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RISK ASSESSMENT

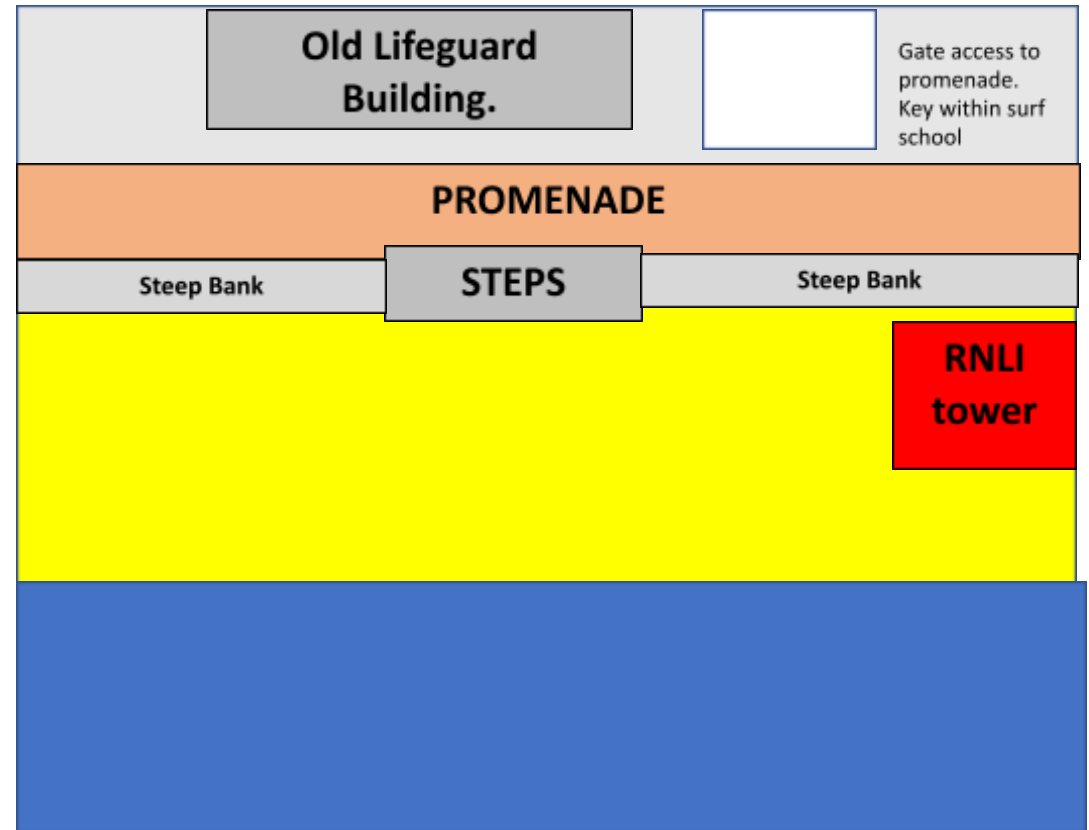
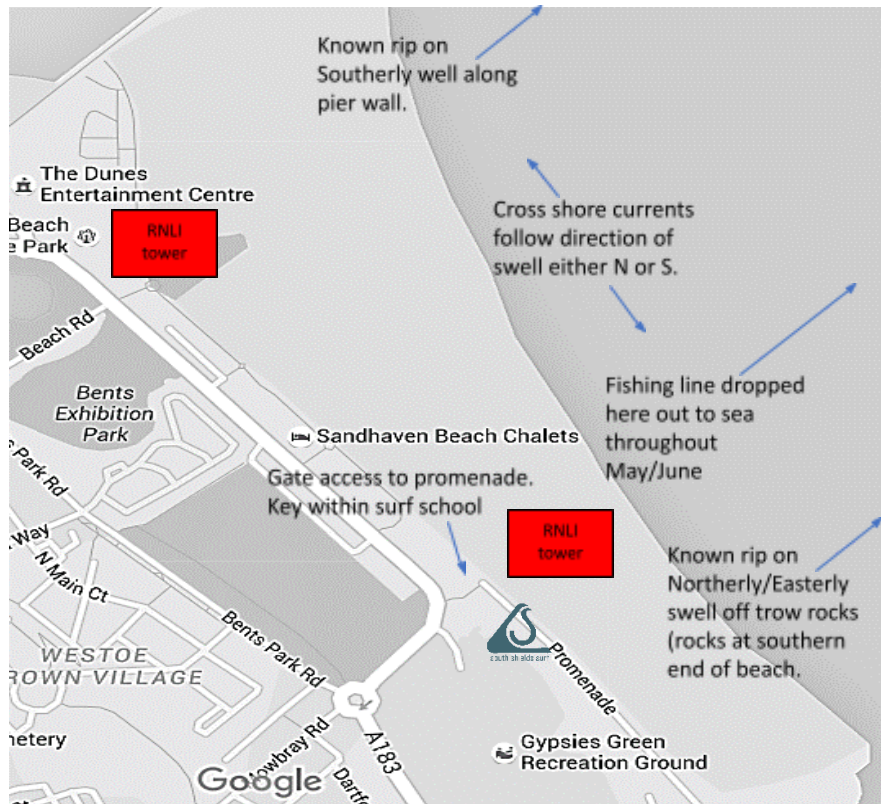
ESTABLISHMENT: South Shields Surf CIC	ASSESSMENT DATE: 25/05/2017
ACTIVITY/ LOCATION : Sandhaven Beach and Surf School Set Up	COMPLETED BY: Nick Jones
<u>This activity is supported by an NOP and EAP</u>	DATE REVIEWED: 18/12/2024

1. Hazard <i>List significant hazards which may result in serious harm or affect several people.</i>	2. Who might be harmed <i>List groups of people who are especially at risk from the significant hazards identified.</i>	3. Is the risk adequately controlled? <i>List existing controls or note where the information may be found. (e.g. Information, instruction, training, systems or procedures)</i>	4. What further action is needed to control the risk? <i>List the risks which are not adequately controlled and proposed action where it is reasonably practicable to do more.</i>
Broken glass/sharp objects on promenade and beach.	Staff/Clients	Site check everyday for glass and sharp objects around surf school and clear away. Instruct clients and staff to watch out on the beach for any sharp objects.	
Steep bank on edge of promenade.	Staff/Clients	Make clients / staff aware of the bank. Direct everyone to use the stairs.	
High winds blowing over signs/flags/gazebo	Staff/clients	Weights on feet. Height lowered on legs on gusty days.	Put away when wind is high (32mph+) or shows any sign of movement.

