

Premises Risk Assessment - September 2021 V5

This risk assessment and control document is a template and has been used to assess potential risks and identify any control methods.

This document has been put together using a 5x5 matrix of a 'Likelihood' against 'Severity'. It is recognised that although control measures can change the 'likelihood' of an event occurring, this may not reduce the 'severity' of an event. You should aim to reduce risks 'so far as reasonably practicable'.

Completed risk assessment forms should be saved for reference. Each updated version should be saved with a new Version number.

The product of **severity** and **likelihood** provides an action level, as shown in the tables below:-

Matrix:-

Likelihood (L):					
Certain 5	Very Low	Medium	High	Very High	Very High
Very Likely 4	Very Low	Low	Medium	High	Very High
Probable 3	Acceptable	Very Low	Low	Medium	High
Possible 2	Acceptable	Very Low	Very Low	Low	Medium
Unlikely 1	Acceptable	Acceptable	Acceptable	Very Low	Very Low
Severity (S):	Insignificant	Minor	Moderate	Major	Death
	1	2	3	4	5

Action Level:-

L x S Score	20-25	Very High – Stop activity immediately
	15-19	High – Action required in 1 day
	10-14	Medium – Action required in 1 week
	7-9	Low – Action required in 3 months
	4-6	Very Low - Minimal action required, consider controls where possible
	1-3	Acceptable – no action required

Premises Risk Assessment - September 2021 V5

A: Outside Areas

Risk	Concern:	Likelihood 1 - 5	Severity 1 - 5	Rating (P x S)	Control Measures:	Likelihood 1 - 5	Severity 1 - 5	Rating (P x S)
<p>Staff parking</p> <p>Poorly parked vehicles blocking entrances and exits could cause disruption and accidents – staff/pupils and visitors</p> <p>Cars parked outside of marked bays may obstruct the road causing difficulties for other public road users and cause disruption and accidents</p>	<p>Staff bring cars to work and there are not enough car parking spaces for all to be in marked bays. This causes cars to block each other in and parking on kerbs and roadside which may prevent accidents or quick departure for vehicles in an emergency.</p> <p>Pupils gaining access to car park area and being at risk of being hit by a vehicle</p>	4	5	20	<p>Marked car parking bays are identified.</p> <p>The new build provides walkways for staff, and children to access the site safely</p> <p>Office holds records of staff cars and registration so that messages can be given over the phone system in each classroom if cars requiring moving during the day.</p>	1	2	2

Premises Risk Assessment - September 2021 V5

<p>Transport drop off and collection</p> <p>What would a driver do if there was a medical emergency on board a taxi or bus when a medically qualified person was not on board</p> <p>What are the instructions to drivers if a breakdown was to occur, irrespective of whether there was a medical emergency or not – clearly in relation to special school pupils?</p> <p>What checks are made on the drivers of school transport to ensure the safety of students – and the appropriateness of the behaviours which are shown by 'some' drivers</p> <p>Staff should continue to monitor the behaviour and attitudes of transport</p>	<p>Pupils travel to, and are collected from, school on school transport services provided by Suffolk County Council.</p> <p>Concerns are often raised by staff and parents about the safety and training of some individuals and the consistency of vehicles/staffing</p> <p>Some pupils carry controlled medication on these journeys in a vehicle with other vulnerable pupils, if this medication was not secure it could be inappropriately used/ingested by other pupils</p>	5	5	25	<p>Phone 999, policy is that taxi drivers/PAs do not intervene.</p> <p>All advice on this is in the leaflet provided in hard copy and online - http://www.suffolkonboard.com/content/download/4158/14367/Safeguarding+Leaflet2.pdf</p> <p>All drivers have undergone enhanced DBS checks and are either fully licenced by the relevant local authority or have vocational licences issued by DVSA. Where incidents are reported they are dealt with in conjunction with the LADO and MASH teams where appropriate. In all but the least serious cases drivers are usually suspended pending investigation</p> <p>PAs are not employed by SCC, they are employed by the contractor and SCC conducts the DBS check. PAs are also required to attend regular training days arranged and funded by SCC. Incidents are dealt with as with drivers (above)</p> <p>All staff on buses must be aware of any medication they are carrying – from home and/or from school. Staff remove medication on arrival and place in first aid cupboard.</p> <p>Staff to report via safeguarding any drivers/passenger assistants who feel</p>	2	1	2
---	---	---	---	----	--	---	---	---

Premises Risk Assessment - September 2021 V5

staff to ensure all pupils are handled appropriately.					they are holding pupils incorrectly (such as holding wrists), or are in potential danger from lack of supervision or awareness of the pupils needs. School staff should not enter SCC vehicles unless it has been risk assessed to do so – in these instances, these should be clearly noted on the child's Risk Reduction Document.			
---	--	--	--	--	---	--	--	--

Premises Risk Assessment - September 2021 V5

<p>Transport drop off/collection points</p> <p>Risk to pupils boarding and onboarding vehicles</p>	<p>Routes designated to transport drop off and collection points on both North and South Campus.</p>	<p>4</p>	<p>5</p>	<p>20</p>	<p>Bus Contractors and Parents have been informed to not exit vehicles until in the safe 'drop off' zone – between the brick lines on the road (double width area). Staff to address any vehicles/parents who do not adhere to safety measures.</p> <p>All staff to assist in the organisation of transport duty daily on both sites.</p> <p>Staff will be present and collect pupils quickly and safely and take them to their classrooms.</p> <p>Always ensure that all drivers/passenger assistants have ID badges and pupils are assisted to board/disembark transport safely and appropriately.</p> <p>All school staff to wear high visibility jackets on transport (and face coverings)</p> <p>Transport in the afternoon called via Teams to maintain safety in classrooms</p>	<p>2</p>	<p>1</p>	<p>2</p>
---	--	----------	----------	-----------	--	----------	----------	----------

Premises Risk Assessment - September 2021 V5

<p>Traffic routes for school transport access</p>	<p>The general principles for safe traffic routes:</p> <p>Make sure they are wide enough for the safe movement of the largest vehicle</p> <p>Ensure surfaces are suitable – firm, good drainage and even to avoid slips, trips and falls</p> <p>Avoid steep slopes</p> <p>Avoid sharp corners and blind bends</p> <p>Keep them clear of obstructions</p> <p>Make sure the route is clearly signposted and marked</p> <p>Keep them properly maintained</p>	4	4	16	<p>Designated staff manage the number of vehicles entering and exiting each site at the beginning and end of the day. They wear hi-visibility vests to ensure they are seen.</p> <p>Routines are in place for transport vehicles and staff – these should be monitored and adhered to as poor or dangerous parking can cause restricted space and risk to other vehicles and pupils accessing them.</p> <p>New painted lines on all routes are visible.</p> <p>Double width roadway allows traffic to pass safely.</p> <p>Bricked lines are in place on South Campus – no vehicles outside of this area are to be loaded/unloaded</p>	2	1	2
<p>Forest Schools</p>	<p>Danger of tripping over objects in Forest School area</p> <p>Danger of slips and falls – North Campus Forest School area – up the bank</p> <p>Danger of falling off objects when exploring</p>	4	3	12	<p>See Forest Schools Risk Assessment: Appendix 1</p>	2	1	2

Premises Risk Assessment - September 2021 V5

<p><u>Contractors</u></p> <p>Limited space for vehicles containing materials can be cumbersome causing obstructions to other vehicles and pedestrians</p>		4	3	12	<p>Vehicles accessing the site with materials will not have access between 8.30am and 10am.</p> <p>Contractors are overseen by caretakers who: Provide them with relevant information such as vehicle and pedestrian routes, speed limits, designated loading, unloading and parking areas and site rules</p> <p>Liaise with them to consider all risks from other work activities and agree how the work will be undertaken Monitor them to ensure they work safely and comply with site rules Ensure action is taken when they operate in an unsafe manner</p>	2	1	2
<p><u>Perimeters</u></p> <p>Any gaps in fences could lead to pupils absconding</p>	Continued building works	4	4	16	<p>Caretakers are responsible for walking and checking perimeters for any damage every morning and evening – any damage or concerns to be raised immediately</p> <p>Pupils to always be supervised when outside</p>	2	1	2

Premises Risk Assessment - September 2021 V5

<p><u>Playground/Outdoor Gym Area</u></p> <p>Equipment damage</p>	<p>Instability causing falls and subsequent injury. Abrasion/scratches on damaged wood/metalwork.</p>	<p>4</p>	<p>4</p>	<p>16</p>	<p>Regular checks for defects and reporting of these inspections of play and sports equipment - Staff report any damage seen or created to site staff immediately.</p> <p>Damaged play equipment to be deemed out of use until repaired. Annual maintenance agreement in place and repairs undertaken where necessary.</p>	<p>2</p>	<p>1</p>	<p>2</p>
---	---	----------	----------	-----------	--	----------	----------	----------

Premises Risk Assessment - September 2021 V5

<p><u>Playground/Outdoor Gym Area</u></p> <p>Play Equipment</p> <p>Cuts / abrasions, bumps, broken limbs, any injuries which can be sustained from falls</p>	<p>Lack of supervision - Staff need to be aware of any potential dangers when pupils using equipment on the playground and supervise accordingly.</p> <p>Pupils who may pose specific risks such as hurting others, dangerous behaviour etc should be identified and strategies in place and detailed in their individual pupil risk assessment</p>	4	4	16	<p>Restrict and control numbers on apparatus at one time</p> <p>Ensure that the equipment is appropriate for the age of the pupils using it.</p> <p>Age groups are segregated to minimise risks –Reception/Year 1 children have their own playground area to KS1 and KS2</p> <p>Supervision of use always required.</p> <p>Apparatus not to be used when unduly wet and slippery.</p> <p>Clear rules about appropriate behaviour shared with pupils.</p> <p>Ensure that impact absorbing surfaces are present where there is a significant risk of a fall.</p> <p>Encourage turn-taking when pupils want to access equipment.</p> <p>First Aid forms completed if any cuts and grazes are sustained on the playground equipment.</p> <p>Leadership will complete daily walks and monitor usage and safety.</p>			
--	---	---	---	----	--	--	--	--

