



Whole School Risk Assessments

We are a UNICEF Rights Respecting School

Date of last review:	Sept 2020
Frequency of review	Ongoing
Reviewed by:	Edith Philipsen
Reported to Governors on:	Nov 2020
Persons at risk:	Children, staff, students, volunteers, parents and visitors at Stepney Park Primary School
Consequences of the identified hazards:	Loss of health, loss of life, loss or damage to property, loss of productivity, financial costs
Methods of communication regarding limiting risks and control measures to be taken	Reference to RAs made during new staff and students'/volunteers' induction training Reference to RAs made in staff handbook Annual refresher training at start of school year Risk assessment folder on staff server

Hyperlinked Overview of all risk assessments.

Risk type				
Accidents and emergencies	Slips, Trips & Falls / Head injuries	First Aid	Defibrillator	Violence
Activities	After School Clubs PE	Display Screen Equipment Photocopiers	Use of electronic white boards Use of stepladders	Music & dance Knives & scissors
Caretaker's duties	Manual Handling Work at Height Use of hand and power tools Use of electrical equipment Noise and vibration from equipment	Cleaning using equipment Using chemicals /COSHH Exposure to sharps Repair and maintenance Snow and ice	Gates / Fencing Trees Responding to intruder alarms Disposal of hazardous /non-hazardous waste	Contract management including: electricity, ponds/ water courses, water safety, gas safety, plant areas, pressure vessels
Expectant mothers	New & Expectant Mothers			
Fire risk assessments	Fire	Oxygen	Washing machines, tumble dryers and dishwashers	Arson
Food and cooking	Cooking/ food handling and preparation	Kitchen		
Individual children Individual staff	As required			
Staff	Stress			
Child protection	Child protection general	Preventing extremism	Visitors and speakers	Work experience volunteers/ students
Allergies and asthma	Allergies and asthma			
Off-site trips and visits	Transportation of pupils	Home visits	Local visits with SEN children	Terrorist attacks
Play and playgrounds	Outdoor play equipment	Playtimes		
Security and access	Access control and security Terrorist attack/ bomb threat	Disabled Access	Lone Working teachers	Arrival and departure times Picking up from Nursery
Spaces and rooms	Classrooms and activities risks Office Toileting and changing nappies	Staffroom Toilets and showers	Dining Hall Corridors, stairs and halls	Storage areas EYFS
Special events	Bouncy castle	Community events	Sports day	Whole school family trip

Other	Sun exposure Stress School Dog	Communicable diseases and handling bodily fluids	Restraint Animals Cell batteries	Lifts & lifting equipment Car park
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Risk type and task or activity covered	Identified hazards (potential to cause harm)	Current control measures in place	Likelihood of harm with control measures in place		Severity of outcome of identified hazards		Final risk score (likelihood x severity)	
			1	Remote	1	Negligible	1-4	Low Risk
			2	Occasional	2	Marginal	5-9	Moderate Risk
			3	Probable	3	Serious	10+	Very High risk
					4	Critical		
					5	Catastrophic		
Accidents: Slips, trips and falls	<p>Potential for injuries including: Broken bones, bruises, grazes, head injuries, burns</p> <p>Due to: PE lessons- inappropriate use of equipment</p> <p>Dropped fruit /skins</p> <p>Slippery staircases – particularly when it rains/snows</p> <p>Dangerous movement up and down the stairs and in halls and corridors by children</p> <p>Spillage of liquid from cups and bottles by adults</p>	<p>Staff to ensure equipment is used correctly. Accidents reported immediately and recorded.</p> <p>Staff to ensure that children put waste in bins. Skins, in particular, should not be dropped on the stairs.</p> <p>Mats on lower stairs to absorb water from footwear. Stairs to be mopped by PM if particularly wet to reduce slippage</p> <p>Children to be accompanied by class teacher always when going to and from the playground School rules to be enforced by all staff about moving sensibly around the building. To ensure a range of games played in different parts of the playground and particularly boisterous games to be calmed down by staff.</p> <p>Adults are not to walk around the school with open cups/bottles/containers. Only sealed and insulated items are allowed. Any spillage must be cleaned up straight away if discovered.</p>	2		3		6	

	<p>Slippery floors due to floor cleaning</p> <p>Messy and faulty playground , playground equipment and stairs</p> <p>Trip hazards in Classrooms</p> <p>Slippery playground due to snow and ice</p> <p>Head injuries not being investigated thoroughly</p>	<p>Cleaners to put out appropriate wet floor signs when stairs and floors are washed.</p> <p>To be kept clean and clear at all times. Wear and tear and damage in the structure to be reported to the Premises Manager. Playground to be audited and maintained once a year</p> <p>Electric wires should not be trailing or hanging. Children should be reminded from time to time about how to sit on their chairs properly</p> <p>Playgrounds to be gritted if conditions are icy, snowy or if inclement weather is predicted. Monitor weather conditions to anticipate when the snow and ice action plan will need to be implemented. It may be necessary for them to start work earlier to implement procedures. Ensure staff who are responsible for gritting / clearing paths have adequate equipment and clothing to carry out the work. Prioritise areas for clearing of snow and gritting of paths, steps and slopes. If slopes and steps remain in a dangerous condition, it may be necessary to prevent access to the affected area and mark accordingly with cones/signs or tape. As time permits, other pathways to entrances and between buildings should be cleared and gritted. Regular inspection of areas. Car parks should not be treated as priority but pathways leading from car parks to the building should be dealt with as soon as possible. Ensure direct access to the main entrance from the site access point is created by clearing a 1 metre wide path. Identify areas, particularly areas such as steps or slopes that may not be safe even when cleared, where “no access” is permitted due to snow and ice. Continue to treat cleared paths with salt and grit if freezing temperatures continue. All staff should be aware of this risk assessment in place for snow and ice and take responsibility for following the designated paths and access routes when such conditions exist as well as enforcing this with pupils/visitors and other staff members. Advise parents of arrangements in place for snow and ice. Where playgrounds remain excessively slippery due to compacted snow and ice, it may be necessary for pupils to be accommodated indoors at break times. If playgrounds remain in use, supervision levels may need to be increased.</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> ● To establish the height/ impact of the fall: Where did you fall? Did your head hit anything? Can you show me? Did anyone see what happened? (Then ask the child that saw what happened if that was a correct reflection) ● To establish symptoms: Where does it hurt? Do you have a headache? Are you dizzy? Are you feeling sick? Can you see normally 			
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		<p>/are things blurry? Are your ears working normally / do you have ringing in your ears?</p> <p>If the fall was from a height:</p> <ul style="list-style-type: none"> • Questions may need to be repeated around 15 minutes later, as symptoms may take a while to become apparent. • Make sure you hand over to another member of staff so they can repeat the questions, if needed <p>If the child displays/ reports any of the symptoms of concussion:</p> <ul style="list-style-type: none"> • Consult SLT • Phone the parent • Monitor the child and stay with the child until the parent arrives • If the child seems to be getting worse or if the parent is taking a long time to arrive: consider calling an ambulance 			
<p>Emergencies: Defibrillator</p>	<p>Potential for injuries including: Internal injuries, burns, heart attack, brain damage, death</p> <p>Due to: Electric shock, incorrect Defib use , faulty Defib, depleted battery of Defib,</p>	<p>Training/ correct use:</p> <ul style="list-style-type: none"> • Ensure 1st aiders receive training on their course and are aware on safe operating instructions to protect themselves from electric shock and to protect the person in Cardiac Arrest • Ensure additional members of staff are trained • Ensure there are trained members of staff on-site at all times, where possible • Ensure lists of trained staff are displayed around the school and in the location where the defib is stored • Ensure there is a sign on the office door and the 1st aid cupboard, clearly indicating that the defib is stored there. • Ensure appropriate infant/ child reduced energy defib electrodes are used for children below 8yrs/ weighing less than 25kg • Ensure a laminated card is kept with the Defib with the operating instructions. (page 3-3 and 3-4 and 3-5) • Ensure a laminated card is kept with the Defib with CPR instructions <p>Maintenance and defib readiness:</p> <ul style="list-style-type: none"> • Ensure a new ECG electrode/ internal battery charger is purchased after every use (purchase from Physio control Lifepak defibrillator) • Check the use by date / expiration date on the electrode packet (which is the same date as the internal battery charger) and replace <u>both</u> before the due date. • Replace the electrode packet and internal battery charger when the indicator indicates batteries are low. • Lid should not be opened unnecessarily to save battery power • Store the Defib away from water, liquids and gas 	<p>1</p>	<p>5</p>	<p>5</p>

		<ul style="list-style-type: none"> ● Ensure the Defib is professionally checked if it is dropped ● Keep the official operating instructions booklet in the office near the Defib ● Add Defib three monthly checks to the medical needs register and ensure that the senior 1st aider checks the following and takes appropriate action as required: <ul style="list-style-type: none"> ○ OK symbol in display must be visible- take action if not ○ Check if there are two adult electrode packet/battery chargers (one plugged into the Defib) and two infant electrode packet/battery chargers.- order if needed. ○ Check the expiration date on the electrode packet/battery chargers and replace <u>both</u> before the due date. ○ Check if there is the following additional equipment in the Defib bag: a razor, an antiseptic wipe, a rescue Mask to mouth to mouth resuscitation, a pair of medical scissors for cutting clothes, two pairs of plastic gloves (1x Medium and 1x large)- replace if needed. ○ If ATTENTION and WRENCH indicators are lit up- take action as per operating instructions in the manual booklet ○ Check that there is no visible damage or cracks – take action if needed ○ Verify that operation instructions, CPR instructions, this Risk assessment and the full operating manual are still stored with the Defib. 			
Accidents: First Aid	Potential for injuries including: Injuries not treated, or not treated appropriately Due to: Lack of trained first aiders, including pediatric first aiders Lack of 1 st aid resources	<p>Ensure only qualified staff assess, treat and record injuries</p> <p>Ensure that there are always paediatric and general trained first aiders on site, including before school for breakfast club, lunchtimes and after school during after school clubs</p> <p>Ensure a first aid kit is taken on a trip and that a trip risk assessment has been carried out if no first aider is going on the trip</p> <p>Have regular 1st aid meetings for all relevant staff so procedures remain clear</p> <p>Ensure one member of staff in given the responsibility to order and check 1st aid resources</p> <p>Ensure lists of 1st aiders are displayed in agreed locations around the school</p>	2	3	6
Activities: Knives and scissors	Potential for injuries including: Cuts and stab wounds Due to: Unsafe use and handling of knives and scissors	<p>Ensure children only use safety scissors (blunt tips)</p> <p>Ensure other (pointed/ sharp tipped) scissors are only accessible to and used by staff</p> <p>Ensure children are trained in handling, carrying and using scissors safety</p> <p>Ensure children only use eating knives (blunt tips)</p> <p>Ensure children are very closely supervised when using pointed/ sharp tipped knives</p>	1	2	2

