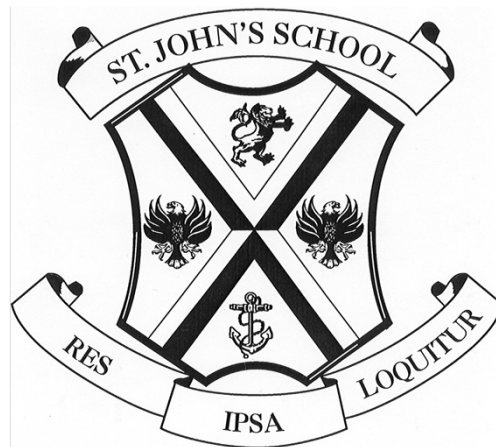


St. John's Prep. & Senior School



Risk Assessment Policy

Last reviewed by the leadership team	Last reviewed by the advisory board
September 2018	November 2018

Introduction

St. John's Prep. & Senior School is fully committed to promoting the safety and welfare of all our community so that effective education can take place. Our highest priority lies in ensuring that all the operations within the school environment, both educational and support, are delivered in a safe manner that complies fully with not just the law; but with best practice. Risks are inherent in everyday life. We need to identify them and to adopt systems for minimizing them. Our pupils need to be educated on how to cope safely with risk.

The 2014 DfE guidance *Health & Safety: Advice on Legal Duties and Powers for Local Authorities, School Leaders, School Staff and Governing Bodies* covers any health and safety issues not specific to other Regulations. It is therefore concerned with the need for risk assessments and this policy reflects the guidance given.

A risk assessment can be defined as a tool for conducting a formal examination of the harm or hazard to people (or an organisation) that could result from a particular activity or situation.

- A hazard is something with the potential to cause harm (e.g. fire).
- A risk is an evaluation of the probability (or likelihood) of the hazard occurring (e.g. a chip pan will catch fire if left unattended).
- A risk assessment is the resulting assessment of the severity of the outcome (e.g. loss of life, destruction of property).
- Risk control measures are the measures and procedures that are put in place in order to minimise the consequences of the unfettered risk (e.g. staff training, clear work procedures, fire alarms, fire practices and insurance).

Accidents and injuries can ruin lives, damage reputations and cost money. Apart from being a legal requirement, risk assessments therefore make good sense, focusing on prevention, rather than reacting when things go wrong.

Areas of risk

There are numerous activities carried out at St. John's Prep & Senior School, many of which require a separate risk assessment. The most important of these cover:-

- Fire Safety and procedures
- Educational visits and trips (individually risk assessed by class teacher and passed to Deputy Head or Head teacher for approval)
- Cleaning staff on-site
- Contractors on-site (if necessary)
- Lunch and break time play
- Domesday Pond on the Senior School Site

We make use of model risk assessments for the following activities and areas:-

- Inside the school building

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- Outside the school building
- Off-site activities

These are updated on a termly basis, or as necessary.

Our SMSC programme, assemblies and workshops are directed towards promoting an increasing understanding of the risks that exist in both the real and electronic worlds, and on sensible precautions that should be taken by our pupils. This also includes internet access.

Various procedures are in place with regard to medical and first aid risks. Behaviour Watch is used to record all accidents on the premises and the first aider on duty ensures that a note is sent home to parents the same day with details of first aid administered and why. Details about allergies are requested on entry to the school and these records are updated on an annual basis. The Head is responsible for reporting any notifiable accident that occurs on the school premises to a pupil, member of staff, parents, visitor or contractor to the HSE in accordance with RIDDOR.

We ensure that pupils understand why they do not have access to potentially dangerous areas, such as the kitchen or areas which are deemed out of bounds and these are fully signposted as appropriate. Our risk assessment also takes into account security and intruders.

Our Safeguarding and Child Protection Policy and training for all staff form the core of our child protection risk management. A Safer Recruitment Policy and procedures ensures that the school is not exposed to the risk of employing staff who are barred from working with children, and are not allowed to work in the UK. By extending this regime to include volunteers and peripatetic teachers, and by ensuring that everyone in our community receives appropriate child protection training, we manage this risk to an acceptable level.