Premises Risk Assessment - September 2021 V5

<p><u>Playground</u></p> <p><u>Challenging Behaviour/Specific Needs including medical and mobility</u></p>	<p>Seizures, falls due to instability, cuts / abrasions, bumps, broken limbs</p>	<p>4</p>	<p>3</p>	<p>12</p>	<p>Pupils who pose a significant risk have these risks identified in their individual pupil risk assessment and staff are deployed to ensure high level adult support where necessary.</p> <p>Any injuries sustained on the playground must be recorded. Process in place to ensure that parents are made aware of incidents and any first aid administered (phone calls from Welfare Team), follow up provided for injured pupils – ensure Risk Reduction Document is appropriate, amend as necessary.</p>	<p>2</p>	<p>1</p>	<p>2</p>
<p><u>Playground</u></p> <p><u>Play items</u></p> <p>Bikes, Balls, Scooters</p>	<p>Damaged equipment could cause injury</p>	<p>2</p>	<p>4</p>	<p>8</p>	<p>Ensure items are used only for their intended purpose. Any damaged equipment to be removed immediately.</p> <p>Bikes to have maintenance checks on a regular basis. Games to be played in appropriate location and staff supervision.</p>	<p>2</p>	<p>1</p>	<p>2</p>

Premises Risk Assessment - September 2021 V5

<p><u>Playground</u></p> <p><u>Security</u></p> <p>Unsupervised contact with adults</p> <p>Absconding / children leaving the school grounds unobserved.</p>	<p>Temporary Fencing boundaries (see attached)</p>	<p>4</p>	<p>5</p>	<p>20</p>	<p>Maintained, unbreached fencing (no holes or gaps)</p> <p>Visitors accompanied by school staff from point of entry – lanyards distinguish between supervision required for visitors in school</p> <p>Gates and doors closed throughout the school day and accessed only by staff (fobs)</p> <p>Supervision levels appropriate for the layout of the site and the play areas, and supervisory staff monitor perimeter.</p> <p>Identify any blind spots due to walls, trees, bushes, play equipment, etc.</p>	<p>2</p>	<p>1</p>	<p>2</p>
---	--	----------	----------	-----------	---	----------	----------	----------

Premises Risk Assessment - September 2021 V5

<p>Playground Environment</p> <p>Litter, glass Trees, poisonous or thorny plants</p>		3	3	9	<p>Inspection of the area and litter pick as required – daily.</p> <p>Awareness of items in bins on playgrounds and what pupils may put in mouths, ingest.</p> <p>Awareness of allergies in individual pupils.</p> <p>Grounds maintenance contract in place which includes a tree survey to identify any foreseeable risks from falling branches etc.</p> <p>Identify any plants identified as being an irritant or a danger – remove</p> <p>Be aware of weather conditions especially wet weather and ice - Indoor play time defined in certain conditions.</p>	2	1	2
---	--	---	---	---	--	---	---	---

Premises Risk Assessment - September 2021 V5

B: Building

Risk	Concern:	Likelihood 1 - 5	Severity 1 - 5	Rating (P x S)	Control Measures:	Likelihood 1 - 5	Severity 1 - 5	Rating (P x S)
<u>Visitors to the building</u> Stranger Danger GDPR	Unauthorised access to the building	5	5	25	The proximity of the school is off the beaten track and not highly visible from the main roads. All visitors electronically sign in using the 'Inventory' system, upon arrive and are given a 'visitor' badge. All professionals/services visiting school provide ID and are entered on the SCR. Visitors accompanied by school staff from point of entry – lanyards distinguish between supervision required for visitors in school. All staff are instructed to challenge any individuals in the building not wearing a lanyard or using a mobile phone as part of the Safeguarding processes.	1	2	2
<u>Office and Admin Area</u>	Slips, trips and falls Electricity	4	4	16	Staff briefed in correct use of computer equipment. Staff provided with suitable, ergonomic chairs, with adjustable height.	2	1	2

Premises Risk Assessment - September 2021 V5

					<p>Cables must not be permitted to trail across floors.</p> <p>Staff made aware of the dangers of leaving drawers open and will ensure they are closed when not being used.</p> <p>Floor to be kept clear of tripping hazards.</p> <p>A good standard of cable management will be observed, and cable tidy receptacles provided and fitted where needed.</p> <p>Double extension plugs are NOT permitted.</p> <p>See 'DSE' specified RA (Appendix 3)</p>			
<p><u>Small kitchen areas</u></p> <p>Injury from electrical fault, use of tools, including knives, use of equipment</p> <p>Fire Hazards</p>	<p>Lack of adult supervision</p> <p>Lack of vigilance with equipment</p> <p>Infection Control</p>	4	5	20	<p>Attention to be paid to good housekeeping by all staff.</p> <p>Electrical items (e.g.: microwave, fridge, kettle) PAT tested annually by a qualified person.</p> <p>Fridge temperature taken and recorded daily.</p> <p>Fridges cleaned regularly and defrosted ½ termly.</p> <p>Food products stored in secure, airtight containers only, showing date opened and use by date.</p>	2	1	2

Premises Risk Assessment - September 2021 V5

					<p>Only 3 people in the kitchen at 1 time (including pupils demonstrating independent skills).</p> <p>Pupils always supervised.</p>			
<p>Services</p> <p>Biomass, swimming pool chemicals – risk of ingestion and poisoning</p>		5	5	25	<p>All areas containing pumps, tanks and similar supply facilities to be always kept locked and free from storage of flammable materials.</p> <p>Mains isolator switches are clearly marked.</p> <p>Adequate ventilation to be always maintained.</p> <p>Staff to be aware of lone working procedure when working alone (Appendix 4)</p> <p>Fire control measures to be in place and tested with easy access.</p>	1	2	2
<p>Slips, trips and falls</p> <p>Poor housekeeping</p> <p>Untidy classrooms and shared areas</p>		4	4	16	<p>Do not allow cables to trail across walkways.</p> <p>Mains outlet sockets to be kept in good condition and not damaged or cracked in anyway.</p> <p>Child-safety scissors only to be available and used in classrooms and tidied away after use.</p>	2	1	2

Premises Risk Assessment - September 2021 V5

				25	<p>Safety glass to be used throughout the school.</p> <p>Chairs and desks to be maintained in good condition: 'wobbly' or sharp-edged furniture to be removed from the school site.</p> <p>Carpet / floor edges to be kept in good condition.</p> <p>Any repairs required to be reported in the maintenance log (dated) and effected.</p> <p>Always sweep up any debris in the classroom (including dropped food, leaves, mud, classroom resources)</p> <p>See 'Slips, Trips and Falls' designated RA (Appendix 5)</p>			
<u>Electrical Safety</u>	Electricity can kill or severely injure people and cause damage to property. Even non-fatal shocks can cause severe and permanent injury. Those using or working with electricity may not be the only ones at risk – poor electrical installations and faulty electrical appliances can lead to fire, which may also cause death or injury to others. Most of these accidents can be avoided by careful planning and straightforward precautions.	5	5	25	<p><u>Ensure people working on or with your electrical equipment or systems are 'competent' for the task.</u></p> <p>Competent means having suitable training, skill, and knowledge for the task to prevent injury to themselves and others.</p> <p><u>Ensure the electrical installation is safe</u></p> <p>Make sure that:</p> <p>new electrical systems are installed to a suitable standard, e.g. BS 7671</p>	2	1	2

Premises Risk Assessment - September 2021 V5

					<p>Requirements for electrical installations,1 and then maintain them in a safe condition;</p> <p>existing installations are maintained in a safe condition; and</p> <p>you provide enough socket outlets because overloading socket outlets by using adaptors can cause fire.</p> <p><u>Provide safe and suitable equipment</u></p> <p>Choose equipment that is suitable for its working environment.</p> <p>Make sure that equipment is safe when supplied and that it is then maintained in a safe condition.</p> <p>For portable equipment, use socket outlets which are close by so that equipment can be easily disconnected in an emergency.</p> <p>The ends of flexible cables should always have the outer sheath of the cable firmly clamped to stop the wires (particularly the earth) pulling out of the terminals.</p> <p>Replace damaged sections of cable completely.</p> <p>Use proper connectors or cable couplers to join lengths of cable. Do not use strip connector blocks</p>			
--	--	--	--	--	---	--	--	--

Premises Risk Assessment - September 2021 V5

				25	<p>covered in insulating tape.</p> <p><u>Reduce the voltage</u></p> <p>One of the best ways of reducing the risk of injury when using electrical equipment is to limit the supply voltage to the lowest needed to get the job done</p> <p><u>Carry out preventative maintenance</u></p> <p>All electrical equipment, including portable equipment and installations, should be maintained (so far as reasonably practicable) to prevent danger; this is a requirement of the Electricity at Work Regulations 1989.</p> <p><u>REPORT ALL FAULTS TO SITE STAFF IMMEDIATELY— Damaged or defective equipment should be removed from use and either repaired by someone competent or disposed of to prevent its further use.</u></p> <p>Site Staff will maintain a record and labelling system to monitor and review the effectiveness of the maintenance process</p>			4
<u>Fire Alarm, Hazards and Procedures</u>		5	5	25	<p>See comprehensive Fire Risk Assessment completed by Vertas (<i>in Fire Folder</i>)</p> <p>All documentation kept in Fire Folder</p>	2	2	4

Premises Risk Assessment - September 2021 V5

					All classrooms and shared spaces to display a copy of the Fire Evacuation Process – this needs to be by the fire exit door.			
<u>First Aid, First Aiders and reporting procedures</u>		3	3	9	See First Aid Risk Assessment (Appendix 6) for comprehensive process and procedures	2	1	2
<u>Dining Room 'Café'</u> Illness from bacteria, injury from cutlery, injury from slipping and falling	Poor supervision of pupils Poor housekeeping standards Hot surfaces – burns and scalds Cutlery and other objects which could be thrown	4	4	16	Supervision of pupils at all times, pupils will access the café area once a week to develop skills in smaller groups Rules and standards to be adhered to in the Dining Room All spillages to be mopped up immediately and a 'wet floor' sign placed on the wet area. All staff are required to complete the Food Safety course (inc teachers, TAs and MDSA's). First aiders present or available always – designated first aiders in place for both Campuses Dining staff to wear protective gloves, hair coverings and aprons. Kitchen to be clean and in good repair (Vertas).	2	1	2

