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| **Name of activity, event, and location** | **1st Anytown Scouts – Water Slides Activity**  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 before each 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.  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*.* |
| **Terrain**.  Injury, collision and puncture wounds  Slips, trips, falls | Young people.  Adult Volunteers | Use a defined area which will be checked for bumps, dips and objects likely to cause harm. Area to be of sufficient size for the water slide in use. Leaders will check outdoor spaces and make sure that the surfaces suit the activity and the area, both under and around the slide, is free of obstacles that may cause harm/hazards. (rocks, pegs, twigs, debris etc.)  Leaders will brief young people on behaviour in the environment, including avoiding going into the marked area around the water slide until their turn. Have a clearly marked area around the water slide which will be kept clear of people and also cleared of lose objects likely to cause harm if participants were to come into contact with them.  Give a safety brief to all taking part including adults, and make sure to point out hazards such as pegs that secure the water slide as well as precautions which should be adhered to if walking on a wet surface. Have suitable numbers of adults to supervise the activity.  Young people split into groups for use of slide if necessary. |  |
| **Weather**:  **Rain** **before and during the activity, -** hypothermia, injury from slips  **hot weather,** heat exhaustion, sunburn, sun stroke or water slide surface becoming too hot to walk on barefoot | Young people.  Adult Volunteers | The leader will monitor the weather forecast in advance. If adverse weather forecast, we’ll plan an alternative activity.  The leader will check weather before the meeting starts.  Leaders will check that everyone’s suitably equipped at the start of the activity (sun screen, suitable foot wear, water bottle) and have a few spare items available.  Sun protection to be applied before activity and regular top ups to prevent it being washed or rubbed off.  Leaders will monitor young people and return to our meeting place if it gets too hot or the weather deteriorates. |  |
| **Cross Contamination from slide surface**  Infection, Illness | Young people. Adult Volunteers | Cleaning of the slide surface to be undertaken before and after the activity by Leaders to avoid cross contamination from other uses.  Equipment is only to be used as part of the activity and under the supervision of the Leaders. |  |
| **Friction burns from Tarpaulin** | Young people. Adult Volunteers | The tarpaulin is constantly watered with a hose to create a water flow along the whole length of the slide.  Lubricating liquid will be mixed with water to create slippery surface.  Participants will be given inflatables to ride on with instructions to hold the supplied grab handles. | * **Having no inflatables.** Activity can still take place but adjust the RA and safety brief with an example on best practice to slide. |
| **Colliding with each other whilst on the slide.** | Young People Adult Volunteers | Leaders will ensure one participant slides down the tarpaulin at a time. Only when they have dismounted the slide at bottom and moved to the side does the next participant come to the start line. One nominated person to be in charge of this. |  |
| **Unsupervised access/use of the slide** | Young People. Adult Volunteers  Visitors | The slide will be supervised at all times whilst in use and will be put away as soon as possible after the activity time has finished. |  |
| **Choking** | Young People. Adult Volunteers | * No food and drink to be allowed during the activity. * Water bottles in warm weather only to be used when NOT on the activity or waiting your turn. |  |
| **What other Hazards arising do you need to consider?**  **Never be afraid to stop and activity if it becoming unsafe!**  This Risk Assessment does not cover other activities (eg: games, free time, open fires, outings, contingency plans), which will each require their own. You may also need to consider any specific individual needs.  Check [Activities A-Z](https://www.scouts.org.uk/volunteers/running-your-section/programme-guidance/general-activity-guidance/) to see if any need Permits or qualifications to run them.  There are [Example risk assessments](https://www.scouts.org.uk/volunteers/staying-safe-and-safeguarding/risk-assessments/example-risk-assessments/)  to use as a starting point  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. | | | |