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Stepping in and out of Container and opening of container	Staff and Clients	Told to take caution, step in and out carefully not carrying too much as to unbalance.	Ramps at all entrances for clients.
Container doors blowing in wind.	Staff and Clients	Edges covered over in the container to avoid injury. Shown how to best open doors.	
Lifting and moving heavy objects in and out of container and surf van, Back/leg/arm injury Trapped fingers Crushes from dropping items	Staff	Doors always fixed to single point. Instructed to lift with the legs not back with good lifting technique. Using handles when provided. Keep fingers out of way when stacking/placing objects around each other. Must wear shoes. Only carry smaller loads alone and heavier between 2 or 3 people.	
Putting Up the gazebo. Back injury Trapped hands/fingers.	Staff	Where possible put up the gazebo between two people. Instruct how to safely put up gazebo keeping hands clear. Use good lifting technique for all need of force.	
Rocks & cliffs at trow	Staff and clients	Risk highlighted to clients and staff.Keep away from cliff edges and under cliffs.	Instructors to do dynamic assessment on accessibility of rocks

Pier	Staff and clients	Keep clients and staff away from the pier unless we have flat water. Instructors to assess the currents and wind to make sure they can keep group away.	for rockpooling and exploring with groups. Only to take groups when reasonable access is able with shape of beach and sand. Pier can provide useful shelter from northerly winds and swell. We can take groups here but they need to be able to walk the 800m to the location with a board.
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SITE MAP:





EASY ESCAPE ROUTE DIRECT TO POINT ACCESSIBLE BY EMERGENCY SERVICES

UNEVEN ESCAPE ROUTE DIRECT TO POINT ACCESSIBLE BY EMERGENCY SERVICES

DIFFICULT ESCAPE ROUTE POSSIBLE TO GET OUT OF WATER AND WALK OUT IF NECESSARY

RISK ASSESSMENT

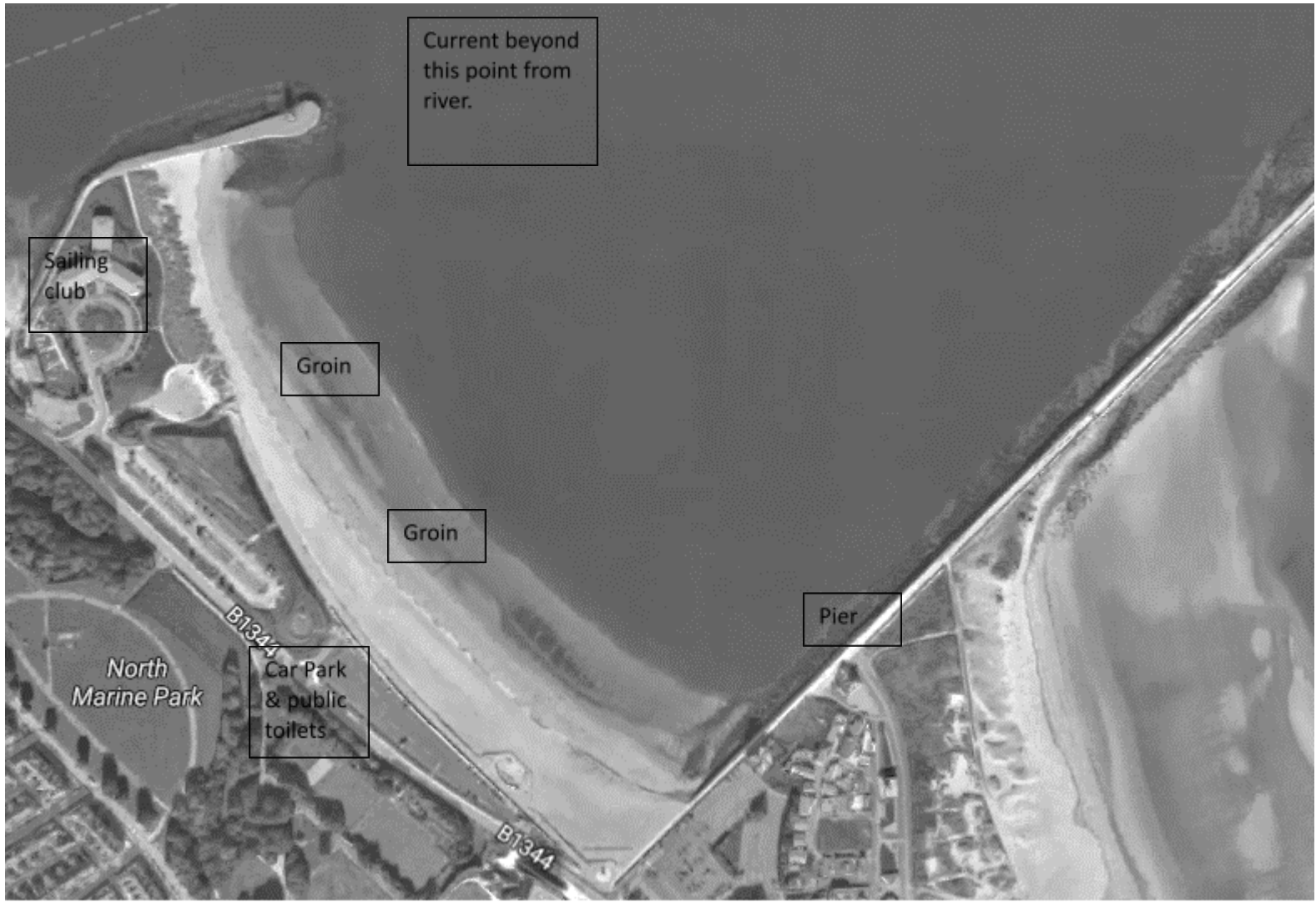
ESTABLISHMENT: South shields Surf CIC	ASSESSMENT DATE: 25/05/2017
ACTIVITY/ LOCATION : Little Haven Beach and Surf School Van/Set Up	COMPLETED BY: Nick Jones
<u>This activity is supported by an NOP and EAP</u>	DATE REVIEWED: 18/12/2024

1. Hazard <i>List significant hazards which may result in serious harm or affect several people.</i>	2. Who might be harmed <i>List groups of people who are especially at risk from the significant hazards identified.</i>	3. Is the risk adequately controlled? <i>List existing controls or note where the information may be found. (e.g. Information, instruction, training, systems or procedures)</i>	4. What further action is needed to control the risk? <i>List the risks which are not adequately controlled and proposed action where it is reasonably practicable to do more.</i>
Broken glass/litter on promenade and beach.	Staff/Clients	Site check everyday for glass and sharp objects around surf school and clear away. Instruct clients and staff to watch out on the beach for any sharp objects.	
Steep bank on edge of promenade.	Staff/Clients	Make clients / staff aware of the bank. Use stairs provided, Direct everyone to use the stairs.	
High winds blowing over signs/flags/gazebo	Staff/clients	Put away when wind is high (30mph+)	
Cars in carpark	Staff/clients	Tell clients to watch out for vehicles and direct to beach as soon as possible.	