Premises Risk Assessment - September 2021 V5

					<p>All staff to wash hands before and after handling food.</p> <p>All surfaces that encounter food must be well maintained and easily cleaned.</p> <p>Cleaning programme in place including arrangements for 'deep clean' times.</p>			
<p><u>Classrooms</u></p> <p>Seclusion</p> <p>Children could potentially ingest cleaning fluids or pour it on the floor, causing a medical /choking hazard, a slip hazard or an irritation to the skin</p> <p>Unsecure workstation shelves – slips, trips and falls</p> <p>Obstacles and untidiness in the classroom, floor spillages, resources left out in the classroom</p>	<p>Child being held in seclusion in the outside area, where a door lock prevents re-entry to the classroom.</p> <p>Child leaving the classroom and in imminent risk (accessing toilet areas and outside areas with lack of supervision)</p> <p>Storage of cleaning fluids</p> <p>Electrical Safety – see above</p> <p>Children could hide under the shelves or lean on them in an inappropriate manner, causing the shelves to fall onto the pupil. This could cause physical and emotional pain.</p>	4	4	16	<p>Seclusion is illegal and the child could experience emotional and physical harm - Once a pupil can go into the outside area the door must be kept open, or a member of staff must be outside with the pupil, or the door must be on the latch so the pupil can re-enters the classroom when they choose, and an adult must observe the pupils from the window.</p> <p>Three doors on South Campus, and two on North Campus, have been fitted with high handles as a preventative measure. No child is left alone in these classrooms and this is not a lock. Access to another exit to the outside with fewer identified risks are always available when in these rooms.</p> <p>All staff to be aware of the need to ensure the door to the playground is kept open if a pupil is outside, or the need to accompany a pupil</p>	1	1	1

Premises Risk Assessment - September 2021 V5

				16	<p>outside, or the need to put the latch on the door and observe from the window.</p> <p>Cleaning fluids not kept in classrooms – if needed, housekeeper or caretaker to be called. Hand soap and sanitiser clearly labelled and accessed with adult supervision.</p> <p>Staff remain vigilant, ensuring there are clear pathways in the classroom, picking up toys/resources as necessary and directing children that have physical difficulties around the furniture so they can learn to move around obstacles.</p> <p>Floor cleaned, swept, mopped as required</p>			
<u>ICI</u>		4	4	16	<p>Annual electrical testing.</p> <p>Good ventilation / windows and doors.</p> <p>Regular cleaning of keyboards and mice.</p> <p>Pupils and staff spend time away from computers during the day to maintain safe levels.</p>	2	1	2

Premises Risk Assessment - September 2021 V5

<p>Oxygen</p> <p>Incorrect Storage - External fire or heat impacting on the oxygen</p> <p>Empty cylinder abuse</p> <p>Manual handling injury or property damage due to incorrect handling.</p>	<p>Unknown quantity of gas cylinders in premises.</p> <p>Incorrect use of oxygen and equipment causing a backfire, flashback or gas leak.</p> <p>Use of faulty or incorrect equipment resulting in fire</p>	4	4	16	<p>Close oxygen and cylinder valves.</p> <p>Treat empty cylinders as though full, applying the same precautions.</p> <p>Remove cylinder key.</p> <p>Store empty cylinders in designated area.</p> <p>Return empty cylinders to gas supplier or agent as soon as possible</p> <p>Store the oxygen and empty cylinders in a secure location away from flammable/combustible materials and sources of ignition.</p> <p>Move large cylinders using a suitable trolley or seek assistance. Do not drop gas cylinders and never try to catch a falling cylinder.</p> <p>Secure cylinders in a suitable cylinder trolley, cylinder support bracket or placed in a cylinder pen.</p> <p>Maintain up-to-date list of gas cylinders stored on site (location and quantity).</p> <p>Train all users in:</p> <ul style="list-style-type: none"> - Properties of the gases; - The safe use of the equipment; 	1	1	1
---	---	---	---	----	---	---	---	---

Premises Risk Assessment - September 2021 V5

					<p>- Precautions to be taken;</p> <p>- The use of fire extinguishers; - Emergency Procedures including the BOC document entitled "KEY ACTIONS for dealing with cylinders in the event of fire".</p> <p>Carry out pre-use equipment checks on the oxygen and equipment</p> <p>Provide procedures/work instructions for the safe use of the equipment.</p> <p>Use the correct pressures and nozzle size for the job</p> <p>Only use equipment supplied by a reputable equipment supplier which has been designed for the intended gas service i.e. oxygen and acetylene compatible. Refer BCGA CP7 - routine inspection and maintenance.</p> <p>Only use equipment designed for oxygen and label any such equipment appropriately.</p> <p>Replace defective equipment before attempting to use the oxygen</p> <p>Clear the immediate work area of any flammable materials and or put in place suitable fire screens or blankets to prevent contact between sparks and flammables.</p>			
--	--	--	--	--	---	--	--	--

Premises Risk Assessment - September 2021 V5

				16	<p>Oxygen only used for oxygen therapy (BS/RA)</p> <p>Students have an up to date prescription and consent form for trained staff to administer oxygen when necessary</p> <p>Regular checks by hospital to assess oxygen prescription</p> <p>SpLSA/CCN Team provide Oxygen Therapy training</p>			
Use of Tumble Dryers	<p>Reduced airflow – overheating</p> <p>Insufficient cooling cycles – higher temperatures reached</p> <p>Inappropriate fabrics and fabrics contaminated with combustible substances (grease/oil/fats) – may ignite and cause fire</p> <p>Faulty Devices – fire and electrocution</p>	4	4	16	<p>Lint filters should be cleaned before use and not allowed to accumulate – signs in laundry rooms to remind staff to 'de-fluff' and put on air vents (process chart available)</p> <p>Tumble Dryer not in use when building is unattended</p> <p>Always use the cooling cycle - Items should not be removed and piled/stacked while hot</p> <p>Contaminated fabrics should be first washed in hot water with extra detergent to reduce contamination</p> <p>Rubber material/latex foam NOT to be dried in tumble dryer</p> <p>Maintenance carried out regularly – any faults reported ASAP</p>	2	2	4

Premises Risk Assessment - September 2021 V5

C: Curriculum/Activities

Risk	Concern:	Likelihood 1 - 5	Severity 1 - 5	Rating (P x S)	Control Measures:	Likelihood 1 - 5	Severity 1 - 5	Rating (P x S)
PE Lifting large equipment Use of apparatus	Pupils could cause injuries by carrying equipment awkwardly resulting in trips, falls or incorrect posture If apparatus is not fixed securely pupils could fall and injure themselves and others around them If apparatus is not fit for purpose due to damage or does not comply to requirements both pupils and staff could be injured	3	3	9	Staff carry large equipment which may be awkward. Staff supervise the carrying of equipment if pupils moving it Apparatus checked for safety each time it is used Staff to check equipment has been assembled correctly. If concerns about safety of equipment not to be used but to be reported Annual checks for any large equipment/apparatus (trampoline/benches etc)	2	1	2

Premises Risk Assessment - September 2021 V5

<p>PE</p> <p>Jewellery</p> <p>Clothing</p> <p>Long Hair</p>	<p>Pupils and/or staff wearing jewellery could catch items on equipment causing injury to self or others</p> <p>Inappropriate clothing and footwear could cause pupils and/or staff to slip, trip and/or fall. Clothing could get caught on equipment and cause injury</p> <p>Long hair can get caught in equipment and can obscure vision</p>	3	3	9	<p>All jewellery, watches etc to be removed</p> <p>All long hair to be tied back</p> <p>Staff and children to wear appropriate footwear at all times</p>	1	1	1
<p>PE</p> <p>Untidy PE cupboard making it a hazard</p> <p>Wet surfaces</p> <p>Obstructions in Hall</p>	<p>Equipment not stored correctly causes a hazard to anyone entering the cupboard.</p> <p>Items could fall from height, could cause trip hazards on the floor causing injury</p>	3	3	9	<p>All obstructions on the floor are removed</p> <p>Items stored on shelves are stored securely so not to present falling objects from height</p> <p>Staff check floor is dry and safe for use (especially following dinnertimes in the hall) All spillages to be cleaned up appropriately or area of the hall not used</p> <p>Staff check hall is clear of obstructions</p>	2	1	2
<p>PE</p> <p>Injuries</p> <p>Medication</p>	<p>Activities not carried out correctly could result in sprains and strains of muscles (pupils and staff)</p> <p>Pupils may require medication for asthma during or following exercise</p>	4	4	16	<p>Staff to call for a first aider if not trained themselves</p> <p>Staff / children who need inhalers should always have them with them, kept safely with adults</p>	2	1	2

Premises Risk Assessment - September 2021 V5

<p>ART</p> <p>Use of scissors</p>	<p>Children need to be taught, and reminded, how to use and work with scissors, and may need to gain experience by cutting different types of scrap materials.</p> <p>Teach children to carry scissors holding the closed blades in their fist and walk steadily when carrying them to prevent injury to self or others.</p>	3	3	9	<p>When choosing scissors consider the age, experience and maturity of children; their hand size and dominant hand; the material to be cut; and the supervision and support available.</p> <p>Plastic blade - rounded ends: difficult to cut hair or skin</p> <p>Metal blade - rounded ends: All-purpose scissors can cut thin card. Available for left- or right-handed use and suitable for all children who have learnt how to use scissors</p> <p>Loop or easy grip scissors: Can be held in the fist rather than the fingers. Require less effort than conventional scissors. Since the blades are naturally open, these are supplied with a blade cover for storage - suitable for children who find it difficult to use conventional scissors</p> <p>Training scissors for adult and child: These have holes for a child's hand and an adult hand too. By placing a hand over the child's, an adult can model cutting - o be used by an adult supporting a child learning how to use scissors, or who needs additional support.</p> <p>To be used by an adult supporting a child learning how to use scissors, or who needs additional support.</p>	2	1	2
--	--	---	---	---	--	---	---	---

Premises Risk Assessment - September 2021 V5

					<p>Soft grip scissors: These have a soft insert in the handles which makes it more comfortable for children to use - suitable for all children that have learnt how to use scissors</p> <p>Scissors that cut in different patterns (e.g. crazy cut): Cut zig-zag and other fancy edges - suitable for all children that have learnt how to use scissors</p>			
<p>ART</p> <p>Glues and adhesives - FUMES</p>	<p>Solvent based glues can be both toxic and flammable and therefore must comply with COSHH Regulations.</p> <p>Staff and pupils at risk from fire hazards</p>	4	4	16	<p>A COSHH assessment in place</p> <p>Staff aware of the hazard warning symbols on the containers and staff and pupils should follow the instructions.</p> <p>Only use where a safer alternative cannot be found. Always use in a well-ventilated area and quantities kept to a minimum.</p> <p>Use of CLEAPSS guidance where necessary</p>	2	1	2

