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| Subject of risk assessment: | Putting up, using and taking down a Tepee/Pop up Classroom | | | | |
| Brief description of activity, location, feature, activity and equipment used. | Putting up a Tepee/pop up classroom  Taking down a Tepee/pop up classroom  Putting a Tepee/Pop up classroom into storage, including a wheelbarrow and spreading or hanging out to dry.  Walking around and inside, sitting inside or around a tepee/pop up classroom. Typical outdoor lesson and learning activities. | | | | |
| Type of assessment  (if play design process) | Designer | Provider | | | Post Installation Monitoring |
| Job title and name of person making assessment | Matt Robinson  Outdoor Learning Officer | | Signature of person making assessment |  | |
| Date of Assessment | 12 December 2023 | | Review Date | 1st January 2025 | |
| Name of senior manager: | Carley Sefton | | Signature of senior manager: |  | |
| **Risk Management Statement**  LtL recognises that all risks cannot be reduced to nil, therefore this risk assessment prioritises the significant risks. Significant risks are those which pose risk of serious injury, chronic injury, disability or death, or risks that are overly common in interrupting our staff and clients normal work.  For all activities, LtL staff will dynamically assesses risks and put in place control measures and record as required, but always within agreed and recorded RBA’s.  Concerns, changes in risk management practice or minor injuries that are seen by LtL staff to be significant should be reported to the LtL manager who has signed off this RBA.  **This RBA should be read in conjunction with LtL’s Risk Management Policy, other relevant LtL Risk Benefit Assessment’s and LtL Play Policy (as appropriate).** | | | | | |

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| Activity or feature: | Assessing the weather, mainly wind and risk of lightning. Included in this is judging the safety of putting up or taking the tepee down.  Taking out of store, transporting and putting up a tepee.  Using a small group of children to erect the tepee and ensure it is stable.  Using the tepee for teacher led lesson activities such as drama, maths, literacy, art and exercise.  Take down the tepee, packing away and transporting back to storage. |
| How will participants benefit? | Learning how to work together and take responsibility for working as a team.  Learning about changes in weather, and how the wind affects a tent.  Practical skills to erect a tent, including pegging, managing long poles and lots of fabric neatly.  Responsibility for collecting items, and storing safely.  Care for their school environment and resources. |
| Who will be at risk? | Pupils, adults assisting.  Public. |
| Possible hazards and risks: | Pole being dropped on head / body, hard enough to injure significantly.  Being caught up in guylines or tent, tripping over or causing strangulation injuries.  Tent being caught by wind, and flapping hitting body or face, or persons being dragged away in strong winds holding tent, both leading to injuries.  Pulling muscles, or damage to back, while lifting pole and tent up or down.  Tripping over tent or guylines, hard enough to cause injury.  Wind blowing tent over, leading to injuries or fear.  Injury to hand when inserting pegs. |
| Local factors that may affect control measures or level of risk: | Exposed to wind sites.  Proximity of power cables, allowing arc or pole to touch so electrocuting persons. |
| Precautions and control measures to reduce the risk severity or likelihood: | The tent should not be erected in anything more than a gentle breeze, or if high winds are forecast.  Children should be supervised, until they can be trusted to make good judgements and/or have physical strength to cope.  Tent not to be erected near power lines or if electrical storms are forecast or likely.  Good group organisation, including two to lower pole and methodical working.  No mallets used to insert pegs – hands or gentle feet only. |
| Precedents or comparisons: | Tents such as these have been used by schools and scout or guide groups for many years.  Young teens and older primary children are used to den building and moving bags and poles around.  A number of schools use tents for Duke of Edinburgh or expeditions, and Grounds for Learning has been informed by them in use and risk management of groups and tents. |
| Judgement: | Overall the use of a tepee/pop up classroom or tent poses a minimal risk of serious injury, if pupils and adults involved work methodically.  Care over what weather the tent is used in, and the location are also significant factors in eliminating hazards.  A tent can offer many benefits to our learners, and as such should be used on a regular basis. |
| On-going Actions for people involved.  (Training, updating, feedback etc) | Staff and pupils should be ‘inducted’ into how to erect, manage and pack up the tent.  A steady withdrawal of adult supervision will be informed by pupil attitude and competence. |
| On-going maintenance procedures and inspections | The tent should be inspected annually, especially the pole and main mounting points such as pegging and guy points.  The tent should be stored dry and clean. |