

# The Ark - Specific Risk Assessment and Risk Management Record



<b>Establishment:</b> Mason Moor Primary School	<b>Adults:</b> Debra Cooke, Amy Kennett, PPA Cover	Location: The Ark Classroom
<b>Other staff:</b>  Assistants (On call as needed): <ul style="list-style-type: none"> <li>• Lisa Caddick</li> <li>• Lorraine Gatt</li> <li>• SLT</li> </ul>	<b>Group size:</b>	<b>Ratio:</b> 3:7 (maximum 11)
Who might be at risk? (Tick as appropriate) Participants – Children in The Ark		

Identifying the Hazards – Assessing the Risk	Control Measures – Reducing the Risk	Risk Rating Outcome (H/M/L)
<b>Radiators:</b> <ul style="list-style-type: none"> <li>• Heat admitted during winter months.</li> <li>• Children could place fingers into the slots of the radiators.</li> <li>• Guards and radiators could be lifted off the wall with force.</li> <li>• Children touching the hot radiators.</li> <li>• Children could climb onto the radiator guards.</li> </ul>	<ul style="list-style-type: none"> <li>• Specific radiators purchased that slowly heat air rather than run hot water or oil.</li> <li>• Radiators are timed to heat the room before the children arrive and then remain off until the children leave.</li> <li>• In the event that the room becomes too cold, radiator guards have been implemented to stop direct access to the radiator.</li> <li>• Both radiators and guards and been screwed to the skirting board to stop lifting or pulling off.</li> <li>• High staff to child ratio allows for better supervision to ensure climbing behaviours are minimised.</li> </ul>	M
<b>Fans:</b> <ul style="list-style-type: none"> <li>• Children climbing to the fans</li> <li>• Putting objects in the fans</li> </ul>	<ul style="list-style-type: none"> <li>• Children to be supervised in fan areas</li> <li>• Fans installed out of reach</li> <li>• No furniture to be placed under the fans due to risk of climbing</li> <li>• Use of fans monitored by adults</li> </ul>	
<b>Sharp corner of furniture:</b> <ul style="list-style-type: none"> <li>• Children could hurt themselves on the corners of furniture in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Tables with curved edges have been purchased and placed inside the classroom to minimise the amount of 'sharp cornered' furniture in the room.</li> <li>• High level of staff to children has been given to ensure suitable supervision is in place at all times.</li> </ul>	M

## The Ark - Specific Risk Assessment and Risk Management Record



<p>Structural metal poles:</p> <ul style="list-style-type: none"> <li>Collision with the object resulting in physical injury.</li> </ul>	<ul style="list-style-type: none"> <li>Rugby post protectors have been ordered to wrap the poles. This will minimise injury if contact is made.</li> <li>High level of staff to children has been given to ensure suitable supervision is in place at all times.</li> </ul>	M
<p>Tipping of furniture:</p> <ul style="list-style-type: none"> <li>Furniture could be pulled or climbed resulting in injury.</li> </ul>	<ul style="list-style-type: none"> <li>High level of staff to children has been given to ensure suitable supervision is in place at all times.</li> <li>Units have been strategically placed to support stability.</li> <li>All staff have Securicare training.</li> <li>Decluttered environment to avoid over-stimulation and reduce the risk.</li> </ul>	M
<p>Consuming of toys or materials:</p> <ul style="list-style-type: none"> <li>Choking on small toys or parts.</li> <li>Consuming inedible materials.</li> </ul>	<ul style="list-style-type: none"> <li>Specific toys with known small parts have been removed from the room.</li> <li>Certain parts of toys or items have been removed to minimise risk of them entering a child's mouth.</li> <li>Any materials are either non-toxic or are suitable for eating.</li> <li>EHCPs have been read through in detail to ensure items previously known have been removed from the room.</li> <li>Messy play to be monitored by adults.</li> <li>Children at risk identified and monitored with chew toys suitable for children where needed: RMC, GW, IH.</li> </ul>	H
<p>Choking on food:</p> <ul style="list-style-type: none"> <li>Consumption of food at snack time and lunch.</li> </ul>	<ul style="list-style-type: none"> <li>Food to be cut into slices if not already done by parents.</li> <li>At snack time children to be given snack one item at a time to ensure the chopping and changes of food types and sizes is minimised with a 4:11 ratio.</li> <li>Children that present behaviour that may cause children to rush to eat or distract will be seated separately from the table.</li> <li>At Lunch time an additional adult will be available when staff are on lunch breaks is due to food being available on more of a buffet style approach.</li> <li>Staff will be strategically placed and always rotating around the table so more than one set of eyes is on each child.</li> <li>Children distributed across tables to minimise the risk and allow adults to support all children.</li> </ul>	M
<p>Toilets:</p> <ul style="list-style-type: none"> <li>Putting heads in toilets.</li> <li>Eating soap.</li> </ul>	<ul style="list-style-type: none"> <li>2 adults to the children to the toilet at all times.</li> <li>Monitoring of washing hands.</li> <li>Removal of cleaning products.</li> <li>Shelves to place things high up.</li> </ul>	M

## The Ark - Specific Risk Assessment and Risk Management Record



<p>Floors – due to sensory needs, some children do not wear shoes and socks.</p> <ul style="list-style-type: none"> <li>Hazards on the floor</li> </ul>	<ul style="list-style-type: none"> <li>Floor to be mopped and swept after messy play.</li> <li>Mop in the locked cupboard to use as needed and quickly in the event of spillages.</li> <li>All staff to check the floor after each activity/session.</li> <li>Floor to be swept after lunchtimes.</li> </ul>	<p>L</p>
<p>Sensory play</p> <ul style="list-style-type: none"> <li>Risk of accessing chemicals</li> <li>Risk of eating</li> </ul>	<ul style="list-style-type: none"> <li>All messy play to be supervised by an adult.</li> <li>Where possible, use edible messy play, such as cereal for sand.</li> <li>Ensure all toys with chemicals inside, such as squishy balls, are monitored and locked in the cupboard when an adult is not supervising.</li> </ul>	<p>M</p>

<p>Ongoing risk management:</p> <ol style="list-style-type: none"> <li>1 Apply the control measures</li> <li>2 Monitor how effective they are</li> <li>3 Change, adapt, revise as required</li> </ol>	<p>Examples:</p> <ul style="list-style-type: none"> <li>Monitor how the children engage with the environment.</li> <li>Monitor the relevance of items or furniture in the classroom. Can risk be simply removed?</li> <li>Monitor staff deployment and adapt as needed.</li> <li>Monitor the effectiveness of routine.</li> </ul>
---	---

## The Ark - Specific Risk Assessment and Risk Management Record



Date risk assessment completed: 3.9.25

Date of next assessment: 3.9.26

Headteacher- Mr D Constable-Phelps

Head of School: Ms F Bauck

Signed: \_\_\_\_\_ Signed: \_\_\_\_\_

The Ark Unit Leader- Ms A Kennett

Signed: \_\_\_\_\_

This document is based upon the HSE 5 Steps to Risk Assessment:

- 1) Identify the hazards
- 2) Decide who might be harmed and how
- 3) Evaluate the risks and decide on precautions
- 4) Record your significant findings
- 5) Review your assessment and update if necessary