Our Risk Assessments include a wide variety of support areas, including classrooms, early identification and provision for children with SEN and/or Learning Difficulties, evening functions, after school clubs etc. Our Risk Assessment for outside school includes the arrival and departure of pupils, use of recreational areas and equipment.

Off-Site Visits Risk assessment

Under the Health and Safety at Work Act 1974 and the Management of Health and Safety at Work Regulations 1999, schools must take reasonable steps to ensure that staff and pupils are not exposed to risks to their health and safety. This means that when taking children off site day trips, residential trips or overseas trips, teachers must make an assessment of any possible risks involved and take all reasonable steps to address these risks. To this end, a written risk assessment is carried out by the group leader before the proposed visit. It is designed to assess the risks which might be encountered on the visit, and will indicate measures to prevent or reduce them. The risk assessment should be based on the following considerations:

- What are the hazards?

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- Who might be affected by them?
- What safety measures are needed to reduce risks to an acceptable level?
- Can the group leader put the safety measures in place?
- What steps will be taken in an emergency?

Staff planning an off-site activity should make a preliminary visit to the venue, in order to carry out an on-site risk assessment. It is important to take into account the probable weather conditions at the time of year proposed for the trip, and the party leader should take careful account of the facilities available, with due regard to the proposed size of the group. They should also assess the site's suitability with regard to the age and any particular needs of the pupils. They will also consider the venue's own approach to security and to health and safety. Venues providing instructor-led activities will have their own risk assessments for particular sessions, and these assessments may be adopted if it is impractical for the group leader to experience the activity beforehand, or if he/she lacks the skills required to make informed judgements about the risks it may involve. The Head Teachers will not give their approval for the visit unless they are satisfied with the venue, its instructors and their risk assessment procedures.

It is important to assess and record any health, safety or security issues that are identified during the preliminary visit. Any such issues will be taken into account when the final decision is taken on whether the visit should proceed, and the Visit Plan must state both the extent of any risks involved, and the measures that will be taken to reduce or eliminate them. The cost of these preliminary visits will be borne by the School, and should be built into the overall financial arrangements for the visit itself.

A risk assessment must also cover transport to and from the venue. The coach company we use on a regular basis has provided us with a letter detailing all the health and safety measures it routinely takes, including:

- the provision and required use of seat belts;
- proper vetting of the driver by the Disclosure and Barring Service;
- proper insurance for the driver and the vehicle;
- satisfactory MOT/VOSA checks
- details of first aid and emergency equipment;
- breakdown and emergency procedures.

The group leader will double-check that all adults helping to supervise the trip on a volunteer basis or otherwise, hold the necessary disclosures and have been fully briefed as to their duties before the trip commences.

A generic risk assessment is provided for guidance in the staff handbook and attached to this policy, but it is expected that staff will add to this as and where they see an unexpected risk possibility.

Responsibilities

At an operational level, the Head teacher of each school will;

- Ensure that all staff are aware of, and adhere to, the School's policies and procedures on pupil health, safety and welfare;
- Ensure that key staff have clearly established roles and responsibilities;
- Ensure that staff are appropriately trained to deal with pupil welfare issues;
- Ensure that where concerns about a pupil's welfare are identified, the risks are appropriately managed;
- Ensure that standards of pupil welfare at the School are regularly monitored both at an individual level and globally to identify trends and issues of concern and to improve systems to manage these.

Pupil Welfare

The School recognises its responsibility to safeguard and promote the welfare of pupils in its care. This responsibility encompasses the following principles:

- To support pupils' physical and mental health and emotional wellbeing (as well as their social and economic wellbeing);
- To protect pupils from harm and neglect;
- To provide pupils with appropriate education, training and recreation;
- To encourage pupils to contribute to society;
- To ensure that all pupils are provided with a safe and healthy environment;
- To manage welfare concerns effectively.

The School addresses its commitment to these principles through:

Prevention – ensuring that all reasonable measures are taken to minimise the risks of harm to pupils and their welfare by:

- Ensuring thorough training that all staff are aware of and committed to this policy and the values set out;
- Establishing a positive, supportive and secure environment in which pupils can learn and develop;
- Including in the curriculum, activities and opportunities for PSHE which equip pupils with skills to enable them to protect their own welfare and that of others;
- Providing medical and pastoral support that is accessible and available to all pupils.

