

Form title	Kids/Youth Risk Analysis Management (RAM) Register
Area of responsibility	Kids/Youth Programmes / Health & Safety
Available for Students – yes/no	YES
Form detail	This risk analysis management register needs to be reviewed by the Kids Art Programme Coordinator and programme staff, ahead of each holiday programme, and once a year by the Health and Safety Team. Tutors and staff are responsible for updating and reporting hazards which are listed below.

Classrooms: The Learning Connexion Mixed Media 1 and Mixed Media 2
Subject: TLC Kids Art Classes and School Holiday Programmes

HAZARD Type	HAZARD What could cause a problem?	RISKS What might happen?	STRATEGY What you will do to minimise the risk?
Carpark Vehicles	Walking in carpark Traffic	Child could run in front of/behind vehicles. Driver may not see a child in the car park.	Keep the adult to 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 a group. Where possible, have an adult at the front and back of the 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	Trees	Child could get stuck or fall out of a tree.	Establish expectation that there is to be no tree climbing during outdoor break times.
Outdoor Environment	Pond	Children may fall in the pond while playing	Establish clear boundaries (keeping a distance of at least 5 metres from the pond at all times) 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 and/or get injured. It can be hard to keep track of them.	Don't play games like hide and seek in this area. Keep children together at all times. If a child does go missing, contact the KAP Programme Coordinator, Caretaker and Culture & Employment team immediately.
Outdoor Environment	Weather	Sunburn. Children wearing inappropriate clothing for outside weather.	Check shoes and clothing before going outside. Get children to apply sunblock (unless allergic) 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 demonstrate proper tool use with students at the beginning of class. No craft knives are to be used by students.
Indoor Environment	Burns	Children may burn themselves on hot glue guns.	Tutors will use the hot glue guns for the students. Have ice packs and burn spray on

			hand in case of an accident.
Indoor Environment	Dust from clay, chalk pastels and powdered paint	Clay dust can cause silicosis, with prolonged exposure. Pastel and powdered paint dust can expose the lungs to toxins, even if labelled non-toxic	Avoid making dust. Dampen and 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	These products will not be used by children.
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 has 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 establish clear boundaries for students
Natural Disasters such as fire or earthquake	Falling debris, unsafe building	Students could become trapped, lost or injured	Brief children at the beginning of the class on emergency procedures (drop, cover hold) and where the emergency evacuation meeting point is. Have an emergency drill once per term for classes and once per week for holiday programmes. Take the roll and contact lists for contacting families 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 all staff so that they can act accordingly. If there is any required support, staff to be made aware and act appropriately. Extra staff or parent support may be required for particular students.
Behavioural 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 a child does go missing, contact the KAP Programme Coordinator, Caretaker and Culture & Employment team immediately.
Behavioural difficulties	Children whose behaviour may create an unsafe situation for themselves or others	Hitting or fighting with other students	Monitor students' interactions. Use a restorative practice method to resolve confrontations. If any behaviour becomes out of control, parents are to be called, in accordance with school policies.
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 area. Remind students to name their work. Use water based paints and supply aprons.

Volunteers and support staff	Briefing staff	Staff may not understand the risks and hazards that 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. All staff to be safety checked and police vetted before working with children.
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 and/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.

Related Procedures

Date Created	March 2017
Review Dates	March 2018, March 2019, June 2020, August 2021, Jan 2023, Jan 2024
Next review date	Jan 2025