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| **Risk Assessment** |
| **Risk Assessment for the activity of** | **Horse Riding** | **Date** | **12/3/19** |
| **Unit/Faculty/Directorate** |  | **Assessor** |  |
| **Line Manager/Supervisor** |  | **Signed off** |  |

| ***PART A***  |
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| **(1) Risk identification** | **(2) Risk assessment** | **(3) Risk management** |
| **Hazard** | **Potential Consequences** | **Who might be harmed****(user; those nearby; those in the vicinity; members of the public)** | **Inherent** |  | **Residual** | **Further controls (use the risk hierarchy)** |
| **Likelihood** | **Impact** | **Score** | **Control measures (use the risk hierarchy)** | **Likelihood** | **Impact** | **Score** |
| Losing control of the horse when being handled on the ground | Being kicked, bitten and/or trampled | YourselfOthers in the riding schoolOthers watching | **2** | **4** | **8** | **Teach people how to correctly handle horses and what to do should one break lose** | **1** | **3** | **3** | Make sure they’re in an enclosed area |
| Warm Up | Falling off and injuring yourselfSpooking other horses | YourselfOthers in the riding school | **2** | **3** | **6** | **Make sure that people are on a horse that’s appropriate for their level of riding experience** **Make sure saddle girth is done up tight enough so the saddle wont slip** | **1** | **3** | **3** | Make sure gates are kept closedGet instructors to ask people if they feel comfortable with the horse their on |
| Cool down | Losing the reins as you have a loser contact on themFalling off and injuring yourselfSpooking other horses | YourselfOthers in the riding school | **2** | **3** | **6** | **Make sure that people have a good grip on their reins and are aware of their surroundings**  | **1** | **3** | **3** | Make sure that gates are kept closed |
| Previous medical conditions | Exacerbating pre-existing conditions Injury to themselves or others as a result of the medical condition | YourselfOthers in the riding school | **1** | **5** | **5** | **Ask people to provide evidence that they are able to ride (i.e. doctors note)** | **1** | **3** | **3** | Ask instructors to keep a closer eye on those with medical conditions  |
| Dehydration/exhaustion | FaintingFalling off and injuring yourself/others | YourselfOthers in the riding school | **2** | **3** | **6** | **Ask people to bring water bottles with them to lessons****Have breaks during lessons****Tailor lessons to people based off of the level of physical activity they are capable of** | **1** | **3** | **3** | Ask people if they are coping with the level of activity during the lesson |
| Transport | Car accident | YourselfDriverOthers in the car with you | **1** | **5** | **5** | **Make sure drivers have a valid drivers licence** | **1** | **3** | **3** | Ask for feedback on how safely drives are driving |
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| ***PART B – Action Plan*** |
| **Risk Assessment Action Plan** |
| **Part no.** | **Action to be taken, incl. Cost** | **By whom** | **Target date** | **Review date** | **Outcome at review date** |
| 1 | Provide training on how to handle horses on the ground | Riding Schools | 30/6/19 |  |  |
| 4 | Ask people to provide evidence from doctors that they are able to go horse riding | Lessons co-ordinator | 30/6/19 |  |  |
| 6 | Ask people to show that they have a valid drivers licence | Lessons co-ordinator | 30/6/19 |  |  |
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| Responsible manager’s signature: | Responsible manager’s signature: |
| Print name: | Date: | Print name: | Date |

**Assessment Guidance**

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| 1. Eliminate
 | Remove the hazard wherever possible which negates the need for further controls | If this is not possible then explain why |  |
| 1. Substitute
 | Replace the hazard with one less hazardous | If not possible then explain why |
| 1. Physical controls
 | Examples: enclosure, fume cupboard, glove box | Likely to still require admin controls as well |
| 1. Admin controls
 | Examples: training, supervision, signage |  |
| 1. Personal protection
 | Examples: respirators, safety specs, gloves | Last resort as it only protects the individual |

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| **LIKELIHOOD** | 5 | 5 | 10 | 15 | 20 | 25 |
| 4 | 4 | 8 | 12 | 16 | 20 |
| 3 | 3 | 6 | 9 | 12 | 15 |
| 2 | 2 | 4 | 6 | 8 | 10 |
| 1 | 1 | 2 | 3 | 4 | 5 |
|  | 1 | 2 | 3 | 4 | 5 |
| **IMPACT** |

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| Impact | Health & Safety |
| 1 | Trivial - insignificant | Very minor injuries e.g. slight bruising |
| 2 | Minor | Injuries or illness e.g. small cut or abrasion which require basic first aid treatment even in self-administered.  |
| 3 | Moderate | Injuries or illness e.g. strain or sprain requiring first aid or medical support.  |
| 4 | Major  | Injuries or illness e.g. broken bone requiring medical support >24 hours and time off work >4 weeks. |
| 5 | Severe – extremely significant | Fatality or multiple serious injuries or illness requiring hospital admission or significant time off work.  |

Risk process

1. Identify the impact and likelihood using the tables above.
2. Identify the risk rating by multiplying the Impact by the likelihood using the coloured matrix.
3. If the risk is amber or red – identify control measures to reduce the risk to as low as is reasonably practicable.
4. If the residual risk is green, additional controls are not necessary.
5. If the residual risk is amber the activity can continue but you must identify and implement further controls to reduce the risk to as low as reasonably practicable.
6. If the residual risk is red do not continue with the activity until additional controls have been implemented and the risk is reduced.
7. Control measures should follow the risk hierarchy, where appropriate as per the pyramid above.
8. The cost of implementing control measures can be taken into account but should be proportional to the risk i.e. a control to reduce low risk may not need to be carried out if the cost is high but a control to manage high risk means that even at high cost the control would be necessary.

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| Likelihood |
| 1 | Rare e.g. 1 in 100,000 chance or higher |
| 2 | Unlikely e.g. 1 in 10,000 chance or higher |
| 3 | Possible e.g. 1 in 1,000 chance or higher |
| 4 | Likely e.g. 1 in 100 chance or higher |
| 5 | Very Likely e.g. 1 in 10 chance or higher |