Protection – ensuring all appropriate actions are taken to address concerns about the welfare of a pupil, whether of a safeguarding nature or otherwise. This includes:

- Sharing information about concerns with agencies who need to know and involving pupils and their parents appropriately;
- Monitoring pupils thought to be at risk of harm and, if necessary, formulating and/or contributing to support packages for those pupils.

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The School recognises that pupil welfare and well-being can be adversely affected by many matters whether in or away from School, including abuse, bullying, behavioural and health issues.

The School has developed this policy and the policies in the table below, which set out full details of its procedures to safeguard and promote pupil health, safety and welfare in accordance with its duties under Part 3 of the ISSRs.

Policy
Safeguarding and Child Protection
Preventing bullying
Behaviour and Discipline
Health, Safety and Welfare
First Aid Policy
Off-Site Visits

Risk Assessment:

If a concern about a pupil's welfare is identified, the risks to the pupil's welfare would be assessed, appropriate action would be taken to reduce the risks identified, this would be recorded and then regularly monitored and reviewed. The format of risk assessment as to pupil welfare may be included as part of the School's overall response to a welfare issue.

The information obtained through this process and the action agreed will be shared, as appropriate, with other staff, parents and third parties in order to safeguard and promote the welfare of the particular pupil or pupils generally.

Safeguarding/Child Protection:

With regards to safeguarding risks, and in accordance with current statutory guidance, including Keeping Children Safe in Education and Working Together to Safeguard Children and Part 3 of the ISSRs, the School has systems in place to identify pupils who may be in need of extra help, or those who are suffering, or are likely to suffer significant harm, and will take appropriate action to address and mitigate those risks by working in conjunction with social care, the Police, health services and other services where necessary.

Full details of the School's Safeguarding procedures are set out in our Safeguarding and Child Protection Policy.

Anti-bullying:

The school has a written Anti-bullying Policy which covers the School's approach to the management of bullying and cyber-bullying.

Behaviour:

The School has a written Behaviour Policy which sets out how it promotes good behaviour amongst pupils and the sanctions to be adopted in the event of pupil misbehaviour.

Health, Safety and Welfare:

In accordance with its obligations under the Health and Safety at Work etc. Act 1974 and with Part 3 of the ISSRs, the School has a duty to ensure the health, safety and welfare of employees and the health and safety of pupils and others affected by the School's operations, so far as is reasonably practicable.

The School will do so by taking a sensible, proportionate and holistic approach to management of health and safety issues in accordance with the School's obligations and its health and safety policies shown in the table above.

Record Keeping:

Risk Assessments will be filed in the Health and Safety File in the Deputy Head's classroom at the Prep. School and with the Compliance Manager at the Senior School.

Review of Policy:

This policy will be reviewed annually or at an earlier date if changes are required due to risk assessment review or changes in legislation and/or guidance.

ST. JOHN'S PREP. AND SENIOR SCHOOL - RISK ASSESSMENT – ALL EDUCATIONAL VISITS

Date of visit

Place of Visit

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Exposure to weather.	Cold injury, heat injury, over-exposure to sun.	Pupils and staff.	Consider possible weather conditions and plan appropriate programme, clothing and equipment. Plan for pupils who may not bring suitable clothing – check before departure and/or bring spares. Daily weather forecast obtained and plans adjusted accordingly.	Provide clear information about suitable clothing and equipment to pupils and parents.	Low
Pupil lost or separated from group, inadequate supervision.	Injury, death.	Pupils.	<ul style="list-style-type: none"> • Ensure supervising staff competent and understand their roles. • Sufficient supervision • Plan and use suitable group control measures (for example, buddy systems, large groups split in small groups each with named leaders, identification system). • Discuss itinerary and arrangements with pupils. • Briefing to all on what to do if separated from group. • Head counts by leaders particularly at arrival/departure points, and when separating and reforming groups. 	Plan supervision before visit and brief staff and pupils.	Low
Illness or injury.	Illness, injury.	Pupils, staff.	<ul style="list-style-type: none"> • 1st aid cover accessible and appropriate • Leaders know how to call emergency services. • Pupils and parents are reminded to bring individual medication and this is securely kept. • First aid and travel sickness equipment carried. 	Check first aid certificates current. Medication brought by pupils.	Low

