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| **Name of activity, event, and location** | **Visiting a play area or park** | **Date of risk assessment** | **09.06.24** | **Name of person doing this risk assessment** | **John Anderson** |
| **Date of next review** | **09.06.26** |

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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*.* |
| **Venue away from HQ:**  Getting to and from | All participants | Consider the safest way to transport to the venue.  Parents bringing the YP straight there is best. Ensure a meeting point in a safe area (eg. Away from the car park) is indicated  If walking there with leaders, assess the number of adults required to be safe – this may be more than the standard ratio required.  Consider terrain, traffic, weather, time of day, excitement of YP etc. (A separate RA for walking to/from may be necessary.) |  |
| Adult supervision | Young People | Get extra help from parents if needed to keep adult numbers at required [adult : young people ratio](https://www.scouts.org.uk/volunteers/running-your-section/adult-to-young-people-ratios/).  Leaders to have overall supervision, regular head counts and checks on behaviour and wellbeing  Leaders to be aware of members of the public and any interaction with YP to be monitored/ supervised  Consideration made of whether extra adult is help needed for the specific event and/or any specific child  Ensure all leaders and helpers are aware of level of support needed for younger groups (eg. frequent toilet visits, help on equipment) |  |
| **Losing Young People (YP)** | Young people | Carry out a register at the start and, preferably have more than one copy between the leader team. Include basic emergency contact details and an agreed action plan for dealing with emergencies.  Headcounts during the activity  Use a buddy system and fully brief YP at the beginning of the visit  Put younger children into small groups and allocate a specific adult to each group  Have a clear ‘home base’ and ensure YP know where it is.  Do an orientation tour with the YP, eg: here is the toilet, this is how far you can go. Clarify area boundaries with them.  Ensure the activity has regular breaks to allow for a headcount of those present. |  |
| **Surfaces:**  slips, trips, and falls. | All participants | Check that the activity area is clear of objects likely to cause an increased risk of tripping or slipping or cause injury if someone falls on them.  Consider an alternative activity if weather has made surfaces slippery and unsafe  Make sure that YP are wearing appropriate footwear and it’s secured to their feet (check laces are tied and so on). |  |
| **Active games**  collisions,  tripping up, | Players | Make sure that the rules of the game restrict or prohibit contact. Give YP full briefing of rules (eg no grabbing clothing, beware of others as you run around)  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 YP aware of the hazards from low branches (head and eye contact from running into them) and of roots and logs on the ground and uneven surfaces (trips and falls), or from use of play equipment  Have at least two leaders: one to control the game, one to monitor the area generally.  (You may need to consider a separate active game RA) |  |
| **Behaviour: overexcitement and not following rules or instructions** accidents, injury, distress | All Participants | Advise parents & YP in advance of the visit of expectations.  Explain any rules clearly at the start of the actvity. Section Code of Conduct to be followed  Have clear guidelines on how to interact with the public  Have a well planned itinerary so YP are not waiting around and becoming distracted  Monitor the mood level throughout.  Agree and use a clear communication to stop an activity – everyone should stop as soon as they hear the agreed signal or anyone shouting STOP.  Have a clear location for those resting/ not participating in an activity. |  |
| **Playground equipment.**  Falls, loss of grip, collision, | Young people | Leaders to check play equipment for faults, if unsafe do not use! And communicate this to all present.  Leaders to moniter YP on equipment and ensure they are using it safely  YP to have age appropriate safety/ behaviour briefing before starting to play (eg. Ask for help, do not go too fast, do not show off, no pushing, don’t jump off from height)  Adults to directly supervise high risk areas of the play park  Younger children to be closely monitored, encouraged to remain focused and aided to reach/balance/hold on etc.  Older YP to be supervised to take care and not over stretch/ go too fast etc  If equipment becomes too slippery due to weather, stop the activity  YP advised to rest of they become too tired Leaders to initiate queing if an item is overly popular  Continuous overall supervision of group to be maintained |  |
| **Individual Needs**  Exclusion, upset, injury | Young People | All abilities of group considered. Adjustments made to ensure everyone can join in if they choose  Individual support in place is necessary (eg. an additional supporting adult)  Choice of venue carefully considered for it’s appropriateness for all |  |
| **Weather**  **Injuries, ilness** | All Present | Leader in charge to check conditions before arrival, contingency arrangements in place if wethaer is inappropriate  Apropriate attire for conditions to be worn by all (eg waterproofs or sun hats)  Drinks to be available in hot conditions, all participants to remain hydrated  Activity to stop if adversely effected by weather (eg too wet, too hot) |  |
| **Incident management** | All | Have an appropriate first aid kit easily available and a first aider.  Ensure sufficient first aiders are present for the activity.  Emergency medications to hand (eg. Asthma inhalers, epi-pens)  Robust [InTouch](https://www.scouts.org.uk/volunteers/running-your-section/intouch/)  system in place  Follow the [Purple Card](https://www.scouts.org.uk/volunteers/staying-safe-and-safeguarding/safe-scouting-cards/safe-scouting-and-emergency-procedures/) guidance if an incident occurs. Helpers advised on what to do in an emergency |  |
| **What other Hazards arising do you need to consider?**  **Never be afraid to stop an activity if it is becoming unsafe!**  This Risk Assessment does not cover activities (eg: games, free time, travel, 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. | | | |