

## **Challenge Toolkit**

- Challenge Guidelines
- Challenge Checklist
- Guidelines for Group Leader
- FORM I Challenge Registration Form
- Parental Consent template
- Risk Assessment template
- FORM J Challenge Certificate Request Form

## The Challenge - guidelines

### How to organise a Challenge

The Saltire Challenge is designed to introduce young people to volunteering and this guide has been prepared to help you through the process and ensure their first experience is enjoyable, successful and rewarding.

Before you even start looking for or developing a Challenge it is important to decide exactly what you need. Consider the following:

- How many volunteers are in the team?
- Will everyone be required to take part?
- How much time do you have?
- What type of activities are the group interested in/capable of?
- Are there any organisations that you would like to help?
- Are you willing or able to do any advance planning?

### Selecting a project

First of all you need to consider how many volunteers there are. This will naturally affect the sort of event you are able to choose. A group of 10 or less people will have more options than one with 30 or more people. Larger groups may need to restrict themselves to outdoors opportunities.

You should consider whether it is important for all of the volunteers to be physically in the same place. A Challenge can be successfully managed where a larger group is subdivided and the subgroups take responsibility for different aspects of the project while working towards a common goal. Alternatively you may prefer to have everyone working on one task together.

The amount of time you are able to give will affect your choice. Most Challenge events are designed to be completed within a day. If the Challenge is too large to complete within a day, why not break it down into smaller projects creating several Challenges that can be done by your own group(s) or in partnership with others.

You should anticipate some advance planning for even the shortest challenge and factor this in to your time commitment.

Often projects need doing but no budget for materials exists. Organisations may make part of the challenge sourcing the materials required to complete the task. You should consider whether this is something that you want to take on.

It can be an excellent opportunity for young people to demonstrate resourcefulness. Care should be taken to ensure that any financial burden does not fall on individual members of the team. Sourcing third party donations or organising a fundraising event are popular and successful ways of resourcing a project.

Remember you are undertaking a **volunteering** Challenge so avoid coercing people to participate. Peer pressure is a very effective tool for maximum buy in to a project.

### Safety & Insurance

The safety of the team when undertaking a project is paramount, particularly when working with young people. Make sure all participants receive proper instruction before commencing the project in the use of tools & equipment (e.g. gardening tools, painting equipment) and ensure that they are adequately supervised at all times.

It is unlikely that your team will have specific skills. It is important not to agree to work that you cannot complete safely and within the skill set of the volunteers.

Any organisation engaging volunteers must provide suitable insurance cover. If the Challenge is taking place at the premises of another organisation or on behalf of another organisation or community group you should check with the organisation that they have volunteer's insurance in place for one off volunteering events.

If the Challenge takes place on your own premises or you are taking a group out into the community but are not volunteering for another organisation e.g. to do a litter pick, your agency's insurance must cover the group whilst undertaking the volunteering activity.

### Supervision of Group(s)

The Saltire Challenge is aimed at 12 to 25 year olds, therefore under 18's must be appropriately supervised. The NSPCC recommended adult: child ratio at age 12 is 1:8; but this is the absolute minimum. NSPCC recommended adult to child ratio's when supervising children are available in the research and resources section of the NSPCC [website](#) or download [here](#). Please take into account the type of activity that your volunteers will be doing and the nature of any risks or potential hazards. The smaller the ratio the better the experience will be for all involved.

### Success is in the detail

Small things matter and to ensure that both the volunteers and the organisation they are volunteering for have a positive experience it is important to ensure certain details are addressed:

- Always visit the project and check out the work that you are agreeing to do before the arrangements are put in place. This helps buy-in and also ensures that you are aware of exactly what is required of your Challenge group. It is also a good opportunity to consider what materials will be required (if any) and where and by whom they are going to be sourced.
- If you are volunteering for an organisation that provides a direct service it is good practice, where possible, for the volunteers to be introduced to the people they are going to help. It may even be possible for some of the service users – such as at a residential home – to join in with the team. This adds a valuable dimension to the project but everyone should be comfortable with this and it should be agreed before the project takes place. Regardless, **everyone in the team** should understand what the organisation is about what their work involves and who they are helping.
- Induction by the organisation is valuable. Young people may be nervous about working in specific environments or with certain groups. A quick induction by the organisation will help put them at ease.
- Make sure that you have full contact details for the person coordinating the event for the organisation. Ensure that they have your contact details.
- **Breaks & Refreshments** make sure that your volunteers get regular breaks, food and drinks. Clarify who will provide refreshments i.e. the organisation you are volunteering for, your own organisation, or do the participants need to bring a packed lunch. The preferred option is of course that the volunteers are fed and watered in return for giving their time to the project but if this is not possible make sure everyone is made aware in advance if they need to bring their own.

