

**Ref: GH-ES012 v3 Playground Obstacle course**

## Risk assessment and plan

Refer to the Sustrans Risk Assessment Procedure (H&S/PRO/02) and Risk Assessment Standard (H&S/PRO/12) for further information on assessing and managing risks.

| Description of activity            |                             |                              |   |
|------------------------------------|-----------------------------|------------------------------|---|
| <b>Event location</b>              | Schools in Peterborough     | <b>Event date</b>            | Various (within 2017-18 academic year)                            |
| <b>Sustrans H&amp;S references</b> | See helmet policy for U16s. | <b>Additional references</b> | This document to be read in conjunction with the RA Tracker sheet |

### Description of work activities, processes, etc. covered by the assessment:

The session is designed to demonstrate cycle or scooter skills by following a course that may contain obstacles such as uneven surfaces, complex or erratic paths, designated stopping points, or tasks such as ducking under a limbo pole or carrying objects. The aim is to allow participants to demonstrate skills in a fun environment. **This activity can be run in schools without a Bike It officer needing to be present.**

**Location of activity:- Please refer to details on the RA Tracker sheet**

**Sustrans out of hours emergency telephone number: 08448 480226**

\* Refer to "Risk quantification model" on the last page

| What are the hazards?  | Who might be harmed and how?  | Control measures   | Risk Rating* | Do you need to do anything else to manage this risk?   | Action by whom and when? | Date Action Complete |
|--|---|--|--------------|--|--------------------------|----------------------|
| <p><b>Inappropriate bike</b></p> <p>The cycle is poorly suited, adjusted, or maintained. Too big, too small.</p> | <p>Participating cyclists (+ instructor &amp; assistants)</p> <p><b>At risk of:</b></p> <p>Use of an inappropriate bike could lead to strains/soreness to knees/ankles/back etc or loss of control (resulting in fall from bike or collision)</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Parents/guardians are responsible for providing a roadworthy bike (this will be made clear in the parental consent letter).</li> <li><input type="checkbox"/> All cycles should also be checked beforehand in line with the M or ABC check process, particularly brakes, steering, saddle and correct air pressure in the tyres.</li> <li><input type="checkbox"/> Pupils with bikes which are judged to be unsafe (by the school or the session leader) will not be allowed to participate, unless they can be provided with a safe and suitable (checked) bike</li> <li><input type="checkbox"/> Riders will be asked to report any sudden problems immediately to the session supervisor or an assistant for assessment.</li> <li><input type="checkbox"/> All supervisors will be asked to keep a careful watch on all riders, to identify any riders showing signs of struggling with their bikes.</li> </ul> | 1            | <ul style="list-style-type: none"> <li><input type="checkbox"/> The cycle should belong to the rider if not then check suitability of bike prior to the session (is it the right size for the rider, is it in good working order, or is the rider comfortable using an unfamiliar bike if the school or a another parent has provided one).</li> </ul> |                          |                      |
| <p><b>Adverse weather conditions</b></p> <p>Weather is extremely cold/hot, windy, heavy rain, sleet/snow</p>     | <p>Participating cyclists, instructor and assistants</p> <p><b>At risk of:</b></p> <p>Cold, wet/damp clothes. Sunburn, heat exhaustion, heat stroke, dehydration.</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> The weather conditions will be assessed on the day.</li> <li><input type="checkbox"/> The duration of the session will be appropriate to the ability and age of the participants and pupils will be advised to wear suitable clothing and bring water and sunscreen.</li> <li><input type="checkbox"/> Adequate breaks will be provided for the weather conditions</li> <li><input type="checkbox"/> Should the weather prove unfavourable and potentially dangerous, the session will be shortened or re-scheduled or cancelled</li> </ul>  | 1            | <ul style="list-style-type: none"> <li><input type="checkbox"/> Session lasts 45 minutes -1 hour.</li> </ul>   |                          |                      |

