

# Stanley Grove Primary Academy

## Learning Outside the Classroom Policy (LOtC)

### Vision

The vision of Bright Futures Educational Trust is to create a world class education to enable every young person to reach their full potential, and in particular, their full academic potential.

### Rationale

Educational Visits and learning outside the classroom are an integral part of life at Stanley Grove Primary Academy, furthering the education of the pupils, we consider it vital that we maintain a broad and balanced curriculum. This includes ensuring that pupils have first-hand experiences and have a chance to see and take part in activities outside the classroom. We are part of a vibrant and lively community and we encourage all classes to take part in that community as well as inviting them into our school. Our school grounds provide rich opportunities that can engage all pupils effectively in understanding about sustainability and the environment. Visits outside of school, including residential opportunities, are built into our curriculum and enhance children's learning.

Educational visits and learning outside of the classroom is a school wide activity and should be encouraged at every opportunity. The Early Years Foundation Stage (EYFS) curriculum, which became statutory in September 2009, places a strong emphasis on the importance and value of out of the classroom learning experiences. It is important to note that whatever the age of the children, experiences should not to be taken in isolation. Children need to be well prepared, supported, resourced and informed for any learning experience to reap maximum benefit. All visits and learning outside of the classroom opportunities should be planned by a member of staff nominated as party leader, with the health, safety and welfare of the children of paramount importance.

### UNCRC

This also links to our Rights Respecting Schools (RRS) ethos:

**Article 15:** Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

**Article 28:** Every child has a right to an education.

**Article 29:** Education must develop every child's personality, talents and abilities to the full.

**Article 31:** Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.



### What is LOtC?

Learning Outside the Classroom (LOtC) is the use of places other than the classroom for teaching and learning. It is about getting children and young people out and about, providing them with challenging, exciting and different experiences to help them learn.

The places where learning happens can have a significant effect on how a young person engages with a subject or an idea. Learning outside the classroom can happen at almost any time and almost anywhere – outdoors or indoors: in the school grounds, on the high street, in the local park, in museums and art galleries, on mountain tops and rivers, in Britain's remote places, or elsewhere in the world.

## Aims

- To introduce pupils to a range of new experiences
- To develop the curriculum through using the local environment and community
- To offer pupils exciting and stimulating experiences that enthuse them in their learning
- To develop self-esteem through providing a range of opportunities for pupils to excel
- For pupils to develop their social skills, independence and resilience through experiencing a residential activity

## Learning outside the classroom - our core offer

We provide the following offer to all our pupils:

Offer 1	We provide all pupils with two residential activities over four years in Keystage 2
Offer 2	All pupils experience at least three vocabulary trips/ visits each year
Offer 3	All topics taught are supported by at least one visit and/ or visitor
Offer 4	All pupils take part in 'Forest schools' activities every 2 <sup>nd</sup> year in Keystage 1 & 2
Offer 5	Keystage 1 & 2 pupils take part in one library visit each half term, EYFS at least once a year
Offer 6	All pupils visit at least one community building during the year and will use another community resource e.g. park, museum, library
Offer 7	All pupils will have opportunity to participate in at least one production over the year. This might include assemblies, concerts or another special event
Offer 8	Keystage 1 & 2 pupils take part in at least one extra-curricular activity during the course of the year

### How we will deliver this

## Residential

Throughout their time in Keystage 2 all pupils have the opportunity to experience a residential activity, whether it be a an overnight stay on the school grounds, or a one overnight stay at an outdoor activity centre (eg; Ghyll Head /Castlehead),). Key staff are chosen depending on the needs of the pupils. Other across school residentials may include vulnerable groups (SEN, LAC, EAL) at Ghyll Head Education Centre. All residentials use facilities and resources provided by quality badge holders.

In order to prepare for the residentials, the Learning Outside the Classroom Lead liaises with the year group leaders. Parents are notified at the end of the previous year about the proposed details for the trip and a parents' meeting are held in advance . The residential trips are considered to be an entitlement and all pupils take part. The trips are subsidised by money paid at the start of year by parents/carers to cover all aspects of LOtC and through budget allocation. See Appendix 1 – parental contribution letter.

