

Prifysgol **BANGOR** University

RISK ASSESSMENT FORM



Risk Assessment (RA) Title Remember to complete Footer details	Kids Projects General Risk Assessment	Date RA Created and/or Reviewed	31/01/2023	Version Number	
--	---------------------------------------	--	------------	-----------------------	--

Summary of Activity RA Covers

Weekly afterschool kids club sessions for children aged 5-10, run by project leaders and supported by volunteers. Sessions include activities on an interactive whiteboard, craft/art activities, games, reading, use of toys/tent/mini trampoline.

After school clubs include Sbectrwm (for kids with or waiting diagnosis for Autism), Sblat (any children), SIBS (for siblings of children with disabilities), Leap Into Literacy (for children with additional learning needs).

The Sensory Room, connected to the Kids Volunteering Room by a corridor, is used at most Sbectrwm sessions.

Snacks and drinks are provided as part of Sbectrwm, Sblat and SIBS.

Transport using minibuses and volunteers with a MIDAS qualification can be provided for children attending Sblat and SIBS sessions. Transport is not provided for Leap Into Literacy and Spectrwm. **Refer to specific Minibus Risk Assessment** for this.

Location(s) RA Covers	Kids Project Volunteering Room, near entrance of Activities Hub, a shared student space where a further 10 rooms are used by student groups. Toilets located outside of Volunteering Room and off main corridor of the Hub, which can be accessed by other students. Two storage rooms are located in the Volunteering Room. A Sensory Room is located off the Kids Volunteering Room, connected by a corridor/small set of stairs.	Person(s) RA Covers	Service Users (Children), general volunteers, project leaders
------------------------------	---	----------------------------	---

RA Title	
----------	--

Version Number	
----------------	--

College / Service	Students' Union	School / Section	SVB (Student Volunteering Bangor)
RA Assessor(s)		Contact Details	

Actions to be Reviewed By	Josie Ball	Next RA Review Date	14/02/2024
----------------------------------	------------	----------------------------	------------

NOTE: Arrangements must be in place to communicate new and / or revised Risk Assessments to relevant persons. Older versions must be removed from use (e.g. Folders, Website, My Bangor, Blackboard, Notice Boards) and filed for future reference/archive

SERVICE USER (CHILDREN) SAFEGUARDING

Ref No	What are the Hazards?	Who/ What is at Risk?	Existing Controls	Further Controls	Action By	Action Complete
1.	Children and young persons at Student Activities Hub, a shared student space- possible mixing of students (external to the project) and service users	All children attending	- Children brought on site to take part in Sbectrwm sessions. Parents accompany children to the door of the Activities Hub, where Project Leaders welcome and let them in. - All activities are assessed for risk and staff and volunteers working directly with	a. DBS Checks requested with HR for volunteers and Project Leaders at the point of signing up to projects. b. Volunteers must share completed copy of DBS with member of SU staff prior to volunteering & are briefed on this via email. c. Project Leader training on importance of ensuring volunteers have received DBS checks prior to volunteering & responsibilities with checking (complete excel	Project Leaders, volunteers, SU Staff	

RA Title		Version Number	
----------	--	----------------	--

Ref No	What are the Hazards?	Who/What is at Risk?	Existing Controls	Further Controls	Action By	Action Complete
			children and young people are made aware of the policies and procedures on working with under 18's. - All staff and students (Project Leaders/general volunteers) working regularly with under 18's have completed a DBS check. - Volunteering and Community Coordinator initial point of contact for child protection matters/safeguarding issues. Escalated to Opportunities Lead and/or Membership Development Manager where necessary. - Sessions occur in designated Kids Volunteering Room at Activities Hub, used solely for kid's project activities. - Maintain minimum of 1-1 volunteer-service user ratio during sessions. - Parents to complete a sign-up form prior to first session, providing Project Leaders	spreadsheet to note that they have seen DBS). d. It is possible for a volunteer/project leader to start volunteering while waiting to complete their DBS application, providing they are supervised by a volunteer with a DBS and are not left alone with a child. e. SALTO access required for entering Kids Volunteering Room. f. Only Project Leaders and internal project partners provided with SALTO access. g. Project Leaders to consider footfall of Activities Hub and organize sessions for periods with a lower footfall (where possible). h. Project Leaders to create sign in/sign out sheet for parents who drop children off. i. Project Leaders to brief volunteers on remaining vigilant of any students who may approach children in corridor connecting entrance to room and around toilet area. j. Further training/support for staff who are points of contact for Safeguarding concerns or child protection matters. k. Written escalation procedures for		

