

# TLC RISK ANALYSIS MANAGEMENT

<b>Form title</b>	<b>Kids/Youth RAMS</b>
<b>Area of responsibility</b>	Health and Safety
<b>Available for Students – yes/no</b>	YES
<b>Form detail</b>	<p><b>Risk Analysis Management Form</b></p> <p>This RAM form needs to be reviewed once a year by the Health and Safety Team. Tutors and staff are responsible for updating and reporting hazards. Hazards are listed below</p>

**Classrooms: The Learning Connexion Mixed Media 1 and Mixed Media 2**  
**Subject: School Holiday Programme and Kids Art Afterschool Classes**

<b>HAZARD Type</b>	<b>HAZARD What could cause a problem?</b>	<b>RISKS What might happen?</b>	<b>STRATEGY What you will do to minimise the risk?</b>
Carpark Vehicles	Walking in carpark Traffic	Child may run in front of vehicles.	Keep to adult child ratio of 1 teacher to 10 children. If moving between classes or areas for breaks then tell children to watch out for cars and stay together as group.
Outdoor Environment	General Play	Child may trip or fall whilst walking on pavement or uneven surfaces	Establish clear boundaries for students. Teachers must be supervising students at all times and minimise running and playing on rough terrain where possible.
Outdoor Environment	Pond	Children may fall in the pond while playing	Establish clear boundaries and point out the hazards to students. Staff must supervise children around the pond at all times
Outdoor Environment	Bushwalk	The bush area around TLC has a lot of places where children may go missing. It can be hard to keep track of them.	Don't play games like hide and seek in this area without establishing clear boundaries. Keep children together wherever possible. If child does go missing, the TLC reception and caretakers are to be alerted
Outdoor Environment	Weather	Sunburn/ children wear inappropriate clothing for outside weather	Check shoes and clothing before going outside. Get children to apply sunblock and wear sun hats if appropriate.
Outdoor Environment	Bees and other insects	Children could get stung by bees outside. Student could go into anaphylactic shock if allergic	Warn students to look out for bees while outside (especially around the pond area). Shoes must be worn at all times. Be aware of children with allergies.
Indoor Environment	Sharp tools	Children may cut themselves with scissors, craft knives or other tools or equipment.	Discuss hazards and proper tool use with students at the beginning of class. Only let older students use craft knives.
Indoor Environment	Burns	Children may burn themselves on hot glue gun.	Use cool shot glue guns especially for younger children.. Discuss the dangers of hot glue guns with students and ensure they are used correctly. Have ice packs and burn spray on hand in case of incident.
Indoor Environment	Dust from clay, chalk pastels and powdered paint	Clay dust can cause silicosis, with extended prolonged exposure. Pastel and powdered paint dust can expose the lungs to toxins, even if labelled non-toxic	Avoid making dust. damp wipe up clay before it dries. Keep all boards, floors and tools clean by rinsing off all clay. When mixing paint powder or glaze use a respirator.
Indoor Environment	Toxic chemicals	Glazing and Photography chemicals	To avoid toxic materials harming children, using these chemicals must be done primarily by staff. Older children may use these materials if wearing gloves and

			fully supervised by staff. Glazing must be done in Ceramic's studio only. Staff must check labels of all materials being used and follow health and safety instructions.
Indoor Environment	Broken Items/ materials	Tools and materials like glass can break on hard floors	Clean up spills and broken materials immediately and point out the hazard to children and other staff
Indoor Environment	Toilets in MM2	Children may mess around in the toilets	Monitor this area and check up on children you haven't seen in a while, especially if one or more have gone together
Indoor Environment	Materials in MM2 and MM3	Materials, tools and artwork in MM3 and MM2 could cause harm to children	Warn students not to play with equipment in MM3 and MM2 and create boundaries where possible
Natural Disasters such as earthquake or fire	Falling debris, unsafe building	Students could become trapped, lost or hurt	Brief children at the beginning of the term on emergency procedures (drop, cover hold) and where the emergency evacuation meeting point is. Have an emergency drill once a term.  Take role and refer to list of parent phone numbers if need to contact family in the event of an emergency

Learning difficulties Special needs	Children with special needs who need extra support	Students with special needs may require extra support in the classroom or with general mobility.	If any specific learning needs have been recorded on registration form these need to be passed on verbally to teachers and if possible on contact sheet. If there is any required support, staff can then be aware and act appropriately. Extra staff or parent support may be required for particular students.
Behavioral difficulties	Children who have a tendency to run away	Children could run away from TLC building or campus	Teachers are to ensure the environment is visually covered, by monitoring exits and any children going outside. If child does go missing, the TLC reception and caretakers are to be alerted
Behavioral difficulties	Children whose behaviour may create an unsafe situation for themselves or others	Hitting or fighting with other students	Monitor students' relationships with one another. Use a restorative practice method to resolve confrontations between students. If any behaviour becomes out of control parents to be called and TLC staff to be alerted
Safe Learning Environment	Children who suffer from anxiety and panic attacks	New environment may induce fear or anxiety	To help ease and reduce anxiety staff should give new students a tour of the area and classroom and introduce them to other children. Staff can help create a safe learning environment by playing games and getting children to introduce themselves at the start of the lesson.
Safe Learning Environment	Soiling or Loss of personal belongings	Children who lose artwork or belongings or get their clothes messy may become anxious or stressed.	Use lost property box, remind students to put belongings and artwork in their cubbies Use water based paints where possible and supply aprons.
Volunteers and support staff	Briefing staff	Staff may not understand the risks and hazards of which could lead to an incident.	Brief all staff on emergency procedures and discuss hazards before Holiday Programme begins
Volunteers and support or other adults	Abuse	Staff or other adults at TLC could physically or emotionally abuse students	Go through the child protection policy with staff. Ensure students are not left alone with an adult where possible. Check outdoor areas for strangers/suspicious behaviour
Parents and caregivers	Unauthorised pick up	Unauthorised caregivers may pick up their children without the consent of other caregivers. In worse case scenarios this could lead to abduction or abuse	Go through the child protection policy with staff. Ensure students are not left alone with an adult where possible. Check outdoor areas for strangers/suspicious behaviour. Have a list of authorised parents and caregivers on hand and check regularly as parents pick up their kids

Tutors operating as Sole Charge	Tutor may need to leave the room to gather materials, use bathroom or tend to an incident or have a lunch break	The sole tutor cannot leave teaching space and students unattended	Ask another member of staff to watch students if the tutor will be longer than a couple of minutes. This should ideally be someone who is police vetted such as Cynthia where possible.
Tutors operating as Sole Charge	Tutor may need to leave Campus due to an emergency.	The sole tutor cannot leave teaching space and students unattended	A backup will be called by C & E. If on the off chance no police vetted staff are available, another member of staff onsite will need to supervise students until parents are available to pick up their children.

## Related Procedures

**Date Created** March 2017

**Review Dates** March 2018, March 2019, June 2020, August 2021

**Next review date** February 2022

**Links**