|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **People involved and location**  (Group, Section, Location) |  | **Date RA is first adopted for group or unit use or updated locally** |  | **Name of person adapting RA for local use** |  |
| **Relevant Factsheet(s)** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Hazard Identified? /**  **Risks from it?** | **Who is at risk?** | **How are the risks / hazards already controlled at the moment?**  **What extra controls are needed for your circumstances?**  **(Your adults and young leaders need to understand these)** | **Since you noted the controls, what has changed (before starting or during the activity, or with hindsight) that needs to be thought about and controlled?**  **(If anything changes, does it make a difference to your controls?)** |
| ***Hazard*** *– something that may cause harm or damage.*  ***Risk*** *– the chance and consequences of it happening.* | *Young people,*  *Leaders,*  *Visitors?* | ***Controls*** *– Ways of making the activity safer by removing the hazard or reducing the likelihood of it happening, or by reducing the consequences from it if something does go wrong*  *For example - you might use a different piece of equipment or you might change the way the activity is carried out.* | *Keep* ***checking*** *throughout the activity in case you need to add controls, change the activity…or even* ***stop*** *it!*  *This is the place to add comments which will be considered as part of any review.*  *If there’s no space, add new controls or hazards below or on a separate sheet.* |
| Young People people not in sight, therefore leaders have no control over their actions or behaviour.  If leaders have no control of what young people are doing or who  they are talking it could lead to harm/injury.  Young people may wander off beyond what’s been agreed as safe and be injured. | Young people | Risk assess the location before activity begins so potential issues are considered and  controlled by setting boundaries and expectations of behaviour.  Remind young people about boundaries and expectations of behaviour or code of conduct  before activity begins.  Set time limit and specify check-in times where all meet at an agreed meeting point at regular intervals (30 minutess or an hour depending on location and age of young people).  When it is down time between main activities make sure they are supervised and if  possible, have some simple small activity or game than can be used to focus loose energy. |  |
| In an emergency, the young people are on their own.  Young person suffers an injury or becomes ill and has no support therefore the situation gets worse. | Young people | Tell young people what to do in an emergency.  Have at least four young people in each “free time” group so that two can go back to leader for help while one stays with the injured person.  Tell young people where a leader will be at all times. Use a landmark or a place that’s easy to remember.  At a large camp, leaders may be identified by a specific necker or badge. Tell young people that they can go to nearest adult leader for assistance. |  |
| Young people don’t stick in groups and split up  Young person left on their own as group has split up and may be harmed, injured, lost, or becomes distressed. | Young people | Remind young people about the importance of staying in their groups before activity begins.  Choose groups that will work together (check personalities in group). Discuss any issues and make changes if needed.  If there are doubts about any groups, set a shorter check in time limit. |  |
| Young person with additional needs.  Depends on young person, for example, may struggle in small group environment and prefer to be on their own so may wander off. | Young People | Talk to the young person (and their parents or carers) to find the best way of dealing with the situation.  Different options depending on the young person, for example, young person chooses group to be in and everyone confirms they understand their responsibilities and are happy. |  |
| Need to cut short the visit because of an issue such as weather changing or someone getting injured.  Young people aren’t close by but need to return to base quickly for safety. | Young people | Agree signal for returning to base (such as a whistle).  If a whistle won’t work (for example, because of background noise or distance), a leader rounds up groups and stays in touch with other leaders using mobile phone. |  |
| ***Review due:***  *A risk assessment needs reviewing if circumstances change before or during an activity. Regular reviews ensure that the assessment reflects any lessons learned or new requirements. The review must include a detailed look at each element of the risk assessment to establish if any change is required.* | | | |

### Remember to share the controls with adults and young leaders helping with the activity

Leader in Charge acknowledges that …

I have reviewed this Risk Assessment and am satisfied that the controls contained are applicable to the activity I am undertaking.

In adopting this risk assessment, I accept responsibility for the Risk Assessment, the safe conduct of this activity and those affected by the activity.