| What are the hazards?  | Who might be harmed and how?   | Control measures   | Risk Rating* | Do you need to do anything else to manage this risk?  | Action by whom and when? | Date Action Complete |
|--|--|--|--------------|---|--------------------------|----------------------|
| <p><b>Fall from bike or collision</b></p> <p>A fall following loss of control of the bike through the condition of the surface, punctures, or slow speed falls whilst negotiating obstacles or not judging the braking/terrain accurately.</p> <p>A collision with another rider, pedestrian, structure, tree / bush in the surrounding area</p> <p>Fatigue, loss of concentration or complexity of task may also be a factor.</p> | <p>Participating cyclists (pupils, assistants)</p> <p><b>At risk of:</b></p> <p>Minor - cuts, grazes, bruises, bumps, sprains, splinters<br/>Major - serious trauma, head, spine, internal injuries, shock</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure helmets are correctly sized and fitted where used*</li> <li><input type="checkbox"/> Conduct a visual inspection of the area before the session, to clear any puncture hazards and identify any surface defects. Note that some equipment such as ropes hoops or limbo poles may be used to intentionally create uneven surfaces or obstacles as part of the course</li> <li><input type="checkbox"/> Keep pupils cycling at a sensible speed (suitable to their ability level and the skills being performed)</li> <li><input type="checkbox"/> Instruct pupils in stopping techniques and correct use of brakes early in the session. Encourage them to cover their brakes at all times</li> <li><input type="checkbox"/> Ensure a safe distance is maintained between cyclists. This distance is increased for obstacle courses and should be a minimum of 4 bike lengths.</li> <li><input type="checkbox"/> Clear any unintended hazards from the surrounding area and cone off the boundaries of the playground and any other potential hazards that cannot be removed.</li> <li><input type="checkbox"/> Objects used to create bumpy surfaces or obstacles should not have any sharp edges</li> <li><input type="checkbox"/> No pedestrians unless manning a station will be allowed onto the playground/field area during the skills/games session. If a pedestrian or pupil enters the area the session may be halted.</li> <li><input type="checkbox"/> If a rider is involved in a fall or collision and is safely able to continue with the session then their bike must be checked for any significant damage resulting from the fall/collision before continuing.</li> <li><input type="checkbox"/> All children will be instructed to walk their bikes from and to the cycle storage area, and will be escorted both ways by an adult</li> </ul> <p>Minor consequences – can be treated on the spot by instructor or by first aiders<br/>Major consequences – make the person safe and immediately call for emergency medical help</p> | 2            | <ul style="list-style-type: none"> <li><input type="checkbox"/> Riders will be asked to wear a helmet during the session. If no helmet is worn, BIO or school staff can provide one if requested by parents.</li> <li><input type="checkbox"/> Responsibility for not wearing one will be put upon either the school or the parent (and will be written explicitly in letter home to parents). Parents have the opportunity to decide if they do not want their child to wear a helmet and will need to make this clear on the return letter.</li> <li><input type="checkbox"/> Sustrans officer will ride through the obstacle course prior to the start of the event and will make any alterations to the course that they deem necessary to reduce risks to an acceptable level</li> <li><input type="checkbox"/> Supervising staff will only allow a set number of riders onto the course at any one time ensuring that there is adequate space between riders to reduce any risk of collisions.</li> <li><input type="checkbox"/> The age and abilities of riders should be considered when evaluating the difficulty of the course</li> </ul> |                          |                      |

| What are the hazards?   | Who might be harmed and how?  | Control measures   | Risk Rating* | Do you need to do anything else to manage this risk? | Action by whom and when? | Date Action Complete |
|---|---|--|--------------|--|--------------------------|----------------------|
| <p><b>Existing medical conditions</b></p> <p>Undertaking the activity leading to the onset of an existing condition, e.g. asthma attack, hearing/ vision problems</p>             | <p>Participating cyclists (pupils, assistants)</p> <p><b>At risk of:</b></p> <p>Onset of an existing condition, e.g. asthma attack, hearing/ vision problems.</p> | <p><input type="checkbox"/> In advance of the sessions, the school will be asked to identify any pupils who have existing medical conditions and how to deal with these conditions should they occur.</p> <p><input type="checkbox"/> All supervisors will be expected to watch those in the group, to identify any riders showing signs of the above.</p> <p><input type="checkbox"/> Any pupils exhibiting signs or symptoms should be stopped for immediate assessment, and if necessary, be treated.</p> | 2            |  |                          |                      |
| <p><b>Disruptive or challenging behaviour</b></p> <p>Severe disruptive behaviour could distract other cyclists or instructor, causing an accident or slowing down the session</p> | <p>Participating cyclists, instructor and assistants</p> <p><b>At risk of:</b></p> <p>Could cause fall from bike or distress amongst other participants</p>       | <p><input type="checkbox"/> Officers or school staff should always be accompanied by someone trained to deal with disruptive or challenging behaviour</p> <p><input type="checkbox"/> Any pupil continuing to disrupt the session will be escorted back to the classroom</p>   | 1            |  |                          |                      |

