



BSC

BRITISH STUDY CENTRES

Young Learners

**British Study Centres Young Learners
Risk Assessment
Handbook**

Contents

Risk Assessment	3
Accommodation	4
Classrooms	4
Dining Room	4
Social Facilities	5
Sports Facilities	5
Externally on Campus.....	5
Activities on Campus	5
Activities off Campus	6
People Management Skills	6
5 Steps to Risk Assessment.....	6
Risk Assessment Form.....	7

Risk Assessment

A Risk Assessment is used as a careful examination of individual areas or activities, in order to put in place the best suited practices and/or precautionary measures to avoid accident or injury.

Summer school premises carry a range of potential risks for international students and their group leaders (IGLs), and staff. An essential part of centre set-up is checking the facilities and environment, and being aware of the risks. Although this applies most directly to the campus itself and anything in its immediate vicinity, it should also be extended to the activities which take place on-site and to those which take place off-site. Thus, risks can range from trailing electrical wires to students tampering with the emergency exit on a coach during an excursion.

A risk assessment should identify how risks arise, the potential effect on those involved, and the steps needed to reduce a negative outcome.

This is achieved by locating hazards both actual and potential. A hazard is anything which has the potential to cause harm and can be a substance or object, a method of working or an aspect of the environment. Risk is the likelihood of potential harm being realised and is normally measured as high, medium or low. Once a hazard has been identified and the risk evaluated, a course of action to remove or limit the risk should be found. The situation should then be revisited to check that the risk has been reduced.

In using premises owned and managed by an external organisation, such as a boarding school, the only course of action (if a hazard has been identified) concerning condition of premises is to raise awareness of the hazard to the organisation and recommend the best course of action to remedy the hazard. This should then be documented. Where the hazard concerns activities, more direct action may be required.

To assist in this process, we have provided a standard form below in this handbook on which to list hazards, the level of risk involved and action to be taken to reduce or eradicate the risk. Areas covered include the following (please note this list is not exhaustive and individual centres may find other areas that are applicable to them).

Accommodation

Clearly labelled exits

Fire doors must be unblocked and functioning

Fire equipment maintenance and condition

Centre fire evacuation procedures

Window and doors - in particular that upper floor windows have safety restraints and ground floor windows only have ventilation opening i.e. access cannot be gained from outside

Access to balconies and parapets (especially, but not exclusively, in high-rise blocks) – are these safe?

Are safety notices prominently displayed?

In multi-bedded accommodation upper bunks are safe and surrounded by a safety rail and ladder is firmly fixed to the frame

Carpets are well fitted and there are no loose edges that could cause a fall/trip

Showers have non-slip surfaces or mats. Is there enough privacy?

Are kitchen areas open to students? What electrical equipment is available to us and is it working – any loose/trailing wires?

Adequate security arrangements for entering residences: i.e. keys, cards, security codes. Enforce a rule that all external or fire doors must be shut properly at all times and not propped open for convenient entry/exit

Lifts condition – what is the maximum capacity? What is the emergency procedure?

Stairways condition – are there any loose stair fittings/banisters? Are there any low landing rails that might be a danger to students?

General security, i.e. CCTV, night wardens, lockable doors and other security arrangements

Separate staff and student toilets/bathrooms

Any adapter plugs that students might be using – are they correct and safe?

Classrooms

Safe windows

Any loose carpet/suspect electrical equipment/trailing wires,

Condition of desks and chairs – sharp edges, danger of collapse etc.

Ventilation is reasonable in hot weather

Stairways and landings in classroom block are safe, check fire exits and fire equipment etc.

Dining Room

Condition of furniture

General hygiene and cleanliness

Fire exits and fire equipment

Provision for special dietary needs – make the kitchen staff aware of students with dietary needs.

Awareness of hazards at meal times, such as spilt liquids during meal times etc.

