|  |
| --- |
| **Risk Assessment** |
| **Risk Assessment for the activity of** | **Online Sign Language Lessons** | **Date** | **25/09/2021** |
| **Club / Society / Group** | **University of Southampton Sign Language Society** | **Assessor *(Name, Role and position to qualify sign off of document e.g. Coach)*** | **Dr James Gates, Principal Research Fellow and M. D’Souza’s PhD supervisor.**  |
| **Committee member (name and role)** | ***Megan Speechley, President.*** | **Signed off** |  |

 **COVID-19 Notice**

**This risk assessment must be read in conjunction with the club or society’s General Risk Assessment on their SUSU page. Should any information in this risk assessment conflict with the measures listed in the risk assessment, then that takes precedence over this document.**

**Potential Online Activity from SignSoc in 2021 includes:**

* Livestreams of in-person lessons, using Microsoft Teams through the group call function (only the teachers to be recorded)
* Recordings of in-person lessons, recorded in Microsoft Teams and potentially posted on our Facebook or YouTube channel (only the teachers to be recorded)
* Livestreams of lessons from home, using Microsoft Teams (through the group call function)
* Recorded livestreams of the lessons from home, recorded on Microsoft Teams and potentially posted on our Facebook or YouTube Channel
* Recorded lessons from home- recordings of just a teacher, potentially posted on Facebook or our YouTube Channel

Please note- all lesson content will follow guidelines set out in our general risk assessment.

**James Gates note:** This risk assessment reviews the non-physical hazards associated with this activity, whereas this risk assessment form is designed for physical hazards. Although the Impact metric here does not consider the severity of the mental anguish, this document provides a relative assessment of the risks and reviews the historic implantation. As such, the Impact and Score should be considered in that context and does not match the scoring criteria at the bottom of the document.