**What to do next.**

You can obtain a list of available Saltire Challenge events from your local Third Sector Interface who will also be able to give further guidance in developing your own Challenge.

**Challenge Toolkit** - The following templates are also contained within this Toolkit:

1. Challenge Checklist
2. Parental Consent template
3. Challenge Registration Form & Criteria
4. Risk Assessment Template
5. Guidelines for Group Leaders

**Volunteering Definition**

Young people participating in Saltire Award Challenge Events must be done so under the ethos of volunteering as defined below:

Volunteering has three clear characteristics which must be present and respected in all cases:

- Volunteering is a free will activity. It must not be undertaken through coercion and under no circumstances can it be mandatory.
- It is not undertaken for financial gain. Outwith reasonable expenses there must be no financial transaction to encourage someone to volunteer.
- It is a public and civil good undertaken for the benefit of the community, society at large or an individual other than the volunteer.

*Voluntary Action Scotland, Volunteering Principles for Scotland, 2014*

## Saltire Challenge Checklist

Use this handy checklist to make sure that you have everything in place for your Challenge Event.

- Contact details for organisation obtained
- Contact details given to organisation
- Number of volunteers confirmed
- Parental consent obtained
- Permission for photos obtained
- Date for event agreed
- Challenge Event details sent to local Saltire Award worker
- Starting time for event agreed
- Materials required identified
- Agreement on who will provide what materials
- Refreshments organised
- Publicity strategy (if applicable) agreed
- Any special information/induction given to team
- Challenge Certificates requested (after event completed)

# Guidelines for Challenge Group Leaders

## Introduction

The purpose of these guidelines is to provide practical information that might be helpful to group leaders and others whilst facilitating, coordinating and/or organising a Saltire Challenge Event.

It is not intended to replace your own organisation's procedures and guidance on working with young people or groups but should complement your operational practice.

The Guidelines do not replace local or other professional guidance or regulations, schools should follow LEA guidance as a first recourse. Likewise, the Guidelines are not a substitute for training.

We recommend that all group leaders have access to relevant training before planning a Challenge Event.

## Contents

### Supervision

- Responsibility
- Head counts
- Rearranging Groups
- Travel

### Ongoing Risk Assessment

- Check the local weather forecast
- Local Knowledge
- Plan B
- Behaviour problems, illness or injury

### Emergency Procedures

- Preparation
- Emergency procedures framework during the visit

### Advice on Specific Activities

- Coastal visits

### Further Information

## Supervision

### Responsibility

Those organising challenge events have responsibility for managing and meeting PVG requirements.

The Group leader is responsible overall for the group at all times. In delegating supervisory roles to other adults in the group, it is good practice for the group leader to:

- allocate supervisory responsibility to each adult for named participants;
- ensure that each adult knows which participants they are responsible for;
- ensure that each participant knows which adult is responsible for them;
- ensure that all adults understand that they are responsible to the group leader for the supervision of the participants assigned to them;
- ensure that all adults and participants are aware of the expected standards of behaviour.

### It is good practice for each supervisor to:

- have a reasonable prior knowledge of the participants including any special educational needs, medical needs or disabilities;
- carry a list/register of all group members;
- directly supervise the participants particularly important when they are mingling with the public and may not be easily identified;
- regularly check that the entire group is present;
- have a clear plan of the activity to be undertaken and its objectives;
- have the means to contact the group leader/other supervisors if needing help;
- anticipate a potential risk by recognising a hazard and where necessary arriving at the point of hazard before the participants do, and acting promptly;
- continuously monitor the appropriateness of the activity, the physical and mental condition and abilities of the group members and the suitability of the prevailing conditions;
- be competent to exercise appropriate control of the group, and to ensure that participants abide by the agreed standards of behaviour;
- clearly understand the emergency procedures and be able to carry them out;
- have appropriate access to First Aid

*info:* a sample Parental Consent form is available in the Saltire Challenge Toolkit which records personal and medical information

### Each participant should:

- know who their supervisor is at any given time and how to contact him or her;
- have been given clear, understandable and appropriate instructions;
- rarely if ever be on their own;
- alert the supervisor if someone is missing or in difficulties;
- have a meeting place to return to, or an instruction to remain where they are, if separated;
- understand and accept the expected standards of behaviour.