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Stepping in and out of container	Staff and clients	Ramps placed at entrances	Told to take caution, step in and out carefully not carrying too much as to unbalance.
Container doors	Staff and clients	Secured when open to prevent hitting anyone	
Lifting and moving heavy objects in and out of van, Back/leg/arm injury Trapped fingers Crushes from dropping items	Staff	Instructed to lift with the legs not back with good lifting technique. Using handles when provided. Must wear shoes. Only carry smaller loads alone and heavier between 2 or 3 people.	
Other water users, sail boats, jetskis, kayakers etc	Staff and clients	Instructor to assess how busy the venue is and judge if safe to go in. Instructor keeps group together and moves away from other water users Highlight risk to clients.	

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Groins on beach, risk of injury from falling onto them/blowing into them	Staff and Clients	Risk highlighted to all participants. Assess clients abilities to move away from risks, Make sure group stays away from groins and place group taking into account the wind.	
Pier and rocks – injury and drowning from going into the rocks and pier.	Staff and Clients	Risk highlighted to all participants. Assess clients abilities to move away from risks and move out of water or to appropriate area of venue. Make sure group stays away from groins and place group taking into account the wind.	
Water quality.	Staff and Clients	Keep check on water quality with environment agency results and Surfers Against Sewage Safer Seas app. Tell clients and staff that they need to wash hands before eating/drinking anything. Advise clients not to drink water.	If there is a pollution incident then session should be moved to another venue or cancelled
Current from river Tyne	Staff and Clients	Instructor to keep group near to beach where the current does not	

Waves.	Staff and Clients	affect group. Instructor to monitor the forecast and do a site check accordingly. If the swell is forecasted to be bigger than 4 foot northerly and easterly at Sandhaven then it is likely to be too big at little haven to run paddle boarding lessons/hire safely. This is especially true on bigger period swells.	High tide is likely to make the waves bigger. The low tide conditions can change dramatically at high tide. Instructors are to monitor the conditions and if necessary stop operations at little haven for paddle boarding.
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Current beyond
this point from
river.

Sailing
club

Groyne

Groyne

Pier

North
Marine Park

Car Park
& public
toilets

B1344

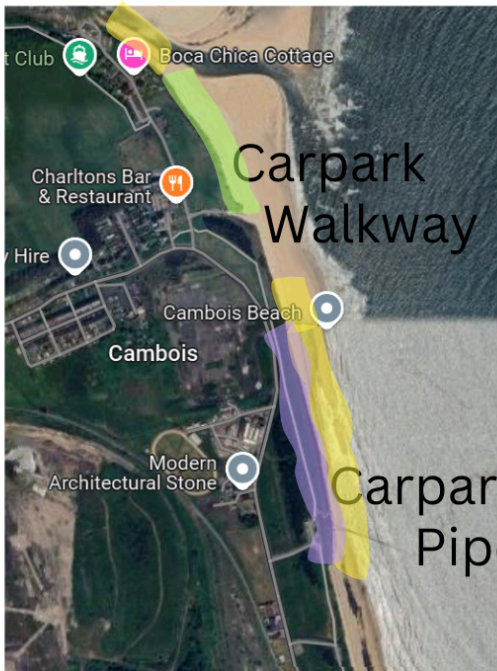
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RISK ASSESSMENT

ESTABLISHMENT: South Shields Surf CIC	ASSESSMENT DATE: 25/05/2017
ACTIVITY/ LOCATION : Cambois Beach	COMPLETED BY: Nick Jones
<u>This Risk assessment should be viewed in conjunction with our activity and beach risk assessments.</u>	DATE REVIEWED: 18/12/2024

1. Hazard <i>List significant hazards which may result in serious harm or affect several people.</i>	2. Who might be harmed <i>List groups of people who are especially at risk from the significant hazards identified.</i>	3. Is the risk adequately controlled? <i>List existing controls or note where the information may be found. (e.g. Information, instruction, training, systems or procedures)</i>	4. What further action is needed to control the risk? <i>List the risks which are not adequately controlled and proposed action where it is reasonably practicable to do more.</i>
Broken glass on promenade and beach.	Staff/Clients	Site check everyday for glass and sharp objects around surf school and clear away. Instruct clients and staff to watch out on the beach for any sharp objects.	Ensure activities stick to marked paths that have been dynamically assessed by group leader.
Steep bank on edge of sand dunes and cliffs	Staff/Clients	Make clients / staff aware of the bank Direct everyone to use the paths	
Cars in carparks	Staff/clients	Tell clients to watch out for vehicles and direct to beach as soon as possible.	
Level Crossing on way to beach	Staff/clients	Follow signs for safe crossing.	

1. Hazard <i>List significant hazards which may result in serious harm or affect several people.</i>	2. Who might be harmed <i>List groups of people who are especially at risk from the significant hazards identified.</i>	3. Is the risk adequately controlled? <i>List existing controls or note where the information may be found. (e.g. Information, instruction, training, systems or procedures)</i>	4. What further action is needed to control the risk? <i>List the risks which are not adequately controlled and proposed action where it is reasonably practicable to do more.</i>
Pipe going out to sea	Staff and Clients	Risk highlighted to all participants. Assess clients abilities to move away from risks, Make sure group stays away from pipe and place group taking into account the wind.	
Sea defences	Staff and Clients	Risk highlighted to all participants. Assess clients abilities to move away from risks and move away from defences and only allow limited exploration on edge according to groups abilities.	
Slippy Walkway and jetty down to beach	Staff and Clients	Leader to check and assess that access is safe and direct children o safest path.	
River entering the sea with strong current	Staff and Clients	Activity only to be away from the river edge.	If going near the edge the only there is safe and secure places to stand with easy access with groups managed closely by leader.
Cut off by tides in specific areas of the beach	Staff and clients	Leader to check tides and plan activity accordingly.	Leader to monitor tide through activity and move group accordingly.