Premises Risk Assessment - September 2021 V5

<p>ART</p> <p>Glues and adhesives -</p> <p>Irritation and burns to skin</p>	<p>Solvent based glues can be both toxic and flammable and therefore must comply with COSHH Regulations.</p> <p>Staff and pupils at risk from fire hazards</p>	4	4	16	<p>The COSHH assessment identifies any protective clothing that is required when using solvent based glues.</p> <p>All solvent based glues must be securely stored to prevent unauthorised use.</p> <p>Wallpaper paste containing a fungicide and super glue are not suitable for use in primary schools.</p> <p>Hot glue guns should be of a low temperature type; this is usually stated on the gun.</p> <p>Hot glue guns only to be used under supervision.</p> <p>Where possible use low temperature glue sticks (usually oval in cross section).</p> <p>Read the manufacturer's instructions before use to ensure all staff are aware of the instructions.</p> <p>Hot glue guns should be used over a piece of hardboard or another similar place mat. Stands are available to support them.</p>	2	1	2
--	--	---	---	----	---	---	---	---

Premises Risk Assessment - September 2021 V5

<p>Specific Art Activities</p> <p>Textiles: Dyeing and printing</p> <p>Fabric paints, printing inks, crayons and markers</p>	<p>Commercially produced dyes, mordents and fixatives are NOT suitable for use with primary/SEN school children.</p> <p>Staff should always be aware of product safety before use</p> <p>Binders that contain a fungicide are a potential risk to all, always store them with the lid firmly fixed to avoid air-born spores. Ideally these should not be used and a safe alternative identified</p>	4	4	16	<p>Dyes that are home-made from natural ingredients freely available in supermarkets can be used with children to dye textiles e.g. onions, beetroot, blackberries.</p> <p>Salt or vinegar can be used as fixatives</p> <p>There are a variety of non-toxic, water-based paints, inks, crayons and markers available that children can use to decorate textiles.</p> <p>These resources are stored in a dry, cool place away from heat sources.</p> <p>Non-toxic fabric crayons and non-toxic water-based fabric pens are suitable for school children to use.</p> <p>Always follow manufacturers' instructions.</p> <p>Non-toxic, water-based paints for textiles are available in different types and forms for use with different types of materials.</p> <p>Printing inks are non-toxic and water based.</p> <p>Water-based acrylic and poster paints can be mixed with a solvent-free, non-toxic binder to use for printing or painting textiles.</p>	2	1	2
---	---	---	---	----	--	---	---	---

Premises Risk Assessment - September 2021 V5

					PVA can be mixed with paint as a binding agent. Natural binders such as egg yolk, egg white and linseed oil can also be used.			
--	--	--	--	--	---	--	--	--

Premises Risk Assessment - September 2021 V5

<p>Specific Art Activities</p> <p>Textiles: Sewing, knitting, crocheting, and weaving</p> <p>Needles are sharp and can cause injury</p> <p>Potential inappropriate use of equipment</p> <p>Use of equipment</p> <p>Fabric scissors</p>	<p>Staff and all pupils at risk of injury from sharp needles either through personal use or from pupils using them inappropriately, including as 'weapons'</p> <p>Stitch/Seam ripper</p> <p>Contains small blade which could cause injury to pupils and staff</p> <p>Large fabric shears could be too cumbersome for school children to use comfortably and safely.</p>	3	3	9	<p>When planning a textiles activity, it's important to consider:</p> <ul style="list-style-type: none"> -The children's strength and manual dexterity -The children's skills i.e. how well they can already sew, knit, etc -The nature of materials being used, e.g. thick and heavy or thin and light -The tools to be used; the right tool for the right job. e.g. using the correct needle minimises the risk of it breaking, makes the job easier, and reduced the risk of being pricked. <p>A small forked tool with a small blade used for slipping under stitches to cut or unpick them. Those with lids are safer to store, and the lid can be used to elongate the handle. In use, ensure that the blade is pointing away from the user's body and away from other people.</p> <p>Adult supervision</p> <p>Smaller fabric scissors are suitable for schoolchildren who should be taught the correct way to carry them to minimise risk.</p>	2	1	2
---	---	---	---	---	---	---	---	---

Premises Risk Assessment - September 2021 V5

<p>FOOD PREPARATION</p> <p>Work areas and appliances</p>	<p>In general, food preparation requires close supervision. At the point of cooking, supervision should be 1:1 to prevent injuries, burns and fire hazards</p> <p>Appliances that are repeatedly moved, plugged in and unplugged are liable to damage which increases the risk of electric shock to pupils and staff</p> <p>Long power cables can be damaged by trapping in cupboard doors, by being caught in their own mechanism or by touching hot objects, e.g. on a hob. These can subsequently cause injury to staff and pupils</p> <p>Staff and pupils are at risk of heat-based injury, including scalds and various intensity of burns Particular care must be taken with hobs which do not show that they are hot as pupils may touch</p>	4	4	16	<p>Before beginning, work surfaces and surrounding floors are cleared of unnecessary 'stuff', and thoroughly wipe down preparation and cooking surfaces with a clean cloth and hot soapy water. Dry with a separate clean cloth</p> <p>Repeat cleaning after cooking to ensure any spills or drips are removed</p> <p>Keep sharp utensils and appliances well out of the way until needed</p> <p>Situate electrical appliances at a safe distance from water</p> <p>Check that electrical plugs and cables are not damaged</p> <p>Work surfaces, hobs, ovens and washing up facilities should be at the right height for children to use safely.</p> <p>Children should be able to carry out the activity and see what they are doing without standing on anything.</p> <p>When using portable electrical equipment, there should be sufficient electric socket outlets for easy access and it should not be necessary to trail extension leads across walkways or other appliances.</p>	1	2	2
---	---	---	---	----	--	---	---	---

Premises Risk Assessment - September 2021 V5

					<p>When washing up an electrical appliance do not allow water to get into the electric motor or wiring.</p> <p>Use of oven and hobs Halogen, electric and ceramic hobs are suitable for school aged children. When using a hob plate children should be able to look down at what they are cooking and not have to overreach.</p> <p>They should not have to reach over other hob plates to cook. Children should be taught:</p> <ul style="list-style-type: none">-to stand back when an oven door is opened to avoid blasts of hot air-to always use oven gloves when handling hot food and utensils that, after any type of hob has been turned off, rings and plates may no longer be visibly hot but have yet to cool down. <p>Position pan handles to reduce the chance of them being accidentally knocked.</p> <p>Guard against scalds from steam when lifting a saucepan lid.</p> <p>Mixers Food processors, stand mixers, food blenders and stick blenders are not suitable for use by primary school children as they have sharp, open, spinning blades and attachments.</p>			
--	--	--	--	--	---	--	--	--

Premises Risk Assessment - September 2021 V5

					<p>However, they may be used by an adult during a demonstration or in preparing foods such as smoothies or soups.</p> <p>Kettles Primary school children should not use kettles to heat or transfer water. Kettles should be used by adults.</p> <p>Cleaning Knives, peelers and graters, etc, should always be hand washed, and always by an adult. To avoid scalds when children are involved in washing up after cooking, water should not be too hot. Some children may need to use latex-free gloves to protect their hands. Children should not wash up equipment that is too large or heavy for them. Where children help to clean and wash up, they should do so under close supervision</p>			
--	--	--	--	--	--	--	--	--

Premises Risk Assessment - September 2021 V5

<p>FOOD PREPARATION</p> <p>Pots, pans, bowls and utensils</p> <p>All equipment used with primary school children should be an appropriate size and be light enough for children to hold, use and move safely when filled. Where this is not the case, an adult may need to move equipment that becomes too heavy or hot for children to manoeuvre safely.</p>	<p>Baking trays and bakeware Children must be taught that trays remain hot after coming out of the oven. Silicone bakeware remains flexible when heated, so presents a greater risk of spilling hot substances when removing cooked food from the oven.</p> <p>Pans The weight of the pan, empty and full, should be considered. Handles should remain cool in use to prevent burns and scalds</p> <p>Sieves and flour shakers Total weight, including the ingredient, should be manageable by the children. Both sieving and shaking flour will create clouds of particles which could obscure vision or cause respiratory difficulties if inhaled</p> <p>Utensils All utensils should be an appropriate size and weight for children to use. Utensils used when heating food should have heat-resistant handles and be made of heat resistant materials to prevent burns and scalds.</p> <p>Mixing bowls Bowls can be dropped causing breakages and spillages which</p>	3	3	9	<p>All children can put food onto a cold baking tray ready for cooking. When working with younger children, an adult should put trays into or take them out of a hot oven and ensure that they are out of reach until cool.</p> <p>Ensure that equipment is fit for purpose and causes the least conductivity through the handles.</p> <p>Adult supervision to be considered for each individual for each activity.</p> <p>All children can use sieves and flour shakers. The level of supervision depends on the child's experience and ability to use this equipment correctly.</p> <p>The level of supervision depends on the child's experience and ability to use this equipment correctly and safely.</p> <p>To avoid breakages, mixing bowls should be made of plastic or metal. They should be of a manageable size for the children and not too heavy when filled. Adult supervision should be considered prior to each activity.</p> <p>All equipment to be on a level and stable surface when in use.</p>	2	1	2
--	--	---	---	---	--	---	---	---

Premises Risk Assessment - September 2021 V5

	children could slip or hurt themselves on.							
--	--	--	--	--	--	--	--	--

Premises Risk Assessment - September 2021 V5

<p>FOOD PREPARATION</p> <p>Knives and cutting utensils</p>	<p>Use of knives can cause risks to both staff and pupils as can cause injury from cuts and if handled inappropriately could cause danger and fatality.</p> <p>Box graters are good and relatively safe to grate cheese and vegetables – pupils may need support to ensure their fingers do not get too close to the grater causing skin to be grazed and broken</p>	4	5	20	<p>Sharp utensils should be stored in a safe, secure place with adult access only. An adult should count them out and collect them back in.</p> <p>Knives should only be carried by an adult, with the blade pointing down and held by the handle. An adult should distribute sharp utensils only when the children are ready to use them.</p> <p>Children should be taught how to correctly hold and use a knife and should be introduced to the correct knife to use for the task they are doing. Children should be taught to cut away from their hand and to keep their fingers clear of the blade using a claw or bridge grip. Always try to match what is to be cut with the age and experience of the child. A safety holder, such as an onion holder, will help younger, less experienced children to hold vegetables or fruit whilst they are cutting.</p> <p>Graters</p> <p>Some children may need an adult to hold the grater whilst they grate the food. If not using a food holder, adults must make sure that children's fingers do not get too close to the grater to avoid any abrasions.</p>	2	2	4
---	--	---	---	----	--	---	---	---