		Ensuring children do not carry pointed/ sharp tipped knives			
Activities: Before and after school clubs	Potential for injuries and harm including: Physical or sexual abuse Sports and other injuries Children getting lost Due to: Unsupervised staff Unchecked staff Poorly supervised children Poorly trained staff Lack of 1 st aiders Asthma pumps not available	All clubs: Only staff with DBS checks are to be used as tutors Registers to be kept up to date Regular drop-ins by clubs co-ordinator Only use appropriately trained staff. Emergency medication and asthma pumps available for tutors though office staff Follow PE risk assessment Always have a trained 1st aider on site KS1 children to be dropped off a club and supervised until handover has taken place. All club tutors to be personally responsible for handing children over to parents Only year 5 and 6 children and those with written permission to be allowed to walk home alone	2	3	6
Activities: PE	Potential for injuries including: snagging fingers, cut ears from earrings, splinters, broken bones, back injuries, sprains, head injuries Due to: Inappropriate clothing, children wearing jewelry ,faulty apparatus, incorrectly moving, using or storing storing apparatus, incorrect/ inappropriate teaching	Ensure that all children wear appropriate clothing for P.E. Remove jewelry before P.E. lessons Ensure P.E. apparatus is checked and maintained annually by L.A. approved providers Ensure all relevant staff are trained regularly and are able to instruct children on the safe carrying/ storage of apparatus, are able to control behaviour appropriately , and are able to instruct children on the safest way to move around and carry out the exercises	2	3	6
Activities: Photo copiers	Potential for injuries including: Shock/ death Injuries to fingers Minor bleeding Temporary blindness Sprains, back injuries Inhalation/ staining Due to: Electrocution Entrapment Paper cuts White light Manual handling Toner cartridge spillage	Appliances tested and labeled annually. Ensure machines are switched off before attempting clearing mis-feeds. Machines are serviced and maintained by competent person Paper mis-feeds/jams only cleared by authorized personnel. Staff trained adequately, and warned of dangers Ensure heavy objects are only carried by trained staff and stored safely. Ensure paper is stored close to photocopier, to minimize handling Cartridges are only replaced and discarded according to manufacturer's instructions by authorized personnel. Hands always washed afterwards.	1	1	1

<p>Activities: Use of step ladders by staff</p>	<p>Potential for injuries including: Head injury, fracture, bruises, cuts from objects falling, concussion, vertigo or dizziness resulting in falls Due to: Falls from height</p>	<p>All staff must have stepladder induction training from the caretaker so they are aware of the safety procedures. Stepladder suitable for purpose, checked before use and maintained in good condition. Frequent documented checks to ensure equipment in good condition (termly) User is trained in the use of ladders for minor inspection / maintenance tasks. Floor surfaces suitable (firm and even surface) No lone working when working at height PM to attend Work at height training Only PM for South site is allowed to work at height unless suitable training has been provided. For the North site only G4S contractors and hard services staff are allowed to work at height. There is a central ladder register and ladders are inspected on a quarterly basis</p>	1	4	4
<p>Activities: Display screen equipment</p>	<p>Potential for injuries including: Neck, shoulder, back or arm pain, fatigue and eyestrain. Due to: Not following effective practice, not acting on discomfort, not setting up workstations properly, lack of breaks during prolonged use.</p>	<p>Make sure the screen is clean and cleaning materials are made available. If needed: Display screens/ anti-glare measures: Check that text and background colours work well together. Software settings may need adjusting to change text size. Try using different screen colours to reduce flicker, e.g. darker background and lighter text. Add a swivel and tilt mechanism Use a mirror placed in front of the screen to check where reflections are coming from. Move the screen or even the desk and/or shield the screen from the source of reflections. Check that blinds work. Consider anti-glare screen filters as a last resort and seek specialist help. Keyboards: Tilted keyboard to be available Pushing the display screen further back to create more room for the keyboard, hands and wrists. Users of thick, raised keyboards may need a wrist rest. Training can be used to prevent: ● hands bent up at wrist ● hitting the keys too hard ● overstretching the fingers Keyboards should be kept clean. If characters still can't be read, the keyboard may need modifying or replacing. Use a keyboard with a matt finish to reduce glare and/or reflection. Mouse, track ball: Try a different device. Alternative devices such as touch screens may be better for some tasks (but can be worse for others).</p>	1	2	2

Most devices are best placed as close as possible, e.g. right beside the keyboard. Training may be needed to:

- prevent arm overreaching;
- tell users not to leave their hand on the device when it is not being used;
- encourage a relaxed arm and straight wrist.

Support can be gained from, for example, the desk surface or arm of a chair. If not, a separate supporting device may help.

The user should be able to find a comfortable working position with the device.

See if cleaning is required (e.g. of mouse ball and rollers).

Check the work surface is suitable. A mouse mat may be needed.

Users may need training in how to adjust device settings.

Software:

Software should help the user carry out the task, minimise stress and be user-friendly.

Check users have had appropriate training in using the software.

Software should respond quickly and clearly to user input, with adequate feedback, such as clear help messages.

Furniture:

Create more room by moving printers, reference materials etc elsewhere.

If necessary, consider providing new power and telecoms sockets, so equipment can be moved.

Rearrange equipment, papers etc to bring frequently used things within easy reach.

A document holder may be needed, positioned to minimise uncomfortable head and eye movements.

Consider mats or blotters to reduce reflections and glare.

The chair may need repairing or replacing if the user is uncomfortable, or cannot use the adjustment mechanisms.

The user should be able to carry out their work sitting comfortably.

Consider training the user in how to adopt suitable postures while working.

The arms of chairs can stop the user getting close enough to use the equipment comfortably.

Move any obstructions from under the desk.

The user should have a straight back, supported by the chair, with relaxed shoulders.

Adjust the chair height to get the user's arms in the right position, then adjust the VDU height, if necessary. If not, a foot rest may be needed.

Environment:

Space is needed to move, stretch and fidget.

Consider reorganising the office layout and check for obstructions.

Cables should be tidy and not a trip or snag hazard.

		<p>Users should be able to control light levels, e.g. by adjusting window blinds or light switches.</p> <p>Consider shading or repositioning light sources or providing local lighting, e.g. desk lamps (but make sure lights don't cause glare by reflecting off walls or other surfaces).</p> <p>VDUs and other equipment may dry the air, circulate fresh air if possible.</p> <p>Consider a humidifier if discomfort is severe.</p> <p>Control heating. More ventilation or air-conditioning may be required if there is a lot of electronic equipment in the room.</p> <p>Consider moving sources of noise, e.g. printers, away from the user. If not, consider soundproofing.</p>			
<p>Activities: Use of electronic interactive white boards</p>	<p>Potential for injuries including: Broken bones, bruises, grazes, head injuries, eyestrain, electrocution</p> <p>Due to: Tripping, incorrect use</p>	<p>Ensure there are no obstructions in front of IAW</p> <p>Only use safe equipment to stand on to reach top part of IAW</p> <p>Use a soft yellow background instead of white</p> <p>Ensure electric are installed by qualified persons</p>	1	3	3
<p>Activities: Music and Dance</p>	<p>Potential for injuries including: snagging fingers, cut ears from earrings, splinters, broken bones, back injuries, sprains, head injuries, hearing damage</p> <p>Due to: Inappropriate clothing, children wearing jewelry , incorrect/ inappropriate teaching</p>	<p>Ensure that all children wear appropriate clothing for Dance.</p> <p>Remove jewelry before dance lessons</p> <p>Ensure staff play music at an acceptable noise level</p> <p>Ensure staff train children in the appropriate ways to handle musical instruments</p> <p>Ensure all relevant staff are trained regularly and are able to instruct children on the safe carrying/ storage of apparatus, are able to control behaviour appropriately , and are able to instruct children on the safest way to move around and carry out the exercises</p> <p>Music assemblies: ensure a minimum of 2 members of staff in case of emergencies</p>	1	3	3
<p>Caretaker's duties: Contract management including: electricity, ponds/ water courses, water safety, gas safety, plant areas, pressure vessels</p>	<p>Potential for injuries including: Electrocution, cuts, bruises, broken bones, burns</p> <p>Due to: Delayed, faulty and inadequate building works, maintenance and repairs</p>	<p>All electrical, structural, gas, water and plumbing audits, repairs and building maintenance is to be requested from and carried out by the BATTs team in Tower Hamlets council or G4S staff on North site</p> <p>All audits, maintenance e and repairs are to follow the statutory schedule at outlined by TH council</p> <p>All other works are to be carried out by suitable and professionally qualified companies, and should be on the approved Tower Hamlets council suppliers list where possible</p>	1	4	4
<p>Car taker's duties: Manual handling</p>	<p>Potential for injuries including: Cuts / abrasions, muscular skeletal and other physical injuries</p>	<p>Specific manual handling assessment carried out for all one off tasks presenting significant risk / for individuals with medical conditions etc.</p> <p>PM to attend manual handling training. PM forNorth site attends manual handling training every 2-3 years.</p>	1	3	3

	<p>Due to: Incorrect manual handling</p>	<p>Manual handling minimised as far as possible, broken down into smaller loads / assistance sought. Made aware of correct lifting techniques to reduce risk of injury. Appropriate footwear worn Mechanical lifting aids available (trolleys etc.) Good housekeeping and workplace layout. Heavy items stored at waist level. Floor surfaces unobstructed and slip free</p>			
<p>Caretaker's duties: Cleaning using equipment</p>	<p>Potential for injuries including: Cuts / abrasions, muscular skeletal and other physical injuries Due to: Incorrect cleaning using equipment</p>	<p>Manual Handling training carried out for use of floor buffer etc. Training given in correct procedure for use of such equipment.</p>	1	2	2
<p>Caretaker's duties: Use of hand / power tools (drills, wood cutting equipment, hedge cutters, strimmers, etc.)</p>	<p>Potential for injuries including: Cuts / abrasions, muscular skeletal and other physical injuries Electric shocks/burns Impact injury Entanglement with rotating parts Inhalation of dust / fume Irritation to eyes, nose and upper respiratory tract Skin sensitization / disorders Due to: Incorrect use of tools</p>	<p>Where there is a significant risk, ensure that a specific work equipment risk assessment is carried out. Machinery maintained in good condition Any formal servicing / inspection requirements identified, pre-use check conducted by user. Any specific training / instruction requirements identified and provided. Equipment is appropriate (being used for its intended purpose), restricted to authorised users and securely stored. Tools / blades kept sharp and in good condition Work and cutter guards in place. Suitable personal protective equipment (PPE) available to users as required (e.g. eye, hearing protection, boots and overalls) All items of PPE stored carefully, kept clean (not open to potential contaminant) and readily available. For machine operations producing large quantity of dust / fume appropriate RPE (respiratory protective equipment) may be required. Long hair must be tied back; jewellery should be removed or covered and loose clothing covered by a secure apron or overall.</p>	1	4	4
<p>Caretaker's duties: Noise / vibration from equipment e.g. sanding machines, leaf blowers</p>	<p>Potential for injuries including: Hearing damage, circulatory problems, miscommunication, stress Due to: Incorrect use of equipment</p>	<p>Noise/ vibration level from machinery known and displayed Limit exposure times to employees Personal protective equipment issued e.g. ear defenders Limited/ minimal use of vibrating equipment</p>	1	2	2