-  Sea Defences
-  Steep cliff/bank
-  Cut off by tide/
Inaccessible at high tide





RISK ASSESSMENT

ESTABLISHMENT: South Shields Surf CIC	ASSESSMENT DATE: 15/07/2016
ACTIVITY/ LOCATION : Surfing, Stand Up Paddle, Flat Water, Rock Pooling and Snorkeling activities.	COMPLETED BY: Nick Jones
<u>This activity is supported by an NOP and EAP</u>	DATE REVIEWED AND UPDATED: 07/01/2024 Nick Jones

1. Hazard <i>List significant hazards which may result in serious harm or affect several people.</i>	2. Who might be harmed <i>List groups of people who are especially at risk from the significant hazards identified.</i>	3. Is the risk adequately controlled? <i>List existing controls or note where the information may be found. (e.g. Information, instruction, training, systems or procedures)</i>	4. What further action is needed to control the risk? <i>List the risks which are not adequately controlled and proposed action where it is reasonably practicable to do more.</i>
<p><u>OFF THE BEACH</u></p> <p>1. Existing medical conditions</p> <p>2. Inappropriate equipment</p> <p>3. Dehydration</p>	<p>Instructors/ clients</p> <p>Instructors/ clients</p> <p>Instructors/ clients</p>	<ul style="list-style-type: none"> ● Check in advance (remember confidentiality), should on booking form. ● Instructors to have own wetsuits and boots (if required) ● Clients to have correct size wetsuits ● Clients to have correct size boots (if required) ● Clients to have correct thickness wetsuit ● Clients to have appropriate size, weight and construction of board ● All clients to have leashes in good repair ● Check there has been adequate fluid 	<ul style="list-style-type: none"> ● Ensure personal medications available as appropriate ● Ensure adequate range of wetsuits, boots (if required) and boards ● Ensure all equipment is in good working conditions. ● .Ensure enough leashes in good condition ● additional supply of water available

4. Low energy levels	Instructors/ clients	intake prior to moving to beach <ul data-bbox="920 188 1509 371" style="list-style-type: none"><li data-bbox="920 188 1509 295">● Check there has been adequate food/ nourishment intake prior to moving to beach<li data-bbox="920 300 1509 371">● Check there has not been an over-intake of food/ nourishment	<ul data-bbox="1581 181 2085 213" style="list-style-type: none"><li data-bbox="1581 181 2085 213">● time for appropriate food breaks
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GETTING TO THE BEACH

1. Traffic accidents

Instructors/ clients

- Ensure vehicle is in a roadworthy condition
- Ensure appropriate insurance and carriage
- Ensure appropriately qualified driver
- Use of reputable coach/ minibus firm
- Use of recognised routes to beach
- Group briefed re: emergency procedures
- All to wear seatbelts

2. Accidents whilst embarking and disembarking

Instructors/ clients

- Embark and disembark on side away from traffic
- Group briefed about procedures

3. Falling, tripping and slipping

Instructors/ clients

- Advice given re: uneven surfaces
- Wear appropriate footwear

- Use of recognised pathway/ access to beach

4. Cuts and bruises

Instructors/ clients

- Advice given re: uneven surfaces
- Wear appropriate footwear

5. Sanddunes, flora and fauna (snakes, plants etc)

Instructors/ clients

- Briefing re: any possible encounters
- Wear appropriate footwear and clothing
- Use designated pathways
- Check signs

- Check seasonal occurrence and local advice

<u>ON THE BEACH</u>			
1. Falling, tripping and slipping	Instructors/clients	<ul style="list-style-type: none"> ● Advice given re: uneven surfaces 	
2. Beach-related debris (sharps, rocks, flotsam, jetsam)	Instructors/clients	<ul style="list-style-type: none"> ● Advice given by instructors ● Supervision by instructors ● Check with lifeguards 	<ul style="list-style-type: none"> ● First Aid kit available on beach
3. Sunburn	Instructors/ clients	<ul style="list-style-type: none"> ● Apply high-factor sunscreen ● Replenish sunscreen as appropriate ● Instructors to wear caps/ hats as appropriate ● Clients made aware of dangers of over-exposure to sun 	<ul style="list-style-type: none"> ● Extra sunscreen carried in First Aid dry bag
4. Heat exhaustion/ heatstroke	Instructors/ clients	<ul style="list-style-type: none"> ● Instructors to monitor group ● Instructors to ensure adequate liquid intake ● Buddy monitoring ● Wetsuit ventilation as appropriate ● Clients made aware of dangers 	<ul style="list-style-type: none"> ● Check prevailing weather conditions
5. Hypothermia	Instructors/ clients	<ul style="list-style-type: none"> ● Use of correct-fitting wetsuits 	<ul style="list-style-type: none"> ● Check prevailing weather

<p>6. Other beach activities</p> <p>7. Lifting and moving equipment.</p>	<p>Instructors/ clients</p> <p>Instructors/Clients</p>	<ul style="list-style-type: none"> ● Use of correct-thickness wetsuits ● Use of wetsuit boots (depending on water temperature) ● Use of wetsuit hoods (depending on water temperature) ● Clients made aware of dangers ● Buddy monitoring ● Group advised to stay clear whilst traversing beach ● All staff and volunteers shown best lifting and handling practice. 	<p>conditions</p> <ul style="list-style-type: none"> ● Include emergency cagoule/ blanket/group shelter in First Aid kit
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IN THE WATER

1. Drowning

Instructors

Clients

- Use of lifeguard qualified instructors.
- Instructors should be an ISA level 1 instructor or equivalent or demonstrate they are suitably experienced and deemed as competent through internal training & assessment.
- Board always attached with leash to ensure always with flotation device.
- For under 18s in stand up paddle board lessons they must wear a buoyancy aid.
- Clients are shown how to climb back onto their board or hold onto it when needed.
- Check swimming ability at time of registration and again assess water confidence at start of lesson
- Follow NOP and EAP
- Buddy monitoring
- Use of distress and recall signals

- Minimum of SLSGB Surf Rescue under supervision of RLSS National Vocational Beach Lifeguard.
- When ocean activity takes clients beyond their depths they must wear a buoyancy aid or flotation device if no board attached by a leash.
- For any participant needing additional support a Needs Assessment (pen portrait) must be completed and the measures identified implemented (see Adaptive Session Specific Procedures)
- Keep EAP's and NOP's up-to-date
- Daily liaison with lifeguards
- Daily beach reports.
- Instructors to carry radio at all time

2. Hypothermia

Instructors and clients

- **Follow NOP & EAP**
- **Instructor to monitor and control group**
- Use of correct-fitting wetsuits
- Use of correct-thickness wetsuits
- Use of wetsuit boots (depending on water temperature)
- Use of wetsuit gloves (depending on water temperature)
- Use of wetsuit hoods (depending on water temperature)
- Clients made aware of dangers
- Buddy monitoring

- Check prevailing weather conditions
- Include emergency cagoule/ blanket/group shelter in First Aid kit
- Daily beach reports
- Instructor to carry radio at all times.