*(Optional)* List any supporting documents, photographs, plans etc. attached to this report:

Letter to parents - see below on the following page

\* Helmets - Sustrans encourage helmet use but cannot enforce them. See helmet policy for U16s.

|   |               |          |
|---|---------------|----------|
| Form specific risk assessment and plan<br><br>Copies of this document may not be current and you should check before further use. | Page:         | 4 of 7   |
|   | Issue level:  | 1        |
|   | Issue date:   | 08/10/14 |
|   | Date printed: | 05/09/17 |



## Obstacle Course Skills Session for your child

Dear Parent,

There will be a skills session for children during school time on (ADD DATE HERE)

The course will be run by Gemma Hughes or Eric Schneider who are the Sustrans Bike It+ Officers for the school. The session is designed to teach basic cycling skills, as well as improving control of bikes and scooters through use of an obstacle course designed by the school Bike It crew, helping to improve confidence and make your child a safer cyclist or scooterist. Anyone wishing to take part in the session **must** already be able to ride their bike/scooter.

You will need to bring in your own bike/ scooter which should be in a **roadworthy condition**, together with **a cycle helmet (worn at your discretion but strongly advised)** and appropriate clothing (waterproofs, a warm coat, gloves). If your child's bike is not deemed roadworthy, there may be time to make some basic repairs and give advice on major repairs but children will **not** be allowed to take part in the session. Please remember to bring along a bottle of water to the session. There will be sessions throughout the day with all classes having the opportunity to take part.. The session will be free.

Please complete the reply slip below if you wish your child to take part by (ADD DATE HERE).

If you have any queries please see (ADD CONTACT HERE)  
Many thanks

Gemma Hughes



### \* **Essential Criteria**

- Can already ride independently (without stabilisers).
- Two working brakes.
- Good tyre condition and pumped up (no bald and damaged tyres).
- Secure wheels, saddle, pedals, handle bars & steering.

Name of child: \_\_\_\_\_

Class: \_\_\_\_\_

Please tick all that apply.

I would like my child to take part in the cycle/scooter skills session.

My child's bike is in a roadworthy condition

My child will be bringing a scooter

My child will be wearing a helmet for this session

My child will not be wearing a helmet for this session

One box must be ticked for your child to take

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Please return to class teacher by \*\*\*\*\*

Photos may be taken in the session to be used in the Bike It Newsletter. If you do not wish your child's photos to be used in any publicity for both the school and Sustrans Bike It project please tick here:



Form specific risk assessment and plan

Copies of this document may not be current and you should check before further use.

|               |          |
|---------------|----------|
| Page:         | 5 of 7   |
| Issue level:  | 1        |
| Issue date:   | 08/10/14 |
| Date printed: | 05/09/17 |

| Event staff                    |                 |  |
|--------------------------------|-----------------|--|
| Name                           | Role            | Contact telephone number               |
| Gemma Hughes or Eric Schneider | Main Instructor | 07554 431327 (GH) or 07824 486172 (ES) |
|                                |                 |  |
|                                |                 |  |

| Plan completed by |                               |      |            |
|-------------------|-------------------------------|------|------------|
| Name              | Gemma Hughes & Eric Schneider | Date | 25/08/2017 |

| Plan reviewed and approved by  |  |     |          |
|--|--|-----|----------|
| By implementing this plan, I am satisfied that the Health and Safety risks associated with the event will be reduced to an acceptable level. |  |     |          |
| Name & position  |  | N/A | Date     |
| Line manager signature (if counter signature required)   |  |     | Date     |
|  | Rowan Wilson – Delivery Co-ordinator   |     | 30/08/17 |

- You will need to allow a minimum of two weeks before the date of the event/activity to allow your line manager time to review and authorise the RA plan**

**Risk quantification model:**

| Probability (Pr) rating  | Severity (Se) rating |             |           |
|--------------------------|----------------------|-------------|-----------|
|                          | Minor (1)            | Serious (2) | Major (3) |
| Low, may happen (1)      | 1                    | 2           | 3         |
| Medium, could happen (2) | 2                    | 4           | 6         |
| High, will happen (3)    | 3                    | 6           | 9         |

Risk categories:

|            |          |          |              |
|------------|----------|----------|--------------|
| Acceptable | Marginal | Moderate | Unacceptable |
|------------|----------|----------|--------------|

**A. Risk quantification model:**

A.1 The 'risk quantification model' provides an estimator that can be used to ensure a consistent approach is used for quantifying risks based on a simple matrix of 'probability of occurrence' and 'severity of outcome'. In effect, risk equals probability multiplied by severity,  $R_i = Pr \times Se$ .

