|  |
| --- |
| **risk Assessment** |
| **Risk Assessment for the activity of** | **Training** | **Date** | **25/08/18** |
| **Club or Society** | **Shōrinji Kenpō** | **Assessor** |  |
| **President or Students’ Union staff member** | **(Lia) Hayley Pheby** | **Signed off** |  |

| ***PART A***  |
| --- |
| **(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** |
| Students not warming up properly | Injury | User | **1** | **2** | **2** | **Students will not be allowed to participate without proper warm-up** | **1** | **2** | **2** | * Qualified first aider on site
 |
| Students not listening to instructions | Injury | The user and training partner | **2** | **2** | **4** | * **Explain instructions slowly**
* **Supervise activity**
 | **2** | **2** | **4** | * Qualified first aider on site
 |
| Physical exertion / injury in class | Could lead to some pain, or in serious cases, a pulled muscle | User | **3** | **3** | **6** | * **Warm-up**
* **Clear instructions as to the activity in order to avoid injury**
 | **1** | **2** | **2** | * Qualified first aider on site
* Ask that students recently injured take the necessary rest time to ensure they heal fully and do not put themselves at risk
 |
| Nature of Site | People may trip, fall, or slip, due to generally slippery flooring | User, those nearby | **2** | **2** | **4** | **Ensure that students do not wear socks** | **1** | **2** | **2** | Make students aware at the beginning of training of trip hazards and ask them to behave in a sensible manner  |
| Exhaustion | Could lead to an increased likelihood of injury, or when hot, fainting | User | **2** | **1** | **2** | **Regular water breaks** | **1** | **1** | **1** | If a student appears exhausted, be pro-active in asking them to site out to eliminate the risk of further exhaustion or other consequences |
| Fire alarm | People may panic, collide, or trip as they aim to leave the building. They may also get lost | All those in vicinity | **1** | **1** | **1** | **Make sure that everyone attending is aware of where the fire exits are, and where the assembly point is** | **1** | **1** | **1** | Check regularly if there are any scheduled fire alarm tests |

|  |
| --- |
| ***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 | Ensure that committee members are made aware of fire procedures | Anne-Louise Gale-Burnett | 01/10/18 |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| Responsible committee member signature: Anne-Louise Gale-Burnett | Responsible committee member signature: |
| Print name: Anne-Louise Gale-Burnett | Date: 25/08/2018 | Print name: | Date |

**Assessment Guidance**

|  |  |  |  |
| --- | --- | --- | --- |
| 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 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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** |

|  |  |
| --- | --- |
| 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.

|  |
| --- |
| 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 |