<p>Caretaker's duties: Use of electrical equipment</p>	<p>Potential for injuries including: Electrical shock Burns Fire Power leads present a tripping hazard (Cuts / abrasions, muscular skeletal and other physical injuries) Due to: Incorrect use of equipment</p>	<p>Pre-use check conducted by users Electrical equipment subject to regular safety inspection and test ('PAT testing') Sufficient outlets to support the range of equipment normally used. Use extension leads and adaptors only where necessary. Mains powered portable equipment to be protected by RCD in higher risk situations, e.g., equipment used outside or in wet conditions, and for equipment where there is a risk of cables being severed. System for reporting faults and taking equipment out of service in place</p>	1	4	4
<p>Caretaker's duties: Using chemicals e.g. paints, greases, oils, cleaning materials, pesticides</p>	<p>Potential for injuries including: Irritation / harm to eyes, nose and upper respiratory tract Skin sensitisation / disorders Poisoning Burns Due to: Unsafe use, storage and handling of chemicals</p>	<p>Less hazardous chemicals used wherever possible. Material Safety Data Sheet for substances obtained from supplier and guidance followed. All containers clearly labelled Chemicals stored appropriately, access restricted. No mixing of chemicals. Activities undertaken outside of school hours where possible. Immediate cleaning up of any spillage COSHH Assessment completed for all hazardous chemicals and control measures implemented. Appropriate Personal Protective Equipment (eg. gloves, goggles etc.) provided and worn where identified in COSHH assessment.</p>	1	4	4
<p>Caretaker's duties: Repair / maintenance Damage to asbestos containing material releasing fibres into the atmosphere</p>	<p>Potential for injuries including: Asbestosis, mesothelioma, pleural thickening lung cancer Due to: Unsafe handling of asbestos</p>	<p>Check site asbestos log information for location of asbestos containing material prior to undertaking any work on the fabric of the building Permission to work/managed by Head/manager/school premises manager/G4S for any work on fabric of the building, as per asbestos management plan All site staff to be aware of the location of ACM's remaining on site. Where there is any doubt about whether a substance or structure may contain asbestos, then no work can be undertaken. The Health and Safety Coordinator should be contacted. (02073644193) (See Asbestos plan for further details)</p>	1	4	4
<p>Caretaker's duties: Exposure to sharps e.g. glass, whilst cleaning public areas</p>	<p>Potential for injuries including: Puncture injuries, cuts, infection, HIV Due to: Unsafe handling of sharps</p>	<p>Pre- cleaning general inspection to identify areas of risk e.g. broken glass, syringes Suitable equipment available Safe disposal procedures Personal protective equipment e.g. gloves when retrieving items or collecting rubbish</p>	2	3	6
<p>Caretaker's duties:</p>	<p>Potential for injuries including:</p>	<p>All access equipment suitable for purpose, checked before use and maintained in good condition. Frequent documented checks to ensure equipment in good condition (termly)</p>	1	4	4

Work at height	Head injury, fracture, bruises, cuts from objects falling, concussion, vertigo or dizziness resulting in falls Due to: Falls from height	User trained in use of ladders for minor inspection / maintenance tasks. Floor surfaces suitable (firm and even surface) No lone working when working at height PM to attend Work at height training On South site only PM is allowed to work at height/North Site. On North Site only G4S Contractors and hard services staff are allowed to work from height. unless suitable training has been provided.			
Car taker's duties: Lone working – locking / unlocking building	Potential for injuries including: Accident / injury, physical assault, cuts / abrasions, muscular skeletal and other physical injuries Due to: Uncontrolled access, delayed assistance in emergency	Ensure there is adequate lighting. If possible follow different procedure daily. Building locked down as soon as possible at end of school day. On site security system, controlled access to building e.g. through coded doors etc. Use of visitor badges / signing in book Challenging unknown visitors where safe to do so. Key holders should be strictly controlled and numbers kept to a minimum. Mobile phone carried/radio communication	1	2	2
Caretaker's duties Respon-ding to intruder alarm holiday periods / out of hours	Potential for injuries including: Accident / injury, cuts / abrasions, muscular skeletal and other physical injuries Due to: Physical assault, delayed assistance in emergency	This will only be done by key holders Chubb's	1	2	2
Caretaker's duties: Disposal of hazardous /non-hazardous waste	Potential for injuries including: Irritation / harm to eyes, nose and upper respiratory tract Skin sensitisation / disorders, poisoning, burns Due to: Unsafe use, storage and handling of chemicals	Disposal of needles and sharps only using approved and sealed containers Ask and follow advice from LA H&S department for all other hazardous waste. Non –hazardous waste: ensure large carpark containers are emptied once a week. Ensure food waste is stored in a sealed container and is not accessible to animals and vermin	1	3	3
Caretaker's duties: Gates, fences	Potential for injuries including: Accident / injury, cuts / abrasions, muscular skeletal and other physical injuries Due to: Broken fences, broken gates, non-functioning gates , escaping children, intruders	Daily visual check on all fences and gates Immediate repair if needed Report to HT is repair is not possible immediately. Additional risk assessments to be put in place if this is the case	2	2	4

	(see also security and access risks)				
Caretaker's duties: Tree maintenance	Potential for injuries including: Accident / injury, cuts / abrasions, muscular skeletal and other physical injuries Due to: Falling trees or tree branches, trailing tree branches	Regular gardening including trimming to be carried out by professional gardeners Daily visual check on all trees Immediate action and trimming if needed Report to HT is repair is not possible immediately. Additional risk assessments to be put in place if this is the case	1	2	2
New and expectant mothers	Potential for injuries including: Backache Increased chance of miscarriage Fatigue Due to: Hormonal and physical changes to body	Referral to OH if needed Increased breaks, including toilet breaks If possible: avoid stairs but use lift instead No heavy lifting	2	3	6
Fire risk assessment	Potential for injuries including: Burns, loss of life, explosion Due to: Faulty fire alarm systems , lack of fire prevention precautions, unsafe use of oxygen	Ensure statutory fire risk assessment is carried out by Tower Hamlets council / fire brigade Act on recommendations and create an action plan asap Ensure fire drills are carried out and recorded termly Ensure PEEPS are reviewed for disabled children and staff Ensure fire emergency evaluation plan is reviewed annually and presented to Governors Reference to fire risks made during new staff induction training Reference to fire risks is made in staff handbook Annual fire safety training at start of school year Staff using oxygen or administering oxygen have special training related to the safe use of oxygen (See separate document titled ' Fire Risk Assessment' for further details)	1	5	5
Fire Risk And other health risk related to use of oxygen	Potential for injuries including: Burns, loss of life including suffocation, brain injury, due to lack of oxygen, explosion, Due to:	Fire risk related actions: This Risk Assessment pointing out specific fire risks re oxygen use is shared with all staff but specifically with staff using and administering oxygen All staff (and where applicable) children involved with the use and administering of oxygen have had appropriate training	1	5	5

	<p>Unsafe storage and use of oxygen</p>	<p>Stickers notifying the fire brigade re the presence of oxygen are on all external doors and the room where the oxygen is stored (Headteacher’s office)</p> <p>Oxygen is stored in well ventilated room, away from heat sources, against an outside wall (Headteacher’s office)</p> <p>Staff administering oxygen are responsible for reporting any faults or issues with oxygen tanks. A leaking cylinder should be taken outside the building and the pharmacist should be contacted for advice.</p> <p>Oxygen will only be used in areas free from naked flames and sources of ignition</p> <p>In the event of a fire, the Fire Brigade will be alerted to the oxygen storage location. The cylinder should be removed to a safe place provided it is safe to do so.</p> <p>The school’s public liability insurance company should be notified that oxygen is stored in the building</p> <p>Health related risk actions:</p> <p>This Risk Assessment pointing out specific health related risks re oxygen use is shared with all staff but specifically with staff using and administering oxygen</p> <p>All staff (and where applicable) children involved with the use and administering of oxygen have had appropriate training by Health professionals</p> <p>Parents are made aware that it is their responsibility to provide up to date information on the requirements of their child’s medical condition</p> <p>Parents will be asked to complete a school medicine record outlining details of the medicine, administration and dosage</p> <p>Parents will be asked to ensure that their emergency contact details are always up to date (both parents and additional emergency contact)</p> <p>An ambulance will be called if the child becomes acutely ill, and a member of staff will accompany the child and remain until parents arrive.</p> <p>Parents should provide oxygen cylinders directly to the school reception</p> <p>A member of staff should be assigned the responsibility for checking that the back-up cylinders remain in date and inform parents when the use-by date is approaching</p> <p>A member of staff should be responsible for checking the amount of oxygen in the cylinder that is used every day</p> <p>The school should ensure it has dispensing pharmacist details and locate this information on the cylinder (name, telephone) .</p> <p>A trained member of staff should always accompany the child whilst on a school trip and should inform the proposed venue , seeking authorization bring oxygen along.</p> <p>The oxygen cylinder should be securely supported when carried in transport in school and in a vehicle.</p> <p>All staff should be made aware of the child and escalating symptoms , and should know who the trained persons in the school are to report issues with the oxygen</p>			
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		A record of each time oxygen is administered with details of amounts and any issues (for insurance purposes). All issues must be reported to the parents			
Cooking/ food handling and preparation	Potential for injuries and harm including: Burns, cuts, allergic reactions, food poisoning, tripping, slipping, electrical shocks from equipment Due to: Misuse of cooking utensils and apparatus, unsafe storage of food, lack of awareness of allergies, lack of hygiene, loose wires, eating food that is too hot, loose hair or clothing	Safety- Children not to go near the oven or stove. Keep area safe. Small groups of children only (5/6 max), warn children re hot food before eating it, tie hair back keep faces away from pots/pans when on unit and steaming hot Children told that they are only to use the equipment when told to & not touch any other equipment in the kitchen Children are shown how to use implements correctly and only for the purpose they were intended (adults to demonstrate), e.g. not poking with a fork, hitting with the rolling pin etc. To explain that if there is a fire that they will evacuate (leave) the building calmly. Tabletop ovens should be positioned safely, with electrical leads posing no hazards to tripping over. Portable Appliance Testing arranged annually. Behaviour -to explain sensible behaviour expectations; walking in the kitchen area, following instructions, sharing equipment Hygiene – to always wash hands before and after working with food. To not put anything in their mouths except when they’ve made and have been given permission to eat it. Ensure all staff are aware of food allergies in group and limit exposure where needed Ensure food is stored in a suitably refrigerated fridge, and is not used and eaten past its use-by date	1	3	3
Kitchen	Potential for injuries including: Burns, cuts, allergic reactions, food poisoning Due to: Misuse of cooking utensils and apparatus, unsafe storage of food, lack of awareness of allergies, lack of hygiene	The school kitchen is only to be used by approved Tower Hamlets catering staff Staff are trained and line managed by Toby Lane staff through a service SLA Ensure Food Agency’s poster re food allergens is displayed on parents’ notice board, dining hall and on school website	1	3	3
Washing machines, tumble dryers and dishwashers	Potential for injuries including: Burns, smoke inhalation Due to: Misuse of cooking utensils and not following manufacturer’s instructions, poor maintenance, incorrect use	Washing machines, tumble dryers and dishwashers are the most likely electrical items to cause fires based on government statistics, therefore: <ul style="list-style-type: none"> ● Always read and follow the manufacturer’s instructions; ● Never leave the appliance unattended or running overnight; ● Never overload the washing machine or dryer; ● Keep the dryer well ventilated ensuring the vent pipe is kink free, not blocked or crushed in any way; ● Clean the filter in the dryer after every use; and ● Have the washing machine, tumble dryer and dishwasher etc serviced regularly by a qualified engineer, include this requirement in your planned preventative maintenance schedule. 	1	4	4