Premises Risk Assessment - September 2021 V5

					The level of supervision will depend on the age and skill of the children as well as their predicted behaviour. It should never be less than moderate supervision but is likely to be closer than this. The size and type of the knife should be appropriate for the child's age and fine motor ability.			
--	--	--	--	--	--	--	--	--

Premises Risk Assessment - September 2021 V5

<p>FOOD PREPARATION</p> <p>Chopping Boards</p>	<p>Cross contamination can cause food poisoning and affect anyone who uses boards across the school</p>	<p>3</p>	<p>3</p>	<p>9</p>	<p>Chopping boards should always be used when cutting or chopping ingredients.</p> <p>Always use a clean chopping board, which should be made of wood or plastic only.</p> <p>Boards should be pre-rinsed before washing and also afterwards to remove any detergent. Dry the board immediately to prevent moisture causing cracking and warping.</p> <p>Clean dishcloths should be used for washing the board and paper towels or clean tea towels should be used to dry it.</p> <p>Boards are coded so they can be easily distinguished for use with different food groups to prevent cross contamination. As well as, or instead of, colours some chopping boards have pictures and words to identify food groups.</p> <p>Wooden boards can be cleaned in a number of ways but should not be put through a dishwasher as this causes them to warp.</p> <p>Plastic chopping boards are scored by use and can blunt knives more quickly than wooden boards.</p>	<p>2</p>	<p>1</p>	<p>2</p>
<p>SCIENCE</p> <p>Resources</p>	<p>Labelled resources help staff to organise and manage resources, ensuring safety is maintained, especially the safe organisation of electrical equipment</p>	<p>4</p>	<p>4</p>	<p>16</p>	<p>Examine equipment before use to assess any damage in case it needs repair or replacement.</p>	<p>2</p>	<p>1</p>	<p>2</p>

Premises Risk Assessment - September 2021 V5

					Any broken or faulty equipment to be disposed of appropriately.			
SCIENCE Use of batteries	Batteries gradually self-discharge then may start to leak corrosive materials, damaging the equipment they are in.	4	4	16	<p>Keep them in their original packaging until you are ready to use them and use older batteries first.</p> <p>Once opened keep the batteries in a plastic tray to reduce the chance of short-circuits, and store them in a cool, dry place. Consider removing batteries from equipment that remain unused for long periods of time.</p> <p>Avoid mixing new batteries in a circuit with ones that have been used a lot because this can cause battery leakage. When connecting more than one battery ensure they are all nose-to-tail, i.e. the + end of one connects to the - end of the next. Check the batteries for dents and other damage before they are used, and dispose of any that are not in good condition. Tip</p> <p>If you come across a leaky battery in equipment, wear disposable/rubber gloves and eye protection, then carefully remove the battery and put it in a sealable clear plastic bag for disposal labelled 'leaking zinc chloride (or equivalent) battery'. Use dampened kitchen-roll paper to remove the leaked material and put</p>	2	1	2

Premises Risk Assessment - September 2021 V5

					<p>this into the bag with the batteries. When all the leaked material has been cleaned up, seal the bag and talk to your site manager about disposal. This could be alongside other hazardous waste such as old fluorescent tubes.</p>			
<p>SCIENCE</p> <p>Magnifiers and microscopes</p> <p>X10 magnifiers give a good level of detail but can be difficult to use because the object needs to be close to the lens, which needs to be close to the eye causing risk to objects being put or lodged into the eye</p> <p>Microscopes cause higher magnification and many have built in lights which can get hot</p>	<p>Pupils are at risk of small objects getting into their eyes</p> <p>When handling microscope pupils could drop them causing breakages and risk to both staff and pupils</p> <p>Lights which get hot when in constant use can cause burns and scalds if touched causing risk to pupils and staff.</p>	4	4	16	<p>Magnifiers and microscopes can aid observation, identification and classification, whilst supporting the development of enquiry skills and manipulating equipment.</p> <p>They are straightforward to use though some equipment may require adult supervision, depending on the age, maturity and experience of the children. It is suggested that children become familiar with magnification through a hand lens or similar magnifier before using a microscope.</p> <p>Teach children how to handle them carefully: carry them with two hands to avoid dropping them, do not shake them, hand them to each other carefully and store them in protective coverings or packaging.</p> <p>Purchase microscopes with LED light sources which do not get hot</p>	2	1	2

Premises Risk Assessment - September 2021 V5

<p>SCIENCE</p> <p>Plants</p>	<p>If irritant is present this could cause irritation to skin, or cause allergic reactions. Pupils and staff could be at risk of allergen reactions causing severe health concerns including respiratory difficulties, swollen body parts.</p>	4	4	16	<p>Wash hands after all handling of flowers and plants.</p> <p>Ensure children do not taste or put any of the plants near their mouths.</p> <p>Call first aider if required</p> <p>Call 999 if serious reaction occurs</p>	2	1	2
<p>SWIMMING</p>		5	5	25	<p>See attached comprehensive swimming pool RA. (Appendix 7)</p>	2	2	4
<p>SOFT PLAY-INTENSIVE INTERACTION</p>	<p>Injuries due to slipping and falling, incorrect use of equipment, colliding participants, over exuberance, pre-existing conditions, choking, loose objects, damaged equipment and/or insufficient staffing levels</p>	5	4	20	<p>Appropriate supervision levels in place – small groups recommended with appropriate staffing to avoid overcrowding and risks of bumping into each other</p> <p>Intensive Interaction is an activity requiring close adult supervision, planned sessions should be in place for use of room – lesson plans to be completed/PBSP and RA to contain strategies for use of room if appropriate</p> <p>Unintended use of the equipment is not permitted and monitored by staff to ensure safety</p> <p>Use of Sensory Integration Swing (South Soft Play/Sensory Integration Room – North)</p>	2	2	4

Premises Risk Assessment - September 2021 V5

					<ul style="list-style-type: none"> - always check fittings of the swing before use. - the swing should be used by one pupil at a time and not for adult use. Adults should not share the swing with child due to the risk of falling and causing injury. - Excessive swinging at height should be avoided. - If using the swing, no other children should be present/accessing the soft play area as this causes risk. - use of the swing in the Soft Play area (South) and in the Sensory Integration Room (North), should be a planned session for sensory purposes, it is not a toy <p>Dynamic Risk Assessment to be made to ensure safety (e.g. in case of pupils who may suffer from asthma/mobility concerns)</p> <p>No food or drink permitted in Soft Play area No jewellery to be worn – shoes to be removed before entering</p> <p>Cleaning and inspection of equipment carried out regularly</p> <p>Any equipment which is damaged is removed immediately</p> <p>All staff aware of emergency evacuation process and procedure.</p>			
--	--	--	--	--	---	--	--	--

Premises Risk Assessment - September 2021 V5

					<p>All incidents/accidents reported in Accident Book</p> <p>In the event of urination, defecation, blood spillage or vomiting (bodily fluids), the room will be immediately closed until a full clean and disinfection has taken place</p>			
SENSORY STUDIO	<p>As above</p> <p>Magic Carpet equipment can become hot and cause burns</p> <p>Bright projection lighting</p> <p>Slips, Trips and Falls – Magic Carpet</p>	4	4	16	<p>All equipment checked and serviced regularly</p> <p>Trained staff to use the Magic Carpet equipment only. Be aware that the unit can become hot and pupils not to touch or climb on equipment (staff supervision essential)</p> <p>Ensure pupils do not look directly into projecting light</p> <p>Ensure Magic Carpet is rolled out and flat to floor and edges are not curled up causing tripping hazard</p>	2	2	4
WATER PLAY (Sensory)	<p>Water depth – children/adults drowning if mouth and nose were to be covered by water or if they fell in the water</p> <p>Wet floors inside – slips, trips and falls</p>	4	3	12	<p>Adult supervision at all times, at least one adult outside with the children and one adult inside when children return to the classroom</p> <p>Towels available – towel on floor near door to wipe and dry feet as much as possible before entering the classroom. Wrap child in towel and</p>	2	1	2

Premises Risk Assessment - September 2021 V5

	<p>Water contamination – sickness and illness</p> <p>In adequate clothing – over exposure</p>				<p>any wet patches on the floor to be wiped and dried immediately</p> <p>Fresh water to be used each time water play occurs. Any contamination of water seen (e.g.: urinating/spitting), the water will be immediately drained, tubs to be appropriately cleaned and disinfected before refilling.</p>			
TRAMPETTES (Sensory)	<p>Slips, trips and falls – from trampette onto ground</p> <p>Damaged/faulty equipment</p> <p>Inadequate levels of supervision</p> <p>Inclement weather – increased risks of slips, trips and falls and damage to equipment</p>	4	3	12	<p>Do not exceed the maximum user weight limit provided by trampette provider (usually 200lb)</p> <p>Excess weight and improper use can cause damage quicker</p> <p>Damaged equipment to be removed immediately</p> <p>Keep trampette clean and ensure any contamination (e.g. urination/defecation/spitting) is cleaned immediately and disinfected appropriately</p> <p>Be aware of pupil medical conditions which may cause disorientation (e.g.: HI/VI/epilepsy) and ensure a dynamic risk assessment is undertaken</p> <p>Regularly check the equipment for damage/rusting and maintain appropriately</p>	2	1	2

Premises Risk Assessment - September 2021 V5

					<p>The area around the trampette should be clear of dangerous objects and should not be placed near fences, trees and on a flat surface.</p> <p>All staff aware of dangers</p> <p>No food and/or drink allowed on trampette</p> <p>Store indoors when not in use</p> <p>Users should remove all jewellery, clothing should be appropriate (no hard studs/points – buckles etc), hard shoes should not be worn.</p> <p>One pupil at any time on the trampette</p>			
--	--	--	--	--	--	--	--	--

