|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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.* |
| **Rough wood –** risk of splinters or blisters from handling | All present | | Tell people to take care when cutting or snapping wood.  Wear strong gloves if you have them – bear in mind that gloves may affect your grip. | | |  |
| **Behaviour or overexcitement** – risk of injuries from mistakes or misuse | All present | | Have a section code of conduct to set clear expectations of behaviour.  Stress the importance of being responsible when using sharp tools.  Give young people information and training before they use sharp items.  Supervise young people closely while they use sharp items. Contiue to assess their competence. Have one adult or young leader for each group – consider the ratio depending on age and behaviour.  Count out the sharp items and be clear on how many are being used. Count them back in to make sure they’re all returned.  Mask items (cover the blade) and store them safely between uses.  Plan another activity for Cubs whose parents don’t want them to take part in practical activities using knives and Cubs who aren’t ready for this type of activity.  Cubs will be sat on chairs that are spaced out | | |  |
| **Struck by sharp tool** – risk of injury to non-participants or observers | Young people and leaders | | Create a safe cutting area; check guidance for safe size and distances.  Don’t wear scarves, ties, lanyards or any loose clothing or jewellery and tie back long hair to prevent knives from getting caught.  Cover the blade when you’re not using it. | | |  |
| **Struck by tool** – risk of injury to users | Young people and leaders | | Inspect the tools before use. Never use it if the head and handle don’t line up or if the head is loose.  Don’t use a blunt blade.  Don’t use a blade in poor light.  Put a chopping block below wood before you cut it if required  Use a kneeling position so if you miss your material the blade won’t follow through to your leg.  If you’re splitting wood, use another stick to hold it up so you can keep your fingers away from the area being cut.  Stop using the knife if you feel tired.  Cubs can sit on a chair and use kness for stability. | | |  |
| **Cuts** – from sharing or moving tools | | Everyone | | Explain how to take a knife out of its sheath safely while keeping your fingers away from the blade.  Carry the blade properly: it should be in your hand with your arm by your side, the bit Blade should face forward, and your fingers should be out of the way.  Mask/sleeve the the blade before you carry it.  If you need to pass the knife to someone else, stand side by side facing the same direction. Pass the knife correctly. |  | |
| **Knife work –** risk ofslips and cuts | | Everyone | | Practice your own knife skills before you begin any practical sessions with your section.  Explain knife law and safety before you begin.  At the end of the session, collect and safely store any tools you’ve used.  Have a suitable, safe storage. Use it to show everyone how to store tools and help them understand why. |  | |
| **Injuries** – first aid required | | Everyone | | Make sure there’s a first aid kit and a first aider on hand.  Practice treating and dressing cuts before you start a practical exercise. |  | |

### 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.