### **Head counts**

Whatever the length and nature of the event, regular head counting should take place, particularly before leaving any venue. It is good practice for all supervisors to:

- carry a list/register of all participants and adults involved in the visit at all times;
- ensure that participants are readily identifiable. High Visibility bibs, Tshirts or a school uniform can help identify group members more easily;
- avoid identification that could put participants at risk e.g. name badges

### **Rearranging Groups**

Potential danger points can occur when rearranging groups. In particular:

- when a large group is split into smaller groups for specific activities;
- when groups transfer from one activity to another and change supervisor;
- during periods between activities;
- when small groups reform into a large group.

It is therefore important that the supervisor:

- clearly takes responsibility for the group when their part of the programme begins, particularly making certain that all group members are aware of the changeover;
- clearly passes on responsibility for the group when their part of the programme is concluded, together with any relevant information ensuring that the group members know who their next leader is.

### **Travel**

If transport is required to take the group to the Challenge venue it should be remembered that a driver cannot safely drive and supervise children at the same time. Group leaders should ensure that:

- transport by road has seat belts and that the participants wear them;
- there is adequate supervision at all times when travelling;
- supervisors are reserved seats that allow them to supervise properly;
- participants are supervised when boarding and leaving;
- standards of behaviour are met, and in particular that drivers are not distracted

## **Ongoing Risk Assessment**

Risk assessment does not end when the visit begins. Changes to the itinerary, changes to the weather, incidents (whether minor or major), staff illness – all or any of these may bring participants face to face with unexpected hazards or difficulties and give rise to the need to reassess risk.

The group leader (and other adults with responsibility) prepares ongoing risk assessments while the visit is taking place. These normally consist of judgements and decisions made as the need arises. They are not usually recorded until after the visit.

### **If the Challenge is Outdoors:**

#### **Check the local weather forecast**

- to inform decisions on appropriate clothing;
- to be aware of potential risks caused by high winds, heavy rainfall, snow or storms

### **Seek local knowledge of potential hazards, e.g.**

- Tides; rivers/streams prone to sudden increases in flow;
- difficult terrain;
- crossing points for road, rail or water;
- unstable cliffs.

### **Plan B**

- good forward planning will always include alternative plans in case the Challenge activities need to be changed or rescheduled;
- a flexible itinerary can allow activities from later in the event to be substituted for earlier activities if those are prevented by unexpected circumstances;
- group leaders faced with potential difficulties will feel more confident to change the Challenge plan if a pre-assessed alternative is available;
- regardless of whether alternatives have been pre-assessed, always take time to reassess risks if the itinerary changes;
- on arrival at an alternative site or activity that has not previously been risk assessed, we recommend that the group leader should risk assess the situation before allowing the participants to disembark from the transport;
- an unknown location might involve hazards not covered in the original risk assessment, for example if the original intention to visit a land-only site has to be changed at short notice to a lake or seaside location.

### **Behaviour problems, illness or injury**

- poor behaviour may be reduced by ensuring that all participants are signed up to agreed standards of behaviour before (or at least at the beginning of) the visit;
- if one adult has to give prolonged attention to one group member, the group leader should reassess the supervisory roles of the other adults to ensure that all members of the group know who is responsible for them. Activities may need to be amended until the other adult returns all of his or her attention to the group;
- group leaders should trust their own knowledge of the young people and use their own professional judgement;
- this may include challenging an activity leader where the group leader's knowledge of the group is superior, or intervening to prompt a change of plan.

