



1st Kesgrave Scout Group

Twelve Acre Approach, Kesgrave, Suffolk IP5 1JF

Name of activity, section, event, and location	1 st Kesgrave Scout Group - Games	Date of risk assessment	21 Jun 2026	Name of person who undertook this risk assessment	Alan Comber (working with others)
		Date of next review	1 Sep 2026		

This document covers running games, at or away from the Scout Hall, indoors or outdoors. It should be read in conjunction with the Section meeting and events risk assessment which covers generic items, and the Scout Hall risk assessment if appropriate.

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?
A hazard is something that may cause harm or damage. The risk is the harm may occur from the hazard.	For example: young people, adult volunteers, visitors	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.	Keep checking throughout the activity in case you need to change what you are doing or even stop the activity. This is a great place to add comments which will be used as part of the review.
Protrusions, slips, trips, falls, collisions – injuries to people moving around	All present	Ensure surfaces are soft enough for the game to minimise contact injuries or consider crash mats or other suitable solutions are in place.	
Preparation – venue suitability, equipment, safety	All participants	Check if the activity has any specific safety requirements / rules including any specified in POR eg wearing helmets, eye protection, footwear etc and act accordingly.	
Game Play - injuries to people during the game.	All taking part	Games used should not intrinsically cause physical harm and contact should be avoided as much as possible. Tagging, not take down, no holds around the neck, twisting limbs etc Games should not be overly complex so that the rules are easily understood. Games should be appropriate to the age, physical ability, gender, dexterity etc of the people taking part including disabled or impaired players to ensure all games are as inclusive as possible.	

		Consider whether participants should be as evenly matched as possible for the game – size, height, weight, age, ability etc. Game rules, and any guidelines, should be explained clearly and concisely before the game commences. If required provide a demonstration on using the games equipment and carrying out the activity. Adults or young leaders should only take part in games if it is appropriate to do so and is highly unlikely to cause unnecessary injuries or mean the young people cannot take part on an equal basis. For games involving bats, rackets etc adequate distances should be maintained between the person(s) with the bat and anyone nearby fielding, waiting to bat or spectating. The following guidelines should be observed: • Games should not be played higher than a chair seat height. Where they are higher an assessment should be made, and appropriate measures used to ensure it can be run safely. • Where games involve throwing balls, bean bags etc, participants should be made aware to be observant, objects should be thrown below face height if not fundamental to the game, objects should be as soft and lightweight appropriate to the game and wear eye protection if necessary. • For games involving running – see protrusions, slips, trips, falls, collisions • For games involving bats, rackets, hockey sticks etc ensure there is enough space to safely run the game, hard balls/pucks (cricket balls, baseballs, hockey balls, footballs etc) should be avoided if practical and participants advised that bats/sticks etc should be restricted to minimise contact with other players. For example, keep hockey stick swinging below knee level etc. • For games involving sharp points or surfaces eg darts, archery, axe/tomahawk, throwing, players should know how to use the equipment correctly before play or activity starts, that the play area is cordoned off and inaccessible to others and the public, no one can get between the player and targets, and participants follow the safety rules of the instructor • For games involving candles, fire, indoor fireworks etc ensure they are not near flammable objects; fire extinguishers, water buckets or fire blankets are available; and they are not likely to be touched or knocked into people. Additional close supervision by leaders may also be required, • For games involving ropes, take account of factors such as rope burns, trip hazards and the potential of getting strangled by them,	
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		• When games are run indoors balls and objects should be of the soft variety to minimise damage and breakages to fixtures and fittings in the room. • Where games or activities involve blindfolds, extra care should be taken with checking surfaces and preventing walking into objects. Additional close supervision by leaders may also be required, • For wide games additional factors should be considered, ○ Pre-checking that the location is as suitable as possible for the game. Avoid being near to water features (eg ponds, rivers), steep drops, cliffs, barbed wire etc if possible. ○ Clothing should be appropriate to the landscape and weather conditions Any dangers from animals and insects (ticks etc) are minimal	
General Behaviour – horseplay, overexcitement, injuries.	All taking part	The game should be monitored to make sure the rules are being applied fairly (no cheating) and reinforced as necessary, the chances of injuries are minimised, and spectators do not interfere with the game.	
Leadership – Inexperience / Lack of competence, over energetic young people leading to loss of control and causing an injury or damage to kit.	All present	Ideally have at least two people managing the game: one to control the game, one to monitor the area generally.	
Safeguarding / Lost – intruder access or young person leaving unattended causing harm to individuals	Young people	For wide games consider: • the impact of individuals taking part on their own. • the need for using handheld radios for communication and control. • the need for young people to use their own mobile phones.	