Queuing system

Obstruction of communal areas

Social Facilities

Condition of common rooms
Condition of furniture and equipment in common rooms
Electrical equipment PAT tested

Sports Facilities

Equipment in sports halls, presence of ropes, wall bars and other potential hazards, lighting etc.
Clearly marked out of bounds areas e.g. fitness room, climbing wall
Outdoor swimming pool – is access protected with a surrounding wall and lockable entrance?
Indoor swimming pool – access and supervision. Safety markings for e.g. deep end. Strict policy on diving. Lifeguards – are we or the school/college providing them?
Ratio of lifeguards to students with the Operations Manager. It varies from pool to pool.

Externally on Campus

Security CCTV / wardens – check whether they are provided by us or the school?
Note out of bounds areas; signpost, inform staff and students – be vigilant
Lakes / outdoor swimming pools when unsupervised, assault courses, any areas where building work is taking place – are these properly cordoned off?
Is there a main road near campus – if so, how busy is it?
Do tractors or other non-conventional vehicles based locally use the campus?
Is the campus in a hilly position with sudden drops – if so, is there a barricade or rail to block these off?
Presence of animals on campus
Areas open to student in free time – have students been made aware of campus boundaries and have these been sign-posted?
Public access onsite – is it allowed?
Badly lit areas, incl. footpaths – split sites getting from one point to another?
Are there any areas to be avoided where incidents have occurred in the past?
Entry/exit points to the campus/ student areas- are these locked/ monitored? How can you prevent public entering/students exiting?
All staff and students to wear lanyards at all times. Anyone not wearing lanyard must be stopped and questioned.

Activities on Campus

Proper supervision with staff/student ratios maintained
Condition of equipment used
Proper training/induction in use of equipment
Lifeguards responsibilities e.g. not to sit in a corner and read a book but to be actively watching over the students in and around the pool
Same for any activity (ALs and TALs should be actively involved)
Avoidance any activity of a potentially hazardous nature such as archery, shooting,
Use of barbecues by BSC staff (where applicable)
External activities on campus – are staff and students aware? (e.g. cricket at Ampleforth) How does this affect movement around the site?

Activities off Campus

Proper supervision with staff/student ratios maintained

Staff training for managing excursions

Every student/member of staff must have their BSC Education ID card

Emergency procedures for staff and students e.g. if someone gets lost, there is a road accident, emergency phone contact with summer school, 999, road and traffic training for students and IGLs

Wearing of seat belts in coaches, no moving about in the aisle by students when in transit

Managing a group on London Underground – do the staff know where everyone is? Are they safe? Do they know the route?

Care and consideration for locals – taking up space in public areas (awareness of movement on busy pavements, stopping in areas that doesn't block thoroughfare), volume of group, appearance of group.

Clear procedure for moving/crossing roads, etc.

People Management Skills

Relationships between staff members

What are the relationships among student like, e.g. inappropriate behaviour between particular groups of students/nationalities?

Presence on campus of members of the public or school staff – e.g. are they somewhere where they shouldn't be?

Is there any bullying going on?

Any signs of abuse – verbal or physical?

Students with special needs – are there any dietary/medical requirements of which staff should know? Do students have any physical disabilities with which they need assistance?

Coronavirus

BSC Education Young Learners have both a COVID-19 Risk Assessment as well as the Coronavirus IPC Measures document with clear instructions to consult in the event of a Coronavirus (aka COVID-19 or 2019-nCoV) outbreak or suspected outbreak.

5 Steps to Risk Assessment

Risk assessments can be broken down into five simple steps. These steps will help you to complete the risk assessment effectively.

Step 1	Identify the risks
Step 2	Decide who might be at risk and explain how they may be affected
Step 3	Evaluate the risks and determine most suitable precautions
Step 4	Document your findings and take action to resolve the concern
Step 5	Review your assessment fortnightly and update as necessary

Although risk assessments have been carried out for all areas of each centre, they will need to be re-assessed and updated fortnightly (more often if necessary). Centre specific risks will need to be added to the relevant assessment sheet. For example, the centre's own fire procedure should be added to the fire risk assessment. If a new type of assessment is needed, please use the blank risk assessment template in this handbook or find copies on SharePoint.