Probability (Pr) that an event will occur.

| Probability (Pr)     | Rating | Criteria to consider in relation to the hazard being assessed   |
|----------------------|--------|---|
| Low, may happen      | 1      | Where harm will seldom occur.<br>A hazard is rarely approached and/or is infrequently present in the workplace, e.g. a less than 25% chance that the hazard will be experienced if, for example, the work was being undertaken for an 8-hour average working day.               |
| Medium, could happen | 2      | Where harm will often occur.<br>A hazard is sometimes approached and/or is frequently present in the workplace, e.g. between a 25% and 75% chance that the hazard will be experienced if, for example, the work was being undertaken on for an 8-hour average working day.      |
| High, will happen    | 3      | Where it is certain that harm will occur.<br>A hazard is always approached and/or is permanently present in the workplace, e.g. a greater than 75% chance that the hazard will be experienced if, for example, the work was being undertaken for an 8-hour average working day. |

Severity (Se) of the outcome if the event is realised.

| Severity (Se) | Rating | Criteria to consider in relation to the hazard being assessed  |
|---------------|--------|--|
| Minor         | 1      | Injuries that are unlikely to be reportable under RIDDOR, e.g. superficial or minor first-aid injuries such as minor cuts, bruises, eye irritation, nuisance skin irritation, transient or non-persistent coughing etc; and small fires with little or no disruption.  |
| Serious       | 2      | Injuries that are likely to be reportable as a >3-day injury under RIDDOR, such as lacerations, burns, strains and sprains, minor fractures to the fingers or toes, non-permanent work-related upper limb disorders, eye irritation, persistent coughing, nausea, breathing distress, dermatitis, chrome and other ulcerations; and minor fires causing transient disruption.  |
| Major         | 3      | Injuries that are likely to be reportable as major injuries under RIDDOR, such as fatalities, amputations, major fractures, multiple injuries, permanent work-related upper limb disorders, poisonings, permanent or semi-permanent blindness, occupational cancers, acute or severely life-shortening diseases, occupational asthma, etc; and fires causing significant disruption and/or major loss to or destruction of property or premises. |

A.2 The following explains the typical actions required to manage different risks categories. In simple terms, the higher the risk category, the greater the potential for a serious incident, injury or fire and, consequently, greater controls are required.

(i) An unacceptable (or high) risk, a risk rating of 9.

Such risks in the workplace are unacceptable and work should not commence. If work is in progress, it must be stopped immediately until such actions are taken as to reduce or control the risk to an acceptable level. Temporary controls, except in an emergency situation would not be sufficient to justify work commencing or continuing. Risk reduction plans should be documented and fully implemented before recommencing work.

(ii) A moderate risk, a risk rating of 6.

Such risks are unacceptable and work should not commence. If work is already in progress, it should be suspended until such actions are taken as to reduce or control the risks. This could include the use of temporary control measures until a permanent solution is implemented. Existing controls require careful management and supervision to ensure their effective implementation. A written action plan should be developed to further reduce or control the risks.

(iii) A marginal risk, a risk rating of 3 or 4.

Such workplace risks are tolerable and, generally, work can commence or continue. However, if appropriate, a written action plan should be developed to further reduce or control the risks to a more acceptable level. The existing control measures are generally appropriate to control or manage the risks, but require on-going management supervision, such as by an audit, to ensure their continuous implementation.

(iv) An acceptable (or low) risk, a risk rating of 1 or 2.

Such risks are, generally, seen as being acceptable without any specific workplace controls being required. Any existing controls are appropriate to manage the risks. Management supervision and employee training are required to ensure the existing controls, including the use of personal protective equipment (PPE), are implemented.

|  |               |          |
|--|---------------|----------|
| Form specific risk assessment and plan | Page:         | 7 of 7   |
|  | Issue level:  | 1        |
|  | Issue date:   | 08/10/14 |
|  | Date printed: | 05/09/17 |

Copies of this document may not be current and you should check before further use.