

Risk assessment

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| Name of activity, event, and location | 1 st Anytown Scouts – cooking activities at Scout Hut | Date of risk assessment | 1 March 2023 | Name of person doing this risk assessment | Leader one (working with others) |
| | | Date of next review | 1 March 2024 (or sooner if significant change to kitchen/ equipment) | | |

| 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? |
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| <p>A hazard is something that may cause harm or damage. The risk is the harm that may occur from the hazard.</p> | For example: young people, adult volunteers, visitors | <p>Controls are ways of making the activity safer by removing or reducing the risk from it. For example, you may use a different piece of equipment or you might change the way you do the activity.</p> | <p>Keep checking throughout the activity in case you need to change what you're doing or even stop the activity.</p> <p>This is a great place to add comments which will be used as part of the review.</p> |
| <p>Tables and chairs (and other obstructions) – injuries to participants or leaders setting up, moving, or collapsing the items.</p> | Young people and leaders | <p>Leaders and Young Leaders oversee and help with 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 set out tables and chairs at the start of the meeting (based on the planned activities), then push them against the walls until needed.</p> | |
| <p>Kitchen areas Injuries, illness</p> | Young People and Leaders | <p>Food to be stored in an appropriate manner, even for short periods of time. Check food safety guidance. All users to wash hands on entry to the kitchen, separate hand wash sink with soap/ paper towels in place YP not to enter kitchen, adults to bring food and equipment in and out <u>Or</u> YP to work in small groups with adult supervision Overcrowding to be avoided around hot surfaces/ovens and pans/dishes. Leader to direct movements of group. Kitchen hygiene system to be followed (eg: use of coloured</p> | |

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

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| | | chopping boards) | |
| Cooking equipment – is it appropriate for the activity? | All present | <p>Check cooking equipment is in a hygienic and generally good condition, appropriate for the planned activity, and is the right the size for everyone taking part.</p> <p>Leaders consider which parts of the activity need to be done by adults, or with close supervision.</p> <p>Make sure there's enough space between participants. Think about their location in the kitchen or main hall.</p> <p>Make sure there is good ventilation</p> | |
| Sharp items – injuries from mistakes or misuse. | All present | <p>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.</p> <p>Adults or Young Leaders supervise young people when they're using sharp items – at least one adult or Young Leader for each group.</p> <p>Leaders brief young people on using the sharp item safely before they use it.</p> <p>Adequate cutting boards provided</p> | |
| Heat sources – burns from mistakes or misuse. | All present | <p>Adults or Young Leaders supervise young people when using hot items (such as ovens, stoves, candles, and fires) – at least one adult or Young Leader for each group.</p> <p>Use heat sources in a defined area to restrict access.</p> <p>Leaders brief young people on using the heat sources safely before they use them.</p> <p>Check HQ guidance on Safe use of Gas.</p> | |
| Cables and electricity – trips, falls, or electrocution from mistakes or misuse. | All present | <p>Use appliances close to sockets where possible.</p> <p>Cover and identify trailing cables where possible.</p> <p>No liquids near electrical items where possible.</p> <p>Leaders supervise use of electrical items.</p> | |

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| Behaviour – overexcitement, especially at the start and end of the meeting. | All present | Section code of conduct in place to set clear expectations of behaviour. Structure and outcomes of activity clearly explained at beginning | |
| 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 | |

Never be afraid to stop an activity if it is becoming unsafe!

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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