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| **Name of activity, event, and location** | **1st Anytown Scouts – free time at an activity day**  **Event: District Summer activity and picnic**  **Location: Anytown District Campground** | **Date of risk assessment** | **1 March 2023** | **Name of person doing this risk assessment** | **Leader one (working with others)** |
| **Date of next review** | **For each activity day event** |

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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. |
| **Beginning and end of day, transition between activities**  inappropriate behaviour, accident, upset, injury | Young People | Plan a clear drop off/ pick up/registration procedure with supervising adults specifically signposted for each group.  Ensure visiting Leaders know when they need to supervise their own group, for instance between activities and at rest times  Ensure there are enough adults in attendance to maintain good supervision in addition to activity provision  Have planned, self-led activities or organised games in place for long wait times and ‘down-time’  Clarify to all Leaders levels of supervision required for each section. |  |
| **Young People out of sight**  inappropriate behaviour, accident, upset, injury, getting lost,  **Young People dealing with an emergency**  Unsure response leading to worse situation | Young People | Plan for and clarify to all Leaders levels of supervision required for each section/ age range. Ensure younger sections are accompanied by an adult at all times.  Visit and/or Risk assess the location before activity begins so potential issues are considered  Set clear area boundaries, check sign posting is adequate, arrange activities to make best use of the area  Remind young people about boundaries and expectations of behaviour or code of conduct upon arrival on the day  Set time limit and check-in times/points in order to monitor YP at regular intervals (30 minutes or an hour depending on location and age of young people).  Tell young people what to do in an emergency.  Have at least four young people in each group so two can go back to leader for help while one stays with the injured person.  Tell young people where a leader will be at all times. Use a landmark or a place that’s easy to remember.  At a large camp, leaders may be identified by a specific necker or badge. Tell young people that they can go to nearest adult leader for assistance. |  |
| **Young person left on their own** as group has split up and may be injured, lost, or distressed. | Young people | Ensure younger sections are accompanied by an adult at all times.  Remind young people about the importance of staying in their groups before activity begins.  Choose groups that will work together (check personalities in group). Consider asking section leaders to organise this beforehand. Discuss any issues and make changes if needed.  If there are doubts about any groups, set a shorter check in time limit. |  |
| **Specific Individual needs**  Exclusion, upset, misunderstanding | Young people | Talk to the young person (and their parents or carers) to find the best way of making the day and activities accessible.  Make adjustments to ensure all young people can join in, for example, young person chooses group to be in and everyone confirms they understand their responsibilities and are happy  Ensure sufficient additional adult support is available if needed. |  |
| **Emergency Halt (eg weather event)**  Cannot gather participants quickly | Young people | Leader in charge to make decision  Agree signal for returning to base (such as a whistle).  If a whistle won’t work (for example, because of background noise or distance), a leader rounds up groups and stays in touch with other leaders using mobile phone.  Supervising adults specifically signposted for each group to report to organiser |  |
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**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.