Risk assessment – Tomahawk and Angel Throwing Range at Cox Wood

| Name of | Cox Wood Scout Camp Site – Tomahawk and | Date of risk | 14/01/24 | Name of person | Cox Wood Crew |
|------------------|--|------------------------|----------|-----------------|---------------|
| activity, event, | angel throwing range. | assessment | | doing this risk | |
| and location | Range can only be operated by adults who have completed an accredited course and have the approval of the DC to run the range. Range Master has full control of the activity and will stop the activity if necessary. | Date of next review | 14/01/25 | assessment | |

| What could go wrong? | Who is at risk? | What are you going to do about it? | Review & revise |
|---|------------------------------|--|--|
| What hazard have you identified? | | How are the risks already controlled? | What has changed that needs to be thought |
| What are the risks from it? | | What extra controls are needed? | about and controlled? |
| | | How will they be communicated to young people and adults and remain inclusive to all needs? | |
| A hazard is something that may cause | For example: young | Controls are ways of making the activity safer by removing or reducing the risk. | Keep checking throughout the activity in case you need |
| harm or damage. The risk is the harm that may occur from | people, adult volunteers. | For example, you may use a different piece of equipment or you might change the way you do the activity. | to change what you're doing or even stop the activity. This is a great place to add comments which will be |
| the hazard. | visitors | | used as part of the review. |
| Sharp items (Tomahawk | All present | Range Master to give young people information and instruction before they | |
| and Angels) – risk of injuries | | use sharp items. | |
| from mistakes or misuse. | | | |
| | | Range Master should supervise young people and continue to assess their | |
| | | competence during the session. The session will be stopped immediately if | |
| | | silly or careless behaviour arises. | |
| | | Overly aggressive throwing will not be tolerated. | |
| | | Count out the sharp items and be clear on how many are being used. Then | |
| | | count the sharp items back in to make sure they're all returned. | |
| | | Keep items masked (have their blade covered) and stored safely between | |
| | | uses in the locking box provided. Storage box to be returned to locked store | |
| | | room when not in use. | |



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| Risk of injury to non- participants or observers. | All present | Non-participants or observers must observe from the designated area - behind the range. Non-participants or observers can only enter the range when invited to do so by the Range Leader. | |
|--|--------------|--|--|
| Behaviour – risk of | Young People | Everyone should follow the section code of conduct that sets clear | |
| overexcitement | Volunteers | expectations of behaviour. | |
| | | YP briefed on their individual responsibility to behave safely. | |
| | | Range Master will stop the activity or exclude any person whose behaviour | |
| | | causes concern | |
| Individual needs – | Young People | Adaptations made to the activity must be approved by the Range Master. | |
| exclusion, injury, distress | | | |

What other Hazards arising do you need to consider?

Never be afraid to stop an activity if it becomes 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.

