



Christleton Primary School

*Early Years Foundation Stage
Risk Assessment*

Risk Assessment Matrix

		Likelihood				
		Rare (1)	Unlikely (2)	Possible (3)	Likely (4)	Almost Certain (5)
Impact	Catastrophic (5)	Moderate Risk	Moderate Risk	High Risk	Critical Risk	Critical Risk
	Major (4)	Low Risk	Moderate Risk	High Risk	High Risk	Critical Risk
	Moderate (3)	Low Risk	Moderate Risk	Moderate risk	High Risk	High Risk
	Minor (2)	Low Risk	Low Risk	Moderate risk	Moderate Risk	Moderate Risk
	Insignificant 1	Low Risk	Low Risk	Low Risk	Low Risk	Moderate Risk

Risk Score	Risk Level Category	Description
1-4	Low Risk	Manage by routine procedures and operations; should not require much attention but should be reviewed at least every 18 months.
5-10	Moderate Risk	Manage by specific monitoring or response procedures; should be monitored and reviewed every 12 months.
11-18	High Risk	Examine the risks associated with the pupil; decide timescales for completion of all agreed actions and record on action plan. Provide additional monitoring of agreed controls until they are fully implemented. Closely monitor effectiveness of new controls put in place.
19-25	Critical Risk	Inform the Education Officer immediately of the result of the risk assessment. Until effective interim controls are agreed and implemented, and an action plan to permanently reduce the risk to an acceptable level has been agreed do not recommence e.g. A pupil cannot be readmitted until suitable resources are in place.

Risk Assessment						Risk Management		
Significant Hazard (Foreseeable risk only)	Persons at risk	Likelihood information (History, Accidents, near- misses, frequency, duration, environment, etc)	Likelihood	Severity	Risk Score L/M/H	Additional Control Measures Who / What / How / When	Implementation and monitoring Who / How / When	Residual Risk Score L / M / H
Malleable activities	Children with Allergies	Possible allergic reactions to materials. Consumption of materials.	1	3	3	Check all information on allergies and avoid allergens. Make sure all other materials are sensitive and are diluted according to the instructions. Children follow the no consumption rule in this area	EYFS Staff	2
Toy Boxes and Baskets	Children and Adults	Falling toys, heavy boxes being moved unsafely, trapped fingers or drops on toes.	3	2	6	Ensure boxes and baskets are not overloaded. Provide low storage for boxes. Adults to oversee manual handling and model safe techniques	EYFS Staff	6
Slips and Trips	Children and Adults	Children trip or slip on toys left on the floor and spillages.	3	3	9	Set expectations about how much can be out at any one time and encourage children to tidy up what they are no longer playing with to keep the environment safe. Any spills on floor to be mopped up straight away and wet floor sign put up. Any objects on floor that could be a trip hazard to be picked up	EYFS Staff	6

Scissors, hole punches	Children and Adults	Children cut themselves on the scissors	3	3	9	Talk to the children about the use of scissors, e.g. for paper and card. The scissors must be used to cut. Make it clear to the children that you don't use the scissors to cut hair or each other's clothes. Model to the children how to use scissors and walk with them safely. Model how to use the hole punches.	EYFS Staff	4
Open shelves	Children	Children climb the shelves or hang of it causing shelves to fall	3	3	9	Talk to the children about the open shelves and how to use them safely. Encourage the children to find an adult if a child is using the shelves incorrectly	EYFS	4
Contact with soil	Children	Ingesting soil	3	2	6	Provide hand washing facilities during and after play Establish good handwashing routines. Children encouraged to follow a no consumption routine in this area	EYFS Staff	4
Soil contamination	Children	Ingesting/ absorbing contaminated soil	3	4	12	Soil should be checked for contaminants daily, before play This is part of the daily checklist Children follow the no consumption rule in this area Not using manure or any chemicals on the garden or surrounding areas.	EYFS	4

Washing up hands	Children	Wet areas Slips and trips	3	3	9	Provide washing facilities and at times of extreme mud, provide rinsing facilities outside. Staff to monitor floor areas for water and mop up when necessary	EYFS	4
Water	Children	Drowning Stagnant water, consumption/ absorption of contaminants	3	4	12	Containers provided do not allow children to fall in. Teachers to supervise where large trugs are in use and do not fill deeply. Water containers are emptied at the end of each session/ day so they do not go stagnant. Water containers are emptied regularly and check for contaminants. Children are encouraged to follow a no consumption routine in this area. Children are made aware of the hazards of stagnant water	EYFS Staff	8
Gravel, pebbles, woodchip or other pieces of natural material	Children	Choking, putting object in ear and nose	3	4	12	Any children who are likely to explore putting things into their mouths are identified and given greater supervision in this area Children encouraged to follow a no consumption rule in this area	EYFS Staff	8

Using plants and other foraged natural materials	Children	Ingesting or absorption of poisonous plants Allergies	3	4	12	Raise the risk of eating plants Plants within the play area are chosen carefully. Adults to remove hazardous plants Children encouraged to follow a no consumption rule in this area. Children encouraged to wash their hands after play	EYFS Staff	6
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