## **Trips and visits**

It is expected that all year groups have at least two trips during the school year. These will be included in the year groups' curriculum plans and will support and expand opportunities for teaching and learning. Trips and visits should:

- Be part of the curriculum and enhance teaching and learning
- Provide hands-on, stimulating opportunities for pupils
- Be with quality badge providers wherever possible
- Help develop social skills and self-esteem

## **Risk assessment**

Our risk assessment process is designed to manage real risks when planning trips whilst ensuring that learning opportunities are experienced to the full. The group leader initially draws up a visit plan and timetable (who, what, where, why, when and how?) Trip leaders need to complete the 'Educational Visit' pack and have this approved by SLT and Principal. A risk assessment visit should be made by the group leader prior to the visit of the group. The risk assessment guidance can be found in appendix 2 alongside a blank risk assessment form found as appendix 3.

The process is as follows:

- Identify the hazards
- Decide who might be harmed and how
- Evaluate the risks and decide on precaution
- Record your findings and implement them
- Review your assessment and update if necessary

## **First Aid**

- On any visit, at least one of the supervisory staff will be a competent First Aider, holding a valid first-aid certificate and carrying an appropriate first-aid kit.
- This person will also be responsible for medication of any children attending the visit.
- Stanley Grove Primary Academy are responsible for qualifications, normally every three years
- Group leaders/class teachers will be responsible for checking sick buckets and first aid kits/bum bags to be on their person

## **Information Available at School**

The Group Leader, Principal and school must hold the visit information for the duration of the visit. The information should contain details of:

- Itinerary
- Contact point
- Mobile phone numbers
- Staff – group leader, teachers, helpers, etc
- Copies of Parental consent form
- Copies of insurance documents, critical incident policy, contacts, etc

- copies of any insurance documents,
- Emergency procedures.

## Safe use of minibuses and seatbelts

- Students **will not** be allowed to travel unless they wear a seatbelt.
- All minibus drivers will have qualified MIDAS training
- The Facilities Manager is responsible for arranging the maintenance of the minibus / minibuses including MOTs and road tax.
- The driver must have a current license, be aged 21 years or over and hold a full licence.
- Drivers must complete the relevant form from the school office and supply a photocopy of their driving licence.
- Internal damage/cleaning to the minibus is the responsibility of the trip organiser.
- The minibus will carry strictly one person per seat and seat belts must be worn at all times.
- Any potential risks or defects identified will be reported upon return to the school.

The following staff members hold the required licence and have completed specific training allowing them to drive the minibus/minibuses:

Sandra Nevins	Nathan Gorman	Jane Coogan	Kim Chambers	Rebecca Embleton
Shabnam Mughal-Mohamed	Jon Aaron	Lauren Carroll	Najma Rahi	Holly Lester
Melanie Travis	Chris Brown	Catherine Burnitt	Tracey Ward	Paul Jones

- If only a small number of children are attending a visit, or not enough room on the minibus, staff may want to use their own car for transport. It is the responsibility of the staff member to ensure that they have the appropriate level of insurance cover (normally Business Class) and that they have signed a drivers declaration, without this, staff will not be able to use their own vehicle.

## Forest school

Forest school encourages children to explore their own innate learning in the richest classroom we have – the outdoors. The Forest School ethos focuses on an approach to learning that maximizes the emotional, social and developmental benefits of education.

Forest School is run by our trained Forest School Leader, Hazel Jones, together with other staff who are well versed in the Forest School process.

The Forest School Team work with children in the outdoors over a period of time throughout the academic year, working with a higher than normal staffing ratio, introducing risk-taking and setting participants up to achieve.

Forest School sets learning in a different context for children where they can undertake a range of practical activities and carry out small achievable tasks. At Forest School, children can develop their team working skills and also learn to become more independent. Those who are unfamiliar with woodlands and green spaces can become confident in using them and this can form the basis of a life-long relationship with natural spaces.

Forest School can be particularly effective for children who do not do well in the classroom environment. Children learn to solve problems and be creative and imaginative at Forest School thus showing enterprising behavior.

## Use of school garden/grounds

The school grounds is a resource for use by all the school. We aim to use it as frequently as possible through:

- Including it as a planned resource within the curriculum e.g. 'habitats'
- Using it as a resource to support other curriculum areas e.g. for sketching in art, as a stimulus for writing activities
- Using it to support our healthy schools initiatives e.g. gardening club, cookery, sustainability initiatives
- Opening it up for events and welcoming its use by members of the community

Responsibility for its day-to-day maintenance is allocated to classes on a monthly basis. The gardening club will regularly manage the day to day care of plants/pots. Consideration is given to those classes who have previously been allocated a winter month.

