

Risk assessment – Science experiments

Name of activity, event, and location	Science Experiments Squirrels goes nuts September 14 th 2024 Tatton park campsite	Date of risk assessment	3 rd September 2024	Name of person doing this risk assessment	Mel Black
		Date of next review	2 nd September 2025		

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?
<p>A hazard is something that may cause harm or damage. The risk is the harm that may occur from the hazard.</p>	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.	<p>Keep checking throughout the activity in case you need to change what you're doing or even stop the activity.</p> <p>This is a great place to add comments which will be used as part of the review.</p>
Tables and chairs (and other obstructions) – injuries to participants or leaders setting up, moving, or collapsing the items.	Young people and leaders	<p>Leaders oversee and help with setting up and moving tables and chairs. No one carries tables alone – at least two people carry each table. Stack chairs facing side to the wall so they don't fall. Don't stack chairs more than six chairs high. Leaders set out tables and chairs at the start of the day</p>	
Rocket Mice Projectile injuries, papercuts	Young People and Leaders	All people to be behind the firing line during the projectile stages of the activity. Leaders to supervise the young people with the activity throughout. Clear behaviour expectations to be discussed and agreed prior to the initiation of the activity.	
Science equipment – is it appropriate for the activity?	All present	<p>Check science equipment is in a hygienic and generally good condition, appropriate for the planned activity, and is the right the size for everyone taking part. Leaders consider which parts of the activity need to be done by adults, or with close supervision.</p>	

Risk assessment

		<p>Make sure there's enough space between participants. Think about their location in the kitchen or main hall.</p> <p>Make sure there is good ventilation</p>	
<p>Behaviour – overexcitement, especially at the start and end of the meeting.</p>	<p>All present</p>	<p>Section code of conduct in place to set clear expectations of behaviour.</p> <p>Structure and outcomes of activity clearly explained at beginning.</p> <p>Clear expectations discussed about not putting anything into their mouths during the science experiment tasks. If this is not followed, then the experiments will be ended swiftly.</p>	
<p>Individual Needs - Exclusion, injury</p>	<p>Young People Leaders</p>	<p>Leader in charge to have considered individuals and made adjustments to make activity accessible</p> <p>All adults aware of individuals with specific needs and any specific measures in place</p>	

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.

You can find more information in the Safety checklist for leaders and at scouts.org.uk/safety