3. Other injuries

Instructors and clients

- Follow NOP and EAP
- abide by activities risk assessments and site risk assessments.

4. Water pollution	Instructors and clients	<ul style="list-style-type: none"> ● Follow lifeguard advice ● Check water quality reports regularly 	<ul style="list-style-type: none"> ● Liaise with local councils
5. Marine stings	Instructors and clients	<ul style="list-style-type: none"> ● Use appropriate wetsuits and accessories ● In areas/times where weaver fish are prevalent use of wetsuit boots ● Check with lifeguards ● Enquire re anaphylactic reactions during health check 	<ul style="list-style-type: none"> ● Ensure personal medications available as appropriate
6. Rips and currents And strong off shore winds	Instructors and clients	<ul style="list-style-type: none"> ● Don't enter water if not considered safe. Follow NOP. ● <u>Instructor to monitor and control group</u> ● <u>Use professional judgement for advanced groups</u> ● Group made aware of dangers before entering water ● Use of buddy system ● Follow NOP and EAP ● <u>Use designated surfing areas when conditions allow.</u> 	<ul style="list-style-type: none"> ● Liaison with lifeguards ● Local knowledge of beach characteristics and prevalence of rips and currents (sea location specific risk assessments and maps)
7. Other water users	Instructors and clients	<ul style="list-style-type: none"> ● Advice given re: space and surfing etiquette ● <u>Instructor to monitor and control group</u> ● <u>Practice of wipeout action</u> 	<ul style="list-style-type: none"> ● Liase with lifeguards about best locations on beach for lessons and where designated surfing areas are.
8. Falling off board (wipeout)	Clients	<ul style="list-style-type: none"> ● Softboards and inflatable boards to be used. ● Instructor to assess conditions and recommend helmets where necessary. 	<ul style="list-style-type: none"> ● For any participant needing additional support a Needs Assessment must be completed and the measures identified implemented.

<p>SUP SPECIFIC: (in addition to the in water risk assessment above) Exhaustion and getting stuck further out to sea</p>	<p>Instructors Clients</p>	<ul style="list-style-type: none"> ● Assess abilities of group ● For any participant needing additional support a Needs Assessment must be completed and the measures identified implemented. ● Keep group close to the shore ● Warn of dangers before entering water ● Use of signals and communications with shore based staff/lifeguards. 	<p>Instructors to have a radio at all times and to communicate with surf school who can communicate with lifeguards as needed.</p>
<p>Injury from the paddle</p>	<p>Instructors Clients</p>	<ul style="list-style-type: none"> ● Demonstrate how to keep the paddle out of the way when paddling and falling. ● Warn clients of the dangers ● Instructor to assess the conditions and if necessary recommend that helmets be worn. 	<p>Instructor to carry first aid kit and radios</p>
<p>Offshore winds pushing clients beyond ability to get back to shore.</p>	<p>Instructors Clients</p>	<ul style="list-style-type: none"> ● Assess the wind before a session don't continue with session if wind is offshore and stronger than 3 on the beaufort scale. Force 4 in onshore conditions. ● Continue to assess the wind throughout the session and stop session if wind increases to the limit of manageable. ● At start of session ensure that all clients are able to return to shore prone on their boards. ● Brief clearly that need to lie down prone and paddle with hands back to shore when instructed. ● Move the session to Little Haven if needed and conditions are better there. 	<p>Alert Lifeguards if at all concerned by either clients in lesson or rentals.</p> <p>Instructors to carry radios at all times to signal need for help.</p>
<p>Being out of depth</p>	<p>Instructors Clients</p>	<ul style="list-style-type: none"> ● Boards attached by leashes ● Clients shown how to float and pull board to them ● Clients shown how to get back onto the boards. ● Under 18s and weak adult swimmers must wear a buoyancy aid. 	<p>Sessions to be supervised by a qualified lifeguard at all times.</p>
	<p>Instructors Clients</p>	<ul style="list-style-type: none"> ● Only go out when calm flat under 0.5m waves. 	<ul style="list-style-type: none"> ● Be aware that high tide at

Waves throwing
wiping out clients.

- Instructor to assess waves throughout the session and end the session needed,
- Clients show how to push boards out past waves safely.
 - When returning to shore clients are ask to drop to knees before reaching shore then to dismount boards and shown how to push board back through waves to the beach.
 - Instructor to keep the group beyond the breaking waves.
 - Move the session to from Sandhaven main surf school location to Little Haven if needed and conditions are better.
 - Instructor to assess conditions and ensure that clients wear helmets if needed.

littlehaven beach the waves size can increase - especially on a bigger period swell.

<p><u>SUP TOURS: (in addition to the in water risk and SUP specific assessment above)</u> Unable to complete tour/get home due to client ability/fitness</p>	<p>Instructors / clients</p>	<ul style="list-style-type: none"> • Clients will have had to have had enough lessons to demonstrate the skills and fitness to complete a tour. Or have demonstrable experience and skills and fitness without the lessons. • Instructors will assess those coming and make sure only those competent take part. • Lead instructor will have water proof phone/radio to liase with surf school and arrange pick up from escape routes on map. 	<p>For any participant needing additional support a Needs Assessment must be completed and the measures identified implemented.</p> <p>If no communication is made and the group has not returned then the persons at the surf school are to follow the late back procedure.</p>
<p>Change in weather making getting back difficult/impossible</p>	<p>Instructors / clients</p>	<ul style="list-style-type: none"> • Monitor weather conditions and do not get out the paddle boards if there is moderate offshore wind, storms, especially thunder/lightening. If in doubt liaise with lifeguards and follow advice given, if no lifeguards and in doubt don't get out the paddleboards. • If winds change during session instructors monitor and will direct clients back to shore as appropriate. • Follow the escape routes marked on the map. • Lead instructor will have water proof phone & radio to liase with surf school and arrange pick up from escape routes on map. 	<p>Persons at surf school will monitor weather and instructor if winds and weather are changing If no communication is made and the group has not returned then the persons at the surf school are to follow the late back procedure.</p>
<p>Injury away from help</p>	<p>Instructor / clients</p>	<ul style="list-style-type: none"> • Instructors first aid and lifeguard qualified • Escape routes known (see map of escape routes) • First aid kit carried • Phone & radio carried if needed to call for more help. • All clients to wear helmets and buoyancy aids. 	<p>Instructors to direct clients from known submerged areas of rock and shallow areas.</p>