Premises Risk Assessment - September 2021 V5

D: Building Maintenance

Risk	Concern:	Likelihood 1 - 5	Severity 1 - 5	Rating (P x S)	Control Measures:	Likelihood 1 - 5	Severity 1 - 5	Rating (P x S)
<p>Working at height Working on Rooftops</p> <p>Working on a ladder</p>	<p>Slips, falls Items being dropped from a height</p>	4	5	20	<p>The school is a single storey building.</p> <p>If working on the roof, staff / contractor must be training for working at heights / on roof.</p> <p>Working alone on roof work is strictly forbidden.</p> <p>In the event that urgent work is required during the school day, the area below the working site will be temporarily fenced off</p> <p>Working at height training required. Staff / contractors may NOT work alone with ladders.</p> <p>Any ladders used must be in good condition.</p> <p>Any area of the school is within earshot of help at all times thus additional 'panic button' communication systems are not required.</p>	2	1	2

Premises Risk Assessment - September 2021 V5

<p>Lone Working</p>	<p>Working alone is not in itself against the law and it will often be safe to do so. However, the law requires employers to consider carefully, and then deal with, any health and safety risks for people working alone.</p>	<p>4</p>	<p>4</p>	<p>20</p>	<p>Employers have a duty to assess risks to lone workers and take steps to avoid or control risks where necessary. This must include:</p> <ul style="list-style-type: none"> ■ involving workers when considering potential risks and measures to control them; ■ taking steps to ensure risks are removed where possible, or putting in place control measures, e.g. carefully selecting work equipment to ensure the worker is able to perform the required tasks in safety; ■ instruction, training and supervision; ■ reviewing risk assessments periodically or when there has been a significant change in working practice. <p>This may include:</p> <ul style="list-style-type: none"> ■ being aware that some tasks may be too difficult or dangerous to be carried out by an unaccompanied worker; ■ where a lone worker is working at another employer's workplace, informing that other employer of the risks and the required control measures; ■ when a risk assessment shows it is not possible for the work to be conducted safely by a lone worker, addressing that risk by making arrangements to provide help or back-up. 	<p>2</p>	<p>1</p>	<p>2</p>
----------------------------	--	----------	----------	-----------	---	----------	----------	----------

Premises Risk Assessment - September 2021 V5

					<p>By law, employers must consult all their employees on health and safety matters.</p> <p>Effective consultation will also help ensure that relevant hazards are identified, and appropriate and proportionate control measures are chosen</p>			
Contractors -	<p>Safety and Security</p> <p>Misuse of tools</p> <p>Slips, trips and falls</p>	3	3	9	<p>Contractors/ maintenance staff are required to sign in and out as with all visitors.</p> <p>Contractors are required to state, in a pre-work meeting with the Headteacher, before beginning work during school hours, what hazards they may create and how they are going to control them.</p> <p>External contractors must supply evidence of public liability insurance, which is kept by the Bursar's Office.</p> <p>Contractors to be properly supervised and monitored while on the school site during school hours</p> <p>The doors which lead to the building site area will be locked to ensure no unauthorised access</p>	1	1	1

Premises Risk Assessment - September 2021 V5

Toilet Areas	Risk of infection, slips and falls	4	4	16	<p>Toilet areas to be maintained in good condition and any faults logged in the maintenance log and repaired expediently.</p> <p>Soap and drying facilities supplied and working 100% of the time.</p> <p>Disabled toilets fitted with handrails and alarms.</p> <p>Sanitary disposal system in place, managed under contract by a professional external company.</p>	2	1	2
Fragile Roofs	Skylights in roof				<p>Fragility of roof material is ascertained prior to work commencing;</p> <ul style="list-style-type: none"> • Fragile roofs are identified with warning signs. • Site Supervisor is advised not go onto or near to a fragile surface unless it is the only reasonably practicable way for the work to be completed. • In this situation suitable support is provided by the use of platforms or coverings. Support platforms to be at least 600mm wide and to be provided with means to prevent falls. 			

Premises Risk Assessment - September 2021 V5

Cleaning	Chemical Burns Spillages Slips and Falls Poisoning Allergic Reactions	4	4	16	<p>Cleaners are employed by Vertas under a contract. Cleaning takes place outside of school hours (during Covid 19 this has been increased to ensure all areas are disinfected and cleaned regularly to help prevent spread of the virus).</p> <p>Personal protective clothing such as rubber gloves etc. is available at all times.</p> <p>COSHH control measures for cleaning materials are observed.</p> <p>The cleaning material cupboard is locked when not in use.</p> <p>All electrical equipment has been PAT tested and labelled accordingly.</p> <p>All windows are on the ground floor and ladders or steps are not required.</p> <p>Cleaning staff are required / encouraged to raise concerns to the Headteacher – including requests for extra equipment or concerns about the safety of areas / equipment.</p> <p>Risk Assessments for all cleaning materials are available from Vertas and copies in school.</p>	2	1	2
----------	---	---	---	----	--	---	---	---

(L – Likelihood C – Consequence RR – Risk Rating NRR – New Risk Rating)

Premises Risk Assessment - September 2021 V5

Date..... Assessor's Name..... Signature.....

Date..... Manager's Name..... Signature.....

Premises Risk Assessment - September 2021 V5

Appendices:

1. Forest School Risk Assessment
2. DSE Risk Assessment
3. Lone Working Risk Assessment
4. Slips, Trips and Falls Risk Assessment
5. First Aid Risk Assessment
6. Swimming RA

Premises Risk Assessment - September 2021 V5

Appendix 1: Forest Schools: South Campus

Risk	Concern:	Likelihood 1 - 5	Severity 1 - 5	Rating (P x S)	Control Measures:	Likelihood	Severity	Rating:
Canopy Layer	Tree branches falling. Hitting someone, crushing someone.	3	5	15	Pre-visiting & continuous risk checks, removing dead wood from trees and warn children of risks. Furthermore, not entering the woods when high winds are present. Always have a fully stocked First Aid Kit and First Aider on site.	2	1	3
Shrub Layer/ Ground Layer	Eating Berries or Mushrooms. Poisoning	4	5	20	Tell all children not to pick any berries or mushrooms and tell them not to put them near their mouths or eat them. Additionally, remove any potentially poisons items in the woodland area. Staffing will be sufficient for supervision of all children Use objects of reference or symbols to explain what you're telling the children. Before eating any food make sure all children wash their hands or use an antibacterial gel.	3	2	6

Premises Risk Assessment - September 2021 V5

Shrub Layer/ Ground Layer	Nettles and Brambles. Stinging, scratches and cuts.	4	4	16	Teach the children the types of plants that can cause stinging (nettles) and the types of plants that have thorns, which can scratch or cut you (brambles). Use objects of reference or symbols to explain what you're telling the children. Always have a fully stocked First Aid Kit, and First Aider on site.	2	2	4
Ground Layer	Tree stumps, roots, tree branches. Tripping, falling, cutting themselves.	4	4	16	Inform all children to watch their footing, and to remove bigger roots where possible. Use objects of reference and symbols to explain what you mean. Always have a fully stocked First Aid kit and a First Aider on site.	2	2	4
Other	Tools Cuts, grazes, amputations.	4	5	20	Tools stored away in their safety shields, and in the correct way. Used with an appropriate child to adult ratio. Must have 1:1 adult guidance and supervision when using tools. Follow the correct way to hold and use the tools. Always have a fully stocked First Aid Kit and a First Aider on site.	2	2	4
Other	Escaping Escaping the enclosed area and getting into other areas of the school.	5	5	25	Make sure all the areas are secure. Check for any gaps in fences, and make sure they are fixed before children enter the site. Never leave a child unattended in the woodland setting and explain the boundaries of the woods using objects of reference or symbols.	1	2	2
Shrub layer/ Ground layer/ layer/ other	Eating Choking or upset tummy.	5	3	15	Make sure children are supervised closely in the woodland area. Explain to the children that we don't eat soil, sticks, stones, grass etc, using objects of reference and symbols to explain.	2	2	4

Premises Risk Assessment - September 2021 V5

Ground Layer	Wet ground and muddy areas. Slipping over	4	4	16	Site check carried out before the session starts in order to identify risk. Corner off any hazardous areas that children would be at risk from. Children will be reminded to look carefully when exploring the area, using objects of reference and symbols.	1	2	2
All Layers	Weather Wind Hail Freezing/ Hot temperatures	4	4	16	Weather needs to be checked before every Forest School session to make sure the area is safe to access. Children need to be appropriately dressed for all weathers and all sessions. Children will be out in all safe weather, even snow and rain	1	2	2

Premises Risk Assessment - September 2021 V5

Appendix 2: DSE Risk Assessment

Risk	Concern:	Likelihood 1 - 5	Severity 1 - 5	Rating (P x S)	Control Measures:	Likelihood 1 - 5	Severity 1 - 5	Rating (P x S)
<p>Fatigue, Poorly designed environment and workstations</p> <p>Health and well-being</p>	<p>Incorrect use of DSE or poorly designed workstations or work environments can lead to pain in necks, shoulders, backs, arms, wrists and hands as well as fatigue and eye strain. The causes may not always be obvious.</p>	3	3	9	<p>In law, employers must:</p> <ul style="list-style-type: none"> - do a DSE workstation assessment reduce risks, including making sure workers take breaks from DSE work or - do something different - provide an eye test if a worker asks for one - provide training and information for workers <p>Awareness of employee underlying health needs which may affect posture</p> <p>Advice: Forearms should be approx. horizontal and the users eye level should be the same height as the top of the screen (laptop stands can be made available if needed) Ensure work space is kept tidy and accommodates all documents in an organised and easily reachable space Avoid bright glare and reflections Ensure there is space under the desk to move legs – footrests can be made available</p>	2	1	2

Premises Risk Assessment - September 2021 V5

Appendix 3: Lone Working

Risk	Concern:	Likelihood 1 - 5	Severity 1 - 5	Rating (P x S)	Control Measures:	Likelihood	Severity	Rating:
<p>Working alone is not in itself against the law and it will often be safe to do so. However, the law requires employers to consider carefully, and then deal with, any health and safety risks for people working alone.</p>	<p>Workers have responsibilities to take reasonable care of themselves and other people affected by their work activities and to co-operate with their employers in meeting their legal obligations.</p> <p>People working on their own outside normal hours - cleaners and security, maintenance or repair staff</p>	4	4	16	<p>Employers have a duty to assess risks to lone workers and take steps to avoid or control risks where necessary. This must include:</p> <ul style="list-style-type: none"> ■ involving workers when considering potential risks and measures to control them; ■ taking steps to ensure risks are removed where possible, or putting in place control measures, e.g. carefully selecting work equipment to ensure the worker is able to perform the required tasks in safety; ■ instruction, training and supervision; ■ reviewing risk assessments periodically or when there has been a significant change in working practice. <p>This may include:</p> <ul style="list-style-type: none"> ■ being aware that some tasks may be too difficult or dangerous to be carried out by an unaccompanied worker; 	2	1	2