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			<ul style="list-style-type: none"> • Mobile phones carried if available. • Emergency contacts arranged 		
Special needs of specific pupils – medical, behavioural, educational.	Illness, injury.	Pupils	<ul style="list-style-type: none"> • Obtain information from parents • Take advice from SENCO if appropriate • Make necessary arrangements for individual pupils including individual risk assessment and additional staffing as necessary. 	Use parental consent form.	Low
Indirect/remote supervision (includes field work, souvenir shopping, theme parks, historic sites, etc)	Injury, death.	Pupils	<ul style="list-style-type: none"> • Check location as suitable for this mode of supervision. • Ensure pupils sufficiently briefed and competent (any individual pupils for whom indirect supervision not suitable must be directly supervised). • Clear guidelines and emergency procedures set and understood. • Pupils remain in pairs or groups (buddy system – each responsible for named other). • Rendezvous points and times set. • Pupils know how to contact staff. • Staff understand they are still responsible. • Parents informed and consent given. 	Included in information to parents.	Medium
Leader's own children.	Injury or death.	Pupils, other children, staff.	<p>If staff (teachers or volunteers') families join group, pupil supervision must not be compromised.</p> <ul style="list-style-type: none"> • Staff children are similar age to group and supervised with pupils or separate supervision arranged. 	Consider before staffing agreed.	Low
Traffic accident, coach.	Injury, death, separated from group.	Pupils, staff.	<ul style="list-style-type: none"> • Coach from a reputable supplier. • Coaches have seat belts that staff ensure are used. • Sufficient supervision 		Low

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			<ul style="list-style-type: none"> • Suitable embarkation points used (for example, coach park, onto wide pavement). • Close supervision and head counts during any breaks in journey and getting on and off coach. 		
Use of private vehicles.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> • Private vehicles never used. 		Low
Minibus travel.	Injury, death, separated from group.	Pupils and staff.	<ul style="list-style-type: none"> • School minibuses kept in good order. • Care always taken in parking in suitable place for disembarkation. • Close supervision and head counts during any breaks in journey and getting in and out of bus. 		Low
Service station and other breaks in journey	Injury, death, left behind/ separated from group.	Pupils and staff	<ul style="list-style-type: none"> • Brief pupils on: <ul style="list-style-type: none"> ♦ purpose and timings of stop. ♦ how and where to contact staff. • Remain in pairs or threes (buddy system – each responsible for named other) • Remind about moving traffic (driving on right abroad). • Careful head count before departure. 		Low
Ferry crossing.	Injury, death, drowning, separated from group.	Pupils and staff	<ul style="list-style-type: none"> • Close supervision on vehicle deck. • 'Rules' established and pupils briefed, especially about open deck area. • Remain in pairs or threes (buddy system – each responsible for named other). • Meeting point agreed throughout crossing and on docking (numbered stairway to coach deck). • Careful head count before disembarkation. • Planned procedure for missing pupils – for example, member of staff to leave as foot passenger. 	Arrange procedures with staff and pupils before arrival at ferry.	Low
On foot.	Injury,	Pupils and	<ul style="list-style-type: none"> • Work on foot planned to avoid fast roads 	Planning	Medium

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	death.	staff.	wherever possible. • Supervision on pavements, roads and especially crossing of any fast roads is pre-planned. • Pupils are briefed about hazards and behaviour required.		
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This is a generic risk assessment to assist with the planning and management of visits and activities. It identifies the common hazards and risks associated with these activities and the primary means by which the risks are controlled. Before undertaking the activity organisers must also make an assessment of any significant risks which are specific to their particular event.