Ref No	What are the Hazards?	Who/What is at Risk?	Existing Controls	Further Controls	Action By	Action Complete
			with following information: Emergency Contact Information and history on child's behavioral patterns/challenges Photo/video consent Confirmation that child is toilet trained Dietary requirements & allergens	child protection/safeguarding matters- "Childrens Project Guidance, Managing Incidents". I. Sign up forms uploaded to project Teams by Project Leaders, making them available for staff to access. Only Project leaders should be provided access to Teams. safeguarding/child protection concerns.		
2.	Taking & sharing of pictures/videos with children in without consent	Children, volunteers	Parents complete sign-up form prior to first session and provide photo/video consent and use on SVB social media channels	a. Sign up forms uploaded to project Teams, so available for staff to access. Only Project leaders should be provided access to Teams. b. Project Leaders to inform parents in advance of any specific plans to film/take photos	Project Leaders	
3.	Injury to child during session	Children	Refer to Childrens Project Guidance on Managing Incidents: Diagnose the injury and follow process outlines below: <u>Serious -</u>	a) The Opportunities Team reviews the Incident Report Form on a weekly basis. Therefore, all incidents will be reviewed in good time and further action taken to support where appropriate and	Project Leaders, SU Staff	

Ref No	What are the Hazards?	Who/What is at Risk?	Existing Controls	Further Controls	Action By	Action Complete
			First aider to stay with child and perform relevant first aid. Project Leader to call 999 and inform University Security immediately (01248 382795). Phone the parents or guardian of the injured child. Due to seriousness, report immediately via email to Volunteering and Community Coordinator. Complete Incident Report From - Incident Report Form <u>Near Miss / Minor Injury</u> First aider to stay with child and perform relevant first aid. Inform parents of incident when they collect their child. Complete Incident Report From - Incident Report Form <u>Injury to Another -</u> First aider to stay with child and perform relevant first aid.	necessary.		

Ref No	What are the Hazards?	Who/What is at Risk?	Existing Controls	Further Controls	Action By	Action Complete
			Follow the above process depending on severity of injury. Inform parents or guardian of the child that caused injury of the incident when session finishes. If serious and children involved won't settle call parents immediately. Complete incident report from - Incident Report Form			
4.	Meltdowns	Children	Refer to Childrens Project Guidance on Managing Incidents: Give them some time - it can take a while to recover from information or sensory overload. Calmly ask them if they're OK, but bear in mind they'll need more time to respond than you might expect. Make space and try to reduce information overload as best you	a) For further guidance on how to anticipate and identify the causes of meltdown refer to this page on the National Autistic Societies website: https://www.autism.org.uk/advance-and-guidance/topics/behaviour/meltdowns/all-audiences	Project Leaders, SU Staff	

Ref No	What are the Hazards?	Who/What is at Risk?	Existing Controls	Further Controls	Action By	Action Complete
			can - try to create a quiet, safe space. You could take the child to the Sensory Room and adjust the lighting. Ask volunteers or other Project Leaders to help you with this and create some space for the child away from others. Chat to parents or guardian of the child when session finishes to inform them of the meltdown. It may be helpful to discuss together what might have caused the meltdown and how you can best support to help minimise triggers in the next session. Parents may have some useful insight from how they manage a similar situation with their child. Complete Incident Report From - Incident Report Form			
5.	Conflict between children	Children, volunteers	Refer to Childrens Project Guidance on Managing Incidents:		Project Leaders, SU Staff	

Ref No	What are the Hazards?	Who/What is at Risk?	Existing Controls	Further Controls	Action By	Action Complete
			Do upmost to keep children separated for the remainder of the session. Inform parents or guardian of conflict- they may have some useful guidance and advice on how to support children next session and help minimise conflict. Report initial conflict via email to Volunteering and Community Coordinator. Complete incident report from - Incident Report Form Monitor conflict across sessions. If conflict escalates, ensure you complete an additional Incident Report Form to highlight this.			