## The Local Community

At the beginning of the year a standard letter is sent out to parents requesting their permission for pupils to go on local visits into the community. All classes are encouraged to make visits into the local community including:

- Visiting local religious and community buildings
- Taking part in local festivals and events
- Making links with local clubs
- Using local resources such as museums, the canal and art gallery
- Using local facilities such as parks, swimming pools, library

## Participating in Productions

All pupils should be involved in at least one production annually. In addition in Keystage 1 & 2

- Class assembly
- Music events
- Winter concert
- Talent competitions

In addition to this it is expected that pupils will contribute to assemblies through:

- Providing feedback about trips and visits
- Welcoming visiting speakers
- Volunteering in assemblies
- Providing feedback about matches and events

Pupils who play a musical instrument may have further opportunities to play during assemblies and/ or to accompany other events.

## Working together

We work in partnership with a wide range of organisations that provide invaluable support for the work we do at Stanley Grove Primary Academy and the community.

Regular class visits to Longsight library, Manchester Museum, Whitworth Art Gallery form part of our vocabulary trips, community events and shared meetings beyond Manchester. We are extremely grateful for the support of all of our partners.

Stanley Grove works with many other cultural assets in the local community, helping to foster lifelong learning and cultural literacy in the community – ownership and belonging in our cultural institutions, embedding quality arts and culture. Previous community events include; Big Draw family days, and festival launch, Takeover Day's, SMArt Palace and Big Book Bash community events.

We are proud to be part of Bright Futures Education Trust where we work closely with our primary and secondary schools. Working in partnership on joint author workshops, poetry, sports, community festivals and residential events across the trust, always living the core values of integrity, passion and community.

## Extra- curricular activities

A full range of before-school, lunchtime and after-school activities are provided on a weekly basis. These are led by a mixture of school staff and external clubs. The programme changes termly to reflect the seasons and the availability of staff. A timetable is circulated at the end of each term listing the clubs, their time and location. Our extended schools' co-ordinator helps put the timetable together. The range and timing of clubs takes into consideration:

- The interests of the pupils at the school
- The facilities available
- Links with the local community
- Expertise of parents and other adults associated with the school
- The needs of all groups of pupils including those attending mosque after school
- The balance and range of activities available

Separate guidance is available for club leaders including health and safety, contact numbers and term dates. Attendance at clubs is monitored to ensure that clubs are accessible to all our pupils. Evaluation sheets are issued during the year to enable clubs to receive formal feedback.

At Stanley Grove Primary Academy we aim to continue and improve the links we have with outside agencies.

## Monitoring and Evaluation

In order to monitor and evaluate this offer phase leaders will:

- Monitor and evaluate plans termly for trips, visits and visitors
- Monitor and evaluate plans termly for opportunities for classes to take part in gardening and food preparation activities
- Monitor and evaluate the uptake of cross-curricular opportunities
- Monitor and evaluate the participation of pupils in productions and special events
- Collect evaluation forms from pupils participating in activities and use these to review activities

- Complete their own LOTC activity evaluations and submit to the Head of school

It is particularly important that phase leaders ensure that:

- All groups in the school are given equal opportunity to participate in cross-curricular opportunities
- All pupils are fully able to participate in trips, visits and residential trips
- Learning outside the classroom experiences support and develop curriculum plans
- Learning outside the classroom experiences are evaluated for their effectiveness

In addition, **Experiential Audits** confirm the experiences that all pupils take part in throughout each half term. These are analysed, based on vulnerable groups (eg SEN, FSM, boys/girls, EAL), discussed and evaluated to SLT and class teachers to identify and measure the involvement and experiences each child participates in throughout school life.