Woodlands	<p>Potential for injuries including: Drowning in Pond, Slips, falls, cuts, stings, reaction to plants, injury to eyes, bites, exposure to heat or ,cold</p> <p>Due to: Slippery decking surfaces, nettle stings, reaction to plants, low hanging branches, branches falling in high wind, cuts from broken glass, bites from foxes, stings from insects</p>	<ul style="list-style-type: none"> ● Make everyone aware of slippery decking in rain. No running on the decking when wet ● Pond covered by mesh ● Litter to be removed if seen and children to be warned about what to do if they find glass or an unknown object ● Warn children about nettle stings, show them nettles. Appropriate clothing to be worn ● Explain Woodlands rules, nothing in mouth in case of reaction to berries or plants ● Safety sweep to identify hanging branches if necessary, could cause eye injury. Branches falling in high winds, cancel sessions ● Safety sweep to check for foxes ● Ensure appropriate clothing for cold/ hot weather. Shaded areas for hot weather or shorten sessions ● Watch for insect stings, get appropriate medical help 			
Allergies and asthma	<p>Potential for injuries/ harm including: Oxygen deprivation, brain and organ damage, death</p> <p>Due to: Asthma attack, anaphylactic shock</p>	<ul style="list-style-type: none"> ● Ensure that the ‘supporting children in schools with medical needs policy’ is reviewed regularly ● Ensure all staff are aware of their respective roles. ● Ensure the Senior First aider who is responsible for maintaining records, checking medical boxes and administering medication and communications systems is line- managed and supported ● Ensure all staff are aware of the symptoms of asthma attacks and anaphylactic stock and are reminded of this and appropriate actions through posters around the school. ● Ensure that Asthma pumps and Epi pens prescribed to children are in date and that all first aiders have received specific training around the use of the Epi-pen ● Ensure that spare and in-date asthma pumps and epi pens are kept in the school and an asthma pump in the emergency grab bag 	1	4	4
Child Protection general	<p>Potential for injuries/ harm including: Burns, bites, bruises, broken bones, cuts, malnutrition, depression, self-harm injuries, genital mutilation , addiction, loss of life</p> <p>Due to: Physical, emotional, sexual abuse, neglect, FGM</p>	<p>Ensure all CP related policies (including the Whistle-blowing policy) are reviewed at least annually and are published online on school website</p> <p>Ensure Governor with CP lead carries out annual CP audit</p> <p>Monitor the implementation of all CP related policies- ongoing</p> <p>Ensure HT and DHT have annual CP training and Safer recruitment training</p> <p>Ensure all of SLT have access to SLT CP chronology files and receive update alerts by email</p> <p>Ensure all staff have annual refresher training and fully accredited CP training once every three years</p> <p>Ensure all new staff have induction CP training and do online CP training module</p>	2	3	6

		<p>Ensure all staff sign the annual record of acknowledgment, including the duty to declare disqualification by association</p> <p>Ensure all new staff/ agency staff are vetted and that the SCR is kept up to date- HT to receive email alerts when updated</p> <p>Ensure school Social Worker is kept up to date, is asked to provide advice and is involved in follow up actions</p> <p>Ensure Learning Mentor is kept involved where appropriate</p> <p>Ensure that there is a culture of openness and respect, where staff feel listened to and where staff feel concerns are being followed up</p>			
<p>Child Protection</p> <p>Work experience volunteers/ students</p>	<p>Potential for injuries/ harm including:</p> <p>Injuries, risk of physical, emotional, sexual and other harm or abuse</p> <p>Due to:</p> <p>Lack of clarity of role, inappropriate behaviour and inappropriate contact with children</p>	<p>Suitability:</p> <p>The student/volunteers' co-ordinator will meet with prospective volunteers and students prior to the start date to ensure suitability.</p> <p>Vetting:</p> <p>Student teachers over the age of 16: ensure only accredited training institutions are used and seek assurance that a satisfactory DBS check has been completed</p> <p>Work experience over 16 with prolonged contact with children: complete a volunteer DBS check prior to start</p> <p>Procedures in place to handle allegations against volunteers will be followed in accordance with the school's safeguarding policies. These will also be referred to the designated officer. The school will inform the DBS as necessary.</p> <p>Safeguarding training:</p> <p>Students/ volunteers are briefed prior to school activities regarding their role and safeguarding elements. They are presented with relevant policies and documents to ensure they fully understand their duties.</p> <p>All volunteers/students will be provided a copy of the school's Child Protection and Safeguarding Policy and procedures for dealing with allegations of abuse. Volunteers/ Students will be expected to sign and declare that they have read and understood the information received.</p> <p>Mobile phones:</p> <p>No mobiles should be used during working hours.</p> <p>No images of the school/children should be taken or stored on any mobile device or posted or commented about via social media websites.</p> <p>Volunteers/Students should leave mobile phones with their personal belongings in a locker and used in break times if necessary. For secondary school work experience students: Parents/school should be informed to ring the school office if an emergency situation occurs</p> <p>Supervision:</p> <p>In-school supervision and instruction will be put into place to ensure that volunteers/students are suited to the task they perform. School will make sure they understand what is expected of them and that they are able to remember and follow instructions.</p> <p>Under no circumstances will a student work experience volunteer who is in school without an enhanced DBS and barring list check, be allowed to be left alone with children or to transport children unsupervised.</p>	2	3	6

		Students/volunteers are not permitted to provide personal care to children.			
Child Protection Preventing extremism	Potential for harm including: Children developing extremist views Due to: Access to inappropriate digital content, being exposed to extremist views from: visitors, staff, family members, online	<p>N.B. the HeadTeacher is the Prevent lead.</p> <p>Ensure CP policy refers to 'Prevent' and that it is reviewed at least annually and is published online on school website</p> <p>Ensure Governor with CP lead carries out annual CP audit</p> <p>Monitor the implementation of CP policy- ongoing</p> <p>Ensure SLT and Governors have regular Prevent training</p> <p>Ensure that Prevent and controversial issues are recorded on chronology and are dealt with by seeking advice</p> <p>Ensure all of SLT have access to SLT CP chronology files and receive update alerts by email</p> <p>Ensure all staff have annual refresher training and full accredited CP training once every three years</p> <p>Ensure all new staff have induction CP training, which refers to Prevent</p> <p>Ensure Learning Mentor is kept involved where appropriate</p> <p>Ensure curriculum is reviewed annually and links to British and Stepney Park school values are made</p> <p>Ensure SLT assembly themes link to Prevent</p> <p>Ensure that there is a culture of openness and respect, where staff feel listened to and where staff feel concerns are being followed up</p> <p>Ensure all visitors to the school are vetted, and if appropriate, sign a declaration (See next RA)</p> <p>Ensure that the E-safety policy and procedures are reviewed regularly, and are being implemented appropriately. This includes restricted and monitored access to internet content</p>	1	3	3
Child Protection Visitors and speakers	Potential for harm including: Children developing extremist views Due to: Being exposed to extremist views from: visitors,	<p>A signed RA for individual events will be needed for each visit to the school</p> <p>The visitor/speaker will be vetted by one or more of the following:</p> <ul style="list-style-type: none"> ● Seeking a recommendation by trusted sources ● Internet search ● Contacting Tower Hamlets Prevent project manager for advice. <p>A member of staff will be usually be present.</p> <p>If a member of staff will be present during the visit: The visitor/ speaker will be carefully monitored to ensure that they are adhering to the school's safeguarding policies and procedures. They will be asked to leave if they are communicating inappropriate messages. State here who will be that member of staff: _____</p> <p>If no member of staff will be present:</p> <ul style="list-style-type: none"> ● Visitors will be given a copy of the Stepney Park CP policy ● They will be asked to sign the Stepney Park External Visitors and Speakers Declaration, which states that: 	1	2	2