VOLUNTEER SAFEGUARDING

Ref No	What are the Hazards?	Who/What is at Risk?	Existing Controls	Further Controls	Action By	Action Complete
6.	Child Protection Issues involving volunteers – use of toilets during session	Volunteers	- No volunteers to accompany children in the toilet cubicle - Children who register for kid's club must be toilet trained and able to go independently/confirmation of this from parents through signup form - Volunteers to call parents if a child needs the toilet and is unable/doesn't want to go independently- parents must come to support	a. Volunteer/service user ratio 2:1 where children are transported to the toilet b. Sign up forms uploaded to project Teams, so available for staff to access. Only Project leaders should be provided access to Teams.	Project Leaders	
7.	Volunteers lack of understanding of children's behaviors and unique challenges around them, hindering ability to support	Volunteers, Children	- Project Leaders connect informally with all parents at sessions when they drop off/collect children - Discuss any issues/behavioral challenges encountered with parents – seek advice to enhance understanding and level of support/quality of service. Project Leaders brief volunteers on this and	a. Autism Awareness Training & Kids Safeguarding Training for Sbectrwm Project Leader and volunteers, Kids Safeguarding Training for Sibs/Sblat/Leap Into. Specific Leap Into Literacy training. b. Sign up forms uploaded to project Teams, so available for staff to access. Only Project leaders should be provided access to Teams.	Project Leaders, volunteers, SU Staff	

Ref No	What are the Hazards?	Who/What is at Risk?	Existing Controls	Further Controls	Action By	Action Complete
			encourage them to do so, providing support in conversations where necessary. - Parents must complete sign up form prior to bringing child to first session - Project Leaders to brief volunteers on any behavioral challenges/patterns outlined by parents through sign up forms prior to session - Training up to a level deemed appropriate for the individual project			
8.	Behavioral challenges with children which may lead to volunteer injury	Volunteers	Refer to Childrens Project Guidance on Managing Incidents: First aider to stay with volunteer and perform relevant first aid. Follow the above process depending on severity of injury. Complete incident report from - Incident Report Form	a) The Opportunities Team reviews the Incident Report Form on a weekly basis. Therefore, all incidents will be reviewed in good time and further action taken to support where appropriate and	Project Leaders, SU Staff	

Re f No	What are the Hazards?	Who/ What is at Risk?	Existing Controls	Further Controls	Action By	Actio n Compl ete
				necessary.		

PHYSICAL HAZARDS

Ref No	What are the Hazards?	Who/What is at Risk?	Existing Controls	Further Controls	Action By	Action Complete
9.	Hard flooring around kids play area where children use mini trampoline/play in tent/use toys- Children could slip/trip/fall and hit their head or break something. Impact on hard floor could worsen injuries.	All children attending session	Maintain supervision ratio of 1 volunteer: 1 child	a. Project Leaders to instruct volunteers to remain vigilant of children at all times when using or playing with trampoline/tent/toys b. Project Leaders to create designated play area c. Staff member to seek guidance from H&S around appropriate soft matting and have installed in area d. Volunteers to ensure all games/activities that could lead to more slips/trips and falls take place on the soft matting- keep all play activities to this area	Project Leaders, SU Staff	
10.	Trailing cables connecting interactive whiteboard to laptop, casing a trip hazard. This could lead to head injuries or breakages.	All volunteers, Project Leaders, children	- Laptop and cables kept in designated cupboard and only brought out when needed for use of interactive whiteboard - Volunteers briefed by Project Leaders on this	a. Staff member to request installation of higher shelf by maintenance, for laptop to be kept on when in use b. Staff member to ensure cable is trailed along the wall and off the floor c. Project Leaders to lay down designated mat for children to sit on	Project Leaders, SU Staff	

