



1ST BRAMHALL SCOUT GROUP



Section Meetings on the Scout Premises

Risk Assessment Version 2 dated [23/04/13]

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This document has been completed to provide a risk assessment for the 1st Bramhall Scout Group Section meetings which take place on the premises. It should be read and understood by all Leaders running section meetings, reviewed and updated regularly and available on request to anyone.

It should be noted this document forms only a part of the mechanism for safety and that risk assessments should be ongoing throughout the meetings. The goal is to encourage a culture of dynamic risk assessment, not just through written documents but by involving all participants, especially the young people in thinking about safety by identifying risks and hazards and discussing what can be done to address them. 1st Bramhall believe that the young people learn best when they are involved in the decision making and that learning to properly manage risk is more beneficial than being completely removed from it. Our aim is to offer Excitement but not Danger - Adventure but not Hazard.

The structure of the Risk Assessment is presented in 10 sections (columns).

1. Area of Risk - This section identifies the area of risk
2. Hazards associated with the risk – This section details the hazards associated with the risk
3. Who could be harmed
4. **L** – This section details the **Likelihood** that the identified hazard might happen . From 1 = very unlikely through to 5 = Almost certainly going to happen
5. **S** – This section details the **Severity** of the hazard, should it occur. From 1 = Very minor concern through to 5 = Very serious
6. **R** – This section multiplies the **Likelihood** with the **Severity** to determine a **Risk** rating. This rating should be used to prioritise safety management and resources.
7. Measures to reduce or manage risk – This section considers ways to reduce the **Likelihood** or **Severity** of the identified hazard and therefore the **Risk**.
8. Responsibility – This section identifies who is responsible for the measures taken to reduce the risk.
9. Signed – This section should be signed by the responsible person to acknowledge that the Risk Assessment has been read, understood and the measures are in place.
10. Reviewed – This section should be completed by a responsible Leader periodically, with notes made to enable future improvements.

• Section Meetings on the Scout Premises - Risk Assessment

| Area of Risk | Hazard Associated with risk | Who could be harmed | L | S | R | Measures to reduce or manage risk | Responsibility | Signed | Reviewed |
|---------------------------|--|-----------------------------|---|---|----|--|------------------------|--------|----------|
| Organisation | Overlooking an individual or group of individuals due to a confusion over responsibilities | Children | 2 | 3 | 6 | <ul style="list-style-type: none"> • Nominate the Leader in Charge (LiC). Ensure the other Leaders / adults and the young people know who the Leader in charge is for the meeting. This may be done by announcing who is running the meeting at the beginning of the evening. • Ensure the LiC understands their responsibilities as the person responsible for coordinating the work of all adults towards delivering the Programme in a safe manner. That includes organizing the register, headcounts and allocation of roles. • Define the roles for each Leader / Adult and make sure everyone understands what they are supposed to do. Ideally this is done prior to the meeting. If it is done at the meeting, sufficient time should be allocated to ensure responsibilities are understood. • Ensure there are an appropriate number of leaders for the activity planned. If necessary adapt the activity to suit the number of leaders available. | Leader in Charge (LiC) | | |
| Organisation - Evacuation | In the event of an evacuation people are unaccounted for / People don't know what to do or where to go / people evacuate too slowly (or too quickly) | Children / Leaders / Adults | 2 | 5 | 10 | <ul style="list-style-type: none"> • Ensure a register is taken as soon as is practically possible during the meeting. • Ensure in the event of evacuation the register is available (consider the reliability and accessibility of electronic registers). • Consider in an emergency WHO will be responsible for grabbing the register? (Normally it would be the Leader in Charge). • Schedule regular fire alarms and evacuations to familiarize all members of the procedures to follow in the event of the alarm being sounded. • Review the fire drills with the young people and discuss the difficulties and problems found. Share the results with the Executive Committee. | Leader in Charge (LiC) | | |