		<ul style="list-style-type: none"> ○ They have received a copy of the Stepney Park Child Protection Policy. ○ They support the school in ensuring that all relevant safeguarding requirements are met , including those on preventing children from being exposed to extremist views. ○ They are aware of the Stepney Park's values and that they will not communicate any personal views that would contradict these. 			
Off-site trips and visits: Transportation of pupils	Potential for injuries including: Broken bones, cuts, bruises, loss of life Due to: Use of unsafe transportation, lack of restraint including booster east and seatbelts	All transport must be either public transport, or booked with companies who are listed on the Tower Hamlets approved suppliers list Children must be seated on booster seats where appropriate All children must wear a seatbelt where provided Disabled children must be accompanied by trained adults	1	3	3
Off-site trips and visits Including terrorist attacks	Potential for injuries/ harm including: Injuries, children getting lost, kidnapping Due to: Road accidents, poor supervision, child getting lost in shop, behaviour becoming unsafe, adult or child becomes unwell, <u>terrorist attacks:</u> disruption of travel, emergency evacuation, groups split up, threat to life – bombings- shootings/ stabbings	See individual trip risk assessments for further details. A separate RA must be done for each trip Specific details will be given for: <ul style="list-style-type: none"> ● Transport arrangements including road crossing and mode of transport ● Medical issues affecting specific children ● Staff-pupil ratio ● Safety of activities ● Planning for a terrorist attack: <ul style="list-style-type: none"> ○ Plan alternative route in case travel arrangements are changed, ○ ensure mobile phone numbers are exchanged between each adult leading the trip in case the group is split up , ○ arrange an off-site meeting point in case of evacuation, evacuate to the nearest safe place if needed, ○ Use the 'Stay Safe' principles (Run, Hide, Tell), ○ communicate with school if possible and ask for support and back up 	1	5	5
Off-site trips and visits: Home visits	Potential for injuries/ harm including: Cuts / abrasions, muscular skeletal and other physical injuries, stress Due to:	For home visits background information on the family is gathered beforehand, a specific risk assessment conducted where necessary. Where higher risk identified visits not to be conducted alone Reduce time spent working alone so far as is reasonably practicable. All staff to be familiar with lone working procedures. Mobile phone available, charged and switched on. Agreed schedule –times and location of visits to be known, ad communicated to admin staff	1	3	3

	Delayed assistance in emergency ,physical assault, verbal abuse	Response procedure in event of overdue contact. Contact point available in office Staff own experience in recognising signs of aggression and avoiding / de-escalating this. Regular supervision and arrangements for debrief / feedback from staff..			
Off-site trips and visits: Trips to local shops with statemented children	Potential for injuries/ harm including: Injuries, children getting lost, kidnapping Due to: Road accidents, poor supervision, child getting lost in shop, behaviour becoming unsafe, adult or child becomes unwell.	Road safety will be discussed before the visit using visual prompts where needed. Pedestrian crossings will be used. One to one adult support will be given at all times. One to one support – adult will be with child at all times. Adults will talk to child about what to do if you are lost (where appropriate) as part of the life skills focus. This will be discussed using social stories / visual prompts before the visit. Before the visit the rules will be discussed with the child. They will be explained using visual support where needed. The adult will take a mobile phone in case they should need to contact the school in case of emergency. Adult will take mobile phone and contact school I case of emergency. If child has a care plan / medical needs, a copy of this care plan will be taken and procedures will be followed.	1	4	4
Play and playgrounds: playtimes	Potential for injuries/ harm including: 1. Slips, trips, falls – fractures, cuts, grazes, bruises etc. 2. Contact injuries – back injury, fracture, sprains, strains etc. 3. Contact injuries – as above and concussion 4. Manual handling – tripping when carrying equipment, fingers being trapped, squashed etc. 5. Splinters 6. Children escaping Due to: Unsafe and uncontrolled behaviour Poor / lack of supervision, including the gate Children not aware of an not following the rules Lack of 1 st aiders	There will always be an adequate number of 1 st aiders on site (see 1 st aid RA) There will always be at least 4 members of staff on duty during morning play KS 1 and KS2 play, 3 during afternoon KS1 play and 7 during lunchtimes. One member of staff will have the overall senior leadership responsibility during each playtime. This will be the Senior MMS during lunchtimes and a identified senior teacher during all other playtimes. Children will be briefed on the safe use of apparatus at least once a year in assembly. This happens as a minimum at the start of each school year. The is a timetable which limits the number of classes to use: <ul style="list-style-type: none"> ● the main climbing equipment ● the hammock ● the cage Balls are only to be used in the cage, not in the rest of the playground (Individual RAs are done on play equipment- see below) Children are supervised and trained in carrying and using play equipment like balls, hoops, beanbags etc. in a safe manner Playground rules, including expectations around behaviour, are displayed in the playground and are discussed regularly All staff are told they are jointly responsible for supervising behaviour and safety and implementing the school rules	2	3	6

		<p>All staff are dispersed throughout the playground. One person is always positioned near the gate to ensure children cannot leave unsupervised. One person is near the toilets</p> <p>A coach will supervise and lead football in the cage</p> <p>One person will be positioned near the back of the playground</p> <p>The senior MMS or deputy senior MMS is responsible to ensuring playground is staffed and supervised appropriately, with staff dispersed throughout key locations including the gate, the toilets, Daniels garden and near the main play equipment.</p> <p>Plants, trees, shrubs and bushes will be maintained and checked at least termly by environ landscapers.</p> <p>The PM will visually check the playground for hazards and sweep it at least once a day</p> <p>The bins will be emptied at least once a week</p>			
<p>Play and playgrounds: Outdoor play equipment</p>	<p>Potential for injuries including:</p> <ol style="list-style-type: none"> 1. Slips, trips, falls – fractures, cuts, grazes, bruises etc. 2. Contact injuries – back injury, fracture, sprains, strains etc. 3. Contact injuries – as above and concussion 4. Manual handling – tripping when carrying equipment, fingers being trapped, squashed etc. 5. Splinters 6. eye injuries 7. illness 8. Drowning <p>Due to: Poor maintenance, wear and tear, over-crowding, pushing, poor behaviour, rules not followed, falls, falling from height, trips, slips, unsafe use of apparatus, children not being clear on safe use of apparatus, throwing sawdust and sand, dirty and contaminated sand, falling in pond</p>	<p>The playground play equipment will be serviced and maintained once a year by an accredited company . The SBM is responsible for seeing this will take place. The PM will do, and record, a weekly visual checks to ensure play structure is safe to play on.</p> <p>Climbing equipment and the outdoor Gym are timetabled at all times- 1 year group at the time</p> <p>EU H&S laws have been applied to playground equipment at height and safety surface has been installed below climbing equipment where appropriate</p> <p>Regular reminders to children about safe use of play structure including both in class and in whole school assemblies, including no overcrowding, no pushing, no fighting/ hurting each other. Extra care should be taken in wet and or slippery weather conditions. The identified senior member of staff should decide if the weather conditions are adverse enough to close the equipment.</p> <p>Adequate supervision of children in playground at all times- minimum staffing ratio to be maintained:</p> <p>Lunchtime: Main playground 6, EYFS playground 4.</p> <p>Morning break: There will always be at least 4 members of staff on duty during morning play KS 1 and KS2 play, 3 during afternoon KS1 play</p> <p>EYFS: There will always be at least 2 EYFS staff on duty during times other than lunchtime</p> <p>Ensure that the behaviour policy is implemented, including moral codes etc. -discouraging children from fighting, pushing, hurting each other, etc.</p> <p>Equipment specific measures:</p> <p>Football Goals/ Basketball hoops:</p>	2	4	6

1. Ensure that the crossbar near the top of the goal is covered in padding

Fireman's pole:

1. 1 child at the time on the fireman's pole
2. Ensure children use safe way to use the fireman's pole- using both hands and legs to clamp on/ slide down only- no jumping

High climbing equipment:

1. no pushing, instead waiting for turn
2. 3 children at the time on the 'wobbly' bridge, no jumping off wobbly bridge, no sitting and dangling legs over the edge, no swinging it
3. Ensure pigeon repellent spikes are maintained appropriately and where potentially accessible to children, that the area is closely supervised

Slides:

1. 1 child at the time on the slides
2. Double bar slide is one way only
3. ensure children use safe ways to use the slides

Climbing wall:

1. 1 child at the time on the climbing wall
2. Ensure children use safe way to use the climbing wall- using both hands and legs to clamp on - no jumping

Hammock:

1. ensure hammock is timetabled at all times- 1 class at the time
2. only 2 children allowed to go on at the time
3. weekly visual checks to ensure play structure is safe to play on
4. safety surface below hammock
5. regular reminders to children about safe use of play structure including both in class and in whole school assemblies:

6. no pushing/ swinging

Decking:

1. no running in wet and no use in frosty weather

Raised areas in Daniels Garden and sandpits

1. no throwing sawdust/ sand
2. no overcrowding – 5 max at a time
3. no jumping off from raised area where the barriers have been put up
4. replace sand regularly

Slapper board

1. stand well away from board if board is swinging

Thunderbox

1. only 3 children on thunderbox at the time

Roll over bars:

