

**RISK ASSESSMENT FINDINGS**

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| **Department/Service** |  |
| **Date** |  |
| **Assessor** |  |
| **Approved By** |  |
| **Review Date** |  |

**Relevant Legislation:**

The Management of Health and Safety at Work Regulations 1999

**RISK ASSESSMENT RECORD**

**ACTIVITY and/or ENVIRONMENT TO BE ASSESSED: Car parks / footpaths and roads on site**

**DATE:**

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| --- | --- | --- | --- | --- |
| **KEY (People at risk)** | **Likelihood (L)** | **Severity (S)** | **Risk Calculation** | **Risk Rating** |
| E = Employee YP = Young Persons  P = Public  C = Contractors  V = Visitors  EM = Expectant Mothers | 1. Very Low (rare/very unlikely)  2. Low (unlikely)  3. Medium (could occur/possible)  4. High (likely to occur/probable)  5. Very High (near certain to occur) | 1. Insignificant (nuisance/discomfort)  2. Minor (no lost time)  3. Moderate (time loss)  4. Significant (serious/incapacity to work)  5. Major (Death) | Likelihood x Severity  =  Rating | **1- 6** **LOW RISK** Monitor   * 1. **MEDIUM RISK** Monitor, review & reduce risk where possible   **14-25** **HIGH RISK** Further Action Required |

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| **1.Hazards Identified and potential harm it could cause** | **2. People**  **At Risk** | **3.Controls in Place** | **4.Risk Rating** | | | | **5. Further Action Required/ Recommendations** | **6.Target Date for Completion** |
| **L** | **S** | **Score** | **Risk** |

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| Reversing vehicles – death or major injury to pedestrians, damage to building or other vehicles |  | * Minimise number of vehicles allowed on site, particularly during start and end of day * Use one way system for vehicles where possible * Physical protection around vulnerable areas of buildings e.g. bollards or barriers * Adequate lighting of car parks * Adequate gritting during periods of inclement weather * Segregated vehicle / pedestrian areas |  |  |  |  | Schools should minimise traffic on site during school session times and at the start and end of the school day. Wherever possible parents should be discouraged from bringing vehicles on to the site during the school day. There should be suitable and sufficient arrangements in place for disabled access/ pick up and drop off of pupils with a permanent or temporary disability. Consider appropriate signage (advice can be sought from the Building Manager). |  |
| Impact with vehicle, building or pedestrian |  | * Separate pedestrian and vehicle routes with physical segregation e.g. barriers/ fencing * Designated crossing points located at safe places with appropriate signs and markings * Adequate lighting of routes * Pedestrian doors opening onto vehicular routes to have barriers to protect persons exiting * Designated passing points for pedestrian routes to maintain footpath safety e.g. wheelchair/ pushchair pedestrian conflict |  |  |  |  |  |  |
| Speeding vehicles |  | * Speed limit on site with clear signs and markings displayed * Communication of speed limit to staff and visitors * Separate pedestrian and vehicle routes with physical segregation |  |  |  |  |  |  |
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