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| **Name of activity, event, and location** | **1st Anytown Scouts – indoor active games**  Remember – this is just a starting point for you to assess the risk of your event and you will need add or take away hazards & controls according to your own findings. | **Date of risk assessment** | **1 March 2023** | **Name of person doing this risk assessment** | **Leader one (working with others)** |
| **Date of next review** | **1 March 2024** (or each term or with significant change to environment) |

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| **What could go wrong?**  What hazard have you identified?  What are the risks from it? | **Who is at risk?** | **What are you going to do about it?**  How are the risks already controlled?  What extra controls are needed?  How will they be communicated to young people and adults and remain inclusive to all needs? | **Review & revise**  What has changed that needs to be thought about and controlled? |
| **A hazard** is something that may cause harm or damage.  **The risk** is the harm that may occur from the hazard. | For example: young people,  adult volunteers,  visitors | **Controls** are ways of making the activity safer by removing or reducing the risk.  For example, you may use a different piece of equipment or you might change the way you do the activity. | Keep **checking** throughout the activity in case you need to change what you’re doing or even **stop** the activity.  This is a great place to add comments which will be used as part of the review. |
| **Walls and items attached to walls (eg radiators):** collisions with walls causinginjuries to people. | Players | Mark a line on the floor about two metres before the walls at each end to show the safe zone. Explain the safe zone to players (for example, no one should run in the safe zone).  Consider the height and position of permanent fixings to walls, can they be changed  Add additional safe zone marking around objects permanently fixed to walls where necessary |  |
| **Tables and chairs (and other obstructions)**:collisions with obstacles or tripping on them causing injuries to people. | Leaders  Young People | Store chairs and tables safely out of the way if possible, or move them to a safe area when playing a game  Work with Patrol Leaders/ Young Leaders to organise moving items at the beginning of the game.  Ensure everyone knows how to move heavy items safely |  |
| **Floor:** slips, trips, and falls. | Players | Check that the play area is clear of small objects, particles, and spills that could increase risk of tripping or slipping or cause injury if someone falls on them.  Make sure that players are wearing appropriate footwear and it’s secured to their feet (check laces are tied and so on). |  |
| **Other players**: collisions, tripping up, grabbing others or their clothing. | Leaders  Young People | Make sure that the rules of the game restrict or prohibit contact. Ensure appropriate contact is explained each time the game is played.  Consider how many people are playing (the more players, the higher the risk of serious injury).  Consider the difference in size between players (the greater the range, the higher the risk of serious injury). |  |
| **Behaviour: overexcitement and not following rules or instructions** could lead to accidents. | Leaders  Young People | Explain the rules clearly at the start of the game each time it is played  Monitor the mood level throughout the game. Use a clear communication to stop the game – everyone should stop as soon as they hear two blasts on the whistle or anyone shouting stop.  Have a clear, unobstructing location for those not participating in the game.  Ensure all of section is adequately supervised, both those YP playing and those not. |  |
| **Windows and doors**: collisions with windows and doors causing injuries to people. | Players | Close all doors (including store cupboard) and windows where possible to make sure there aren’t any additional obstacles.  Where windows or doors need to be left open (including for ventilation), they must be opened outwards not inwards. |  |
| **Equipment**  Injury due to unsuitability, poor repair | Players | Check any equipment is in good repair before each game  Store equipment safely while not in supervised use  Instruct YP on proper and acceptable use of equipment before each game |  |
| **Accidents and Incidents**  Poor management leading to detrimental effects, injuries | Players | Designated First Aider, 1st aid kit regulalrly checked  Emergency medications to hand (eg Asthma inhaler)  Game to be halted in order for injured/ill person to leave game safely |  |
| **Individual Needs**  Exclusion, upset, injury | Young People | All abilities of group considered. Adjustments made to ensure everyone can join in if they choose  Safe area/additional activity or task for those who choose not to actively play  Individual support in place is necessary (eg. Ear defenders or an additional supporting adult) |  |
| **Outdoor Acvtive Games**  **If your game is to be played outside, you will need to consider different playing hazards** | | | |
| **Terrain**  injury, illness | Players | Check that the play area is clear of small objects, particles, and animal faeces that could increase risk of tripping or slipping or cause injury if someone falls on them.  Check the ground is safe (eg: not too wet or muddy). Halt the game if it becomes so during the game.  Make sure that players are wearing appropriate footwear and it’s secured to their feet (check laces are tied and so on).  Leaders will encourage everyone to wear long trousers if there are concerns over foliage or ticks. If necessary, tick checks to be advised in writing to parents  Leaders will brief young people on behaviour in the environment, including avoiding brambles, nettles, and so on. |  |
| **Fixed / immoveable objects**  Collision injury | Players | Playing zone to avoid/ mark out of bounds dangerous objects and areas (eg: steep, stony bank or unsafe structures)  Playing zone to stop 2m short of walls, fences and boundaries to allow ‘stopping’ space |  |
| **Roads and Traffic**  Collision injury | Players | Game area and access to it away from traffic or roads.  We will use the gated area next to our meeting place or the field next door. We will finish activities and return to our meeting place 15 minutes before the session ends so we don’t interact with parents and carers arriving in cars. |  |
| **Large area**  YP out of sight, lost, injured, inappropriate behaviour | Players | Playing zone clearly explained before each game is played  Players to remain in sight at all times  Playing area restricted to main field, gates will be closed  Regular head counts to be carried out, YP to be monitored and a ‘let us know’ toilet system in place. |  |
| **Weather**  Inclement weather causing hypo/hyperthermia  Injury on wet ground | Players  Leaders | The leader will monitor the weather forcast in advance. If unsuitable weather forecast (eg. Heavy rain or extreme heat) alternative activity to be provided.  Leader in charge to halt game if weather gets too wet/cold/hot.  Appropriate clothing to be advised on and worn. Suitable footwear mandatory. |  |

**Never be afraid to stop an activity if it is becoming unsafe!**

Don‘t forget, as part of your programme planning, you should have contingency activities in reserve just in case you can’t do what was planned or you need to stop half way through. Make sure this is shared with those involved, so everyone knows how to respond. You should have risk assessed contingency activities prior to them taking place and communicated key information to those involved as with all activities.