Ref No	What are the Hazards?	Who/What is at Risk?	Existing Controls	Further Controls	Action By	Action Complete
				when using interactive whiteboard d. If any cabling needed to be on the floor, tape down cabling to remove trip hazard		
11.	Manual handling heavy boxes with books/toys from high shelves in the storage room, which could fall on volunteers/project leaders and cause head injuries or bruising	All volunteers and Project Leaders	- Heavier boxes kept on floor or shelves lower down - Project Leaders and volunteers informed of correct handling techniques	e. Volunteers to work together to move/retrieve heavy items from higher up where absolutely necessary f. Project Leaders to instruct volunteers not to remove boxes/items that are too heavy and to request removal by Campus Services g. Staff member to request the removal of higher shelves by maintenance h. Staff member to request the installation of more shelves lower down to hold heavier items i. Project Leaders to re-distribute heavier loads, split content across two boxes and clearly label content	Project Leaders, SU Staff	
12.	Potential injury to children from heavy items	All children	- Children not permitted to use the storage rooms - Doors to remain closed and locked at all times unless	j. Project Leaders only provided with the key to access the storage room-open/close for volunteers	Project Leaders	

Ref No	What are the Hazards?	Who/What is at Risk?	Existing Controls	Further Controls	Action By	Action Complete
	and boxes/items kept higher up on shelves		volunteers/project leaders are accessing it			
13.	Toys left out on general floor space when not in use, causing individuals to slip/trip/fall and hit their head or break something	All parents picking up children, all volunteers, project leaders, all children	Project Leader to brief volunteers to remain vigilant of toys left out and to clean them away as soon as they've been discarded by children	a. Allow 5-10 minutes for cleaning up after use of toys and before parents collect children- Project Leaders to assign cleaning up responsibilities to volunteers b. Children to play with toys in designated soft matting area c. Limit the number of toys used by children at any one time, making mess easier to control	Project Leaders	
14.	Spilt paint or water from craft/art activities causing slips/trips and falls	All parents picking up children, all children, all volunteers, project leaders	- Volunteers to ensure art/craft activities conducted in designated area of room and on tables as far as reasonably possible - Maintain 1 volunteer: 1 child ratio at all times during craft/art activities. Volunteers to remain vigilant of potential spill hazards and to minimize	a. Project Leaders to brief volunteers on cleaning up any spilt paint/water as soon as spill has happened b. Volunteers to be vigilant of children and their whereabouts after a spill-ensure children remain seated while it's cleaned up c. Project Leaders to ensure cleaning up materials are kept in storage room, in preparation for any spills	Project Leaders	

Ref No	What are the Hazards?	Who/What is at Risk?	Existing Controls	Further Controls	Action By	Action Complete
			likelihood by ensuring lids are kept on bottles and vessels aren't overfilled.			
15.	Fire hazard from use of faulty electrical items e.g., old CD player to play music/interactive whiteboard/laptop. Fire can put all individuals at risk of death through exposure to heat/flames/Smoke and burns.	All volunteers, project leaders, children	- Ensure all electrical items in situ and used in sessions are PAT tested every 12 months - In the event of a fire, send one Project Leader to Security on Ffriddoedd site to sign out a fob for Ffriddoedd Common Room. Other Project Leaders and volunteers to make their way to the muster station (Ffriddoedd Common Room) with children.	a. Project Leaders to report to staff members items that need PAT Testing b. Project Leaders to brief volunteers on the importance of using items that have been PAT Tested and not to bring in or use new electrical items that have not yet been PAT Tested c. Staff member to ensure all items are PAT Tested by a professional	Project Leaders, SU Staff	
16.	Food containing potential allergens , causing a child to have an allergic reaction/out of date items offered to	All children	Project Leaders to collect information on children's allergies from parents through Sign Up Form prior to 1st session	a. Only shop bought food items offered b. Avoid all foods known to cause allergies e.g., nut groups c. Project Leader to monitor items purchased and use by dates to ensure all snacks offered are within date	Project Leaders	

