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| **Risk Assessment**  **(OSM)** | **Craft** | **Date of risk assessment** | **10th September 2024** | **Name of person doing this risk assessment** | **Iain Roy** |
| **Category**  **(OSM)** | **Activities** | **Date of next review** | **9th September 2026** |

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| **What hazard have you identified?**  **What are the risks from it?** | **Who is at risk?** | **How are the risks already controlled?**  **What extra controls are needed?** | **What has changed that needs to be thought about and controlled?** |
| Overexcitement and not following rules or instructions leading to injury | Young people  Leaders | * Section code of conduct in place to set clear expectations of behaviour. * Explain the activity clearly using age-appropriate language. * Monitor the mood level throughout the activity. * Use a clear communication to stop the activity – everyone should stop as soon as they hear two blasts on the whistle or anyone shouting stop. * Have a clear location for those not participating in the activity. * Have at least two leaders: one to control the activity, one to monitor the room generally. |  |
| Risk of injuries whilst setting up activity | Young people  Leaders | * Leaders and Young Leaders oversee setting up and moving tables and chairs. Tables and chairs to be set out at the start of the activity * No one carries tables alone – at least two people carry each table. No Beavers to move tables. * 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. * First aid if required. |  |
| Unsuitable equipment causes injury | Young people  Leaders | * Check that the tools and equipment to be used 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? Would a safer adhesive work? Should the task be done on a table? Is PPE (such as eye protection or gloves) required? * Make sure there’s enough space between participants. * First aid if required. |  |
| Risk of injury from sharp items | Young people  Leaders | * 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 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. * First aid if required. |  |
| Risk of inhalation or inuries from glues or solvents |  | * Ventilate the area appropriately during use and consider using outdoors if appropriate. * Follow the manufacturer’s guidance for use. * Consider closer supervision for children with SEN. * Collect leftover glue, solvents, 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. * First aid if required. |  |
| Risk of burns from heat sources |  | * 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. * Consider closer supervision for children with SEN. * Leaders brief young people on using the heat sources safely before they use them. * First aid if required. |  |
| Other unforeseen hazards | Young people  Leaders | * Dynamic risk assessment to be performed by all leaders in line with TSA guidelines. * Hazards to be shared with other leaders and appropraite mitigation to be actioned. |  |