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| **Risk Assessment** | | | | |
| **Risk Assessment for the activity of** | **Sign Language Classes** | | **Date** | **09/09/2019** |
| **Club or Society** | **Sign Language Society** | **Assessor** |  | |
| **President or Students’ Union staff member** | ***Hannah Coull*** | **Signed off** |  | |

| ***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** |
| Fire | Injuries from the fire itself or from the panic when trying to leave the building | Attendees and committee | **2** | **5** | **10** | Inform Attendees of fire exits and escape routes at beginning of class | **1** | **5** | **5** | Make sure one of the committee members teaching each class acts is given leader role during the event of a fire |
| Slips, trips and falls | Risk of attendees or committee injuring themselves while moving around | Attendees and committee | **4** | **3** | **12** | All aisles should be kept clear of obstructions and coats and bags kept under desks. Any spillages should be cleared up immediately | **3** | **3** | **9** |  |
| Electrical Equipment | Injuries resulting from using electrical equipment | Attendees and committee | **2** | **3** | **6** | Inform teachers of correct way to use computers and projectors  Make sure students do not touch electrical equipment during class  Teachers report any problems with equipment | **1** | **3** | **3** |  |
| Litter |  | Attendees and committee | **5** | **1** | **5** | To ask attendees to put personal rubbish in the bin, dispose of rubbish as it is made and check afterwards | **3** | **1** | **3** |  |
| Overcrowding | Injuries from pushing and shoving or tripping over each other | Attendees and committee | **4** | **2** | **8** | Check number of attendees scheduled to come and book correct size lecture theatre or split group into two | **3** | **2** | **6** |  |
| Food and Drink | Risk of allergic reactions  Burns for hot liquids | Attendees and committee | **4** | **4** | **16** | Make sure attendees are aware of ingredients in all food and drink provided  Not hot liquids | **2** | **4** | **8** | Don’t provide anything containing nuts in case of contamination when serving  Don’t provide anything without corresponding packaging so ingredients can be checked |
| Sensitive Content | Attendees being upset but emotional and sensitive content during the classes | Attendees | **4** | **1** | **4** | Announce at the beginning of the class whether anything of a sensitive nature will be mentioned and that if anyone is effected they should feel free to leave until it is over | **3** | **1** | **3** |  |

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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 | Have a committee meeting at the beginning of each semester to go through the risk assessment and the safety precautions for the lessons | Hannah Coull | 25/09/2019 | | 01/09/2020 |  | |
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|  |  |  |  | |  |  | |
| Responsible committee member signature: | | | | | Responsible committee member 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 |