Ref No	What are the Hazards?	Who/What is at Risk?	Existing Controls	Further Controls	Action By	Action Complete
	children casing stomach upset/food poisoning			d. If snacks are purchased in bulk, Project Leaders to ensure system is in place to rotate stock according to use by date e. No items requiring refrigeration offered		
17.	Set of steps down to the Sensory Room from the Kids Volunteering Room- potential for children to slip/trip/fall down them	Children	Project Leaders to ensure 1 volunteer:1 child ratio at all times when using steps/travelling to and from room	a. Volunteers to ensure children don't run to the sensory room	Project Leaders	
18.	Sensory overload for children using the Sensory Room	Children	Maximum of 2 children and 2 volunteers at any one time in the Sensory Room	a.	Project Leaders	

Ref No	What are the Hazards?	Who/What is at Risk?	Existing Controls	Further Controls	Action By	Action Complete
19.	Use of toys- spreading of viruses and bacteria on surfaces of toys, swallowing items etc.	Children, Project Leaders, Volunteers	- Wipe down toys used at end of every session - Monthly wipe downs of all toys used - No toys that require batteries permitted - Any toys brought in by service users must be checked by Project Leaders and confirmed suitable for children prior to being used at sessions	a. Use of child friendly antibacterial spray or wipes	Project Leaders	
20.	Use of climbing 'wall'	Children, general students	- Fold up matting fixed in place below climbing wall, preventing easy use of climbing wall by children when not in use - Supervision ratio of 1:1 for Project Leaders to children when using the wall in sessions - Project Leaders to spot children when climbing on the wall at all times - Checks of holds every month	b. Member of staff to brief all PL's on safe use of the wall prior to sessions starting c. PL's report any spinning holds to coordinator, who will arrange to secure them	Project Leaders, SU Staff	

Ref No	What are the Hazards?	Who/What is at Risk?	Existing Controls	Further Controls	Action By	Action Complete
			to ensure they aren't spinning • Project Leaders to ensure children do not jump of the wall and are encouraged to climb down • Children to remove any items from pockets prior to climbing • Project Leaders to ensure children not climbing are kept off the matting and away from landing area • Only PL's have access to the Kids Volunteering Room, preventing general students from using the wall • Parents of children informed in sign up forms of potential climbing activity and consent requested for child to participate • Only children between the			

Ref No	What are the Hazards?	Who/What is at Risk?	Existing Controls	Further Controls	Action By	Action Complete
			age of 5-12 permitted to use the wall • Ensure matting and holds are cleaned after every use • Ensure area around matting is clear of objects • Ensure children wear suitable footwear when using the wall (e.g., no use of flip flops)			
21.	Potential injury to children by other children at session (behavioral challenges can arise during Sbectrwm)	All children	• Children who don't get on kept apart • Information on behavioral challenges specific to children shared with Project Leaders through sign up form parents complete and informal chats prior to a child starting at their first session	d. Security can be contacted at any time in the event of a more serious injury/incident and/or should Project Leaders require additional support e. Written escalation procedures for child protection/safeguarding matters- "Childrens Project Guidance, Managing Incidents".	Project Leaders, SU Staff	

Ref No	What are the Hazards?	Who/What is at Risk?	Existing Controls	Further Controls	Action By	Action Complete
	sessions for children with Autism)		- Behavioral issues tackled and discussed to find solutions to support children involved. Child's parents/ Students' Union involved in discussions where appropriate. - Incidents and trends in behavior reported to Students' Union through Incident Report Form - At least one Project Leader with First Aid training present at each session - Any serious incidents reported to Students Union via email and escalated to relevant members of staff for support			
REFER TO MINIBUS RISK ASSESSMENT						

REMEMBER: Arrangements must be in place to communicate new and / or revised Risk Assessments to relevant persons. Older versions must be removed from use (e.g. Folders, Website, My Bangor, Blackboard, Notice Boards) and filed for future reference/archive.