*info:* a sample Risk Assessment is available in the Saltire Challenge Toolkit

## **Emergency Procedures**

### **Preparation**

By their nature, emergencies are usually unexpected but careful emergency planning can mitigate the trauma of being caught up in an emergency. It is good practice for the group leader to:

- agree an emergency action plan, e.g. managing media interest, supporting parents of an injured participant, transport arrangements etc.
- ensure that all members of the group know what action to take if there is a problem;

- hold, or ensure that other adults in the group hold, up-to-date competence in first aid and other life- saving competence as necessary for the activities;
- ensure that a fully stocked first aid kit is easily accessible;
- ensure that all participants’ medical needs (e.g. asthma, diabetes, anaphylaxis) are known;
- if appropriate, advise group members about the dangers of overexertion in the heat and of dehydration and use suitably factored sun protection creams and sun hats/glasses

### **Emergency procedures framework during the visit**

If an emergency occurs the group leader should maintain or resume control of the group overall. The main factors to consider include:

- establish the nature and extent of the emergency as quickly as possible;
- ensure that all the group are safe and looked after;
- establish the names of any casualties and get immediate medical attention;
- ensure that a suitable adult accompanies casualties to hospital with any relevant medical information, and that the rest of the group are adequately supervised at all times and kept together;
- notify the police if necessary;
- ensure that all group members who need to know are aware of the incident;
- ensure that all group members are following the emergency procedures and the roles allocated to them – revise procedures and reallocate roles as necessary;
- notify parents, providing as full a factual account of the incident as possible;
- notify insurers, especially if medical assistance is required;
- write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence;
- keep a written account of all events, times and contacts after the incident;
- complete an accident report form as soon as possible. Contact HSE or local authority inspector, if appropriate

### **Advice on specific activities**

**Coastal Challenges:** The group leader will want to bear the following points in mind when assessing the risks of a coastal activity:

- tides, rip tides and sandbanks are potential hazards; timings and exit routes should be checked;
- group members should be aware of warning signs and flags;
- establish a base on the beach to which members of the group may return if separated;
- look out for hazards such as glass, barbed wire and sewage outflows etc;
- some of a group’s time on a beach may be recreational. Group leaders should consider which areas of the terrain are out of bounds, and whether the risk assessment allows swimming in the sea;
- cliff tops can be highly dangerous even during daylight. The group should keep to a safe distance from the cliff edge at all times. Be aware that cliff falls can mean that cliff paths stop abruptly at the cliff edge;
- the local coastguard, harbour master, lifeguard or tourist information office can provide information and advice on the nature and location of hazards.

## Further Information

### Department for Education

- **Health and safety: advice on legal duties and powers.** For local authorities, school leaders, school staff and governing bodies. February 2014

<https://www.gov.uk/government/publications/health-and-safety-advice-for-schools>

Note: This replaces a number of guidance documents on health, safety and security in schools, including Health and Safety: Responsibilities and Powers (2001) and Health and Safety of Pupils on Educational Visits (HASPEV 1998).

- **Statutory guidance: Supervision of activity with children.** December 2013

<https://www.gov.uk/government/publications/supervision-of-activity-with-children>

- **Supporting pupils at school with medical conditions.** September 2014

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

- **Keeping children safe in education.** March 2015

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

- **Teacher.net archived material** including *Health and Safety: Responsibilities and Powers*; *Health and safety of pupils on educational visits*; *Guidance on First Aid for Schools* and *Supporting Pupils with Medical Needs: A Good Practice Guide*

<http://webarchive.nationalarchives.gov.uk/20110218194057/http://www.teachernet.gov.uk/wholeschool/healthandsafety/>

<http://webarchive.nationalarchives.gov.uk/20110218194057/http://www.teachernet.gov.uk/wholeschool/healthandsafety/responsibilities/>

<http://webarchive.nationalarchives.gov.uk/20110218194057/http://education.gov.uk/publications/standard/publicationdetail/page1/hspv2>

<http://webarchive.nationalarchives.gov.uk/20110218194057/http://www.teachernet.gov.uk/wholeschool/healthandsafety/firstaid/>

<http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/PPY194.pdf>

Note: A new UK Government took office on 11 May. As a result the content on this site may not reflect current Government policy. It is stated that all statutory guidance and legislation published on this site continues to reflect the current legal position unless indicated otherwise.