All accompanying adults to sign below please:-

Signed

Signed

Signed

Signed

Signed

Signed

RISK ASSESSMENT – RESIDENTIAL VISIT ACCOMMODATION

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Fire	Death	Pupils, staff.	<ul style="list-style-type: none"> • Briefing to all pupils about expected standards and code of behaviour. • Identify requirements at time of booking and check during pre visit and on arrival. • Check that a fire risk assessment has been completed and meets the requirements of the Regulatory Reform (Fire Safety) Order 2005 • Check that there are: <ul style="list-style-type: none"> • automatic fire alarms on each floor and in public areas, which can be heard inside rooms. • fire extinguishers available on each floor and in public areas. • fire exits clearly marked. • more than one exit from upper floors of the building. • torches available if emergency lighting is not provided. • A walk through fire practice takes place on arrival to include assembly point, lay-out of accommodation, key personnel and routines. • A group list is held by staff to ensure registration of whole party after an evacuation of the building. • Decide whether or not pupils doors should be locked from the inside (see intruder section) 	Pre-visit check and/or check of information/ assurance from reputable tour operator. Check on arrival. Take up any issues, such as locked fire doors, with management. Inform group about fire procedures on arrival.	Low

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			<ul style="list-style-type: none"> A group list is held by staff to ensure registration of whole party after an evacuation of the building. <p>Discuss with accommodation manager any shortcomings in provision e.g. locked fire doors</p>		
Attack or disturbance by intruder	Injury, death, abduction	All	<ul style="list-style-type: none"> Check that security arrangements have been assessed and reasonable steps taken to prevent unauthorised persons entering the accommodation Ensure the hotel or similar accommodation is locked at night or that there is a night porter on duty. Ensure that all windows and doors can be securely shut from the inside. If windows lead onto balconies, ensure that staff or reliable pupils occupy these rooms. If other guests share the accommodation seek sole occupancy of the floor if possible, and have designated staff rooms adjacent to pupils. Decide whether or not pupils doors should be locked from the inside – consider the balance between ensuring pupils wake up if fire alarm sounds during the night. Ensure pupils understand that they inform staff in the event of an emergency. Check pupils at “lights out”. Designate responsibilities and roles for individual members of staff including dormitory /floor groups. <p>Carry out additional risk assessment if this is not possible</p>	<p>Pre-visit check and/or check of information/ assurance from reputable tour operator.</p> <p>Briefing of students regarding expected behaviour and actions</p>	Low
Safeguarding	Injury,	Pupils and	<ul style="list-style-type: none"> School has exclusive use of sleeping 	Pre-visit check	Low

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	death, abduction, abuse	staff.	<p>accommodation.</p> <ul style="list-style-type: none"> • Separate male and female sleeping accommodation • Staff accommodation adjacent and same floor as pupils. • Students can easily contact staff throughout night. • Students are checked into rooms at 'lights out'. • All adults are appropriately trained in safeguarding/child protection and standards regarding access to bedrooms/ changing areas etc are agreed • Pupils know what to do if concerned 	and/or check of information/ assurance from reputable tour operator.	
Domestic hazards.	Injury, death.	Pupils and staff.	<ul style="list-style-type: none"> • Accommodation has tourist board rating/other external validation of standards. • Visual inspection of balconies, stairways, electrical fittings, hazards in grounds or immediate surroundings. • On arrival, staff and pupils to report any faulty items found in rooms. 	Pre-visit check and/or check of information/ assurance from reputable tour operator. Check on arrival.	Low
Hygiene	Illness	Pupils and staff.	<ul style="list-style-type: none"> • Tourist board rating/environmental health endorsement or similar. • Visual inspection of washing facilities, lighting, heating, ventilation, catering. 	Pre-visit check and/or check of information/ assurance from reputable tour operation.	Low
Night time tendencies.	Injury, death.	Pupils	<ul style="list-style-type: none"> • Information gained from parents about pupils' illnesses, sleepwalking, etc. • Suitable supervision arranged to meet needs of pupils. 	Use recommended parental consent form.	Low

RISK ASSESSMENT – USE OF A PROVIDER/TOUR OPERATOR (for example, visit to adventure centre, use of freelance instructor, cultural tour abroad)

