

Risk assessment – Windmill Making

Name of activity, event, and location	Squirrels goes nuts September 14th 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?
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.
Injury from Sharp Objects		Use child-safe scissors - Provide adult supervision when using sharp items (e.g., pins) - Demonstrate safe cutting and handling techniques	
Paper Cuts		Pre-cut paper where possible - Use softer, thicker paper to reduce the risk of paper cuts	
Ingestion of Glue/Small Parts		- Use non-toxic, child-safe glue - Supervise children when using glue and small parts - Monitor closely to prevent ingestion of materials	
Allergic Reactions		Use non-allergenic, child-friendly glue, paper, and paints - Check for known allergies beforehand - Have first aid ready for any allergic reaction	
Inadequate Supervision		Maintain a high adult-to-child ratio - Ensure constant supervision during the activity - Brief adults on safety measures	
Tripping or Falling		Designate a clear workspace - Ensure materials are kept in an organised area - Supervise movement within the area	
Frustration or Emotional Distress		Provide clear, simple instructions - Assist children struggling with assembly - Encourage patience and teamwork to reduce frustration	

Control Measures in Detail:

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

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Pre-Activity Briefing:

Provide clear instructions on how to assemble the paper windmills.

Demonstrate how to use scissors and glue safely, and remind children not to place small objects in their mouths

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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