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| **Name of activity/ event/ location** | **Free time at the activity day** | **Date of risk assessment** |  | **Name of who undertook this risk assessment** |  |
| **Date of next review** | **Each term / with significant change to environment** |

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| **Hazard Identified? /**  **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?** |
| ***Hazard*** *– something that may cause harm or damage.*  ***Risk*** *– the chance of it happening.* | *Young people,*  *Leaders,*  *Visitors?* | ***Controls*** *– Ways of making the activity safer by removing or reducing the risk from it.*  *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 change it…or even* ***stop*** *it! This is a great place to add comments which will be used as part of the review.* |
| Young people not in sight and therefore leaders have no control over their actions or behaviour  Young people may wander off beyond what has been agreed as safe and be injured  No control of what they are doing or who they are talking to leading to injury | Young people | Location risk assessed before activity begins so any potential issues are considered and controlled by setting boundaries and expectations of behaviour.  Reminder given before activity begins of boundaries and expectations of behaviour/code of conduct.  Time limit set and ‘check-in’ time set where all meet at an agreed meeting point at regular intervals 30mins or an hour depending on location and age of young people |  |
| 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 | Young people are told what to do in an emergency - groups are a minimum of four so two are able to go back to leader for help, one stays with the injured person. Location of leader at all times is made clear to young people. Use of landmark or easy to remember place to meet.  At a large camp, leaders may be identified with staff necker or group necker- young people can be told that they can go to nearest adult for assistance. |  |
| Young people do not stick in groups and split up  Young person on own as group has split up and may be injured, lost or distressed | Young people | Importance of groups stressed before activity begins. Personalities in group checked and groups chosen that will work together. Any issues discussed and changes made if required  Check in time short to ensure groups stick together where there is any doubt |  |
| Young person with additional needs  Young person may struggle in small group environment and prefer to be on own, and wander off | Young people | Young person and their needs are known, discussion with parent/carer on best way of dealing with the situation; different options: e.g. young person chooses group to be in, and group confirms they understand their responsibilities and are happy; or young person and friend stays with leaders |  |
| Issue crops up such as weather change or someone is injured and there is the need to curtail the visit  Young people are not close by but are required to return to base quickly for their own safety or someone else’s | Young people | Agree signal for returning to base such as a whistle.  Where whistle will not work due to background noise or distance, leader may go and round up groups and stays in touch with other leaders using mobile phone |  |
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