1. 1 child at the time

		<p>2. other children to stand back whilst child is swinging around pole</p> <p>EYFS climbing frame:</p> <ol style="list-style-type: none"> 1. climbing equipment below critical fall height 2. safe surfacing in key areas 3. spacing between bars at appropriate size to avoid dangerous climbing and trapping of limbs 4. all edged sanded <p>Water pond and water tray</p> <ol style="list-style-type: none"> 1. Pond covered with strong wire mesh 2. Water play supervised <p>Ladders:</p> <ol style="list-style-type: none"> 1. Ladders fixed securely to the climbing frame 2. Ladder built at appropriate height for surfacing <p>A-frames:</p> <ol style="list-style-type: none"> 1. A frames to be positioned away from main climbing frame in order for limit the chance of children hitting head when falling <p>Outdoor Gym General: All equipment apart from Step up: 1 child at a time (step up can have 3 children) Take care if the equipment is wet, it may be slippery. Stand away from the equipment when it is not your turn. Do not touch the equipment when it is not your turn. Do not touch the moving parts Don't push others out of the way</p> <p>Overhead Ladder:</p> <ol style="list-style-type: none"> 1. Use arms to swing underneath it 2. Do not climb on top of it <p>Seated Bike:</p> <ol style="list-style-type: none"> 1. Only use your legs when moving the pedals 2. Only move the pedals when seated 3. Hold onto the side bars <p>Cross trainer:</p> <ol style="list-style-type: none"> 1. Only use your arms to move the handle bars 2. Only use your legs to move the steps <p>Step up:</p>			
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		<ol style="list-style-type: none"> 1. Only step up and down from one side 2. Do not jump over, do not walk across it 			
Reduced Mobility of Staff & Pupils	Potential for harm while moving around the building/playground/Fire Evacuation	Individual Risk Assessments will be carried out for any Pupil or Staff member that has been injured and returns to school recovering from an injury that impairs their mobility. Need to assess their ability to move around the school safely and identify any support needed, taking into account activities, lunchtimes, playtime, and Fire Evacuation.			
Security and Access: Lone working	Potential for injuries/ harm including: Physical assault / verbal abuse Cuts / abrasions, muscular skeletal and other physical injuries, death due to malnourishment or dehydration Due to: delayed assistance in emergency, being stuck in a lift without back-up support	<p>Only agreed risk tasks to be undertaken, Avoid high risk activities (e.g. working at height); Mobile phone available Notify head teacher / manager of intention to work outside regular hours. Reduce time spent working alone so far as is reasonably practicable. Ensure a colleague, partner, friend etc is aware you are working alone and who to contact in the event of overdue contact. Notify staff on site of location / estimated duration of task if working on site remote from others. No use of lift when alone in building Adequate security in place. Access to site controlled through access cards Use of visitor badges / signing in book Ensure all external doors / windows secured to prevent unauthorised access. Do not allow access to unknown callers. External lighting adequate Key holders should be strictly controlled and numbers kept to a minimum. Consideration given to staff at increased risk i.e. new or expectant mothers, inexperienced staff etc. and lone working activities avoided where practicable.</p>	1	3	3
Security and Access: Access control and security	Potential for injuries/ harm including: theft, personal injuries, premises and school infra-structure Due to: Unauthorised persons entering the building- Children leaving the building without supervision	<p>We have an entry buzzer system in 2 locations: outside the school playground (to gain access to the school playground) and in the school lobby (to gain access to the reception area) There are CCTV cameras in both locations, and an intercom system outside the playground Admin staff and the PM control access in both locations, after having been satisfied that the person requesting entrance is safe to admit, they press a release button. We have 2 further controlled access points to the school playground, one from the car park and one from the old school gate. These gates can be released by an old fob, given to staff who work in the school, only. We have 6 controlled entry points to the building. They are situated in the Nursery, the extended schools room, 3 along the side of the school building and 1 in the lobby near the the reception area, and 1 to gain entrance to the main school building near past the reception area. The entrances to the building are controlled by a card fob, given only to staff who work in the</p>	1	3	3

school. The access to the building from the lobby, past reception is also controlled by a door release button, controlled by Admin staff.

All the controlled access points can be opened from inside the school building/ playground by pressing a green release button.

The green button is accessible to wheelchair users, and is positioned at around 120 cm height. In order to prevent unlawful discrimination (Equality and Disability Act) , we have decided we will not position the release button any higher.

In order to not prevent people from escaping the building and or playground in the event of the fire or other calamity such as an attack, we cannot lock the door

This means that children could leave the building independently, if not supervised. To stop this from happening, we have the following control measures:

- The playground gate is manned at all times during playtimes. The Senior Middymeal Supervisor on duty is responsible to ensure this happens at lunchtime. The teacher on playground duty during playtimes is responsible to ensure this happens during playtimes
- This has been communicated to all staff involved and is being monitored by SLT
- Admin staff have CCTV cameras and could spot a child leaving the building unsupervised
- Children have all been spoken to, and have been told they must not leave the building.
- If children were to attempt to leave unsupervised, we would engage the parents . If this was to occur, the school would create an individual Risk Assessment and a behaviour action plan, and ensure the child would have 1 to 1 supervision during school playtimes, and would not be able to leave the class unsupervised.

The risk of a child leaving the building/ playground unsupervised has not been completely taken away, but has been minimized as much as is reasonably possible

All visitors must sign the visitors' book and wear a visitors' badge. Staff have been asked to challenge (ask them who they are and what they are doing) unknown visitor without visitor badges. Staff will report this to the office in order to verify the answer and ask the visitor to report to the office to get a visitors badge

All windows are fitted with locking devices

The playground is fully fenced in

Staff must be aware at all times about the whereabouts of children. A class register is taken twice a day.

		EYFS: There is always one adult in the room, including during playtimes The adult has a responsibility to supervise all children in the room			
Security and Access: Bomb threat, civil disturbance in area, violent intruder	Potential for injuries/ harm including: Physical injuries, damage to premises and school infra-structure Due to: Exploding devices, chemical, biological or radiological (DBS) incidents	<p>Policies: Ensure that there is a Business Continuity policy which is reviewed regularly and is implemented Ensure that the emergency evacuation and lock down policy is reviewed regularly and that evaluation drills take place at least 3 times a year. Ensure that the grab bag is kept stocked with appropriate items as outlined in policy</p> <p>Site checks and searching: Ensure work areas are kept tidy so that items that are suspicious are readily spotted and can be acted upon. Ensure that the caretaker undertakes daily site checks and is spot-checked monitored weekly by SBM Ensure plans of school are available for effective search purpose Ensure a thorough site search has been conducted prior to re-occupation, and request for this to be done by the emergencies services. If this is not possible, ensure those conducting searches are familiar with the areas they search and know what they would normally expect to find there. They do not need to be experts in explosives but should be able to recognise anything that should not be there or looks out of place</p> <p>Staff awareness and training: Ensure staff receive annual Health and safety refresher training and ensure that new staff are inducted appropriately</p> <p>Media and communication: Ensure admin can access text messaging system whilst off-site in order to text either staff and or parents out of hours Ensure staff are aware they should not give any statements to the press, in order to avoid inaccurate statements Ensure media management is handled by Tower Hamlets council staff only.</p> <p>DBS incidents: Ensure that anyone exposed to chemical, biological or radiological (DBS) incidents do not leave evacuation areas before emergencies services have given medical advice, assessments or treatment. Close all doors, windows and switch off all ventilators and air conditioning units if the CBR incident occurs outside the school.</p> <p>Suspect item found on-site/ receiving a bomb threat by phone : Ensure staff handling a threat are aware of the following:</p> <ul style="list-style-type: none"> ● Stay calm and listen ● Obtain as much information as possible- (location/ timing/ whom they represent/ keep them talking) ● Ring 1471 to see if we can get their number 	1	5	5

		<ul style="list-style-type: none"> • Immediately report the incident to SLT, so the best course of action can be decided on. • Make notes. Do not leave post unless ordered to evacuate or until the police arrive. • Ensure to remain on hand to brief the police. <p><i>N.B it is anticipated that a member of SLT would normally take on the leadership and decisions from here on. However, if this is not possible; call the police yourself and follow the guidance below:</i></p> <ul style="list-style-type: none"> • Dial 999 police, even if you think the call is a hoax , and follow their advice on evacuation (playground, then off-site) or invacuation/ lockdown (in-school, in-class) – see policy for further details • Give police your impression of the caller and an exact account of what was said • Evacuate, if advised, by setting off the fire alarm • Lockdown, if advised or needed, by asking admin to ring SOS • If the police can't be contacted, consider the following; <ul style="list-style-type: none"> ○ If the device is internal to the school: evacuate off -site. Do not walk past the device. ○ If the device is external to the school: invacuate. Retreat to classrooms , following lock down guidance in policy • Follow the off-site evacuation procedures as outlined in the emergency evacuation and lock down policy • The member of SLT in charge will decide when to re-occupy the premises, following guidance from police. 			
Security and Access: Disabled access	Potential for injuries including: Burns, broken bones, bruises Due to: Delayed escape in the event of a fire, falls due to unsafe evacuation	Disabled visitors are invited to make their needs known to admin staff Where possible, meetings are arranged on the ground floor. Adults in wheelchairs may use the upper floors, but in the event of a fire will not be able to use the lifts. Instead they will be left with a member of staff in a space with the fire door closed and the fire brigade will be called and informed. Disabled children will have a personal PEEP plan and will be evacuated with an EVAC chair. Relevant staff will receive annual training in the use of the EVAC chair. We will have regular fire-drill practices, and will practice evaluation with an EVAC chair at least once a year.	1	4	4
Security and Access:	Potential for injuries/ harm including: Road accidents/ kidnapping Cuts, bruises, broken limbs	Staff, including SLT and LM and PM, are present in the playground and reception areas on arrival and departures. Children up to Year 5 must be picked up by parents/carers or over 16 year olds.	1	4	4

<p>Arrivals and departure times</p>	<p>Bruises Due to: Children escaping/ getting lost Slips, trips and falls Crushes due to over- crowding Poor behaviour</p>	<p>The person picking up must be known to the adult in charge of the class. If the person picking up is not known to staff, a phone call home must be made to verify the arrangement . Under no condition must the child be released to a stranger. If a parent are been granted a restraining order, it must be communicated to all SLT, admin and other relevant staff. If the person with a restraining against order is attempting to pick up a child, SLT must be informed immediately. The child must not be released to the person with the restraining order against them. Police must be informed immediately if this arrangement has failed. TAs must facilitate the handover if the class teacher is not present (e.g. if a supply teacher or coach is releasing the class at the end of the day) Parents of children younger than Year 6 will have to request in writing if they want their children to go home alone or want them to be picked up by someone younger than 16. Playground gates are to be opened 15 minutes prior to the start and end of the day. School building doors are to be opened around 7 minutes prior to the start and end of the school day. Surfaces maintained and swept Staff to ensure they are in classrooms prior to children arriving at the classroom door by 8.55 am We operate a one way system on the ground floor during drop off and pick up times, as the doors are too narrow to facilitate a two way flow</p>			
<p>Security and Access: Picking up from nursery</p>	<p>Potential for injuries/ harm including: Children getting lost Children at risk of an accident when crossing the road Children at risk of abduction Children at risk of being traumatized Due to: Children leaving the school unnoticed and without a responsible adult</p>	<p>A teacher stands by the Nursery door and calls children over one by one when parents arrive to pick up their child All children are seated on the carpet with their coats on and their book bags A member of support staff stays with the children and supervises them on the carpet Children must be picked up by a responsible adult known to the school. Adults who have permission to collect a child in EYFS have been recorded on the pick –up form which is kept in a folder near the doors, so adults can check if in doubt. The child will not be allowed to go home with an adult unknown to the school, unless the parent has given permission in person or in writing. The child will not be allowed to go home with a person younger than 16, unless by signed agreement. The agreement will be presented to the Headteacher and the suitability and age of the person who will pick up will be assessed. Children who are picked up late will be taken to the school office and will be supervised until an adult has collected them Children who are likely to try and leave unsupervised will be seated next to a member of staff on the carpet Children will not be allowed to visit the toilet or leave the carpet from 3.20 onwards We have an internal barrier near the nursery door from the inside, so only 1 child can leave at a time.</p>	<p>1</p>	<p>4</p>	<p>4</p>