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Provision does not meet authority standards/ best practice.	Injury, death.	Pupils, staff.	Check organisation is reputable, competent and safe. <ul style="list-style-type: none"> • Check literature provided. • Gain information from other users, • Check for any external 'badges' .e.g AALS, Lotc Quality Badge, BCU,RYA etc • Pre-visit centre. Leader maintains on-going assessment throughout visit.	Leader to check and raise any concerns	Low/ medium.
Programme does not meet needs of group.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> • School gives necessary information to provider about age, ability and any special needs in group. • Programme is agreed with provider before visit. 		Low
Lack of clarity about split of responsibilities between school and provider.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> • Ensure clear programme agreed and separate responsibilities for school and provider clear and that all aspects of visit, travel, accommodation and activities are properly planned and risk assessed by school or provider. • Where school is undertaking responsibility for activities (for example, evening activities, town visits) , these are properly planned and risk assessed. 		Low

RISK ASSESSMENT – SCHOOL VISITS TO COASTAL LOCATIONS

Leader must have recent and relevant experience of venue.

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Extreme weather, cold or sun/heat injury.	Cold injury/death.	Pupils, staff.	<ul style="list-style-type: none"> • Consideration of forecast, use of suitable clothing and equipment, dry spare clothing and emergency equipment. 	Pre-planning, equipment lists to group, kit checked before departure.	Low
Sea, waves, tides, rip tides, shelving beaches, underwater hazards, exit routes cut off by tides or high seas etc.	Drowning, injury	Pupils, staff.	<ul style="list-style-type: none"> • Each venue must be visited and individually risk assessed by leader with advice from coast guards/other local 'experts', if necessary. • Weather forecast obtained and leader makes decision whether or not to proceed or adapt activity on basis of weather forecast and state of sea. alternative activities are available. • Paddling and swimming are not allowed except if organised according to policy and risk assessment. 	<p>Written specific risk assessment and/or operating procedure.</p> <p>Ongoing assessment by leader at start</p>	Medium

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				and during activity.	
Falls, falling rocks, cliffs.	Death, injury.	Pupils, staff.	<ul style="list-style-type: none"> • From site-specific risk assessment decision made regarding route, supervision, location of activities, footwear etc. • Close supervision by experienced staff. 	Pre-visit – site-specific risk assessment and operating procedure as above.	Low
Group control	Drowning, injury, death.	Pupils, staff.	<ul style="list-style-type: none"> • Close supervision, large groups split into small groups each with leader known to pupils. • Overall leader remains in touch with all groups and can recall effectively. • No impromptu swimming or paddling allowed, see swimming risk assessment. 	Pre-planning of activities and supervision.	Medium

This is a generic risk assessment to assist with the planning and management of visits and activities. It identifies the common hazards and risks associated with these activities and the primary means by which the risks are controlled. Before undertaking the activity organisers must also make an assessment of any significant risks which are specific to their particular event.

RISK ASSESSMENT – SCHOOL VISITS TO FARMS

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Hazards on site including machinery, chemicals, slurry pits, animals, barbed wire, electric fences.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> • Site is pre-visited by leader and risk assessed. • Plan visit and supervision to minimise risks. <ul style="list-style-type: none"> ♦ Avoid moving machinery. ♦ Do not climb on bales, walls or fences. ♦ Keep away from slurry tanks. ♦ Do not touch barbed wire or electric fences. ♦ Do not touch or feed animals unless the farm personnel are supervising/give permission. • Note: arrangements at farms can change daily. Re-assess at start of visit. 	<p>Pre-visit, site risk assessment planning of visit briefing of staff and pupils.</p> <p>Ongoing assessment by leader at start and during activity.</p>	Low
Infection and illness including E-	Illness, death.	Pupils, staff.	<ul style="list-style-type: none"> • Follow basic hygiene rules at all times. • Avoid transmission of infection from hand to mouth. 	Briefing of staff and pupils.	Medium

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coli 0157.			<ul style="list-style-type: none"> • Check hand washing facilities on pre-visit. • Wash hands thoroughly before eating. • Change or clean footwear before leaving site, wash hands • Pregnant women avoid contact with lambing ewes. 		
Group control.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> • Close supervision, large groups split into small groups each with leader known to adults. • Leader of each group understands hazards and control measures. • Overall leader remains in touch with all groups. 	Pre-planning of activities and supervision.	Medium

This is a generic risk assessment to assist with the planning and management of visits and activities. It identifies the common hazards and risks associated with these activities and the primary means by which the risks are controlled. Before undertaking the activity organisers must also make an assessment of any significant risks which are specific to their particular event.