## Linked Policies

These include:

Educational Trip and Visits guidance/ Trip Checklist

Healthy Schools policy

Written: Sandra Nevins (Learning Outside the Classroom Lead)

Original Policy Written: March 2017

Reviewed March 2020 and May 2023:

Next Review Due May 2026

EDUCATIONAL VISITS AND TRIPS



Dear Parent/Carer,

Here at Stanley Grove we recognise that educational trips are of vital importance to a child's development during their time in school. As we did last year, we have made the decision not to charge you for individual trips and residential trips, but instead to charge a one off charge of £25.00 per child. This proved to be a fantastic success last year, and meant all children could attend the wonderful trips that Stanley Grove children enjoy each term, which provided invaluable enrichment to their education. The Year 5's had a fantastic time on their residential to Kingswood which cost £235 per child for that trip alone, as well as day trips to places like Chester Zoo which the Year 3's enjoyed, which cost £26 per child. A £25.00 one off contribution goes a long way and will provide a massive saving for families.



Once this payment has been made, all subsequent trips are paid for via this charge, as well as a large contribution from school funds. No further payment is required.

We recognise that a lot of our families have more than one child in school, and so we will charge **£25.00 for the first child, and then £20 for every sibling thereafter** to help you with the cost. We are also happy to set up a payment plan if required to help spread out the payment(s). We will be collecting the money in from today till the end of this term, which ends on **at the end of December at the latest**, to give you plenty of time to make the payment(s). Please fill in the slip below (one for each child please) and return to the school office in a named envelope.

Kind Regards

Amy Footman

Principal

---

I have enclosed £..... (£25 for child 1, £20 for each child thereafter) for my

child ..... Class ..... for their trips during the academic year



#### Introduction

Under the Management of Health and Safety at Work Regulations (1999) a risk assessment must be carried out. This assessment must consider the risk to the health and safety to employees and others who are connected by the undertaking of workplace activities. Hence this definition applies to all members of staff, students, visitors etc.

These regulations require that employers and the self-employed assess the risks to the health and safety of workers and to others that may be affected by their undertakings, with a special reference to young persons, new and expectant mothers. The law also requires that if five or more people are employed then the assessments must be recorded in writing.

#### What is Risk Assessment?

Risk assessment is a stepped process that examines, within your work activities, what could cause people harm. It allows you to identify the hazards and quantify the risks associated with those hazards. In turn the process will allow those in charge to determine the effectiveness of the controls that are already in place and to decide if the controls are sufficient or if further controls are needed.

#### Why must we carry out risk assessments?

Risk assessments help you to manage the health and safety risks associated with your work activities. Managing health and safety risks assist you in the control and elimination or significantly reduces the likelihood of accidents or ill health that can result in harm or injury occurring to employees or members of the public.

#### When do we need risk assessments?

Before we commence any work activity where significant hazards exist we should ensure a risk assessment is undertaken. Carrying out an assessment prior to the activity taking place will help the activity to be carried out in a controlled manner and avoid any unplanned events occurring during the work.

#### Who is responsible for carrying out risk assessments?

The Principal has overall responsibility but may choose to delegate the task of carrying out a risk assessment to other members of staff such as SLT members and heads of faculty (**particular high risk areas such as PE, Art, Technology, and Science etc.**) are responsible for ensuring that risk assessments are in place for all activities that they manage. They are also responsible for ensuring that any agreed actions resulting from risk assessments are implemented in a timely manner.

The managers must ensure those members of staff have received adequate training in carrying out risk assessments and have sufficient knowledge of the work activity being assessed. The risk assessment procedure should always involve consulting the employees who carry out the activity and a safety representative where relevant.

The Principal should ensure that there is a good culture of health and safety is developed across the school and ensure that management of risk assessments is ongoing and embedded in management and operation of the school

#### Who should know about the risk assessment?

All employees involved in the work activity should be made aware of the significant findings of the risk assessment. They should know the risks associated with the work activity and of the precautions that are in place to eliminate or reduce those risks. If the actions required, following the risk assessment, involve budget implications greater than the line manager has authority for, then line management higher in the chain must be made aware and actions must be agreed.

### **Where should risk assessments be stored?**

All risk assessments will be stored in the school internal Staff Handbook file location on the school server in the section titled 'Risk Assessments' there will be an easily accessible and manageable 'one-stop shop' for all risk assessments. All employees should be made fully aware (ideally at induction) of the location and content of the risk assessments relevant to their work activities. Relevant risk assessments should remain available to employees and their Safety Representatives on request.

### **How do you carry out a risk assessment?**

The school uses a stepped system for carrying out risk assessments using the following definitions of the terminology used in the risk assessment procedure:

- A **hazard** is anything that has the potential to cause harm, such as work equipment, substances, the working environment, methods of work etc.
- The **risk** is the likelihood of the potential harm being realised, combined with the possible severity and extent of harm or injury.

