

HAZARD IDENTIFICATION AND ANALYSIS

Name of School: Dormer House, Moreton	Date of Assessment: 25/2/15
---------------------------------------	-----------------------------

MAIN HAZARDS	WHO MAY BE HARMED?
Possible road traffic accident	Pupils, Instructors, Members of the public
Impact with something solid	Pupils, Instructors
Slips, trips and falls	Pupils, Instructors
Abduction	Pupils
Getting lost	Pupils, Instructors
Injury from bike itself	Pupils, Instructors, Members of the public

HAZARD	RISK RATING Without controls	CONTROL MEASURES	RISK RATING With controls
Inexperienced pupils, maybe with low confidence and on road for the first time	Medium	<ul style="list-style-type: none"> ➤ Supervision by competent, trained and qualified instructors at ratio of 1:6 for Level 1, 1:3 for L2. ➤ High visibility clothing worn by all pupils and Instructors. ➤ Instructors briefed on pupils' medical and special needs. ➤ Route to be used to be approved by Road Safety Unit, Police and School. ➤ Pupils aware of strict guidelines for behaviour and briefed to stop safely on the left should anything unexpected happen or they are unsure what they should do. 	Low
Road traffic accident	Medium	<ul style="list-style-type: none"> ➤ Accident and emergency procedures known to Instructors. ➤ Instructor to assess pupils' basic cycle control before going out on to the highway. ➤ Instructors follow guidelines in Instructors' manual relating to the manoeuvres to be practised. 	Low
Impact with something solid	Low	<ul style="list-style-type: none"> ➤ Instructor to inform pupils about any potential hazards (e.g, hazards on the pavement, skips in the road). 	Low
Slips, trips and falls	Medium	<ul style="list-style-type: none"> ➤ Instructor to inform pupils about any potential hazards. ➤ Instructors aware of the possible effect of different weather conditions. ➤ Instructor to identify any change in surface or route prior to taking children out. (see ANY OTHER SPECIFIC HAZARD) 	Low
Injury from bike itself	Medium	<ul style="list-style-type: none"> ➤ Guidelines for behaviour when with the bike standing / walking / pushing. ➤ No cycling allowed, unless instructed by Instructor. ➤ All bike checks observed by Instructors. ➤ All pupils when with their bikes are escorted by Instructors 	Low

Abduction	Low	➤ Pupils to be in view of an Instructor at all times.	Low
Getting Lost	Low	➤ Instructors briefed on routes. ➤ Pupils to be in view of an Instructor at all times.	Low

GENERAL ROAD HAZARDS WITHIN THE SPECIFIED AREA

Difficult/unusual/confusing junctions	Instructors must familiarise themselves with the area to be used before training begins. Identify any parts that are too challenging and avoid them. For other difficult sections ensure only pupils with adequate skills and confidence ride them and that they are briefed on the best approach.
Busy/fast roads	Ensure pupils are briefed before riding on these and understand how they affect decision making and manoeuvring.
Steep gradients	Make sure pupils are warned in advance and select appropriate gears and/or control their speed.
Kerbs/Bollards/Barriers	Brief pupils to adopt suitable road position that minimises risk of collision.
Rough/poor surfaces/traffic calming	Ensure pupils are warned in advance to reduce the risk of sudden braking or steering
Parked vehicles	Instructors to teach and the pupils to practice safe overtaking on a quiet section of road before they attempt junctions or more challenging sections.
Very wide or narrow junctions/carriageways	Instructors should emphasise the importance of good road position, ensure pupils understand priorities and use their own riding position to provide maximum protection where required.
Restricted views	Instructors to warn pupils to take extra care with observations and to take positions that maximise the available views.
Pedestrians	Instructors to warn pupils to take extra care where there are large numbers or they may be distracted.


GENERAL NOTES

The school is located close to the town centre and the main A429. Space within the school grounds is limited and the roads immediately surrounding it are generally too busy for initial L2 session but the access road opposite past Budgens leads to the cycle path over the railway to the A44 Oxford St. On the far side of that are the training junctions off Evenlode Rd. and, in the other direction, East St/Church St give access to better teaching sites along Fossey Ave. A footpath from Old Town (shown with dotted line) will have to be used, make sure pupils are considerate to pedestrians and walk their bikes where necessary.

The centre of town will be a significantly of challenges and should be avoided on Tuesdays when the market takes place. Some longer circuits on more rural roads are included as optional practice activities for pupils who have demonstrated all outcomes consistently around the town.

ANY OTHER SPECIFIC HAZARD (see map)	ACTION TO BE TAKEN
1. Lots of parking and pedestrians along access road by shops.	Discuss with pupils the implications for traffic movements and the extra care needed with observations and decisions here.
2. Busy mini roundabouts with some multi lane approaches and a higher proportion of large vehicles.	Instructors to walk pupils through here unless they have demonstrated relevant outcomes consistently at less challenging roads/junctions. As for 1 above plus pupils should have also demonstrated good awareness, decision making and confidence with traffic on quieter roads. Instructors to discuss with pupils the issues of riding close to large vehicles, particularly filtering.
3. Pedestrian crossing lights.	Instructors to ensure pupils understand and observe lights. Discuss the issues of filtering (pupils must not filter past stationary or slow moving traffic at L2).
4. Station Rd. is a one way street (going N/W)	Instructors to plan routes accordingly and discuss with pupils the implications for road position when riding here.
5. Crossroads of Church St. and Old Town are quite narrow with a lot of parking and restricted views.	Instructors to walk pupils through here unless they have demonstrated relevant outcomes consistently at less challenging roads/junctions.
6. National speed limit roads out of town from these points	Pupils will need to have consistently demonstrated good awareness, decision making and confidence with traffic before riding here.

Suggested Routes/Junctions for initial on road training (see map ). Instructors should train here until pupils have demonstrated sufficient skills and awareness to move on to more challenging roads and junctions within the specified area.

More Challenging Routes/Junctions for able pupils (see map ). Instructors to avoid or walk these sections with less able/inexperienced pupils and use them for left turns and other simple manoeuvres with the rest. Pupils who have demonstrated a sufficiently high level of ability may ride more demanding manoeuvres here as an extension activity during later sessions.



INSTRUCTORS NOTES

Any changes or additional hazards	Control measures and further actions
-----------------------------------	--------------------------------------

WHEN SHOULD THERE BE A REVIEW?		
➤ Significant change to the environment	➤ Following an accident	➤ After a reasonable amount of time

Name of School: Dormer House	Position: Cycling Co-ordinator
Prepared by: D Muir	Date: 25/2/15

TO BE COMPLETED BY THE <u>SCHOOL</u> - Risk assessment acceptable	
Signed:	School:
Name (please print):	Date:

Please hand a signed copy of this Risk Assessment to the instructors on the first day of training or, if you have any queries, please contact Don Muir (Cycling Co-ordinator)- (01452) 425532, don.muir@gloucestershire.co.uk
 The Road Safety Partnership, Environment Directorate, Gloucestershire County Council, Shire Hall, Gloucester. GL1 2TH

TO BE COMPLETED BY <u>INSTRUCTORS</u> - please sign to say that you've read the Risk Assessment					
Signed:	Date	Signed:	Date	Signed:	Date
Name (please print):		Name (please print):		Name (please print):	

Instructors- Please return this part of the risk assessment with the register at the end of the training