**Rock Pooling
Specific:**

Slipping/tripping
on rocks or big
drops/sudden
drops from rocks

Instructor and Clients

Make sure that all wearing appropriate
solid and grippy shoes.
Leader to group away from known
slippy patch (seaweed, wet etc)
Leader to have good knowledge of
area and of an appropriate route
through venue to avoid treacherous
areas

Leader to carry first aid kit and phone in
case of any injury

Tide coming in/
Big seas

Instructor and Clients

Tide timetable checked before session
and make sure that the route will not
put group at risk of being caught by
tide.
Leader to monitor position of tide
during session.
Make sure all sessions are away from
the sea and risk of waves washing
over.

Leader to let surf school staff planned
location and movement during session.
Staff at surf school to keep an eye on
water movement and tide.

Rocks falling

Instructor and Clients

Keep group away from the bottom of
cliffs

Falling in
water/hypothermia

Instructor and Clients

Leader to show best way to approach water
and kneel near the water in order to explore
the rock pool

Warming clothes, group shelter at the
surf school.

For any participant needing additional
support a Needs Assessment must be
completed and the measures identified
implemented.

<u>Beach Games/Clean Activities Specific</u> Weather Related injury (hot/cold) Sand in eyes Beach debris Rubbish on the beach Slips/trips	Instructor and Clients Instructor and Clients Instructor and Clients Instructor and Clients Instructor and Clients	Instructor to ensure group wearing appropriate clothing and monitor group make sure that either move to warm area/ do warm up or get water/move into shade if needed. Instructor to ensure not too windy to be on beach to prevent sand getting in the eyes. Eye cleaning saline solution in the first aid kit. Instructor to advise group of where to avoid if any debris that could cause injury. When cleaning the beach clients to be given protective gloves and litter pickers and plastic bags/bucket to dispose of the rubbish. Instructors to advise on what rubbish to leave alone. Instructor to advise group to move sensibly and monitor the group. Instructor to highlight obvious dangers.	First aid kit, shelter and group shelter at surf school. First aid kit, shelter and group shelter at surf school. First aid kit, shelter and group shelter at surf school. First aid kit, shelter and group shelter at surf school. First aid kit, shelter and group shelter at surf school.

<p>Flat Water Games Specific (in addition to the in water risk assessment above) Out of depth in deeper water.</p>	<p>Instructor and Clients</p>	<ul style="list-style-type: none"> • Only move to deeper water if conditions allow (onshore winds or light offshore, flat water) • Assess the group and ensure that they can all swim effectively and return to their board and can float in wetsuit to pull board back with leash. If concerned at all stay within all group's depth. • Make sure that group is competent to return to the beach by themselves before moving into deeper water. • Instructor to be in the water at all times with group under direct supervision within a few seconds swim/paddle of clients. • Under 18s must wear buoyancy aids if detached from board. 	<p>A second instructor or staff at surf school and/or lifeguards to be alerted when moving out into deeper water with a group.</p>
<p>Slips/trips</p>	<p>Instructor and Clients</p>	<ul style="list-style-type: none"> • Instructor to: Ensure that trip hazards are minimized during games and highlighted to the clients by instructor. • Show clients best way to move when using the equipment and monitor during games. • Make sure that games played are appropriate to age and size of the group. Split group into people of similar sizes to ensure that smaller members aren't crushed by bigger members. 	
<p>Offshore wind</p>	<p>Instructor and Clients</p>	<ul style="list-style-type: none"> • Instructor to make sure the group are able to return themselves to shore (on board and swimming/walking) and stay within all group members depth if wind is blowing above force 3 on beaufort scale. 	

Entrapment in equipment

Instructor and clients

- When games using surf equipment are set up the instructor is to make sure that any entrapment hazards are moved out of way of clients (leashes and boards on top of each other)
- Instructors will identify hazards to clients so that they can move out of harms way.

- **Instructors to monitor clients at all times.**

Falling off board/equipment in shallow water

Instructor and clients

- Best way of falling to be explained/demonstrated by instructor and practiced by clients.
- All participants to wear helmets.

<p>BEACH SCHOOL:</p> <p>Shelter Building</p> <p>Hit by tarps and poles.</p> <p>Big shelter set up use of sledge hammer and big pegs Poles with nails at the top</p>	<p>Instructor and clients</p>	<ul style="list-style-type: none"> • No shelters in strong winds of gusts of 30mph and above. Instructor to dynamically risk assess the age, size and ability of the group • Instructor to monitor how poles and tarps are moved by participants. • Instructor to tell participants not to touch poles in shelter when set up. • Participants told that tarps aren't weight bearing. • Pegs to be pointed out to participants. • Instructors to make sure that are keeping themselves out of the impact are of poles falling when setting up the tarp and not move poles as much as possible. • Instructors trained on how to safely set up big shelters, to use sledgehammer so that avoid hitting themselves with body to one side of swing direction. 	<ul style="list-style-type: none"> • Instructor to monitor group when starting and adjust plan as going forward - bring group into one big shelter as able to monitor easily or to do a new activity if the group aren't able do shelters safely. • Instructors to monitor the shelter structure and adjust as needed through session and bring group out if they feel the shelter is unsafe or the conditions have changed making it unsafe.
<p>Use of spades</p> <p>Head injury</p> <p>Foot injury</p>	<p>Instructor and clients</p>	<ul style="list-style-type: none"> • Instructor to demonstrate correct technique using the spade. • Participants told to keep spade below waist height. • Participants told to work in own area away from feet of other participants. • If working with a young group or group your concerned about then have one 	<ul style="list-style-type: none"> • Instructor to monitor group and reiterate instructions/ change plan as needed. • Instructor to ensure to count in and out spades and none left on the beach.