Premises Risk Assessment - September 2021 V5

					<ul style="list-style-type: none"> ■ where a lone worker is working at another employer's workplace, informing that other employer of the risks and the required control measures; ■ when a risk assessment shows it is not possible for the work to be conducted safely by a lone worker, addressing that risk by making arrangements to provide help or back-up. 			
Adequate levels of supervision	<p>There are some high-risk activities where at least one other person may need to be present.</p> <p>Examples include:</p> <ul style="list-style-type: none"> ■ working in a confined space, where a supervisor may need to be present, along with someone dedicated to the rescue role; ■ working at or near exposed live electricity conductors; ■ working in the health and social care sector dealing with unpredictable client behaviour and situations 	5	4	20	Risk assessment should help employers decide on the right level of supervision	2	1	2

Premises Risk Assessment - September 2021 V5

Appendix 4; Slips, Trips and Falls

What are the risks	Who might be harmed and how	Control Measures			
Contamination on the floor – fluids, dust, food and drink, polythene, cardboard Slips, Trips and Falls	Pupils Staff Visitors Contractors Cuts / abrasions, muscular skeletal and other physical injuries. Fractures Broken bones Significant head / multiple injuries Bruising Shock	The potential triangle -Walkways -Design and maintenance -Housekeeping Review work activities – Staff are to clean up after themselves and take responsibility for cleaning up, or reporting, any spillages which cause hazards. Employee & employer attitude – A positive attitude toward slips and trips is encouraged. When it comes to contamination and housekeeping, all staff encouraged to have a ‘see it sort it’ mentality, rather than a ‘leave it to someone else’ attitude. Suitable and timely cleaning regimes – Cleaning Systems play a big part of contamination control. A good floor that becomes engrained with contamination will soon turn into a slip risk. Vertas have cleaning contract and all issues to be reported as soon as identified Control contamination – Measures in place to help control contamination and to stop it from spreading into other areas of the workplace – mats at entrances Housekeeper employed by Vertas available throughout the school day to ensure that any hazards are cleaned and dealt with in a prompt and sufficient manner	2	1	2
Adverse environmental conditions Slips, Trips and Falls	Pupils Staff Visitors Contractors Cuts / abrasions, muscular skeletal and other physical injuries.	Lighting - it doesn't matter how good the floor is, if you can't see where you are going there is always the risk that someone might slip and fall. Condensation - If the floor were smooth, only a tiny amount of liquid would be sufficient to cause a slip risk, so look out for condensation, which could coat the floor, or humidity which would prevent the floor from fully drying out. Ice on floors – during winter months, or where there are cold stores/freezers, ice may be a problem, site staff use salt on all areas to minimize risk. If ice is severe pupils will be refrained from using playground until deemed safe	2	1	2

Premises Risk Assessment - September 2021 V5

	<p>Fractures</p> <p>Broken bones</p> <p>Significant head / multiple injuries</p> <p>Bruising</p> <p>Shock</p>	<p>Rainwater able to enter building –suitable matting at entrances for people to dry feet thoroughly is provided</p> <p>Housekeeper employed by Vertas available throughout the school day to ensure that any hazards are cleaned and dealt with in a prompt and sufficient manner</p>			
Floor conditions	<p>Pupils</p> <p>Staff</p> <p>Visitors</p> <p>Contractors</p> <p>Cuts / abrasions, muscular skeletal and other physical injuries.</p> <p>Fractures</p> <p>Broken bones</p> <p>Significant head / multiple injuries</p> <p>Bruising</p> <p>Shock</p>	<p>Consider:</p> <p>What tasks might compromise the ability to walk safely? Is there a need to carry, lift, push or pull loads? Are people rushing about? Do they have hands free to hold on to handrails? Are they being distracted?</p> <p>Scrutinise the work activities and process flow to see if it can be handled better. Staff to make dynamic risk assessments if they foresee potential hazards due to flooring – pupils may have a poor knowledge of the risks or poor health and agility/mobility issues to consider. Replace the floor - Replacing the floor should in most instances be a last course of action, but in others might be the only course of action.</p> <p>Housekeeper employed by Vertas available throughout the school day to ensure that any hazards are cleaned and dealt with in a prompt and sufficient manner</p>	2	1	2
Footwear	<p>Pupils</p> <p>Staff</p> <p>Visitors</p> <p>Contractors</p>	<p>Staff are advised of wearing appropriate footwear to maintain safety.</p> <p>The Code of Conduct states: Footwear needs to be practical, protective, and allow the staff member to react appropriately to children's behaviour.</p>	2	1	2

Premises Risk Assessment - September 2021 V5

	<p>Cuts / abrasions, muscular skeletal and other physical injuries.</p> <p>Fractures</p> <p>Broken bones</p> <p>Significant head / multiple injuries</p> <p>Bruising</p> <p>Shock</p>	<p>(Staff) should ensure they take care to be dressed appropriately for the tasks and the work they undertake.</p> <p>Open toe shoes/sandals are advised against and shoes should have enclosed backs</p>			
Trips	<p>Pupils</p> <p>Staff</p> <p>Visitors</p> <p>Contractors</p> <p>Cuts / abrasions, muscular skeletal and other physical injuries.</p> <p>Fractures</p> <p>Broken bones</p> <p>Significant head / multiple injuries</p> <p>Bruising</p> <p>Shock</p>	<p>You need to get all 3 right in order to prevent trips</p> <p>Walkways - Check for suitable walkways? Are they in the right place, are they being used, are they available for use? What tasks are taking place on the walkway, is the task preventing the employee from seeing where he is going for example.</p> <p>Housekeeping – All walkways kept clear, no trailing wires, no obstructions. Employees and cleaners need to have 'a see it, sort it' attitude to ensure these and other work areas are kept clear. Vertas have cleaning contract and all issues to be reported as soon as identified</p> <p>Design and maintenance – floor is suitable for the environment, fitted correctly and properly maintained. Walkways are wide enough & level. Stairs (secondary) suitable,</p> <p>Lighting is sufficient for employees to see hazards</p> <p>Housekeeper employed by Vertas available throughout the school day to ensure that any hazards are cleaned and dealt with in a prompt and sufficient manner</p>	2	1	

Premises Risk Assessment - September 2021 V5

Appendix 5: First Aid Risk Assessment

What are the risks	Who might be harmed and how	Control Measures	Risk Level			HSE Guidance
			L	C	RR	
<p>First Aid in the Workplace</p> <p>Unable to access first aid treatment when needed</p>	<p>Staff</p> <p>Pupils</p> <p>Visitors</p>	<p>The minimum provision on any worksite should be:</p> <ul style="list-style-type: none"> • a suitably stocked first-aid box; • an appointed person to take charge of first-aid arrangements; • information for all employees giving details of first-aid arrangements. <p>Each classroom has a First Aid box and radio communication and/or a telephone to call for support in a First Aid situation.</p> <p>All First Aiders have access to the phone system when on the premises and support where and when needed, if safe to do so. Communication is vital when locating a first aider.</p> <p>First Aid designated areas are available on both sites and all paperwork is maintained in this area.</p> <p>First Aiders have been provided with information of forms which require completion in the event of a situation. These must be returned to the</p>	1	1	1	<p>In assessing your first aid needs, you should consider:</p> <ul style="list-style-type: none"> • the nature of the work you do • workplace hazards and risks (including specific hazards requiring special arrangements) • the nature and size of your workforce • the work patterns of your staff • holiday and other absences of those who will be first aiders • your organisation's history of accidents <p>You may also need to consider:</p> <ul style="list-style-type: none"> • the needs of travelling, remote and lone workers • the distribution of your workforce • the remoteness of any of your sites from emergency medical services • whether your employees work on shared or multi-occupancy sites • first aid provision for non-employees (e.g. members of the public).

Premises Risk Assessment - September 2021 V5

		<p>designated person as soon as possible, but always by the end of the day the incident occurred.</p> <p>All information is collated and shared with the Governing Body and HT</p>				
<p>Injuries caused due to the building and premises</p> <p>Unable to access first aid treatment when needed</p> <p>Serious Injury</p>	<p>Staff</p> <p>Pupils</p> <p>Visitors</p>	<p>Any issues found with the premises to be reported to the Site Staff, (Channel 3), and recorded in caretaking log on B Share -Immediate action taken if, and when, required.</p> <p>The school currently has 10 active First Aiders. First Aid can be sought over the telephone or via the office if needed:</p> <p>Staff are given specific times in holiday periods when the building can be accessed.</p>	1	2	2	<p>Updated courses for First Aiders when required</p> <p>Information to be shared with teachers and staff.</p>
<p>Injuries caused to pupils</p> <p>Bites which break the skin can become infected</p>	<p>Pupils – biting, kicking, scratches, nipping, hitting, throwing objects</p>	<p>The school currently has 10 active First Aiders. First Aid can be sought over the telephone or via the office if needed:</p> <p>All First Aid incidents are recorded via accident forms which are kept at the two offices</p>	2	2	4	<p>Updated courses for First Aiders when required</p> <p>High Risk area identified as the playground – staff reminded of extra vigilance needed, staff to interact with the children to avoid any unwanted behaviour.</p> <p>Where serious harm is being caused these cases will be looked at individually with multi – disciplinary teams</p> <p>Information to be shared with teachers and staff.</p>