### **Steps in the risk assessment procedure**

#### **Step 1**

Consider and list all the work activities that your section or team carry out. Next decide which of those work activities carry a significant risk of people being harmed. All of the work activities that have significant risk associated with them will require a risk assessment. Don't forget activities that happen occasionally, such as maintenance or repairs as well as the regular day to day activities.

#### **Step 2**

Identify and record all the potential hazards associated with each of the work activities. To do this, consider if there is a source of potential harm. This could be something that already exists in the workplace such as machinery, equipment, substances etc. or the hazard could be created as a result of carrying out the activity e.g. lifting, moving, lone working, cleaning etc.

#### **Step 3**

Consider and record what sorts of potential harm could occur as a result of the hazard e.g. property damage, cuts, fractures or even a fatality.

#### **Step 4**

Identify and record all those who may be exposed or at risk from the potential hazard. Don't forget to consider members of the public, clients, contractors, pupils etc., as well as employees.

#### **Step 5**

Decide and record what controls are already in place to eliminate or reduce the risks to those people previously identified in step 4.

#### **Step 6**

Determine if the controls that are already in place sufficiently reduce the risk to a reasonably practicable level. The term 'reasonably practicable' balances the risk versus the cost. You **must** control the health and safety risks associated with the activity except where the cost, in terms of money, time and effort are grossly disproportionate to the reduction in risk.

### **To help to decide if the present controls are adequate consider the following 2 questions:**

#### ***What is the likelihood that harm will still occur even with the controls that you have in place?***

Give the likelihood a number from 1-5 using the key below:

- 1 = Improbable
- 2 = Highly unlikely
- 3 = Likely
- 4 = Very Likely
- 5 = Almost certain

#### ***What is the potential severity of that harm should harm occur?***

Give severity a number from 1-5 using the key below:

1= Not harmful

2 = Slightly harmful

3 = Harmful

4 = Extremely harmful

5 = Catastrophic

#### Step 7

When you have determined the likelihood of harm occurring and the possible severity of harm, multiply the two numbers e.g.

- likelihood = 3
- severity = 3,
- $3 \times 3 = 9$

Therefore the Risk Rating = 9

#### Step 8

Determining the risk rating will assist you in deciding if further controls are required and if so the type or level of controls needed. Remember - the higher the risk, the more rigorous the controls required.

If you decide that further controls are required in order to reduce the risk as far as is reasonably practicable, you should consider the following hierarchy of controls. In order of effectiveness:

**Eliminate** the hazard - *remove the hazard, avoid the task, etc.*

**Reduce** the hazard - *use a safer product, do the activity differently, etc.*

**Isolate** the hazard - *enclose the hazard, use guarding, remove the person from the hazard using barriers, etc.*

**Control** the hazard - *develop a safe system of work, inform and train all staff, etc.*

**Provide personal protective equipment (PPE)** - *this is a last resort. PPE only protects the person wearing it and only when they are wearing it!*

When you have decided on the appropriate controls, record your findings

#### Step 9

Once you have recorded your findings you will need to decide what further controls will be introduced, it is prudent and often necessary to complete with your line manager responsible for the activity. Completing these activities in conjunction with the relevant line manager will help ensure that adequate resources are made available, appropriate personnel are made responsible and agreed actions are given a feasible timescale for implementation.

Ensure that a review date is included on the 'Agreed Actions' form and that the actions are reviewed in a timely manner. Once 'agreed actions' are completed the date of completion should be entered onto the form.

#### Step 10

Monitor all control measures to ensure their effectiveness and regularly review all risk assessments.

Risk assessments should be reviewed annually or sooner if changes take place in the activities, the work equipment, materials, the environment, personnel or if near misses, incidents, accidents occur. **Note** - Use your recorded actions on the weekly, monthly etc. monitoring forms to assist your review of risk assessments

Reviewing a risk assessment need not always be an onerous task. If there are no significant changes effecting the risk assessment and no further controls are required, it is a simple matter to record that a review has taken place.

## Systems of Work

A risk assessment may not lead to the elimination of all risks or adequately reduce the risks associated with your work activity. In such cases, where a significant risk remains, you may need to communicate the controls measures required by documenting them into a System of Work in order to ensure the activity is carried out in a safe and controlled manner.