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| Not knowing who is on the premises | Child wanders off premises, child wanders off premises and absence is not discovered. Fire alarm sounds and uncertainty of who is at the meeting. | Children / Leaders / Adults | 2 | 5 | 10 | <ul style="list-style-type: none"> • Ensure a register is taken and is accurate. Are Leaders accounted for? Are adults and young leaders accounted for? • Ensure any late comers are accounted for. Brief young people that if they are ever late to report in to a leader. Ensure the leader logs them in the register. • Ensure the register is easily available in case of evacuation. Consideration should be given to the reliability and accessibility of electronic registers. • Ensure the young people understand the limits of where they can go. It may be appropriate to position a competent adult at the main exit. • Ensure throughout the night that the level of supervision is appropriate to the age of the young people. This might include holding the entire meeting inside the main hall where it is easier to monitor the young people. Should Beavers be escorted to the toilet? Should a leader be aware each time a cub goes to the toilet? In the case of Scouts, in a meeting using every available room, good practice is to keep the Scouts in Patrols and empower the Patrol Leaders with the responsibility to make sure their whole Patrol gets to each base together. A Leader could question the PL's as they arrive at the base. | Leader in Charge (LiC) | | |
| Not knowing who is on the premises | Unexpected visitors causing a hazard / being unaccounted for in case of emergency | Children / Leaders / Adults | 1 | 5 | 5 | <ul style="list-style-type: none"> • Everyone should be aware that any visitors should report to the Leader in Charge. Visitors should be politely challenged and introduced to the Leader in charge. | Leader in Charge (LiC) | | |

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| Not knowing who is on the premises | Arriving and Departing | Children / Leaders / Adults | 2 | 5 | 10 | <ul style="list-style-type: none"> It should be recognized that at the start of the meeting, as young people are getting dropped off and at the end of the meeting, as young people are being collected there exists a period of uncertainty of who is on the premises. The best way to reduce this risk is to minimize the length of time of this uncertainty. Encouraging prompt arrival and collection of children and by starting and finishing the meetings on time will help reduce this period of uncertainty and therefore minimize the risk, as will taking the register as soon as is practically possible. A competent adult should monitor the arrival and departure of young people to a level that is appropriate to their age and / or needs. | Leader in Charge (LiC) | | |
| Difficulty to communicate with parents | In case of serious injury requiring medical attention there may be a delay in contacting parents | Children | 1 | 5 | 5 | <ul style="list-style-type: none"> Ensure contact numbers for all those attending are available at section meetings. This should extend to young leaders and leaders / adults. Consider the requirement to store health forms in the scouters room. | Leader in Charge (LiC) | | |
| Breaching the welfare of members | Neglect, physical, sexual, emotional harm | Children / Leaders / Adults | 1 | 5 | 5 | <ul style="list-style-type: none"> Recognise the need for Safeguarding in Scouting and promote awareness of Safeguarding requirements. Make available the 'Young People First' Code of Practice (Yellow Card) for Leaders / Adults and Orange Card for Young Leaders. Make sure all Leaders, Adults and Young Leaders understand the requirements of the Yellow Card and conduct themselves in accordance with those requirements. | All Leaders / Adults / Young Leaders | | |
| General | Slips, trips, falls, cuts, bruises, abrasions, sprains | Children / Leaders / Adults | 1 | 3 | 3 | <ul style="list-style-type: none"> Ensure a stocked First Aid Kit is available Ensure use of the First Aid kit is recorded, including the cause of the injury (which game / activity etc). This record should be reviewed regularly in order to feedback to Section Leaders any activities that are causing injury. Any items used should be replaced as soon as possible | GSL | | |