		<p>To stop overcrowding near the nursery door, we operate a barrier system, behind which parents will be standing. All EYFS staff will be reminded of collecting procedures at least once a term</p> <p>A letter will be send home to all EYFS parents re. arrangements for collecting children at the end of the day.</p> <p>We have signs on EYFS doors to remind parents to be patient t at home time</p> <p>Appropriate times will be arranged with parents who wish to discuss any issues</p> <p>Staff are reminded to not speak to parents about issues at home time.</p>			
<p>Spaces and rooms: Classroom and activities</p>	<p>Potential for injuries including: Electrocution, cuts, grazes; puncture wounds, bruising, fractures, cuts and bruises, burns, scalds.</p> <p>Due to: Faulty or misused electrical apparatus, misused cooking utensils, misused tools, slips, trips and falls, use of containers, use of kettles, anything electrical which gets hot, misused furniture, trailing leads, loose carpets</p>	<p>Electrical – all electrical equipment checked, at least annually, by LA approved Technology Service Level Agreement staff.</p> <p>D & T Tools – children must always be supervised if using tools which could cause injury. Children briefed on the safe use of tools</p> <p>Staff aware – all potential trip hazards to be reported – regular H & S checks around school, by Head and Premises Manager</p> <p>Kettles – use discouraged in the classroom – occasional use for experiments – strictest supervision must be enforced and only adult in attendance to touch kettle etc.</p> <p>Cooking- only to take place in small groups, always under close supervision by an adult (see separate risk assessment)</p> <p>Children are never to be left unsupervised in classrooms.</p>	1	3	3
<p>Spaces and rooms: Office</p>	<p>Potential for injuries including: Sprains, broken bones, back injuries Electrical shock Back injuries, sprains Head injuries Eye problems</p> <p>Due to: Slips, trips and falls Electrocution Manual handling Falling objects Display Screen Equipment Fire</p>	<p>See also display equipment RA</p> <p>Good standard of house-keeping maintained, unwanted items dispose of accordingly.</p> <p>All portable appliances tested and labeled on an annual basis.</p> <p>Ensure heavy objects are only carried by trained staff and stored safely. Ensure dangerous parts of machinery are properly guarded (e.g trimmer)</p> <p>Ensure that sufficient storage facilities are provided so that items are not stored on top of cupboards. Ensure that filing cabinets have interlocking drawers to prevent more than one being opened at a time and reduce the risk of them toppling over</p> <p>Ensure fire evacuation procedures are posted and staff take part in regular fire drills. Ensure that a regular clearance of waste paper etc. is done in order to minimize the risk in the event of a fire.</p>	1	2	2
<p>Spaces and rooms: Dining Hall</p>	<p>Potential for injuries including: Sprains, broken limbs, cuts, bruises, illness, shock, back injuries</p> <p>Due to: Slips, falls, fire/ burns, food poisoning / food allergies, choking</p>	<p>Regular inspections of furniture and fixings, including flooring. Access routes and egress routes maintained to a good standard. Staff on duty are fully aware of potential risks, and advised to wear suitable footwear</p> <p>Appliances/ lift tested and labeled on an annual basis</p> <p>Kitchen and kitchen staff monitored regularly by L.A. providers. Food monitored appropriately. Children with food allergies known to staff and bringing food allergy badge in case of serious allergic reaction, where appropriate</p>	2	4	8

		1 st aid trained staff always on-site Food spillages cleared up regularly			
Spaces and rooms: Staffroom	Potential for injuries including: Sprains, broken bones, back injuries Electrical shock Head injuries Food poisoning Due to: Slips, trips and falls Electrocution Falling objects Fire Rotting food	Good standard of house-keeping maintained, unwanted items dispose of accordingly. All portable appliances tested and labeled on an annual basis. Ensure that sufficient storage facilities are provided so that items are not stored on top of cupboards. Ensure fire evacuation procedures are posted and staff take part in regular fire drills. Ensure that a regular clearance of waste paper etc. is done in order to minimize the risk in the event of a fire. Ensure no smoking rule is observed. Ensure that fridge/ freezer is regularly cleaned and out-of-date food disposed of	1	3	3
Spaces and rooms: Toilets and showers	Potential for injuries including: Strains, broken bones, back injuries Burns Illness, including legionnaires disease Due to: Slips, trips and falls Scalding Infection due to dirty environment, stagnant water	Regular checks made on all fixtures and fittings. Flooring maintained in good condition. Non-slip flooring provided where applicable. Handrails provided in disabled toilet. Heating and taps regularly checked, hot water pipes boxed in where appropriate All areas cleaned daily. Sanitary bins changed by specialist company monthly of more often if needed Water annually checked and treated by BATTs team from Tower Hamlets	1	3	3
Spaces and rooms: Corridors and stairs and halls	Potential for injuries including: Strains, broken bones, back injuries, cuts, electrocution Due to: Running, jumping, lack of supervision	Corridor rules are displayed throughout the building Children are reminded regularly of the corridor rules Sensible children can do jobs around the school for teachers, such as carrying the register and delivering messages, preferably in pairs Staff are expected to take a collective responsibility regarding the supervision of behaviour in common spaces Halls are clutter free and clean	1	3	3
Spaces and rooms: EYFS	Potential for injuries/ harm including: Bruises, cuts, fractures, spinal injuries, burns, electrocution, damaged eyes, illness, physical or sexual abuse Due to: Slips, trips, falls, Sand in eyes, contamination of sand, Unsupervised contact with adults /abduction, assault, child	Internal play equipment: All equipment purchased/loaned to be checked to ensure they are safe for the ages and stages of children attending activity, or assessed if challenging equipment to assist in learning re risk/benefit Layout of equipment to allow adult and children to move freely between activities All equipment checked regularly for cleanliness, state of repair etc All glues, paints etc are non-toxic Supervision is constant during physical play Children taught how to use play equipment correctly. Outdoor Play equipment	2	3	6

	<p>protection issues, children escaping</p>	<p>Regular checks for defects and reporting of these in place. Repairs undertaken where necessary. Sandpit checked for unsafe items before play and covered after use Clean sand regularly (incl area around sandpit) Appropriate sand is being used Activities supervised at all times Restrict and control numbers on apparatus at one time Ensure that the equipment is appropriate for the age of the pupils using it. (For some equipment it may be necessary to identify an age or height restriction). Apparatus not to be used when wet and slippery. Clear rules about appropriate behaviour Children to wear appropriate footwear Ensure that impact absorbing surfaces are present where there is a significant risk of a fall (not required for climbing equipment below 60cm) Fighting/rough games / injury : All supervisors aware of rules on appropriate behaviour Supervisors trained in how to deal with this type of situation Security (see also main RA re security) Procedures in place for the arrival and departure of children (including when children leave early) Maintained, unbreached fencing (no holes or gaps) Points of access onto the site minimised with clearly signed routes to the reception Gates closed / secured during outside activities Avoid children playing in areas out of sight of adults Areas identified as higher risk made “out of bounds” , by closing gate Supervision levels appropriate for the layout of the site and the play areas, especially in the vicinity of gates and where there are public footpaths through the grounds. Identify any blind spots due to walls, trees, bushes, play equipment, etc. and eliminate/reduce problem by cutting back/down hedging etc Hard surfaces / steps Ensure that the play areas are even and well maintained. Any areas which become unsuitable will need to be coned off and placed out of bounds until repairs can be undertaken. Area periodically checked for missing drain covers, uneven surfaces, etc. Games not to be played on steps Ensure these areas are gritted in the winter when there is ice and snow Inadequate response to accidents / more serious injury Adequate numbers of supervision to account for emergency situations First aid kits located close by playing areas Trained paediatric first aiders present on the site and available at all times Supervisors who do not have first aid training are aware of the action they should take in the event of an injury and what not to do Weather</p>			
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		<p>Suitable outdoor clothing (sunhats/wet weather wear) to be worn Sunscreen to be applied by parents where applicable</p> <p>Food and Drink Staff trained to appropriate levels in food hygiene All food and drink is stored appropriately Adults do not carry hot drinks through play area(s) Fresh fruit to be provide every day- old fruit to be discarded</p>			
<p>Spaces and rooms: Storage areas</p>	<p>Potential for injuries including: Head injuries, fractures, cuts, bruises, sprains</p> <p>Due to: Inappropriate manual lifting, falling boxes and resources, poor lighting , trips, slips and falls</p>	<p>Storage areas to be kept well lit, clean, tidy and well organised Heavy items to be stored at bottom shelves Heavy times to be transported by PM and with the aid of e trolley</p>	1	3	3
<p>Spaces and rooms: Toileting and changing nappies</p>	<p>Potential for harm including: Physical harm, emotional distress (children) Emotional distress (staff)</p> <p>Due to: Inappropriate and / or sexual contact (children) False allegations of abuse (adults)</p>	<p>We will only assist children with toileting/ and or will only change their nappies if there is no alternative. This usually means that they will have a physical other other special need. Almost all other children, and certainly children above Nursery age, are expected to be independent when going to the toilet. Staff will not normally be expected assist with toileting or to change the clothes of children who have soiled themselves by accident of otherwise, unless the child has identified additional needs, or if the child would be in significant physical discomfort or emotional distress. If a child needs to be changed, we will call the parents/ carers of child who has soiled themselves and ask them to collect their child and change them at home or assist their child at school with changing their clothes. If the delay is unacceptable, or if the parent is unable to come to school, we will ask the parent for permission to change the child. If we cannot get hold of the parent, the member of staff will discuss the needs of the child with a member of the SLT, and a joint decision regarding changing will be made. The needs of the child will always come first when making a decision. All staff have annual CP training and are aware of related CP issues. All staff are DBS checked upon starting to work here and every three years thereafter. Staff who are expected to change children in a one to one situation are trusted to do so by themselves, as they are cleared to work with children and as they have had training where needed. If they feel uncomfortable about being alone with the child; they can take the following actions: Leave door open, if this does not compromise the privacy of the child, and does not leave the child exposed to the views for other staff and children walking by. A screen could also be used.</p>	1	3	3

