Client	Leader		Probability	Severity	Rating					
Equipment / Clothing Failure - Leading to additional exposure to the elements. - Leading to a serious accident e.g. rope or karabiner breakage in climbing activities. - Miss fitting equipment issued leads to a serious accident	x	x	x	- Equipment should be appropriate to task or activity, and in a good state of repair - All Items of equipment checked prior to use and on return to stores. - All PPE inspected by competent individual on a regular basis. - Faulty and damaged equipment reported and removed from use until repaired or replaced. - Staff issuing and fitting equipment will be appropriately trained.	1	5	5	None				

Location: Various				Assessor: DS, JL								
Hazard	Who might be harmed?			Existing controls What makes the hazard less risky? What makes these controls effective?	Risk			Further actions Avoid Control at source Take advantage of technology Protect all Make what you have more effective	Target date dd-mm-yy	Responsibility	Completion Date	New Residual Risk Score
	Public	Client	Leader		Probability	Severity	Rating					
Instructional / Leader Error - Leading to injury or loss of group or group member (e.g. 1 Leader gets lost on the hill while navigating. e.g. 2 Instructional error while teaching belaying leads to unsafe techniques being used) - Activities are pitched to the group at such a level where they are working beyond their ability levels leading to a potentially dangerous situation. - Staff suffering 'skill fade' or working only at low level activities - Compliancy with repetitive tasks	x	x	x	- Experienced and where appropriate Qualified Staff will lead the activities and staff will have an induction to Dundee city council's processes and procedures - Activities will be taught in a progressive manner to stretch client abilities and consideration to the group ability should be made when considering venues and conditions. - Ongoing staff training will help to keep staff current within their qualifications. - Peer working / appraisal	2	5	10	None				
Group Behaviour or emotional needs of group not being met leading to amplified	x	x	x	Ratios should be reduced to as needed for Behaviour or Emotional needs groups	2	5	10	None				

Location: Various				Assessor: DS, JL								
Hazard	Who might be harmed?			Existing controls What makes the hazard less risky? What makes these controls effective?	Risk			Further actions Avoid Control at source Take advantage of technology Protect all Make what you have more effective	Target date dd-mm-yy	Responsibility	Completion Date	New Residual Risk
	Public	Client	Leader		Probability	Severity	Rating					
problems with young people or vulnerable adults. ▪ An incident occurs on an activity, where the group require to be separated while maintaining supervision. An example may include an injury where the casualty cannot continue with an activity. ▪ A group member not understanding or not following instructions				▪ At least two responsible adults to supervise young people and vulnerable adult groups. It may be appropriate to increase this supervision levels beyond this minimum. ▪ Clear instructions given as needed, second adult should be able to supervise group if required.								

Further actions approved by: Derek Napier	Signature: D Napier	Date: 9th April, 2026
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Urgency of Action = (20> *Very High*) (16-20 *High*) (9-15 *Moderate*) (4-8 *Low*) (1-3 *Very Low*)

Severity = 1. Damage 2. Minor Injury 3. +3 Days/Hospitalised 4. Major Injury/Permanent Disability 5. Fatality

Probability = 1. Very Unlikely 2. Unlikely 3. Fairly Likely 4. Likely 5. Very Likely

Review Date: April 2027

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