# B&NES Walking Bus: Route Specific Risk Assessment Form

It is important that you do your risk assessment at the same time of day as you intend to walk the children. If you plan to walk with lots of children, you need to think about this when you are doing your ‘walk about’; walking on your own and walking with lots of children and adult volunteers are very different things with different risks. For example, it takes a long time to walk lots of children over a pelican crossing; maybe longer than the green man lasts. Consider hazards which occur on particular days (such as wheelie bins obstructing pavements on Bin Day).

The Route Specific Risk Assessment can be carried out by the School. The School may delegate the responsibility to an individual they consider appropriate, however the assessment must be officiated, accepted and adopted by the School. It is recommended that the Walking Bus Co-ordinator or Walking Bus Leader are present.

## STEP ONE: Description of Proposed Route

Fill in these boxes giving a description of the proposed route for your Walking Bus.

|  |  |
| --- | --- |
| Description the route:  *(include as much detail as you can, including roads/ pathways used, and times of arrival)* |  |
| Bus Stop 1: |  |
| Bus Stop 2: |  |
| Bus Stop 3: |  |
| Bus Stop 4: |  |
| Bus Stop 5: |  |
| Bus Stop 6: |  |

## STEP TWO: Your risk assessment ‘walk about’

Walk the route you are planning to use and fill in the sections below.

Use the table below to record hazards you have identified and how you are preventing children being exposed to these hazards. Refer to the bottom of the document for methods to reduce risk

|  |  |
| --- | --- |
| Hazard/ location | What you are doing about it |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

# Assessment carried out by

## ****Name:****

**Role:**

**School:**

**Contact no:**

**Signed:**

**Date:**

*Use this table when carrying out your Route Specific Risk Assessment to identify hazards and ways to reduce risk on your Walking Bus route. The left-hand column gives examples of hazards you may encounter. The actions listed in the right-hand column should be considered if the hazard poses a significant risk.*

*Example: If bins obstruct the Walking Bus due to the narrow width of the pavement you may decide not to run a Walking Bus on Bin Day. If the pavement is wide enough so that the Walking Bus is NOT obstructed by the bins then no action is required and you can run the Walking Bus on Bin Day.*

|  |  |
| --- | --- |
| **Example of Hazard** | **Ways to reduce risk** |
| Footway   * width, surface condition i.e. slippery surface/ leaves * no pavement * Vegetation (trees/ bushes) * Other obstructions i.e. Bin Day | **Be aware**   * Children to hold hands and be reminded to keep away from the kerb * be aware * Volunteers to ensure care is taken when group descends wet or slippery slopes * Remind participants to be weary of uneven footways   **Contact The Council**   * Walking Bus Coordinator to call Council Connect in autumn if path is covered in leaves. * Walking Bus Coordinator to call Council Connect if footway is obstructed by vegetation   **Route**   * Do not run Walking Bus on Bin Day due to obstruction on the pavement |
| Visibility   * from child height * child to driver | **Be aware**   * Point out the difficult visibility; crouch down to child’s height to demonstrate child’s sight line.   **Route**   * Point out where to walk for clear visibility and reduction of potential conflict with moving traffic |
| Parked cars   * Wing mirrors * Opening doors | **Be aware**   * Extra care to be taken behind parked cars, and children encouraged to be aware also. * Where there are lines of parked cars point out wing mirrors and remind to check for occupants who may be opening doors.   **Training**   * Give a quick run through on what is covered in how to cross a road with parked cars during volunteer training. |
| Junctions, visibility/ complexity   * Narrow corners | **Be aware**   * Demonstrate looking beyond sight line, remind about children holding hands at this point, walking straight across, looking and listening. * Point out clearly how many and from which directions traffic can come and they will need to look. Suggest that they point this out to children and encourage children to take part in checking all directions before crossing   **Training**   * Procedure for approaching this junction covered in volunteer training.   **Single File**   * For a narrow corner children can walk in single line along narrow paved areas and parents with buggies fit in behind their child to maintain single file |
| Crossing points | **Route**   * Use the signal crossing * Defer crossing the road until much nearer the school * Cross road earlier to avoid dangerous section of road or where route is more appropriate on other side of the carriageway * Cross where visibility is good   **Be aware**   * When using signal crossing watch the lights carefully and ensure that the traffic has stopped before starting to cross the children * Bring all children out of the footpath and line up alongside the road so that they can see, cross in one group * Split the bus into groups, and cross them over with adequate adult to child ratio, so that all children can see the road prior to crossing   **Training**   * Route training covers procedure |
| Entrances/ Exits/ Driveways   * Building sites/ possible site of development | **Be aware**   * Be aware of traffic entering and leaving at this point   **Contact external organisation**   * School to write to organisation on site to highlight Walking Bus route. * Walking Bus Coordinator agreed with organisation to ask customers not to park on pavement during the school run. Non-compliance is reported to local beat Police Team   **Training**   * Volunteer training to include site specific information as a hazard area |
| Other pedestrian flow | **Single file**   * To allow pedestrians to pass children can walk in single line along narrow paved areas and parents with buggies fit in behind their child to maintain single file |
| Street lighting | **Be aware**   * Remind children and volunteers to watch out for lamp posts and posts for signs |
| Weather, flooding | **Route**   * Locate bus stops for Walking Bus near to bus shelter for use if weather is very bad * Have variations of route pending on dry or wet weather (e.g. for routes across fields) |
| Air pollution   * Traffic fumes | **Route**   * Avoid routes along busy main roads * Carry out a ‘Cleaner Routes to School’ exercise to determine less polluted routes (see B&NES Clean Air Schools Pack) |
| Dog mess/ aggressive dog | **Be aware**   * Remind everyone to be aware of where they are putting their feet. * Leader to be aware of any dog fouling and alert group   **Contact Police**   * If dogs are acting in a dangerous or aggressive manner (giving people reasonable fear of attack), the leader should contact the Police on 101 unless an emergency where you should dial 999. |