A System of Work should detail how a particular work activity is to be carried out and in what order it should be undertaken. It should also highlight the precautions required to ensure that the activity is carried out in a safe manner. Details of equipment necessary to carry out the activity should also be included in the System of Work as well as any personal protective equipment required.

Systems of Work should be written by a person who has sufficient knowledge of the activity and the skill to write in a concise and clear manner in other words they should be competent.

It is critical that any System of Work is effectively communicated to all relevant staff. Line Managers should ensure that staff fully understand the System of Work and that they are able to comply with the requirements detailed in the System of Work. It is advisable that employees are requested to sign to say that they fully understand and can comply with the System of Work and Line Managers should retain a record of this.

## Summary of Key Actions

### SLT Members and Heads of Faculty - What you need to do

- List all your work activities and ensure suitable and sufficient risk assessments are undertaken and documented for all the work activities that have significant risk and that you are responsible for managing.
- Ensure any agreed actions resulting from risk assessments are implemented in a timely manner.
- Ensure that all employees engaged in the work activities have access to the risk assessments, that they are aware of any hazards associated with the tasks, fully aware of the precautions and the precautions are always available.
- Develop Systems of Work for carrying out activities where significant risks cannot be eliminated or adequately reduced.
- Ensure risk assessments are reviewed every 12 months or following any changes that may effect the risk assessment.

### Employees - What you need to do

- Be aware of any risk assessments relevant to your work activities. Take note of any hazards identified in the risk assessments and the precautions that are available to eliminate or reduce the risks associated with the hazards.
- Cooperate with any outcomes resulting from the risk assessment, including following safe systems of work and using personal protective equipment.
- Contribute to the risk assessment procedure if requested to.
- Fully comply with Systems of Work.

Likelihood	Impact / Severity				
	1 = Not Harmful	2= Slightly Harmful	3= Harmful	4= Extremely Harmful	5= Catastrophic
1 = Improbable	1	2	3	4	5
2 = Highly Unlikely	2	4	6	8	10
3 = Likely	3	6	9	12	15
4 = Very Likely	4	8	12	16	20
5 = Almost Certain	5	10	15	20	25

### Risk Assessment Form 3 Risk Ratings

**Likelihood X Severity = Risk Rating**

**Low Risk = 1-8**

**Medium Risk = 9-15**

**High Risk = 16-25**

**The overall Risk Rating will determine the level of control required.**

**The higher the risks the more rigorous the controls must be!**

There is a legal requirement for risk assessments to be regularly reviewed (every 12 months) or following significant changes in the work practise, plant, equipment, materials, personnel, etc. Regularly reviewing risk assessments will ensure that they are up to date and still relevant to the work activities described.

APPENDIX 3: STANLEY GROVE PRIMARY ACADEMY RISK ASSESSMENT

Curriculum Area:		Office	Manager: Principal and FM Manager	Signed as checked by Responsible Senior Manager:				
		Member/s of Staff using room:				Residual risk rating		
Hazard/ Activity	Persons at risk	How at risk	Control measures	V X	L	S	R-R	Comments Actions.  Signed by Member/s of Staff Using Room/Area
Departmental Common Rooms/work areas								

--	--	--	--	--	--	--	--	--

<b>Additional Control Measures</b> <i>(to take account of local/individual circumstances including changes such as working practices, equipment, staffing levels).</i>	<b>Action by Whom</b> <i>(list the name of the person/people who have been designated to conduct actions)</i>	<b>Action by When</b> <i>(set timescales for the completion of the actions – remember to prioritise them)</i>	<b>Action Completed</b> <i>(record the actual date of completion for each action listed)</i>	<b>Residual Risk Rating</b>
<b>DATE OF REVIEW:</b> <i>Record actual date of review</i>	<b>COMMENTS:</b> <i>Record any comments reviewer wishes to make. Including recommendations for future reviews.</i>			
<b>DATE OF REVIEW:</b>	<b>COMMENTS:</b>			
<b>DATE OF REVIEW:</b>	<b>COMMENTS:</b>			

You are signing this risk assessment document to say that you have completed it to the degree to which you have the professional capacity, that you have read and understood it and will apply the control measures in the assessment to minimise the risks identified.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_