### Health and Safety Executive

- **Guidance and resources on Risk**

<http://www.hse.gov.uk/risk/>

<http://www.hse.gov.uk/education/index.htm>

- **General Teaching Requirement for Health and Safety**

<http://www.hse.gov.uk/education/qca.htm>

- **School trips - Tackling the health and safety myths**

<http://www.hse.gov.uk/services/education/school-trips.htm>

### Protecting Vulnerable Groups Scheme (PVG Scheme)

[www.disclosurescotland.co.uk](http://www.disclosurescotland.co.uk)

[www.volunteerscotland.net/disclosure-services/](http://www.volunteerscotland.net/disclosure-services/)

### Going Out There - Scottish Framework for Safe Practice in Off-site Visits

<http://www.goingoutthere.co.uk/>

Provides user-friendly processes compliant with health and safety legislation and aims to increase opportunities for all Scotland's children and young people to access their learning through off-site visits and the outdoors, improving learning outcomes for all.

*There is a need for schools and other groups to make the most of the vast learning potential of the outdoors by 'going out there' and employers and those leading groups need to have confidence that the approach they are taking meets legal requirements and helps enable positive experiences for children and young people. While local authorities' guidance and regulations remain authoritative, it is expected that 'Going Out There' should be adopted as a common framework across Scotland by all those managing or organising visits or providing activities and venues. It seeks to increase confidence and co-operation and recognises in particular that the vast majority of outdoor learning involves routine visits to places in the local area. It does not cover work experience*

Extract from Going Out There PDF. March 2013

It was developed in partnership by the **Scottish Government, the Health and Safety Executive (HSE), the Scottish Advisory Panel for Outdoor Education (SAPOE), Education Scotland and the Association of Directors of Education**, with input from other partners including voluntary organisations and providers.

#### Education Scotland

- Health and safety information and resources for outdoor learning

<http://www.educationscotland.gov.uk/learningandteaching/approaches/outdoorlearning/healthandsafety/index.asp>

#### The Royal Society for the Prevention of Accidents

- **Road safety** - Buses, Coaches & Minibuses

<http://www.rosopa.com/road-safety/advice/drivers/bus-coach-minibus-drivers/>

# Form I: Challenge Registration Form

## The Challenge

## Event Registration

**Organisation:**

**Challenge Organiser:**

**Phone:**  **Email:**

**Address:**

## Challenge Event Details

**Date:**  **Location:**

**Planned activity:**  
*Please provide a brief outline of the project and the volunteer tasks*

**No of volunteers:** *(approx. no. aged 12-25)*  **Adult/Child ratio:**

Your event will only be registered as a Saltire Award Challenge if it meets the following criteria. Please answer all questions, you will be contacted shortly either to confirm your event has been registered or to request additional information. This section must be completed by the adult with overall responsibility for the young people participating in the Challenge. (*\*delete as appropriate*)

- I confirm that I am an adult over 18 years of age*
- I confirm that PVG requirements have been met by those responsible for the event*
- I confirm that the volunteers will be covered by our agency's Insurance Policy\*/the Insurance Policy of the organisation providing the Challenge\* whilst undertaking the Challenge activity.*
- I confirm that parental/guardian consent has been/will be obtained for all participants and that photographs will not be taken/used without prior consent from parent/guardian.*
- I understand that the safety of all participants involved in the Challenge is the responsibility of my organisation and/or the organisation providing the Challenge and that the Saltire Awards cannot be held liable for any accident, loss or damage that may occur during the course of this Challenge Event.*
- Volunteering that young people do in this Challenge Event is done so under the ethos of volunteering as stated in the Challenge Guidelines.*

**Signed:**

**Name:**

**Date**

**Parent/guardian consent to participation in Saltire Challenge Event (Page 1 of 2)**

<INSERT NAME OF YOUR ORGANISATION HERE>

**SECTION A – To be retained by parent/guardian**

1. Dates and estimated times	Departure:	<input type="text"/>
	Return:	<input type="text"/>

2. Venue and description of event

3. Member of staff responsible for Challenge Event	<input type="text"/>
--	----------------------

4. Contact telephone number	Office hours	<input type="text"/>
	Other times	<input type="text"/>

5. Management/supervisor approval	Name:	<input type="text"/>
	Date:	<input type="text"/>
Signature		

**Parent/guardian consent to participation in Saltire Challenge Event (Page 2 of 2)**

**SECTION B: to be completed by parent/guardian and returned to the office/staff member**

**Saltire Challenge Event**

Dates/times From:  To:

Name of participant:  Date of birth:

Address:

Contact Phone Numbers	Home:
Mobile:	Work:

