

Risk Assessment Form

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| Assessment No: 04 | | Assessment Date: 19/04/21 | | Assessment Type (Select as appropriate: see Note 1) | |
| Section: Beavers, Cubs, Scouts, Explorers | | References: 1. https://www.gov.uk/buying-carrying-knives 2. https://www.scouts.org.uk/volunteers/staying-safe-and-safeguarding/safety/keeping-safe-at-camp/scout-knife-safety-guidance/ | | <input type="checkbox"/> Specific | |
| | | | | <input checked="" type="checkbox"/> Generic | |
| | | | | <input type="checkbox"/> Record of dynamic risk assessment | |
| Activity/Process: Using Knives, Axes and Saws | | | | | |
| Assessor | | | Activity Leader (See Note 4) | | |
| Name: Jon Skinner | | Name: | | | |
| Role: Group Scout Leader | | Role: | | | |
| Signature: | | Signature: | | | |
| Hazards | Who is at Risk? | Control Measures (Specific existing Control Measures) | | Risk Rating (Likelihood X Consequence) (See Note 3) | What has changed that needs to be thought about and controlled? |
| Rough Wood – Risk of Splinters or blisters from handling | Young People / Adult Volunteers | 1. Tell people to take care when cutting or snapping wood. 2. Wear strong gloves if you have them – bear in mind that gloves may affect your grip. | | 1 x 2 = Low | |
| Behaviour or overexcitement – risk of injuries from mistakes or misuse | Young People / Adult Volunteers | 1. Have a section code of conduct to set clear expectations of behaviour. 2. Stress the importance of being responsible when using sharp tools. 3. Give young people information and training before they use sharp items. 4. Supervise young people closely while they use sharp items. Continue to assess their competence. Have one adult or young leader for each group – consider the ratio depending on age and behaviour. 5. 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. | | 1 x 2 = Low | |

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| | | <ol style="list-style-type: none"> 6. Mask items (cover the blade) and store them safely between uses. 7. Plan another activity for Scouts whose parents don't want them to take part in practical activities using knives and Scouts who aren't ready for this type of activity. | | |
| Struck by sharp tool – risk of injury to non-participants or observers | Young People / Adult Volunteers / Visitors | <ol style="list-style-type: none"> 1. Create a safe cutting area; check guidance for safe size and distances. 2. Don't wear scarves, ties, lanyards or any loose clothing or jewellery and tie back long hair to prevent axes from getting caught. 3. Mask the axe (cover the blade) when you're not using it. | 1 x 2 = Low | |
| Struck by tool – risk of injury to users | Young People / Adult Volunteers | <ol style="list-style-type: none"> 1. Inspect the axe before use. Never use it if the head and handle don't line up or if the head is loose. 2. Don't use a blunt knife, axe or saw. 3. Don't use a knife, axe or saw in poor light. 4. Put a chopping block below wood before you cut it. 5. If possible, use a kneeling position so if you miss your material the axe won't follow through to your leg. 6. If adopting a standing position, ensure legs are shoulder width apart so if you miss the material the axe won't follow through into your leg. 7. If you're splitting wood, use another stick to hold it up so you can keep your fingers away from the area being cut. 8. Stop using the axe if you feel tired. | 1 x 2 = Low | |
| Cuts – from sharing or moving tools | Young People / Adult Volunteers | <ol style="list-style-type: none"> 1. Explain how to take a knife out of its sheath safely while keeping your fingers away from the blade. 2. Carry the axe properly: it should be in your hand with your arm by your side, the axe bit should face forward, and your fingers should be out of the way. 3. Mask the axe (cover the blade) before you carry it. 4. If you need to pass the axe to someone else, pass the head of the axe first. 5. Fold away or sheath saw blades before you pass it to someone else. | 1 x 2 = Low | |
| Knife work – risk of slips and cuts | Young People / Adult Volunteers | <ol style="list-style-type: none"> 1. Practice your own knife skills before you begin any practical sessions with your section. 2. Explain knife law and safety before you begin. 3. At the end of the session, collect and safely store any tools you've used. 4. Have a suitable, safe storage. Use it to show everyone how to store tools and help them understand why. 5. Start with a small knife (such as a Swiss Army Knife) and complete small tasks. Build up to a larger blade as people become more confident and dexterous. 6. Never cut towards another person or part of your body such as the thigh if sitting. | 1 x 2 = Low | |

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| | | 7. When handling a knife ensure the ground or platform you are using is stable and level. | | |
| Slip, trip or fall – Tools left unattended or incorrectly stored | Young People / Adult Volunteers / Visitors | <ol style="list-style-type: none"> 1. All tools must be returned to their correct stowage when not in use. 2. Never leave knives, axes or saws unattended. 3. Never lave knives, axes or saws in wood or chopping blocks. | 1 x 2 = Low | |
| Injuries – first aid required | Young People / Adult Volunteers / Visitors | <ol style="list-style-type: none"> 1. Make sure there's a first aid kit and a first aider on hand. 2. Ensure an adequate number of leaders are available to supervise groups and keep group sizes small. | 1 x 2 = Low | |
| Damage to trees – needless carving or cutting down of flora | | <ol style="list-style-type: none"> 1. Explain to young people that they should only cut down flora if it is necessary for bivvy making etc. 2. Never carve sticks into a sharp point. 3. Never carve the bark of living trees, except for small quantities of birch bark for fire-lighting. 4. Check with landowner before cutting down any flora. | 1 x 1 = Low | |

| Assessment Review | | | | | | | |
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| Review Date: | | Review Date: | | Review Date: | | Review Date: | |
| Name: | | Name: | | Name: | | Name: | |
| Role: | | Role: | | Role: | | Role: | |
| Signature: | | Signature: | | Signature: | | Signature: | |

Notes:

1. If using a 'Generic' risk assessment, Assessors are to satisfy themselves that the assessment is valid for the task and that all significant hazards have been identified and assessed. If additional hazards are identified they are to be recorded and attached to the Generic assessment.
2. Assessors are to note that they are responsible for production of the risk assessment and that they are signing to indicate that the risk assessment is suitable and sufficient and they consider the risks to be acceptable.
3. When recording the Risk Rating ensure that both the Likelihood and Consequence scores are included.
4. Activity Leader must sign to show agreement to apply the controls of this risk assessment.
5. Risk Assessments are to be reviewed:
 - Annually.
 - If there is reason to doubt the effectiveness of the assessment.
 - Following an accident or near miss.
 - Following significant changes to the task, process, procedure or Line Management.
 - Following the introduction of more vulnerable personnel.
 - If 'Generic' prior to use.

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| High | Improve control measures; consider stopping activity. |
| Medium | Review control measures and improve if reasonably practicable to do so, consider alternative ways of conducting activity. |
| Low | Maintain control measures and review if there are any changes. |

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| High | Common, regular or frequent occurrence. | 3 | 3 Med | 6 High | 9 High |
| Medium | Occasional occurrence. | 2 | 2 Low | 4 Med | 6 High |
| Low | Rare or improbable occurrence. | 1 | 1 Low | 2 Low | 3 Med |
| Risk Matrix | | | 1 | 2 | 3 |
| | | | Minor injury or illness. | Serious injury or illness. | Fatalities, major injury or illness |
| | | | Low | Medium | High |