Risk Assessment Form (template)

RISK ASSESSMENT

< Name of the activity >

Revised on:

Risk	Who is at risk?	Control measures	Likelihood	Severity	Risk rating	Notes
Date:		Signed:		Groups / Individuals affected:		
Date:		Signed:		Groups / Individuals affected:		

Action level		
Points: 1-3 4-9 10-12 13-17 18-25	Risk: Negligible Acceptable Moderate High Intolerable	Action: No action necessary Tolerable risk – managed through systems and control measurements Close monitoring required, unlike event with severe consequences. Action necessary to reduce the risk Immediate action – cease the activity or do not start

The table below identifies persons who can be at risk and places them into the following categories:

Category	Key	Description
Students	STU	Person who has responsibility for participants during activities.
International Group Leaders	IGL	Persons who have pastoral responsibility for participants during activities. They may or may not be directly involved in activity.
Centre Staff	Staff	Person who may have direct contact with participants, group leaders and but who are not directly employed by British Study Centres i.e. caterers, venue managers
Campus Personnel	Camp	Host centre liaisons, cleaners, maintenance teams, kitchen staff, etc.
Third Party Suppliers	SUP	Persons involved with YL programmes via third party arrangement (coach drivers, DJs, specialist programme instructors, etc.).
General Public	GP	Any person who could be present but is not listed above.
All	All	Any of the above.

Evaluate the risks and how to control them

RISK LEVEL		
LIKELIHOOD	SEVERITY	
1 – Improbable	1 – Minor, requiring no action	
2 – Remote	2 – Minor harm needing treatment and/or limited recovery	
3 – Possible	3 – Harm requiring short-term absence for full recovery, potential loss, and reputation damage	
4 – Likely	4 – Major harm with long-term absence and possible disability, fiscal loss with long term damage	
5 – Very likely or frequent	5 – Fatality, serve loss or lasting damage	
RISK RATING		
POINTS	RISK	ACTION
1-3	NEGLECTIBLE	No action necessary
4-9	ACCEPTABLE	Tolerable risk – managed through systems and control measures
10-12	MODERATE	Close monitoring required, unlikely event with serve consequences
13-17	HIGH	Action necessary to reduce the risk
18-25	INTOLERABLE	Immediate action – cease the activity or do not start

Implement control measures

Control measures are taken to control or eliminate the hazards that have been identified during the risk assessment. The control measures identified in the generic risk assessment identify general measures which are taken during the day to day operation. The following action plan identifies steps to be taken when implementing control measures.

Eliminate the hazard: Where possible remove the hazard or identify a safer solution which totally avoids the hazard.

Substitute: If the hazard cannot be totally removed, is there a way of minimising the risk by using alternatives?

Barriers: Is it possible to isolate the hazard and cordon off the area? Can the hazard be removed? Is it possible to put the hazard in an enclosure?

Identify and Implement Procedures: Limiting exposure time to any hazard: identify safe systems or work, where possible, using examples of best practice. This will depend on human response and staff adhering to arrangements in place. Try to introduce and develop a safety culture within the workplace and ensure that safe practices are maintained.

Use of appropriate warning systems: Appropriate signs, instructions and labels should be introduced (when/where required).

Use of PPE: If, as a last resort, there is no alternative solution, Personal Protective Equipment should be introduced. Ideally this should be seen as a measure to be adopted when all other options have been exhausted (see *COVID-19 Risk Assessment* and *Coronavirus IPC Measures* documents for further instruction).



British Study Centres Young Learners

Lees House
21–33 Dyke Road
Brighton, BN1 3FE
United Kingdom

CONTACT:

Lee Hall
Young Learners Operations Manager
lee.hall@bsc-education.com

FOR MORE INFORMATION VISIT:

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