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| **Risk Assessment** | | | | |
| **Risk Assessment for the activity of** | **Pottery Society Weekly Sessions** | | **Date** | **08/07/2019** |
| **Club or Society** | **Pottery Society, University of Southampton** | **Assessor** | **Emily Rusher** | |
| **President or Students’ Union staff member** | ***Emily Rusher*** | **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** |
| 1. Kiln | Burns, electric shock | User of the kiln | **2** | **3** | **6** | * **Use admin controls (like training), to know how to use the kiln safely.** | **1** | **3** | **3** |  |
| 1. Clay | * If eating nearby getting ingested. * Getting into eyes. | Those using the clay | **1** | **2** | **2** | * **Elimination, so no food around the clay.** * **Admin controls, training.** | **1** | **2** | **2** | * If it enters the eye, make sure it is washed well. |
| 1. Broken Clay | Risk of cuts | Anyone in the room, particularly those with the broken clay piece | **2** | **2** | **4** | * **Elimination tidy up any broken clay** | **2** | **1** | **2** |  |
| 1. Water Spills | Slips/ Trips/Falls | Anyone in the room | **2** | **4** | **8** | * **Elimination tidy up the water spillage well.** * **Admin controls have a wet floor sign.** | **1** | **4** | **4** |  |
| 1. Tools | Sharp, can cut yourself. | Those using the tools | **1** | **2** | **2** | * **Admin controls, education on how to correctly use tools** | **1** | **2** | **2** |  |
| 1. Lifting Heavy Boxes or Clay Bags | Damage to back/shoulders/arms | Those doing the lifting | **1** | **3** | **3** | * **Admin controls, education on correct lifting procedures** | **1** | **3** | **3** |  |
| 1. Dust from clay | Breathing in too much of this dust | Anyone using room (even after session) | **2** | **2** | **4** | * **Elimination, clean up the dust after every session** | **1** | **2** | **2** |  |
| 1. Toxic Glazes | Exposure to dangerous gases, damage to the skin | Those using the glazes or those nearby | **2** | **3** | **6** | * **Education, ensure everyone is aware of which glazes are toxic.** * **Admin controls, good labelling of glazes.** | **1** | **3** | **6** |  |
| 1. Pottery Wheel | Risk of electric shot or entanglement | Those using the wheel or those nearby to the wheel | **1** | **4** | **4** | * **Labelled locations of moving parts ( if not covered)** * **Personal protection, hair up, no baggy clothes hanging over the wheel.** | **1** | **4** | **4** |  |
| 1. Paint | Entering eyes or being spilt ( risk of slips/ trips/ falls) | Those using the paint or those nearby | **3** | **1** | **3** | * **Elimination, tidying up spills** | **2** | **1** | **2** | * If enters the eye wash thoroughly. |

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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 | All committee members to watch the video on how to operate the kiln from previous committee and ensure they know how to use it correctly and safely before attempting. | All committee members | 01/10/19 | 01/11/19 |  | |
| 2 | All society members reminded to clear up spills and to not eat without washing hands at first session | Emily | 01/10/19 | 01/11/19 |  | |
| 3 | Same as above, cleaning up any broken clay. | Emily | 01/10/19 | 01/11/19 |  | |
| 4 | Locate or make a wet floor sign available for if there are any spills | Emily | 01/10/19 | 01/11/19 |  | |
| 5 | Make sure everyone understands how to use tools, source a first aid kit if any cuts do occur. | Emily | Before First Session | 01/11/19 |  | |
| 6 | Go over correct lifting procedures with committee members | Emily | 01/10/19 | 01/11/19 |  | |
| 7 | Dust being cleaned up after every session | All committee members | 01/10/19 | 01/11/19 |  | |
| 8 | Check labelling of all glazes | Emily | Before First Session | 01/11/19 |  | |
| 9 | Check pottery wheels are correctly set up and labelled. All committee members to familiarise themselves with wheel | Emily | Before First Session | 01/11/19 |  | |
| Responsible committee member signature: Emily Rusher | | | | Responsible committee member signature: Emily Rusher | | |
| Print name: Emily Rusher | | | Date: 08/07/2019 | Print name: Emily Rusher | | Date 08/07/2019 |
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**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 |