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| **Risk Assessment** |
| **Risk Assessment for the activity of** | **Bunfight** | **Date** | **28/08/18** |
| **Club or Society** | **Actuarial Society**  | **Assessor** |  |
| **President or Students’ Union staff member** | ***Rishi Patel*** | **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** |
| Wiring (e.g. laptop chargers) | Tripping over wires  | Students, staff and committee members | **3** | **1** | **3** | Making sure that there are no loose wires that are close to those attending. Keeping the wires wrapped.  | **1** | **3** | **3** |  |
| Injuries during setup (e.g. lifting tables and chairs) | Back or leg strain. Heavy item falling on feet. Damage to muscles or joints. | Committee members | **3** | **3** | **9** | Maing sure that equipment is lifted in the correct mannor with safety stantards in place.  | **3** | **2** | **6** | Admin controls – for example, training how to lift tables safely. |
| Liquids spilling on electricals | Electric shock | Students, staff and committee members | **1** | **4** | **4** | Ensuring that there are no open bottles of fluids anywhere near electrical work.  | **1** | **4** | **4** |  |
| Loud speakers | Damage to hearing  | Committee members, staff or students. | **1** | **2** | **2** | Admin controls – keeping an eye on the volume of microphone and sound systems | **1** | **3** | **3** |  |
| Overcorwding  | Risk of crushing and panick as students are confined to toght spaces. Minor injuries may occur due to crushing against stall equipment. Shoving and aggressive behnavior may be an issue.  | Attendees, students, staff | **3** | **3** | **9** | **A maximum of 3 club/society representatives to be at the stall at any one time;**Committee members must make sure that pathways are not blocked when talking to students.  | **2** | **3** | **6** |  |
| Food Allergy  | Risk of reaction from food that is kept at the stall | Attendees, students, staff | **3** | **4** | **12** | **There shall be no open food kept at the stall.** **All food that is presented must have a list of ingredients that are contained.** **Clear signs of common allergies that are contained in the food may be displayed.**  | **1** | **4** | **4** |  |
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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 | Cello tape wires to floor/table so that they are not easy to trip over. | Committee members |  |  |  |
| 2 | Train all members to lift items using proper lifting procedures such as bending the knees to lift rather than leaning and assigning more than one person to lift heavier items. | President and vice president of committee |  |  |  |
| 3 | Drinks should be kept far away from all electrical equipment such as laptop chargers. | Committee members and students |  |  |  |
| 4 | Highlighting what the maximum volume of music and the microphone can be at speaking events to the rest of the committee | President and vice president |  |  |  |
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| Responsible committee member signature: | Responsible committee member signature: |
| Print name: Deniesha Dhokia | Date:02/09/18 | 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 |