<p>Deep holes</p> <p>Danger to diggers</p> <p>Danger to public</p>	<p>Instructor and clients</p>	<p>spade between two and have one as a spotter keeping watch for dangers with the spade.</p> <ul style="list-style-type: none"> ● Instructor to have clear stop signal for all participants. ● Instructors to monitor holes and ensure that they are not steep, deep, narrow, overhanging, and so that they aren't able to collapse. They need to ensure that there are clear and easy escape routes for all participants. ● Instructors to make sure that all holes are filled in at the end of the session. 	
<p>Hapa Zome</p> <p>Hammers</p> <p>Head injury</p> <p>Fingers</p>	<p>Instructor and clients</p>	<ul style="list-style-type: none"> ● Work stations are set up a person apart side to side and front to back and so that no one can hit each other by accident. ● Work stations indicated by boards to hit on ● Instructors demonstrate good technique with hammer with small strikes away from fingers and hammer only half way to head. ● Participants instructed to never bring hammer up to or beyond head. ● Claw ends of hammers to be covered up with tape to reduce possibility of injury. ● Instructors to be familiar with common harmful plants - nettles, brambles, yew, hogweed, hemlock, lords and ladies, and ensure that participants don't use those. 	<ul style="list-style-type: none"> ● Instructors to monitor participants use of hammers and adjust plan as going forwards. ● Assess how many participants can be using hammers at once depending on age and ability and number of support staff to help (both from surf school and visiting organisations) supervise. For younger participants aim for 1:8 max and ideally lower and older can be larger but depends on group.

<p>Paddling In water activity</p>	<p>Participants, leaders</p>	<p>Mushrooms are to be avoided.</p> <ul style="list-style-type: none"> • All paddling to be done under supervision of lifeguards. If a lifeguard qualified instructor is not with the group then the instructor leading needs to check with the manager on the day on the best location where they can be supervised. • No paddling if waves are over 4 foot. • Maximum depth of ankle deep if waves are over 1 foot and knee deep if flat calm. • Ratios of 1:8 with instructors. 	
<p>Ropes Strangulation Rope burns</p>	<p>Participants, volunteers</p>	<ul style="list-style-type: none"> • When using ropes the instructor is to clearly outline the use of the ropes and that they shouldn't be wrapped around necks or around any limbs. • Instructor to continue to monitor. 	
<p>Arts and Crafts Cuts from scissors Hands clean from plaster of paris and allergies</p>	<p>Participants, volunteers and instructors</p>	<ul style="list-style-type: none"> • Instructor to demonstrate correct use of scissors, plaster of paris, and glues. • Instructor to check if anyone allergic to materials used • Hand washing facilitates to be provided. • Instructor to monitor group and use fo equipment. 	
<p>Beach Combing Sharps and dangerous objects washed up</p>	<p>Participants, volunteers, instructors</p>	<ul style="list-style-type: none"> • Instructor to do a pre-session site check for any dangerous items and remove where possible. 	

Moving rocks for natural art.

- Participants briefed on possibility of finding things washed up that could cause harm and to leave alone.
- Instructor to monitor location and group for anything found that could cause harm and remove if possible using gloves and bin bags.
- Participants briefed on the appropriate size rocks for the activity and project.
- Participants briefed on best lifting practice and how to place rocks avoiding fingers and toes.
- Participants briefed that likely to be uneven walking surface so need to account for this when collecting rocks and moving them. Instructor to brief participants that the further they need to travel the smaller the rock to move.
- Instructor to monitor group and monitor use of rocks and advise accordingly

- Instructor to dismantle any towers or construction that is unstable and likely to fall and harm participants.

Snorkel Specific:

Water entering snorkel/mask causing.

Waves, swell, wind and tidal movements causing group to drift into hazards (rocks/too far out)

Clients getting out of their depth

Instructor and clients

Instructor and clients

Instructor and clients

- Instructor to ensure that snorkels fit correctly and demonstrate to clients how to adjust the mask.

- Instructor to monitor group while in water and stop them from drifting into hazards.
- Instructor to show the clients clear hand signals for above and below the water so that the instructor can get clients to bring heads up out of water and move away from the hazard and clients can get instructors attention.

- Keep group in their depth if just snorkeling from the shore.
- If snorkeling from paddle boards then instructors to ensure clients can effectively float using the snorkel in their depth before trying to snorkel any deeper. Instructor to ensure that all clients have their leashes attached properly and when snorkeling from paddle boards then they are always attached to the board and they are monitored at all times to make sure they do not drift far or towards hazards.

- Monitor group when starting using masks to ensure no water enters.

- If need be instructor to stand between client and hazard to prevent getting too close.

- Instructor to bring rescue tube to session.
- Clients to be given personal flotation devices – high visibility swimming floats so that they can be easily seen.

<p>Specific Participants additional needs affecting session: Ability to follow instructions Ability to support own weight and self rescue Any areas of sensitivity need to be protected?</p>	<p>Participants</p>	<ul style="list-style-type: none"> • Pen portraits to be completed or a phone conversation/email exchange required with all participants to identify what support measures are needed. See Adaptive Session Specific Procedures. • Are there lines/feeding tubes/colostomy bags/catheters/splints/old injuries 	<ul style="list-style-type: none"> • Need to decide what level of support is needed - lower ratios with instructors or volunteers support are adapted boards needed. • Do they need buoyancy aid to help support own weight? DO they need a lifejacket if unable to support weight? • Do we need specialist help like an interpreter for BSL, specific member of care staff? • Can these be protected comfortably for the participant
<p>Participants Medical Needs</p>	<p>Participants</p>	<ul style="list-style-type: none"> • These are identified clearly in pen portraits 	<ul style="list-style-type: none"> • Is medication required on the beach, is a procedure in place to deal with on the beach? Does the participant need to bring with suitably trained and qualified people.
<p>Volunteers</p>	<p>Participants, volunteers and instructors</p>	<ul style="list-style-type: none"> • Volunteers need to attend a minimum of induction and preferably training day to ascertain their skill level in the water and on the beach 	<ul style="list-style-type: none"> • Volunteers are assigned roles that are suitable to their skill levels and are given support and training where necessary
<p>Adaptive Boards</p>	<p>Participants, volunteers, instructors</p>	<ul style="list-style-type: none"> • Helmets must be worn by volunteers, participants and instructors when using the chair board 	<ul style="list-style-type: none"> • Helmets have to worn by instructors if the participant needs to wear a helmet if head is vulnerable at all



RISK ASSESSMENT

ESTABLISHMENT: South Shields Surf CIC	ASSESSMENT DATE: 15/07/2016
ACTIVITY/ LOCATION : Balance board and pop up boards	COMPLETED BY: Nick Jones
<u>This activity is supported by instructions and videos</u>	DATE REVIEWED AND UPDATED: 18/12/2024

