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| **Name of activity, event, and location** | **General Hut Activities**  **Flag Raising/Lowering**  **Games and Activities** | **Date of risk assessment** | **30/01/2021 revised 05/04/2021** | **Name of person doing this risk assessment** | **Alex Ball and Sasha De Speville** |
| **Date of next review** | **05/04/2022** |

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| **What hazard have you identified?**  **What are the risks from it?** | **Who is at risk?** | **How are the risks already controlled?**  **What extra controls are needed?** | **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*.* |
| **Lone working** – if volunteers are in the building on their own before others arrive and an incident happens, others may not be aware | Leaders/Adult helpers | Leaders arrive at agreed times.  Front door remain closed until two adults present  Adults carry mobile phones with them in case of an incident.  No Adults to carry out risky activities until at least two adults present. | Ensure parents / carers are aware of any changes of start end times if they are to occur |
| **Faulty equipment** | All present | All equipment will be checked and assessed before it is used, all equipment is well maintained and in good working order. |  |
| **Tables and chairs (and other obstructions) –** injuries to people setting up, moving, or collapsing the items. | All present | Leaders and Young Leaders oversee setting up and moving tables and chairs.  No one carries tables alone. Scouts limited to carrying two chairs at once.  Stack chairs in hallway when not in use. Stacks should be stable and not at risk of falling over.  Tables are stored in storeroom when not is use, against wall so as not to fall over  Leaders help with stacking and unstacking chairs and setting up tables.  Ensure all activity equipment is removed from the floor and/or stored safely after each activity it is intended for. |  |
| **Tables and chairs (and other obstructions) –** collisions with obstacles or tripping on them causing injuries to people. | All present | Move chairs, tables and other obstructions out of playing area when running games. |  |
| **Floor –** slips, trips, falls. | All present | Check floor is clear of obstacles and spills that are likely to increase risk of tripping, slipping, or injury.  Make sure everyone’s wearing appropriate footwear and it’s secured to their feet (check laces are tied and so on).  Put a doormat at the entrance. Encourage everyone to wipe shoes on arrival, especially if wet. Leave excessively muddy footwear in hallway. Hang up coats in hallway. | Ensure floor is clean with no spills or dirt between games, activities |
| **Roof Support Beams:** collisions causinginjuries to people. | Young People | Roof Support beams to be covered in protective foam.  Young people to not touch or interfere with foam protection | Condition of foam protection to be monitored |
| **Windows and doors**: collisions with windows and doors causing injuries to people. | Young People | Close all doors (including cupboards) 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. |  |
| **Behaviour** – overexcitement, pushing and shoving, taking unacceptable risks | Young People | Have a section code of conduct to set clear expectations of behaviour.  Ensure young people understand what is expected of them in terms of behaviour.  All games / activities should have clear rules, and these should be explained to young people at the start of each game or activity.  Clearly explain risks and safety measures to children at the start of any game or activity  Monitor behaviour especially during active games and pause or stop games if becoming hazardous due to behaviour.  Leader in charge monitors timings in the meeting to make sure activities flow from one to the next (and identify need for filler activities).  Use a clear communication to stop the game – everyone should stop as soon as they hear the whistle or anyone shouting stop.  Have a clear location for those not participating in the game. Have at least two leaders: one to control the game, one to monitor the room generally. | Periodically review code of conduct |
| **Injury from balls / ropes / sports equipment etc** danger from misuse of equipment | Young People | Equipment for games to be kept in store cupboard or hallway in boxes  Young people not to handle games equipment unless told to do so  Soft balls to be used in throwing games i.e. when playing Measles  Explain to young people the importance of caring for and respecting equipment during games and activities.  Reinforce safety messages and game rules at the start of each activity. Explain and / or discipline any negative or potentially dangerous behaviour.  Young people to be instructed on safe use of any equipment at the start of each game activity.  Caution in rope games to prevent rope-burns or pulling limbs (e.g., Tug O’War or grab games) not letting rope run through hands; not attaching ropes to person; use rope appropriately.  Caution in Ball games to prevent tripping over ball or injury to feet (e.g., don’t stand on ball; wear appropriate footwear) or injury to others (e.g., do not throw to hard  Caution in games using bats/etc (e.g., be aware of others around batter; do not swing bat too high) |  |
| **Objects being thrown** | All | Safety instructions to be given before activity.  No throwing balls/objects at head/face.  No hard objects to be thrown |  |
| **limbs/fingers etc being trodden on during games** | Young People | Ensure that when rules of game are set out that young persons are advised to keep their fingers away from where feet may land.  Have sufficient room between young people if jumping over legs  Legs to be kept straight and flat if game involves jumping over legs. |  |
