

Risk Assessment Form Version:

For further info on risk assessment see: BHCC Risk Assessment Guidance

To calculate Risk Rating (R): assess the likelihood (L) of an accident occurring against the **most likely** impact (I) the accident might have, taking into account

Task / Activity Covered by the assessment	Public bus travel - generic RA for local adaptation			Likelihood (L)	X	Impact (I)	
Workplace				Almost Impossible	1	Insignificant (minor injury, no time off)	
Date of Assessment	January 2023	Date Assessment to be reviewed	January 2024	Unlikely	2	Minor (non-permanent injury, up to 7 days off)	
Person Completing		Manager/ Head teacher		Possible	3	Moderate ((injury causing more than 7 days off)	
Staff involved in assessment				Likely	4	Major ((death or serious injury)	
				Almost Certain	5	Catastrophic (multiple deaths)	
				Low =1-3	Moderate = 4-7	Significant = 8-14	High = 15-25

What are the significant, foreseeable, hazards? <i>(the dangers that can cause harm)</i>	Who is at Risk?	Current control measures <i>(What is already in place/done)</i>	Risk Rating			What additional controls can be put in place to reduce the risk further?	Revised Risk Rating			Sign as done
			L	I	R		L	I	R	
1. Risk of injury walking to bus stop e.g. crossing roads, wandering into roads, inappropriate behaviour etc.	Pupils Supervising adults	See separate ' Walking (in town) ' risk assessment (with your localised ratings).								

2.	<p>Risk of injury waiting at bus stop e.g. children wandering in to the road, stranger danger, behaving irresponsibly, pedestrian/cycle lanes etc.</p>	Pupils Supervising adults	<ul style="list-style-type: none"> • Children briefed regarding expected behaviours and hazards before leaving school. • Ensure depart well in time to avoid rushing, and view 'live' times online to avoid excess waiting times. • Group to wait at the bus stop without inconveniencing other road users/pedestrians. • Appropriate supervision levels, including 'high risk' children (e.g. medical/behavioural) to be identified and supervised accordingly. Where an individual pupil has specific support within the school, this should be replicated offsite. [STATE YOUR SCHOOL'S RATIO]. • Regular head counts at waiting point and before bus departs. • Children advised not to move around approaching OR stationary vehicles/bikes unnecessarily. • Staff and pupils to be mindful of large wing mirrors as bus approaches and stand back. 								
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3.	<p>Risk of slips trips/falls when boarding/disembarking the bus</p>	<p>Pupils Supervising adults</p>	<ul style="list-style-type: none"> • Wait for bus to be stationary before boarding/disembarking/climbing stairs in double decker. • Use designated raised curb at bus stop or wait for driver to adjust floor level. • A member of staff should be first and last on bus and identify an appropriate muster point. • Children reminded to board/disembark in an orderly manner, without pushing, running, jumping etc. • Follow safety advice from bus driver/staff. • Staff assistance given to younger children/those with mobility issues (there should be a separate risk assessment for children with severe mobility issues or wheelchair users). • Be mindful of obstacles in gangway and store bags underfoot. 								
4.	<p>Risk of injury during bus journey</p>	<p>Pupils Supervising adults Driver</p>	<ul style="list-style-type: none"> • Children to remain seated throughout journey. • Supervising adults to be spread evenly throughout the coach. • Appropriate supervision levels/group structure – including 'high risk' children (e.g. medical/behavioural) to be identified and supervised accordingly. [STATE YOUR SCHOOL'S RATIO]. • Loose luggage to be secured/stored safely. • Appropriate behaviour to be reminded and enforced. 								

5.	Medical emergency / illness (e.g. children, staff, driver)	Pupils Supervising adults Driver	<ul style="list-style-type: none"> • Trained first aider(s) present including additional paediatric first aider where group age range includes birth to five years. • Access to first aid kit, details of pre-existing medical conditions/allergies e.g. individual care plans where in place, and prescribed emergency medication (with staff trained to administer e.g. Epi-pens, asthma inhalers). • Awareness of location of local A&E department. • Emergency contact numbers (home/base contact, parents, carers, school, venue) etc. • Mobile phones (ideally, a selection of network providers) to be charged and available for use. • Supervision/first aid ratios planned to take account of emergencies requiring staff member to accompany to hospital or provide 1:1 support. • Staff to be aware of and follow school's emergency procedures. • Staff to have access to cash or card for emergency payments. 								
6.	Injury resulting from bus breakdown – e.g. on busy road / motorway.	Pupils Supervising adults Driver	<ul style="list-style-type: none"> • Dynamic risk assessment to be undertaken by staff (with driver input) to establish whether safer to remain on or leave the vehicle to a safe haven. • Regular headcounts if vehicle vacated and pupils to wait in a safe place, away from other traffic or hazards. 								
7.	Injury resulting from road traffic accident	Pupils Supervising adults Driver Other road users Pedestrians	<ul style="list-style-type: none"> • Avoid journeys in extreme weather conditions e.g. snow, ice, torrential rain, high winds etc. • Children/staff briefed not to distract the driver. 								

8.	Absconding or lost child	Pupils Supervising adults	<ul style="list-style-type: none"> • Assessment of pupil's suitability (physical, mental and emotional) to travel by public transport. • Safety briefing to pupils to stay together, not to talk to non-group members and what to do in the event of becoming separated e.g. contact card. • Regular headcounts. • Staff to dynamically assess passenger behaviour. • Pupils to wear identifying clothing. • Appropriate supervision levels at all times [STATE YOUR SCHOOL'S RATIO]. 							
9.	Stranger danger	Pupils	<ul style="list-style-type: none"> • Staff to remain vigilant and pupils to report any concerns. • Wherever possible, avoid members of the public who are behaving erratically. • Pupils to avoid sitting next to non-group members wherever possible, and to sit together. 							