1. Hazard	2. Who might be harmed	3. What should be done to bring risk to a controlled level?	4. What else can be done to further reduce the risk?
Falling from board.	Board user Person supporting board user	Make sure the board is set up on flat ground. Make sure that there is nothing that will stop the roller rolling or cause it to bump while rolling. Ensure that you have someone to support the board user in initial stages, keeping them stable. To begin with set the board up on a softer surface to reduce the speed of the board moving and soften any falls.	Keep activities on board within reasonable challenge level of board user. If at all concerned further measures to be taken can include, placing pillows/ matts around where you are using the board. Wear a helmet whenever using the board. Wear appropriate clothes that will cover arms and legs.
Hitting objects and or people around you	Board user Person supporting board user	Make sure that board is used in a space with no objects to fall on or hit when using the board. Keep people from the area you are using. If you have someone supporting using the board the must stand to in front of you along the long side of the board and short end of the roller away from the swinging ends.	
Trapping toes/fingers	Board user Person supporting board user	Shoes must be worn at all times using the board and fingers never placed under the board while in use. The supporter must be in front of the user.	

FIRE PROCEDURE:

Strict fire circle rules are enforced

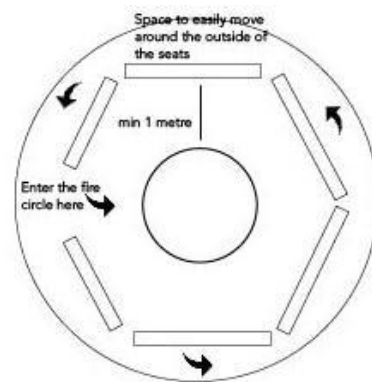
at all times and behaviour is controlled by the Session leader and support staff. Any disregard for the Fire Circle rules needs addressing by a Session Leader immediately.

Notify local site management and local fire brigade that there will be a fire one site, before the event.

Fire Location

- Choose a site carefully; avoid clear combustibles in the area. Remove any stones from the fire area as hot stones (especially flints) can explode.
- Construct a surround for the fire using wood or bricks, or use a portable metal fire pit.
- Have at least 1m between fire surround and seating spaces
- Seating spaces should have emergency escape routes between them.
- Keep fires approximately 4m from any shelter built from easily combusting materials.
- Clear any dry material from underneath fire pit.
- Mark the perimeter of the outer edge of the fire circle.
- Make sure seats and fire surround are secure to avoid trip/fall accidents.

Fire Circle Example (minimum requirements)



Before starting a fire

Establish a Fire Circle and train members on the Fire Circle rules before starting a fire.



- How to approach and leave the Fire Circle - There should be one entrance and exit, stand behind the bench and carefully step over the bench to sit down.
- We do not run around the Fire Circle.
- Do not walk across the Fire Circle. To move around the fire circle, step over the seats to the outer edge and walk around the circle before re-entering.
- Only enter the fire circle when invited to by the Forest School Leader.

Starting a fire

- No loose clothing (or unacceptable loose hair) near the fire circle.
- Have a water bucket and a fire blanket available to extinguish the fire.
- Heat-proof gloves should be used whenever adding anything to fire or moving anything on the fire.
- A burns first aid kit and bucket of water need to be onsite for burns.
- Don't light in windy or tinder dry conditions.
- Never leave a fire unattended.
- Fires will only be lit in the fire-circle area.
- If young people have fires restrict flame height to equivalent of your knee.
- Prior to lighting fire check with landowner and local authority for permission. On some sites the fire brigade may need to be informed before lighting fire.
- Use dead, dried wood and no green wood/kindling to reduce smoke inhalation, explain the importance of this to participants.
- Encourage people in smoky areas to move to non-smoky areas.
- All participants will follow the fire circle rules about how to behave and move around the fire circle.
- All fires should be fully extinguished and all traces removed at the end of a session.
- Fires should be no bigger than what is needed.
- We will follow the site specifications for what kind of fires we are allowed to have, and where needed use raised fire pits.



FIRE RISK ASSESSMENT

Undertaken by: Bryony Purvis 17th July 2018

Reassessed by: Bryony Purvis 30th January 2019. Reassessed by: Bryony Jones 22 February 2020. Reassessed by Nicholas Jones 18/12/2024

Use in conjunction with site risk assessment.

Hazard	Risk	Who is at Risk	Risk Level (likelihood x severity)	Control measures	Person responsible	Risk Level with control measures applied
Lighting fires	burns, setting surrounding vegetation alight	All	3 x 4 = 12	Ensure water on site near fire, fire blanket, gloves and burn kit. Leader demonstrate lighting and extinguishing fires. Leader checks fire and surrounding ground that the fire is extinguished before leaving site. Safety position (one knee down) adopted near fire. Group made aware and practise the fire policy, moving around the outside of the fire. Only enter the fire circle when invited to do so. Wear gloves when adding fuel to the fire.	Session Leader	1 x 3 = 3
Cooking/eating from fire	Burns to mouth, face and hands	All	3 x 3 = 9	Food should be removed from the fire and cooled before being consumed.	Session Leader	1 x 2 = 2
Extreme weather	Surrounding vegetation more flammable, winds cause fire to spread or sparks to fly.	All	4 x 4 = 16	When the ground and surrounding vegetation is dry from extreme heat, avoid fires. If possible the ground could be soaked before hand. If the winds are high remove any nearby branches or twigs. Continue if there is a safe enough distance between fire and surrounding vegetation. If not, postpone.	Session Leader	3 x 3 = 9



Kelly Kettle	Burns, scalds	All	2 x 4 = 8	<p>Ensure that the ground is cleared around the kelly kettle. Make a boundary around the kelly kettle that no one can enter.</p> <p>Point the spout away from the wind.</p> <p>REMOVE THE BUNG</p> <p>Use gloves to hold the kettle when pouring and carrying.</p> <p>Never look down the top when the fire is going.</p> <p>Follow fire precautions listed above.</p>	Forest School Leader	1 x 3 = 3
Fuel/Wood	Smoke Inhalation/Environmental Impact	All	2 x 4 = 8	<p>Only use dried wood for lighting fires. If wood kindling is needed from site ensure that it is NOT collected from the ground, and any mosses, lichen or other plant-life is removed before using on the fire.</p> <p>Be careful to check the type of wood/tinder you are burning to make sure it won't release harmful toxins, such as bracken.</p>	Forest School Leader	1 x 3 = 3

Benefits: Group learn how to light a fire, and cook food. They learn how to keep themselves safe. They learn about the different properties of different materials that can be used as fuel. They get to provide warmth and take care of themselves.