		Choose a toileting facility which is more open and less secluded. This may include using the EYFS toilets if age appropriate, and not humiliating for the child. Have a second member of staff present			
Special events: Bouncy castle	Potential for injuries including: Fractures, spinal and head injuries, sprains, bruises Due to: Children falling off and hurting themselves Children tripping on electrical wires Children colliding with other children Children with asthma having an attack Children with physical needs being hurt	Remove shoes Limit children to 6/ session Reduce children if there is a child with physical needs Supervise closely – queues and on the bouncy castle Ensure mats and sandbags are attached to bouncy castle for safety Ensure bouncy castle is a good distance from wall Ensure electrical flex is covered and raised to reduce trip factor	2	4	8
Special events: Community events	Potential for injuries/ harm including: Suffocation, cuts, bruises, broken limbs Road accidents, kidnapping Illness, shock, loss of money Due to: People becoming crushed due to over crowding Children becoming lost/ wondering of site Food poisoning/ allergy Violence, theft	Estimates on expected number of visitors. Ensure activities are spaced out appropriately. Ensure building exits are free from obstruction. Ensure 1 st aiders are available. Reduce access to certain areas of building. Ensure designated people are controlling flow/ quantity of people entering the building Ensure parents/ visitors are aware that they must supervise children at all times. Ensure that there is a designated person dealing with lost children. Ensure that there is a meeting point Ensure all food is clearly labeled Ensure designated person is posted at the main entrance. Refuse entry to persons potentially posing a threat. Ensure moneys taken at event are collected regularly	2	4	8
Special events: Sports day	Potential for injuries including: Bruises, strains, fractures, spinal injuries, children getting lost Due to: Poor supervision, incorrect handling of sports equipment, overcrowding, poor behaviour management, lack of access control	Ensure all staff and children are well-briefed on: <ul style="list-style-type: none"> • The sports games they will take part in and play • The equipment they will using Ensure the activities are age appropriate Ensure all staff are aware of their responsibilities Ensure that travel long to the sports facility is done in a staggered way to avoid overcrowding of pavement Ensure there is access to shelter, water, food Ensure children are told to apply sunscreen Ensure children are reminded to bring asthma pumps Ensure children have received a H&S talk regarding wondering off, asking for help , good behaviour etc	2	3	6

		Ensure enough 1st aiders are on-site and bring enough 1 st aid equipment Ensure there are good toilet facilities			
Special events: Whole school family trip	Potential for injuries including: Due to:	See specific RA			
Other: Sun exposure	Potential for injuries including: Sunburn, heatstroke, skin cancer Due to: Lack of protection from sunrays	Provide sheltered areas in all playgrounds Talk to children and parents about the dangers of sun exposure Encourage children to apply sun-screen and wear sun hats	1	2	2
Other: stress	Potential for injuries/ harm including: Depression, burn-out Due to: Prolonged exposure to excessive pressures at work excessive workload	Ensure stress policy is kept up to date and is regularly reviewed Refer staff who report stress and depression to Occupational health for an assessment Keep individual (medical) circumstances in mind, and attempt to address individual needs where possible Consider requests for part time work carefully Regularly consult staff on their perceptions of work/life balance and address needs , if possible follow suggestions Always consider priorities when deciding whether to take on new initiative and ways of working Decide on the easiest and quickest way of doing things, without losing quality Keep staff needs balanced with whole school and children's needs	2	3	6
Other: Restraint	Potential for injuries including: Bruises, strains, fractures, spinal injuries, head injuries Due to: Violent outbursts by children with behavioural needs	Ensure restraint policy to kept up to date and is reviewed regularly Ensure key staff are aware on appropriate methods for and reasons for restraint Provide restraint training when possible Always record restraint on official pro-formas Create an individual behaviour action plan when restraint is going to be likely, or when restraint has been needed. Work with children and parents to prevent behavioural issues escalating Consider exclusion, referral to the SIP panel and police when and when needed to keep other children safe	1	2	2
Other: Animals	Potential for injuries including: Scratches, illness, bites Due to: Animal attacking person, poor standards or hygiene	Guinea pig: Speak to children about safe handling of pig Store food away from children Clean cage regularly Wash hands after handling guinea pig Inform parents of any injuries due to animal in case infection develops Fish :	1	2	2

		<p>Speak to children about safe handling of fish Store food away from children Clean tank regularly Wash hands after cleaning tank</p> <p>Dog: See School dog</p>			
<p>Other: Communicable diseases and handling bodily fluids</p>	<p>Potential for injuries including: Illness, death Due to: Illnesses being passed on between persons</p>	<p>Monitor reason for absences and pick up trends where seen Ask for and act on advice from school nurse and NHS if a communicable disease appears to be spreading In the event of diarrhoea and vomiting: Send child home and ask not to return for 24 hours after diarrhoea and vomiting have stopped.</p> <p>Ensure cleaning staff use appropriate protection when handling bodily fluids such and faeces and vomit, including gloves Only trained staff are to handle bodily fluids</p>	2	3	6
<p>Other: Lifts and lifting equipment</p>	<p>Potential for injuries/ harm including: Back strains, panic attacks, fractures, bruises Due to: Faulty lifts, evaluation procedures not clear, incorrect use to lifting equipment , falling due to incorrect use of lifting equipment</p>	<p>Lifts: Ensure lifts are serviced and maintained annually or more often if needed. Ensure all persons using the lift have been instructed on how to do so and ensure they know what to do in the event of a breakdown Ensure PM and all admin and SLT staff are aware on evacuation procedures in the event of a lift malfunction Ensure instructions on what to do in the event of a lift malfunction are displayed in the area of the lift Lift should not be used when in the building alone. (a sign is in the lift reminding staff of this)</p> <p>Lifting equipment: Ensure lifting equipment is maintained in good working order Report malfunctions immediately Ensure only trained staff are using the lifting equipment</p>	1	3	3
<p>Other: School Dog</p>	<p>Potential for injuries/ harm including: Anaphylactic shock, rash, cuts, scrapes and puncture wounds, bruising, rabies, bacterial infection Due to: Allergic reaction to dog, dog bite, fear of dog and fleeing and tripping, poor hygiene control</p>	<p>Allergies: Staff will look for any allergic reactions in children and adults and take relevant first aid action. In the event of new allergic reaction, parents will be informed and first aid procedures followed. If a child has any known allergies to dogs, we will ensure that the relevant child does not have any direct contact with Coco.</p> <p>Fire drill: Coco will be taken to the relevant exit by the staff member in charge</p> <p>Noise: Coco is not frightened of any loud noises, and has been exposed to a wide range of noises.</p> <p>Handling Coco Safely: Coco has never been known to bite or scratch anyone. Coco is a cross-breed Labrador/ Poodle (Labradoodle) and is very friendly. She has been to puppy training classes. She has been exposed to being around children all her life and loves being around them.</p>	1	3	3

		<p>Coco may become excited meeting new people (she may wag her tail vigorously and sniff) and may be bouncy on arrival, she will be managed by the class teacher.</p> <p>Only adults and trained children will be walking with Coco.</p> <p>Coco is kept on a lead when walking around school whilst children are present.</p> <p>Children will be given guidance about how to touch Coco and approach her.</p> <p>Coco will be introduced to the school gradually and she will be carefully observed for signs of distress.</p> <p>Coco will never be left in a room with children without adult supervision.</p> <p>Children and staff with a fear of dogs will not be required to interact with her. Interaction is entirely voluntary</p> <p>Hygiene and avoiding infectious diseases:</p> <p>Coco is regularly vaccinated and wormed and bathed.</p> <p>Coco will use an area away from children if she needs to 'toilet'. Children will not handle poo bags unless trained and supervised by adults</p> <p>Children are advised to clean their hands with disinfectant gel following interaction with her.</p>			
<p>Other: Cell batteries</p>	<p>Potential for injuries/ harm including: Burns to throat and stomach, death</p> <p>Due to: Swallowing</p>	<p>Inform staff where batteries can be found: toys, musical books, key fobs, remote controls, calculators, other small devices</p> <p>Seek medical advice is battery is swallowed</p> <p>Supervise children who are using items with batteries at all times</p> <p>Displace items which appear cracked</p> <p>Do not allow children to replace batteries</p> <p>Ensure battery compartment is screwed fast securely where applicable i</p>	1	4	4
Violence	<p>Potential for injuries/ harm including: Violence and intimidating behaviour towards staff/pupil/parent and visitors</p> <p>Due to: inherent aggression or mental instability; impatience (due to waiting, lack of information or boredom); frustration, anxiety, resentment alcohol and drugs; and, poor design of premises</p>	<p>Ensure designated person is posted at the main reception.</p> <p>Use CCTV images and intercom before letting in visitors</p> <p>Refuse entry to persons potentially posing a threat.</p> <p>Access to panic alarms in areas where violence may occur, main office, HT/DH office</p> <p>Ensure appropriate training at the right level to help staff work safely when dealing with potentially aggressive or violent people;</p> <p>Ensure suitable systems are in place for exchanging information about parents, visitors, and potentially, their relatives</p>	1	3	3
Car Park	<p>Potential for injuries/ harm including: Injuries/fracture to staff/pupils/visitors.</p> <p>Due to: Being hit by a moving vehicle Poor visibility</p>	<p>Car park should only be used for parking of staff vehicles</p> <p>Car park can only be entered from the school building with the use of staff access fob</p> <p>Pupils, parents, and visitors should not enter the premises through the car park, only through the main entrance with intercom system</p> <p>Children should not be taken to the car park area or allowed to go unsupervised.</p>	1	3	3

	Being used as a means of entry/exit Fire Exit not being accessible to Emergency services	De-ice pathways leading from car parks to the building as soon as possible.			
Stress	Potential for injuries/ harm including: Depression, burn-out Due to: Prolonged exposure to excessive pressures at work excessive workload	Ensure stress policy is kept up to date and is regularly reviewed in line with HSE Management Standards. The management standards are: 1. Demands 2. Control 3. Support 4. Relationships 5. Role 6. Change Refer staff who report stress and depression to Occupational health for an assessment Keep individual (medical) circumstances in mind, and attempt to address individual needs where possible Consider requests for part time work carefully Regularly consult staff on their perceptions of work/life balance and address needs , if possible follow suggestions Always consider priorities when deciding whether to take on new initiative and ways of working Decide on the easiest and quickest way of doing things, without losing quality Keep staff needs balanced with whole school and children's needs	2	3	6
Arson	Potential for injuries including: Burns, loss of life, explosion Due to: Unauthorised entry to school or grounds children bringing matches/lighter to school	Maintain school security with staff being vigilant and use of CCTV. Ensure security of school gates and entrances to reduce the risk of intruders. Ensure there isn't any rubbish/combustible materials stored outside that could be lit by opportunist arsonist. Stores that contain chemicals and hazardous materials should be well managed, clean and kept locked. Litter bins should be emptied regularly. Ensure perimeter fencing is maintained in good order to deter intruders. Ensure the burglar alarm system is maintained fully functional. Fire Awareness sessions will be regularly held for children. Children must not be allowed to bring cigarettes, lighters or matches on site. Children who are suspected of involvement in starting fires should be considered for referral to Fire Service fire setting aversion schemes.	1	5	5

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