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| **Risk Assessment** |
| **Risk Assessment for the activity of** | **Community Outreach/Workshops Risk assessment****e.g. Schools, youth centres, with community groups**  | **Date** |  |
| **Unit/Faculty/Directorate/Club or Society**  | Club/Society Name | **Assessor** | Name of person completing this form  |
| **Line Manager/Supervisor/President**  | *Club/Soc Captain President* | **Signed off** |  ***(Requires sign off by an Activities Coordinator)***  |

| ***PART A***  |
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| **(1) Risk identification** | **(2) Risk assessment** | **(3) Risk management** |
| **Hazard** | **Potential Consequences** | **Who might be harmed****(user; those nearby; those in the vicinity; members of the public)** | **Inherent** |  | **Residual** | **Further controls (use the risk hierarchy)** |
| **Likelihood** | **Impact** | **Score** | **Control measures (use the risk hierarchy)** | **Likelihood** | **Impact** | **Score** |
| Safeguarding- dealing with incidents or disclosures  | * Stress/distress
 | Members, participants  | **3** | **4** | **12** | * Volunteers/members to avoid lone working
* Members to support one another
* Members should not be working alone without teachers/partners agency presence in sessions
* Members to seek support and guidance when unsure
* Seek medical support from first aiders/local services as required
* Committee to signpost members to local support services and follow up with members if incident reported
 | **2** | **4** | **8** | * Volunteers to attend available safeguarding training (check with partners, SUSU) where working with young people or vulnerable adults
* DBS checks to be undertaken for members working with young people or vulnerable adults (check with partners, SUSU)
* All incidents to be reported via partners/SUSU reporting tools
 |
| Challenging behaviour/incidentsIn workshop  | * Injury, emotional distress
 | Members  | **2** | **3** | **6** | * Volunteers/members should avoid lone working
* Breaks and activities to be used to diffuse tension before it escalates.
* Session plans in place and followed to diminish room for tension.
* Clear rules put in place and agreed by everyone pre-session. For example, through a Youth contract/rules board. (seek input from participants to ensure effectiveness)
* Correct ratios of volunteers with supervision of participants always
* Ensure teachers/partner staff present for activity
 | **1** | **3** | **6** | * All incidents to be reported via partners/SUSU reporting tools
* Bring session to a close where tensions/incidents are unable to be resolved
* Remove self-from challenging situations where possible (ratio’s)
 |
| Workshop Equipment usage (crafts)- scissors, glue, paper | * Choking hazards
* Cuts/Scrapes
* Burns etc
 | Members, participants  |  |  |  | * Participants and members briefed on the safest way to use the resources
* Participants to be supervised when using sharp tools
* Any ‘sharps’ to be disposed of correctly in conjunction with partners policy
* Scissors and sewing needles to be correctly stored when not in use.
* Handle scissors/sharps with care, holding downwards by the blade. No running with equipment
* Keep activity to one area where possible
 |  |  |  | * Report all incidents to partners/SUSU
* Call emergency services/first aid as required
* Members to complete first aid training where possible
 |
| Stress/Fatigue- games and activities  | * Illness, injury
 | Members, participants  | **2** | **3** | **6** | * Create sessions that are accessible to all young people and staff- see advice from local organisations/partners/wide training
* Members to support one another
* Session/activity plans used to follow to help minimise stress and confusion, regular breaks factored into these
* Encourage members to bring refreshments to sessions
 | **1** | **3** | **3** | * Committee WIDE training
 |
| Activities involving electrical equipment e.g. laptops/ computers | * Risk of eye strain, injury, electric shock
 | Members  | 2 | 4 | 8 | * Ensure regular breaks (ideally every 20mins) when using screens
* Ensure screen is set up to avoid glare, is at eye height where possible
* Ensure no liquids are placed near electrical equipment
* Ensure all leads are secured with cable ties/mats etc
 | 1 | 4 | 4 | * Request support and advice from SUSU IT/Tech teams e.g. via activities team
* For external venues pre-check equipment and last PAT testing dates
* Seek medical attention as required
 |
| Adverse Weather  | * Injury
* Illness
* Slipping
* Burns
 | Members and participants  | **4** | **3** | **12** | * Lead organiser to check the weather are suitable for activities on the day
* Warn those attending to prepare by wearing appropriate clothing and footwear e.g. via social media posts, email invites, school newsletters etc
* In the case of hot weather organisers to advice participants to bring/wear appropriate level sunscreen, hydrate
 | **4** | **1** | **4** | * If adverse weather is too extreme to be controlled, the event should ultimately be cancelled or postponed to a different date
 |
| Slips, trips and falls  | Physical injury | Members and participants | **2** | **4** | **8** | * All boxes and equipment to be stored away from main protest area, e.g. stored under tables
* Floors to be kept clear and dry, and visual checks to be maintained throughout the event by organizers.
* Extra vigilance will be paid to make sure that any spilled food products/objects are cleaned up quickly and efficiently in the area.
* Report any trip hazards to facilities teams asap. If cannot be removed mark off with hazard signs
 | **1** | **4** | **4** | * Seek medical attention if in need
* All incidents are to be reported on the as soon as possible ensuring the duty manager/health and safety officer have been informed. Follow [SUSU incident report policy](https://www.susu.org/groups/admin/howto/protectionaccident)
 |
| Setting up of Equipment. E.g. Table and chairs | Bruising or broken bones from tripping over table and chairs. | Members and participants | 2 | 3 | 6 | * Make stall operators aware of the potential risks, follow manual handling guidelines
* Ensure that 2 people carry tables.
* Setting up tables will be done by organisers.
* Work in teams when handling other large and bulky items.
* Request tools to transport heavy items (sleds, wheels, etc)
 | 1 | 3 | 3 | * Seek assistance if in need of extra help from others/staff if needed
* Seek medical attention from if in need
* Contact emergency services if needed
* All incidents are to be reported on the as soon as possible ensuring the duty manager/health and safety officer have been informed. Follow [SUSU incident report policy](https://www.susu.org/groups/admin/howto/protectionaccident)
 |
| Overcrowding | Physical injury  | Members and participants | 1 | 3 | 3 | * Check and ensure appropriate volunteer to participant ration
* Set maximum capacity for workshop/session based on available space
* Request alternative space if not appropriate
* No pushing or shoving
 | 1 | 3 | 3 | * Seek medical attention if problem arises
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| ***PART B – Action Plan*** |
| **Risk Assessment Action Plan** |
| **Part no.** | **Action to be taken, incl. Cost** | **By whom** | **Target date** | **Review date** | **Outcome at review date** |
| 1 | Members working with Children or vulnerable adults to attend safeguarding training  |  |  |  |  |
| 2 | Members working with Children or vulnerable adults to undertake a DBS check  |  |  |  |  |
| 3 | All members to ensure they are familiar with partners reporting procedures and tools, including those of SUSU |  |  |  |  |
| 4 | Members to pre-plan and write session plans to be followed |  |  |  |  |
| 5 | Committee to undertake WIDE training, undertake research to ensure sessions are inclusive and reasonable adjustments are made |  |  |  |  |
|  |  |  |  |  |  |
| Responsible manager’s signature: | Responsible manager’s signature: |
| Print name: | Date: | Print name: | Date |

