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| **Name of activity, event, or location** | **1st Anytown Scouts – Table Top Activities** | **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 2023**  **Or before each specific activity** |

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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 from it.  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. |
| **Tables and chairs (and other obstructions**  injury | Young people and leaders | Leaders and Young Leaders oversee setting up and moving tables and chairs.  No one carries tables alone – at least two people carry each table.  Stack chairs facing side to the wall so they don’t fall. Don’t stack chairs more than six chairs high.  Leaders help with stacking and unstacking chairs. No one carries more than two chairs at a time – consider how many chairs it is safe to stack/carry at once  Leaders set out tables and chairs at the start of the meeting (based on the planned activities), then push them against the walls until needed. |  |
| **Tools & equipment**  injury | All present | Tools and equipment provided are in good enough condition, appropriate for the planned activity, and the right size for everyone taking part.  For example, do scissors need to have pointed blades? Should the task be done on a table? Is PPE (such as eye protection or gloves) required?  Supervision during use of potentially dangerous equipment (eg. Soldering irons) do you need extra helpers? A designated area?  Electrical equipment to be checked for safety (eg no damaged wires). Electrical items used near to socket to avoid trailing wires  Make sure there’s enough space between participants. |  |
| **Sharp items**  injury | All present | Leaders count out the sharp items and are clear on how many are being used. Leaders count sharp items back in to make sure that all are returned.  Adults or Young Leaders supervise young people when they’re using sharp items – at least one adult or Young Leader for each group.  Leaders brief young people on using the sharp item safely before they use it.  Sharp blades (eg. Scalpels) to be used in a designated, supervised area. |  |
| **Glues, solvents, paints and chemicals**  inhalation, chemical burn, eye injury, poisoning | All present | Use non-toxic alternatives wherever possible  Ventilate the area appropriately during use and consider using outdoors if appropriate.  Follow the manufacturer’s guidance for use. PPE to be provided according to manufacturers specifications  Glues and solvents and all chemicals to be on COSHH list.  Collect leftover glue, solvents, paints and other chemicals at the end of the activity.  Adults or Young Leaders supervise young people when they’re using solvents and glues – at least one adult or Young Leader for each group.  Leaders brief young people on using the chemicals safely before use. |  |
| **Heat sources**  Burns | All present | Adults or Young Leaders supervise young people when they’re using hot items (such as glue guns, soldering irons, and irons) – at least one adult or Young Leader for each group.  Use heat sources in a defined area to restrict access.  Leaders brief young people on using the heat sources safely before they use them. |  |
| **Behaviour**/ **overexcitement**  Upset, injury | All present | Section code of conduct in place to set clear expectations of behaviour.  Activity process and outcomes clearly explained at beginning of each session. |  |
| **Individual Needs**  Exclusion, injury | Young People  Leaders | Leader in charge to have considered individauls and made adjustments to make activity accessible  All adults aware of individuals with specific needs and any specific measures in place |  |

**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.