| **Injury in poor lighting / dark games / blindfold games etc** | Young People | Ensure adequate light in hall with lighting turned on during all general activities.  For dark or blindfold games ensure Young People are aware of safety rules and what to be aware of.  if an activity is in dark or blindfold all activities are carried out at maximum walking pace and young people know the area to which they are playing the game.  Leaders to monitor at all times to ensure no contact with walls or other objects. |  |
| **Other players**: collisions, tripping up, grabbing others or their clothing | Young People | Make sure that the rules of the game restrict or prohibit contact to what is necessary. Consider how many people are playing (the more players, the higher the risk of serious injury). OR Consider the difference in size between players (the greater the range, the higher the risk of serious injury).  Make sure others who are ‘out’ are sitting or standing somewhere out of the way, for example against wall with legs crossed to avoid tripping up other players. | If the numbers of players change, review the proximity of other players who are ‘out’ or waiting their turn. |
| **Injury in incorrect use of craft equipment in craft activities** | Young People | Follow guidance in separate craft risk assessment |  |
| **Dehydration / overexertion / physical limitations / existing medical conditions** | Young People | Parents/Guardians to inform leadership of any medical conditions or physical impediments of their young people that may impact their enjoyment of physical games.  Monitor young people throughout the evening.  Build in quiet time and an opportunity to get a drink of water into each evening  Ensure young people are able to ask for a break or to get water at any time during activity | Periodically ask parents to update leaders on any medical conditions.  Periodically check OSM for parent updates to information |
| **Bullying or discriminatory behaviour** | All Present | Have a section code of conduct to set clear expectations of behaviour.  Zero tolerance of any form of bullying or discriminatory behaviour from adults or young people alike | Periodically review code of conduct |
| **Young person unable to participate in activity due to:**  • Fear/Anxiety  • Complacency  • Physical ability | Young people | Leaders encourage a supportive, learning environment. Players are all briefed with safety instructions and rules according to their age, ability and experience. Young people are positively challenged but not forced to participate in activity. Leaders find a safe place for participants to ‘sit out’ or observe until they are ready to join in. |  |
| **Kitchen** – injuries from heat sources and sharp items. | Young People | Limit access to the kitchen to adults unless monitored/supervised.  Knives and chemicals to be kept in locked draw/cupboards |  |
| **Security** – intruder access to the building or young person leaving unattended. | Young People | Keep a register of those attending at the start of the meeting.  Adults follow group’s arrangements for preventing unauthorised departure and access once all of the young people have arrived.  Leaders carry mobile phones. Leader in charge has access to InTouch details in case of emergency.  Clear communication between leaders and parents and carers so leaders know who’s dropping off and picking up each young person. |  |
| **Traffic** – injuries from collisions between vehicles and people. | All present | Scouts not to loiter in carpark,No parental Parking next to hut.  Remind Young People of road safety.  Bikes to be chained opposite the hut.  Leader to monitor road outside of hut for Beaver and Cub age departure |  |
| **General injuries requiring first aid** | All present | Minimum of one member of leadership team to hold valid first aid certificate  Ensure first aid box is fully equipped  Complete accident book in the event of injury or accident occurring  Contact parent/carer and inform them of the incident  Young persons personal medication to be handed to leaders at the start of meeting and collected at the end. | Replace used items and periodically check expire dates of first aid box contents  Ensure parents are reminded to periodically update any medical information on OSM |
| **Food and Drink –** risk of unsafe preparation and food allergies |  | Leaders to prepare food or ensure safety and hygiene rules are explained to young people preparing food under supervision. Separate Risk assessment for Cooking activities for Young People.  Ensure leaders preparing and serving food and drink follow personal hygiene rules: Clean hands or use disposable gloves; dry hands with paper towels; dispose of paper towels correctly.  Ensure all food is in date and there is no risk of cross-contamination when storing (e.g. separate cooked and uncooked food).  All food to be checked to ensure safe for consumption. (e.g. meat cooked thoroughly)  Ensure allergies are checked for all young people before food consumption, and where possible avoid all high-risk foods (e.g. nuts)  Ensure all food waste despised of in external bins at the end of the meeting. | Complete separate Food Risk assessment for activities where young people cook food  Ensure parents are reminded to periodically update any medical information on OSM for any food allergies |
| **General Hut Hazards**,  Electrical, Heating, Fire risks | All present | See separate Hut Risk Assessment |  |
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### **North Richmond Sign off Sheet**

### **Completed by:** Alex Ball **Date:** 30/1/2020

### **Ammendment/Review (if needed):** Alex Petty **Date:** 10/2/2021

### **Additions Ammendments: Sasha De Speville** Date: 05/04/2021

### **Approved by GSL:** Alex Petty Date: 05/04/2021

### **Approved by Exec:** Fiona Booth **Date:**

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