Premises Risk Assessment - September 2021 V5

<p>Bumps and Minor Head Injuries</p> <p>Bruising and in extreme cases, broken bones</p>		<p>All information collated upon a half termly spreadsheet. Any patterns/concerns reported to SLT, Safeguarding and/or Behaviour Team as a matter of urgency.</p>				<p>Data collected on pupils harming others and identified and strategies written into PBSP's.</p>
<p>Injuries caused to adults</p> <p>Bites which break the skin can become infected</p> <p>Bumps and Minor Head Injuries</p> <p>Bruising and in extreme cases, broken bones</p>	<p>Adults – biting, kicking, scratches, nipping, hitting, throwing objects</p>	<p>The school currently has 10 active First Aiders. First Aid can be sought over the radio channels or via the office if needed:</p> <p>All First Aid incidents are recorded via accident forms.</p> <p>All information collated upon a half-termly spreadsheet Any patterns/concerns reported to SLT, Safeguarding and/or Behaviour Team as a matter of urgency.</p>	4	3	12	<p>Updated courses for First Aiders when required</p> <p>Information to be shared with teachers and staff.</p> <p>Updated courses for First Aiders when required</p> <p>High Risk pupils and areas identified – staffing looked at regularly, reminded of extra vigilance needed.</p> <p>Where serious harm is being caused these cases will be looked at individually with multi – disciplinary teams.</p> <p>Information to be shared with teachers and staff.</p> <p>Data collected on pupils harming others and identified and strategies written into PBSP's.</p>
<p>First Aid Emergencies</p>	<p>Staff</p> <p>Pupils</p>	<p>Epilepsy – A list of all pupils with Epilepsy is maintained, stating whether</p>	1	2	2	<p>Regular updates for all staff with reference to medical needs of pupils.</p>

Premises Risk Assessment - September 2021 V5

<p>Life-threatening incidents including seizures, anaphylaxis and asthma attacks</p>	<p>Visitors</p>	<p>they have emergency medication and a Care Plan.</p> <p>Allergies – A list of allergies are available in the Medical File. One Epi-Pen (pupil) stored and guidelines for use on Individual Care Plan.</p> <p>Asthma – all inhalers are safely stored, with the young person/adult, at all times. A Care Plan will be completed and available for reference in the Medical File (Grey). This is kept in the First Aid area on each campus.</p> <p>Anyone can call 999 in the event of an emergency (see attached)</p> <p>SLT (HT/DHT) must be informed if 999 has been called.</p>				<p>Processes in place in dealing with emergencies</p> <p>Opportunities for a de-brief following an incident</p> <p>Regular meetings with First Aiders and opportunities for additional/refresher training if needed</p>
<p>Unexpected emergencies</p> <p>Emergencies not planned or aware of (e.g.: allergic reaction, heart problems)</p>	<p>Staff</p> <p>Pupils</p> <p>Visitors</p>	<p>The school currently has 10 active First Aiders. First Aid can be sought over the radio channels or via the office if needed:</p> <p>Telephones and/or radio assistance is available at all times</p>	1	3	3	<p>Not all eventualities can be planned for or known.</p> <p>First Aiders available at all times – if absence affects the number of first aiders available this will be reviewed.</p>

Premises Risk Assessment - September 2021 V5

		<p>School has a defibrillator located outside the South Campus Office on the wall.</p> <p>Care Plans updated with all new information</p>				
<p>Mental Health Awareness</p> <p>Work-related stress, history of mental health issues which can be triggered by incidents or circumstance</p>	<p>Staff</p> <p>Pupils</p> <p>Visitors</p> <p>Inability to cope, function in an appropriate way required for the job role</p> <p>Danger to self and others</p>	<p>Mental Health First Aid (MHFA) England has launched best-practice guidance for employers on how to implement Mental Health First Aid in the workplace. This follows the Health and Safety Executive's (HSE) recent enhancement of its First Aid guidance to clarify the existing need to consider mental health alongside physical health when undertaking a 'needs assessment'.</p> <p>The Bridge School has access to an EAP scheme, (see attached), and this is recommended for all staff if they feel they need support for any issues at home or work. The service is completely confidential.</p>	1	3	3	<p>To date over 15,000 organisations across the country have already trained staff in MHFA England courses but that figure could rise substantially if the HSE's updated guidance is adopted by employers. According to the regulator, 15.4 million working days are lost due to mental ill health every year, and with its updated guidance, there's now a need for employers across all sectors to understand how Mental Health First Aid training should be implemented in the workplace.</p>
<p>Using the De-fibrillator</p>	<p>Staff</p> <p>Pupils</p>	<p>Defibrillators are very easy to use. Although they don't all look the same, they all function in broadly the same way.</p>	1	4	4	<p>Businesses can play a big part in creating a nation of life savers.</p>

Premises Risk Assessment - September 2021 V5

<p>999 operators may ask if you have a defibrillator on the premises when making an emergency call</p>	<p>Visitors</p> <p>Risk of heart failure</p>	<p>You don't need training to use one. The machine gives clear spoken instructions – all you have to do is follow them - and it won't shock someone unless they need it.</p> <p>If you come across someone who is unconscious, unresponsive, not breathing or not breathing normally, they're in cardiac arrest. The most important thing is to call 999 and start CPR to keep the blood flowing to the brain and around the body. After a cardiac arrest, every minute without CPR and defibrillation reduces someone's chance of survival by 10 per cent.</p> <p>If you're on your own, don't interrupt the CPR to go and get a defibrillator. If it's possible, send someone else to find one.</p>				<p>Having a defibrillator in your workplace and training colleagues in CPR means that more people will know what to do when someone has a cardiac arrest.</p> <p>The Health and Safety Executive (HSE) recommend that certain businesses have defibrillators and others should perform a needs assessment to identify if they should have one. This needs assessment includes:</p> <p>Consideration of how many people may be passing through, or near, your workplace (as the likelihood of cardiac arrest increases with more people)</p> <p>the age of those people (as cardiac arrest is more likely with age)</p> <p>the nature of the location (as remoteness may affect emergency service response times).</p> <p>Some businesses choose to have defibrillators on their premises regardless of a needs assessment because they want to demonstrate their commitment to keeping their colleagues and local community safe.</p>
--	--	---	--	--	--	---

Appendix 6: Swimming: General

Premises Risk Assessment - September 2021 V5

Hazard/Risk	Concern:	Likelihood 1 - 5	Severity	Rating	Control Measures:	Likelihood	Severity	Rating:
1.	Medical: Medical emergencies	5	5	25	<p>Proactive interventions to help <u>prevent</u> risk</p> <p>Staff and students who have medication in school <u>MUST</u> bring down their medication if in school which has their details attached. This should be placed in the medication box on the bench inside the pool hall area and <u>MUST</u> be taken back to class with them after the session has finished.</p> <p>All pupils with epilepsy will be staffed 1:1 in the pool</p> <p>Staff will inform Swimming Instructors of any changes to their care plan, increase in medication etc which may have an effect</p> <p>All classes will have a Risk Assessment specific to their class swimming sessions identifying safe levels of staffing and all medical needs</p> <p>Interventions to <u>manage</u> risk</p> <p>Phone available on poolside and will be used to contact First Aiders/SLT/999 as required</p> <p>Reactive interventions to <u>respond</u> to risk outcomes</p> <p>Class Swimming Risk Assessment will be updated as necessary</p>	2	2	4
2.	Behavioural:	5	5	25	<p>Proactive interventions to help <u>prevent</u> risk</p>	2	2	4

Premises Risk Assessment - September 2021 V5

	Inappropriate behaviour could cause risks such as drowning				<p>Children are expected to behave at all times and will be reminded of the expectation to maintain safety so that all involved can learn and have fun.</p> <p>Dynamic Risk Assessments are regularly undertaken to ensure safety is paramount. All notes of behaviour incidents to be recorded and monitored to see if any patterns established.</p> <p>Interventions to <u>manage</u> risk</p> <p>Children given warnings and if needed asked to leave the pool. This will include strategies from their positive behaviour plans.</p> <p>Adequate staff available to ensure pupil/s can be safely removed from the pool as necessary</p> <p>Visuals available</p> <p>Use of phone if necessary</p> <p>Reactive interventions to <u>respond</u> to risk outcomes</p> <p>Update RA and PBSP as necessary</p>			
3.	Swimming Ability: Swimming Instructor will assess abilities and use aids/staff ratio to ensure there is limited risk of drowning.	5	5	25	<p>Proactive interventions to help <u>prevent</u> risk</p> <p>All children are assessed when they first start swimming in school by one of the qualified swimming teachers.</p> <p>Once assessed by the swimming teacher they will let the staff know what ratio and floatation device each child is for their swimming lesson. This will be put in the class risk</p>	2	2	4

Premises Risk Assessment - September 2021 V5

				12	<p>assessment that is sent out to be read, agreed and signed at the start of a new ½ term by all members of staff involved.</p> <p>Interventions to <u>manage</u> risk</p> <p>High staff to child ratio in the pool, continuous assessment throughout the year. Smaller groups when teaching to allow for more space in the water. Spotter on poolside to ensure additional safety and vigilance.</p> <p>Reactive interventions to <u>respond</u> to risk outcomes</p> <p>Update RA as necessary, discussion with class teacher</p>			2
4.	Communication:	4	3	12	<p>Proactive interventions to help <u>prevent</u> risk</p> <p>Use of now and next</p> <p>Use of visual aids around the pool and in the changing rooms to show expectations</p> <p>Staff monitor and support pupils with all communication methods – gesture, sign, symbol, physical and verbal prompting</p> <p>No shouting at pupils</p> <p>Interventions to <u>manage</u> risk</p> <p>Have clear routine, structure and expectations in place</p> <p>Staff maintain communication with each other, both in the pool and on poolside</p>	2	1	2

Premises Risk Assessment - September 2021 V5

					<p>Instructions to be short, simple</p> <p>Staff to follow guidance from the Swimming Instructor</p> <p>Phone communication</p> <p>Reactive interventions to <u>respond</u> to risk outcomes</p> <p>Update RA as necessary</p>			
5.	Mobility/Manual Handling:	4	4	16	<p>Proactive interventions to help <u>prevent</u> risk</p> <p>Staff using the pool hoist will all be trained in how to operate and use for transferring pupils in and out of the water</p> <p>Staff trained in the use of pool hoist will always take the lead in its use, if not trained need to be led by a member of staff that is.</p> <p>Wet slings to be used and of an adequate sizing for the pupils list on wall on poolside changing</p> <p>Interventions to <u>manage</u> risk</p> <p>Manual Handling Risk assessment in place – to be reviewed and updated as needs change - in constant review.</p> <p>Reactive interventions to <u>respond</u> to risk outcomes</p> <p>Swimming Pool PEEP to be used if an emergency evacuation from the pool is required</p>	2	1	2