

Risk assessment Table top activities

Name of activity, event, and location	Squirrels Go Nuts Table top activities 14 th September 2024 Tatton Park Campsite	Date of risk assessment	4/9/2024	Name of person doing this risk assessment	Mel Black
		Date of next review	2/9/2024		

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.
Tables and chairs (and other obstructions) injury	Young people and leaders	Leaders and Young Leaders oversee 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 help with stacking and unstacking chairs. No one carries more than two chairs at a time – consider how many chairs it is safe to stack/carry at once Leaders set out tables and chairs at the start of the meeting (based on the planned activities), then push them against the walls until needed.	
Tools & equipment injury	All present	Tools and equipment provided are in good enough condition, appropriate for the planned activity, and the right size for everyone taking part. For example, do scissors need to have pointed blades? Should the task be done on a table? Is PPE (such as eye protection or gloves) required? Supervision during use of potentially dangerous equipment (eg. Soldering irons) do you need extra helpers? A designated area? Electrical equipment to be checked for safety (eg no damaged wires). Electrical items used near to socket to avoid trailing wires Make sure there's enough space between participants.	
Sharp items injury	All present	Leaders count out the sharp items and are clear on how many are being used. Leaders count sharp items back in to make sure that all are returned. Adults or Young Leaders supervise young people when they're using	

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		sharp items – at least one adult or Young Leader for each group. Leaders brief young people on using the sharp item safely before they use it.	
Glues, solvents, paints and chemicals inhalation, chemical burn, eye injury, poisoning	All present	Use non-toxic alternatives wherever possible Ventilate the area appropriately during use and consider using outdoors if appropriate. Follow the manufacturer's guidance for use. PPE to be provided according to manufacturers specifications Glues and solvents and all chemicals to be on COSHH list. Collect leftover glue, solvents, paints and other chemicals at the end of the activity. Adults or Young Leaders supervise young people when they're using solvents and glues – at least one adult or Young Leader for each group. Leaders brief young people on using the chemicals safely before use.	
Heat sources Burns	All present	Adults or Young Leaders supervise young people when they're using hot items (such as glue guns, soldering irons, and irons) – at least one adult or Young Leader for each group. Use heat sources in a defined area to restrict access. Leaders brief young people on using the heat sources safely Squirrels are not to use the hot equipment without one on one support for an adult.	
Behaviour/ overexcitement Upset, injury	All present	Section code of conduct in place to set clear expectations of behaviour. Activity process and outcomes clearly explained at beginning of each session.	
Individual Needs Exclusion, injury	Young People Leaders	Leader in charge to have considered individuals and made adjustments to make activity accessible All adults aware of individuals with specific needs and any specific measures in place	
Ingestion of Small Parts		Use age-appropriate, large pieces - Supervise closely - Avoid using small, swallowable objects for younger children Ensure all small parts are non-chokable sizes - Supervise play with small components (beads, game pieces, etc.)	

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Spills or Slips		Keep liquids (paint, glue) away from the edges of the table - Clean up spills immediately - Ensure table and floor are dry	
Eye Injury		Demonstrate safe use of materials (e.g., pencils, scissors) - Supervise closely to prevent rough play - Use blunt-edged tools	
Overcrowding at Tables		Set up appropriate table space for each child - Limit the number of children per table - Ensure even distribution of materials	

Control Measures in Detail:

Pre-Activity Briefing:

Explain the rules and proper use of materials before starting.

Remind children to handle tools and materials carefully, particularly with scissors, glue, and small parts.

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.

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9th Gorse Covert Scout Group 2023