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| Activities | | | | | | <ul style="list-style-type: none"> Activities that are considered to fall outside the description of 'General Activities' as defined below should be subject to a separate Risk Assessment. | | | |
| General Activities | | | | | | <ul style="list-style-type: none"> General Activities can be defined for the purposes of this document as those which: <ul style="list-style-type: none"> Do not require a permit or special qualification or safety knowledge to teach (examples of activities that require permits include climbing / shooting / archery). Are, when assessed by the Leader in Charge in the planning stage, considered to be of low risk: Games in the hall, table tennis, cooking, candle making etc. The Risks of General Activities are covered in two areas: <ol style="list-style-type: none"> Risks associated with the physical premises (Covered in the Risk Assessment of Scout Premises) Risks associated with the activity (covered below). | | | |
| General Activities | Slips, trips, falls, cuts, bruises, abrasions, sprains, broken bones. | Children / Leaders / Adults | 3 | 3 | 9 | <ul style="list-style-type: none"> The activities that occur at section meetings are hugely varied and it is not the intention of this document to insist every activity has a written risk assessment. It is the intention that this document will be used to consider the general risks inherent in the types of activities enjoyed and in the environment where they occur. <p>Further, it is hoped to encourage a culture of dynamic risk assessment, where the Leaders, Adults and Young Leaders assess each activity during the planning stage and monitor and reassess the activity as it happens.</p> <p>Young people should be empowered in the decision making process. They should be encouraged to consider what risks are present in the forthcoming activity and what can be done to reduce those risks.</p> | Leader in Charge (LiC) | | |

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| General Activities – Games in the main Hall | Slips, trips, falls, cuts, bruises, abrasions, sprains, broken bones. | Children / Leaders / Adults | 3 | 3 | 9 | <ul style="list-style-type: none"> Many different games are played in the Main Hall and variety should be encouraged. The following should be considered before any game is started. 1. Have we played the game before? Were there any problems or potential problems previously? Are the conditions different? (More people, older people, greater spread of ages, etc) 2. What are the possible injuries that could occur during the game? Ask the young people? Then ask what can be done to reduce the risk? Is it necessary to change the rules so risk is reduced? 3. Does everyone know how to play the game? Are the rules clear? 4. Is the environment safe? Are there tables or equipment out that could cause a hazard? Could the use of mats reduce the risk? 5. Is the game designed so that people are likely to collide or get hit by an object etc? Could a redesign reduce risk? The following should be considered during a game: <ul style="list-style-type: none"> 1. Is the level of risk observed during the game greater than the levels considered prior to the game? 2. Are there new risks that weren't identified prior to the start of the game? 3. Are those risks likely enough to cause a hazard to the point where the game needs to be adapted / modified / stopped? 4. Are there 'near misses' (people coming close to getting hurt)? Does the game need to be adapted or changed to reduce the risks? | <p>Leader in Charge (LiC)</p> <p>Leaders</p> <p>Young Leaders</p> <p>Adults</p> <p>Young Persons</p> <p>(Anyone responsible for organizing games and activities).</p> | | |
| General Activities – In the garage | As above – plus the greatest hazard in the garage is collision with equipment and temptation to climb the wall while doing other activities. | Children / Leaders / Adults | 2 | 4 | 8 | <ul style="list-style-type: none"> Measures as above - plus Ensure the garage area is clear enough to enable the intended activity to be performed safely. If hazards cannot be moved consider adapting or stopping the activity. Consider the use of mats on the garage floor to reduce the risk of injury. Maintain appropriate supervision to ensure no unauthorised use of the climbing wall. Secure climbing ropes to reduce temptations and explain that the climbing wall is out of bounds. | <p>Leaders</p> <p>Young Leaders</p> <p>Adults</p> <p>Young Persons</p> <p>(Anyone responsible for organizing games and activities).</p> | | |

Excitement but not **Danger** - **Adventure** but not **Hazard**

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| General Activities – Use of kitchens | Burns, scalds, knife cuts, broken glass | Children / Leaders / Adults | 2 | 3 | 6 | <ul style="list-style-type: none"> • Ensure a competent adult is overseeing the young people. • Ensure the level of supervision and number of people in the kitchen is appropriate for the ages of those involved. • Ensure that safety rules are discussed and understood (involve the young people in identifying the hazards and discuss the methods to reduce the risks). • Discuss what would happen in the event of a fire. (Evacuation, raising the alarm / use of a fire extinguisher) • Consider the need to limit access to the kitchen to only those involved in the activity. • Ensure when cooking, long hair is tied back and clothes are suitable. • Ensure everyone understands the activity taking place and their roles within that activity. • Recognise and allow for the capabilities of the young people involved. | Leader in Charge (LiC) | | |