**Please complete the following**

Please detail any medical factors which might affect participation:

Details of any drugs or medicines taken by your child:

Any special dietary or other requirements:

Alternative emergency contact details:

**Insurance Information <INSERT NAME OF YOUR ORGANISATION HERE>**

- Public Liability Insurance will meet claims resulting from accidental injury or damage to property if it is proved it was caused as a result of negligence on the part of the organisation or employee.
- Participants wishing to obtain cover for personal accident and third party liability are advised to contact an insurance company or broker.
- I agree to my child/ward taking part in this Challenge Event and undertake to inform the organiser of any changes of circumstances which might affect participation.
- I consent to staff taking photographs of my child and that these can be used as a record of work and for organisation publicity purposes only (please delete if not applicable)
- I AGREE THAT IN CASE OF EMERGENCY THE PARTY LEADER MAY AUTHORISE, ON MY BEHALF ESSENTIAL MEDICAL TREATMENT INCLUDING BLOOD TRANSFUSION / ANAESTHETIC FOR MY CHILD/WARD AS DEEMED NECESSARY BY MEDICAL AUTHORITIES.

Parent/legal guardian name:   
Signature:   
Date:

**Sample Risk Assessment Sheet: Activity – Conservation Work, All venues**

*Suggested control measures for guidance only - adapt to own situation*

Hazard	Those at Risk	Control Measures	Risk Rating	Further Action
Vehicular Accident whilst travelling in minibus	Clients, Staff and Public	<ul style="list-style-type: none"> <li>• Qualified driver operating within recognised legal limits and any organisation procedures.</li> <li>• Worker has first aid certificate and first aid kit is in vehicle (fire extinguishers also fitted).</li> </ul>	Low	None
Weather	Clients and staff	<ul style="list-style-type: none"> <li>• Weather forecast gained before event and suitable location chosen depending upon conditions.</li> <li>• Staff will continually monitor weather conditions.</li> </ul>	Low	Lead staff member may cancel activity or change location if weather dictates
Leader Error	Clients and staff	<ul style="list-style-type: none"> <li>• Lead staff member is appropriately experienced / qualified for the activity.</li> </ul>	Low	None
Exhaustion & hypothermia	Clients and staff	<ul style="list-style-type: none"> <li>• Staff monitors progress of clients and also of any changes to weather. Length of session and activities planned remain flexible to allow for changes in wellbeing.</li> <li>• Food and drink is carried and used if necessary</li> </ul>	Low	Check Clients regularly
Equipment	Clients and Staff	<ul style="list-style-type: none"> <li>• Ensure equipment is provided in good repair suitable for the task.</li> <li>• All users are made aware of any potential hazards and are shown correct operating techniques.</li> <li>• Appropriate safety equipment is supplied where required.</li> </ul>	Low	None
Slips, trips and falls	Clients and Staff	<ul style="list-style-type: none"> <li>• Inspect the site and remove where possible, any hazards.</li> <li>• Keep tools and materials stored safely and tidily.</li> <li>• Inform everyone of their personal responsibility to look out for trip hazards.</li> </ul>	Low	Continual monitoring
Biohazards	Clients and Staff	<ul style="list-style-type: none"> <li>• Ensure hands are clean before eating or drinking.</li> <li>• Cover any broken skin before work. Promptly cover any cuts with waterproof plasters.</li> <li>• Inform every one of potential harmful vegetation and if necessary keep skin covered to avoid irritation.</li> </ul>	Low	None

*continued...*

Manual Handling	Clients and Staff	<ul style="list-style-type: none"> <li>• Explain risks and demonstrate correct lifting techniques.</li> </ul>	Low	None
Tools, Work equipment	Clients, Staff and Public	<ul style="list-style-type: none"> <li>• Tool safety talk is given to all users. Explain potential risks to users. Demonstrate correct use of equipment and correct techniques.</li> <li>• All tools are counted out and back in before leaving the work site.</li> <li>• A note should be taken of who has charge of what tool.</li> </ul>	Low	Personal protective equipment necessary should be provided.
Other Users	Clients	<ul style="list-style-type: none"> <li>• Staff to be aware and make the clients aware of other users, and other members of the public.</li> </ul>	Low	None

Risk assessment carried out by:

Position:

Signed:

Date:

Risk assessment reviewed by:

Position:

Signed:

Date:





