Template only MUST modify to site conditions

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| Site / Area: |       | Date of Assessment |       | Risk Assessment # | **030RA** |
| Completed by (name) |       | Signature |       |
| In Consultation with: |       | Signature |       |
| Identify / describe activity, equipment, area or event you are assessing: | **TRAFFIC MANAGEMENT** |
| Authorised by: |       | Signature: |       | Date: |       |
| **In conjunction with this risk assessment, training / education and development of a relevant SOP may be required.** |
| **Step 1:** **Identify the hazard/s / Impact:**What do you believe are the hazards?What could happen? | **Step 2: Assess the potential risks:**What do you believe are the risks?How could this happen? | **Step 3: Reducing the risk:**What do you believe can be done to reduce the risk?Controls |
| **Machinery & Equipment*** Reversing vehicles
 | * Death or major injury to pedestrians
* Damage to building or other vehicles
 | * Minimise number of vehicles allowed on site, particularly during start and end of day
* Segregated vehicle / pedestrian areas
* Use one way traffic flow system for vehicles where possible
* Physical protection around vulnerable areas of buildings e.g. bollards, barriers, large concrete pot plants
* Adequate lighting of car parks
* Where trees/shrubs are planted around car parks, ensure lower limbs are removed and shrubs pruned back so car park is visible
* Where car parks can be locked, gates closed to prevent parents parking on school grounds during the day
* School owned vehicles, consider installing reversing alarms / cameras.
* Wherever possible, parents / carers should be discouraged from bringing vehicles onto the school site during the school day. There should be suitable and sufficient arrangements in place for disabled access / pick up and drop off of students with a permanent or temporary disability
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| **Machinery & Equipment**Impact with vehicle, building or pedestrian | * Death or major injury to pedestrians
* Damage to building or other vehicles
 | * Separate pedestrian and vehicle routes with physical segregation e.g. barriers / fencing
* Designated crossing points located at safe places with appropriate signs and markings
* Adequate lighting of routes
* Any potential obstructions in car park are removed e.g. trees, flag poles, bins etc.
* Pedestrian doors opening onto vehicular routes to have barriers to protect persons exiting
* Designated passing points for pedestrian routes to maintain footpath safety e.g. wheelchair / pram / pedestrian conflict
* School gates will be kept closed during school hours. Access for staff vehicles will be allowed before 8:30am and after 3:45pm. Signs stipulating access arrangements are provided adjacent to the school gates
* Students only use the segregated pedestrian path when entering or leaving the school site. They are not allowed in the vicinity of the school car park
* Parents bringing children to and from play group are allowed in the car park
* Members of staff endeavour to park as close as possible to the school gates if they know in advance that they will be leaving the site during school hours
* Avoid car parks located on slopes / hills. Remind staff to always engage handbrakes / footbrakes
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| **Machinery & Equipment**Speeding vehicles | * Death or major injury to pedestrians
* Damage to building or other vehicles
 | * Speed limit on site with clear signs and markings displayed
* Separate pedestrian and vehicle routes with physical segregation
* Speed humps installed at entrance / exit of car parks and throughout car parks, on internal roads
* Any potential obstructions in car park are removed e.g. trees, bins etc.
* Where churches are co-located on school grounds and church car park is used as play area for the school, church to consider altering mass start times and keep in constant communication with the school as to when church services will be held during the normal school day so that alternative arrangements can be made for students’ play-space
* LIAISE WITH LOCAL COUNCIL on speed restrictions that can be imposed on public streets

Kiss and Drop:* Where supervised by staff, staff to wear high vis vest and remain on the footpath at all times
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| **Machinery & Equipment**Vehicles parked outside school entrance | * Access restricted / blocked
* Death or major injury to pedestrian
* Obscured view
 | * Remind all staff to park away from the entrance
* Barriers/rails installed to prevent pedestrians crossing at particularly dangerous points
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| **Machinery & Equipment*** Buses
 | * Death or major injury to pedestrians
* Damage to building or other vehicles
 | * Companies provide information in advance about the best way of accessing schools and where to drop / pick students up or park when going on excursions
* School owned buses park in designated area allocated at the school
* Where required, teacher on yard duty to monitor students getting on / off buses
 |
| **Other*** Walking through the school and car park
 | * Struck by car in car park
* Trip on uneven ground, footpath or playground
 | * Remain on pedestrian pathways and crossing at all times
* Staff to supervise children whilst on ‘yard duty’ to ensure rules are being followed
* Remind parents / carer to escort the young children to the classroom / OSHC etc.
* Regular workplace inspections to ensure ground surface in car park is in good condition
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| **Other**Movement of parents/carers and students and visitors outside the school site | * Injuries resulting from contact with moving vehicles
 | * Parents / carers and students are encourage to walk to school to eliminate congestion on the road.
* Parents and visitors are encouraged to park well away from the school gates and should not park in areas signposted as ‘keep clear’ ‘no standing’ ‘no parking’ school zone etc.
* Where required to cross a road, parents / carers and students are encouraged to cross at designated pedestrian crossings or areas monitored by traffic monitors
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| **Other*** School deliveries / waste pick up
 | * Death or major injury to pedestrians
* Damage to building or other vehicles
 | * Drivers instructed in advance on appropriate times for deliveries to the school
* Staff to supervise children whilst on ‘yard duty’ to ensure rules are being followed
* Where worksites engage contractors to pick up large bins / industrial waste skips, the bins must be located in an area /s where students cannot access
* Ensure contractor engaged is advised of pick up times (outside school hours). In the event waste removal is conducted during school business hours, no pedestrians to be in close proximity to the trucks.
* Remind parents / carer to escort the young children to the classroom / OSHC etc.
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| **Other*** Playtime
 | * Children running into path of vehicles to retrieve balls, etc.
 | * Children’s play areas should be situated away from parked cars or suitably segregated with appropriate barriers
* Gates closed / locked or fitted with high level child safe locks
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| **Other*** Tenants / groups / contractors / service providers using school facilities after hours
 | * Death or major injury to pedestrians
* Damage to building or other vehicles
 | * School to ensure information is communicated regarding car parking and traffic management
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| **Other*** Construction work
 | * Death or major injury to pedestrians
* Damage to building or other vehicles
 | * Where there will be an impact on car parking or deliveries occurring during school time, a comprehensive risk assessment must be conducted and traffic management plan submitted to council (if required)
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| **Other*** School gates
 | * Restricted emergency access if blocked by parked vehicles
 | * AT ALL TIMES gates must not be obstructed by parked vehicles. This is to ensure emergency services can access school grounds easily
* Signs to be displayed to indicate “NO PARKING”
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| **Other** | *
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| **Review hazard / risk assessment if task or circumstances change & at intervals appropriate to the level of risk (minimum 5 years)** |

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| **Step 4: Monitor & Review:** |
| Were the controls effective? | Were there any unforeseen hazards / incidents? | New controls |
| Yes | [ ]  | No | [ ]  | Yes | [ ]  | No | [ ]  |
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