



**ST GEORGE'S
CATHOLIC PRIMARY SCHOOL
RISK ASSESSMENT
POLICY**

**INSPIRED BY GOSPEL VALUES, TO GROW AND LEARN
THROUGH FAITH, LOVE AND LAUGHTER**

Rationale:

To facilitate, support and encourage children to take a risk, embrace new experiences and learn by trial and error.

Purposes:

- All children to receive provision that stimulates and challenges their learning.
- All children to become independent learners - applying the skills they learn in their own play.
- All children should be able to take risks in their learning because the environment is created to allow this whilst being mindful of safety at all times.

Guidelines:

- EYFS staff will carry out risk assessments for any outings – these are considered and authorised by Senior Leaders.
- EYFS staff will check identified written risks on a daily basis – if risks are identified then they are recorded in the risk assessment book and reported to the facilities manager as soon as possible. All staff are responsible for identifying risk and making the environment as safe as soon as possible.
- EYFS staff will manage risks on a daily basis and use their professional judgements and the advice of senior staff to ensure that any additional hazards that are identified are addressed immediately with the safety of the pupils paramount at all times.
- Fixed structures inside and out are assessed by the school Health and safety designated officer.

General Risk Analysis

- Keep unused electrical sockets secure with safety covers.
- Keep floor clutter to specified learning environments.
- Check play equipment regularly.
- Discuss the dangers of trapping fingers in doors.
- Supervise children at all times with appropriate ratios of adults: pupils.
Reception 1:30 and Nursery 1:13
- Ensure staff position themselves carefully in the indoor and outdoor environments to ensure they have optimum view of all the children.
- Make sure exits/entrances are supervised during accessible times and at all other times ensure that they are locked.
- Discuss the need for staff to know where children are – e.g. Going to the toilet in case of fire drills etc

Indoor Environment Checklist

Is the classroom environment safe and secure?	yes
Is the learning environment an emotionally safe place to be?	yes
Does the learning environment enable all children to develop as independent learners?	yes
Are appropriate learning opportunities maximised by using space and time creatively?	Yes – reviewed regularly especially if an area isn't being accessed

Is the indoor environment accessible to all children?	yes
Is the learning environment too hot, too cold, too stuffy or too dark?	All acceptable – need to monitor the free flow door in winter months
Do children have access to water to drink?	Yes – all day and milk
Do children have access to healthy snacks?	Yes – daily
Is there adequate space for children to learn and play?	yes
Are there a range of activities for each of the 7 areas of learning?	Yes – often modelled then enhanced within the provision
Can all children be seen within the learning environment?	Staff to position themselves where they have the optimum view of the class. If they are unable to see certain areas then move the children so they can monitor what is happening.

Outdoor Environment Checklist

Is the outdoor environment safe and secure?	Yes – members of staff should be in key places to ensure that this happens
Is the learning environment an emotionally safe place to be?	Yes

Is the outdoor environment accessed in all weathers?	Yes – may limit the time if the weather is extremely cold. Sun cream and sunhats in hot/sunny weather –information shared with parents/carers. Welly boots and wet weather gear available for snow/rain. Covered decking area/ roof to shelter from sun/rain.
Are appropriate learning opportunities maximised by using space and time creatively?	yes
Can the children use the outdoor environment for all aspects of their learning?	yes
Is the outdoor environment accessible to the children?	yes
Is the outdoor environment always supervised?	Yes free flow / outdoor provision– 1 member inside/ 1 member outside
Do children have access to healthy snacks and water?	Yes – they can still access this independently
Is there adequate space for children to learn and play?	yes
Are there a range of activities for each of the 7 areas of learning?	Yes - developing writing, reading and maths areas in the outdoors

Points to consider

Visibility – how much of the outdoor /indoor environment can be seen?	Staff must position themselves so they can see all aspects of the outdoor environments.
Are there any blind spots?	Only if staff aren't positioned in the correct places.

How do children access the outdoors?	Through free flow door in classroom.
How are the access points made secure?	Internal gates are closed and pad locked. If EYFS are outside then staff must be vigilant that the gates are closed and locked.
Are the access points used by staff, children, parents/visitors to access other areas of the site?	No - secure outdoor area.
Which equipment will always require adult supervision?	All outdoors have adult supervision to ensure safety at all times and that pupils are learning through extended play
Which resources require regular safety checks?	All items are checked daily but specific areas are monitored more closely as stated in the risk assessment
Are there any children who will need particular support and supervision outdoors?	Individual needs identified. Reviewed daily and discussed when necessary with EY staff & SLT.
How many children have access to the outdoor environment at any one time?	Free flow/ Outdoor Provision Policy followed. Teacher judgement used daily if specific areas are being used more than others. Whole Class, all Early Years children in designated area outside at lunchtime where staff can monitor the safety of all children and not focus on directed activities or observations.

How will weather conditions affect surfaces, equipment, activities and access?	Fixed equipment needs maintaining – weather proofing – Early Years staff & caretaker clears potential hazards including litter. Ice/Floods – daily assessment needed in morning before accessing the outdoor area. Consider if the wooden equipment is safe to use in case of wet weather – possible slippery surfaces, including decking area.
Are adults working with EYFS children aware of designated first aiders?	Yes, there are 2 first aiders in EYFS that are in school daily Teacher CL & TA KM
Is the environment close to public access points or public footpaths?	No – secure area.

Outdoor Area Risk Assessment

Who could be harmed?	Children
Existing Controls?	Outdoor equipment is checked daily to ensure everything is in safe working order. Staff made aware of any possible hazards. Gates locked to safeguard all pupils.
How serious is the risk of injury?	M – some areas carry more risk than others as stated in the risk assessment.
What further action is needed to control the risk?	Continuous vigilance by all EYFS staff.
Who will be responsible for what action and when/how often will it be taken?	All staff – ongoing

Lunch time use

All Early Years children use the designated area outside at lunchtime where a member of staff monitors the safety of all children. If a child needs the toilet, they are free to access the toilets inside the classroom, where another member of staff is situated.

In summary, this is what St George's will do to manage risk ...

- All staff will be involved in assessing risk daily – THE SAFETY AND WELFARE OF ALL CHILDREN IS PARAMOUNT!
- Risk assessments will be reviewed regularly.
- If staff see a hazard they will either remove it or make the area safe.
- All staff will model how to use resources/equipment effectively.
- All staff will support and model how to move around the setting safely.

All policies will be reviewed annually by EYFS staff and Senior Leaders. External trips see whole school educational visit guidance.