**Assessment Guidance**

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| 1. Eliminate
 | Remove the hazard wherever possible which negates the need for further controls | If this is not possible then explain why |  |
| 1. Substitute
 | Replace the hazard with one less hazardous | If not possible then explain why |
| 1. Physical controls
 | Examples: enclosure, fume cupboard, glove box | Likely to still require admin controls as well |
| 1. Admin controls
 | Examples: training, supervision, signage |  |
| 1. Personal protection
 | Examples: respirators, safety specs, gloves | Last resort as it only protects the individual |

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| **LIKELIHOOD** | 5 | 5 | 10 | 15 | 20 | 25 |
| 4 | 4 | 8 | 12 | 16 | 20 |
| 3 | 3 | 6 | 9 | 12 | 15 |
| 2 | 2 | 4 | 6 | 8 | 10 |
| 1 | 1 | 2 | 3 | 4 | 5 |
|  | 1 | 2 | 3 | 4 | 5 |
| **IMPACT** |

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| --- | --- |
| Impact | Health & Safety |
| 1 | Trivial - insignificant | Very minor injuries e.g. slight bruising |
| 2 | Minor | Injuries or illness e.g. small cut or abrasion which require basic first aid treatment even in self-administered.  |
| 3 | Moderate | Injuries or illness e.g. strain or sprain requiring first aid or medical support.  |
| 4 | Major  | Injuries or illness e.g. broken bone requiring medical support >24 hours and time off work >4 weeks. |
| 5 | Severe – extremely significant | Fatality or multiple serious injuries or illness requiring hospital admission or significant time off work.  |

Risk process

1. Identify the impact and likelihood using the tables above.
2. Identify the risk rating by multiplying the Impact by the likelihood using the coloured matrix.
3. If the risk is amber or red – identify control measures to reduce the risk to as low as is reasonably practicable.
4. If the residual risk is green, additional controls are not necessary.
5. If the residual risk is amber the activity can continue but you must identify and implement further controls to reduce the risk to as low as reasonably practicable.
6. If the residual risk is red do not continue with the activity until additional controls have been implemented and the risk is reduced.
7. Control measures should follow the risk hierarchy, where appropriate as per the pyramid above.
8. The cost of implementing control measures can be taken into account but should be proportional to the risk i.e. a control to reduce low risk may not need to be carried out if the cost is high but a control to manage high risk means that even at high cost the control would be necessary.

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| Likelihood |
| 1 | Rare e.g. 1 in 100,000 chance or higher |
| 2 | Unlikely e.g. 1 in 10,000 chance or higher |
| 3 | Possible e.g. 1 in 1,000 chance or higher |
| 4 | Likely e.g. 1 in 100 chance or higher |
| 5 | Very Likely e.g. 1 in 10 chance or higher |