| ***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** |
| Livestreaming in-person lessons on Microsoft teams | People who attend the in- person lessons may not want to be part of a live-stream going out to people they do not know. | Members of the society who attend in person lessons, people who may walk into the room during the lesson. | **4** | **4** | **16** | * We will use Microsoft Teams, meaning only university students will be able to access the livestream.
* When applying for a ticket for the in-person lessons, it will be made clear that the lessons will be livestreamed, and by applying for a ticket the person is agreeing to this being able to happen.
* It will also be made clear on all of our emails and social media’s that this will happen.
* At the beginning of each lesson, before the livestream begins, it will also be made clear this is happening from a slide on the Powerpoint and the teachers telling those present. This will give a chance for those who do not wish to be livestreamed to agree.
* We will only record the teachers, however will make everyone aware that their voice may be picked up by the microphones.
* We will encourage everyone to allow the teachers to come to them if they have questions, rather than the other way round. This will also help with social distancing.
* The livestream will not begin until everyone is seated, and the lesson starts. It will also end before anyone leaves their seats at the end of the lesson, to make sure no one is recorded while leaving, and giving everyone the opportunity to talk to the teachers while leaving if needed.
* The areas of the room being recorded will be made known, so people can avoid them if they don’t want to be seen
* Teachers will remove microphones before going and talking to someone during the livestream
 | **2** | **4** | **8** | * If a large number of people are not happy with the lessons being live-streamed, then we will consider introducing an in-person lesson which is not livestreamed.
* We will place signs on the doors of the room saying that a livestream is going on inside, which will mean no-one could enter the room unawares while we are livestreaming.
 |
| Recording in-person lessons on Microsoft Teams. | People who attend the in- person lessons may not want to be part of a live-stream going out to people they do not know. | Members of the society who attend in person lessons, people who may walk into the room during the lesson. | **4** | **4** | **16** | * All the controls above, in reference to livestreaming in-person lessons, will be put in place with the additional reminder that we will be recording the livestreams.
* While informing people the lessons will be recorded, we will also state how the recordings will be saved to the Microsoft Teams SignSoc group, for everyone who is part of the group to watch.
* They will also be stored on our GoogleDrive, currently accessible to the President (Megan Speechley) and the Secretary (Matthew D’Souza), which those attending will be aware of
 | **2** | **4** | **8** | * As above, if there is a large enough group of people unhappy with being recorded, then we will consider introducing an in-person lesson which is not livestreamed and therefore will not be recorded.
* We will place signs on the doors of the room saying that a recording is going on inside, which will mean no-one could enter the room unawares while we are recording.
 |
| Unknown people joining the livestreams online | People who are not members of the society, or indeed the university, joining the meetings, especially as they may spread hateful messages or take information that could be used harmfully during the meetings. | All committee members, and anyone who joins the livestreams. | **3** | **4** | **12** | * We will use a Microsoft Teams group for all of our livestreams, and therefore will only add those with university email addresses to the group where livestreams will be accessible.
* We will also try and ensure that everyone who is part of the Teams group has signed up as a member of the society through SUSU.
 | **1** | **4** | **8** |  |
| Someone who has joined a livestream or who is watching a recording spreading hateful messages | Someone who is given access to the Microsoft Teams group could use the livestreams, or messaging features, to spread hateful or cruel messages during and after lessons. | All society members who are in the Microsoft Teams group, especially those who attend live lessons.  | **3** | **4** | **12** | * Using Microsoft Teams means that anyone who did this would be instantly recognised by their university email address. Hopefully this would discourage anyone from doing something hateful, however if something were to happen, their names would be immediately recorded by the committee members in the group.
* All committee members will have the power to remove someone from the Microsoft Teams group if they are deemed to have caused hateful disruptions to the group.
* These people will also be reported to SUSU.
 | **2** | **4** | **8** | * In all live-streams, we will have another member of the committee (other than the teachers) in the group call monitoring what is said. As teachers may be distracted by teaching, this will not only help answer any questions asked but allow the committee to monitor what is being said, and act quickly if something hateful is spread.
* Outside of live-streamed lessons, the committee will keep a close eye on the chats in the Microsoft Teams group, and comments on our social media, to make sure nothing hateful is spread (especially under recordings of lessons). Anyone spreading hateful messages in the Microsoft Teams chat will be removed, and anyone spreading hate on our social media will be blocked by the page.
 |
| Those who attend online and in-person livestreamed lessons through the Microsoft Teams video chat. | All online (at home) and in-person livestreams will be conducted through a group call on Microsoft Teams. However, some people who attend these lessons may not want to be seen by others who are on the livestream. | Members of the society who attend lessons online. | **3** | **4** | **12** | * Everyone who joins the livestream will be advised to join with their microphones and cameras switched off. This will not only help with the running of the session but will mean that no one has to be seen if they do not want to be.
* This advice will be posted on all of our social medias before each lesson, and a reminder will be given out in each lesson as well, as well as on the chat function of the Teams group before the lesson begins.
* There will be opportunities to turn on cameras and microphones if people want to, or have any questions they would like to ask, however it will not be compulsory during the lessons.
 | **2** | **3** | **6** |  |
| Recording live-streamed lessons (both at home and in-person) through the Microsoft Teams group. | Those who join the live stream online may not want to have their face or voice recorded during the livestream, as the recording will be posted for other users to watch on the Microsoft Teams Group. | Members who attend the live-streamed lessons online. | **3** | **4** | **12** | * We will advise everyone who plans on attending the lessons through the Microsoft Teams video call that the lesson will be recorded, through our email, our social media and on the groups chat function before the lesson starts.
* Before the lesson starts being recorded, everyone in the lesson will be reminded that the lesson will be recorded.
* We will advise everyone to have their camera and microphone off for the duration of the lessons, to prevent them being seen but also to allow the lesson to run more smoothly.
 | **2** | **3** | **6** | * At the end of every online (at home) lesson, we will stop the recording before we finish the lessons, to allow anyone to ask questions with their microphone and/or camera on without being recorded if they wish to.
* If a significant proportion of people do not want their lessons recorded at all, we will offer an online (at home) livestream session that is not recorded.
 |
| Sharing of recordings of in-person and online livestreams on Social Media at the time and in the future. | While many may be willing to be recorded for a closed group of university staff and students on the Microsoft Teams group chat, they may not want the video to be posted on our social media pages (Facebook, Instagram and YouTube), or used for future advertising by the society (on our or SUSU’s social media). | Members of the society who attend in person lessons, people who may walk into the room during the lesson. | **5** | **4** | **20** | * We will only use selected recordings to post on social media or use in advertising. This will be decided before the lesson.
* If the lesson is to be recorded for our social media/advertising, we will make this clear beforehand so those who attend are aware that this will be happening- it will be stated when tickets are applied for, on our social media before the lesson, and will be on the lesson Powerpoint and mentioned by the teachers when the lesson starts, before the recording starts. It will be assumed that if they have stayed at the lesson, then they agree to the recordings being used in this way, and this will be made clear to those attending.
* The recordings will be of the livestreams and recordings mentioned above, and therefore every attempt to keep those who do not wished to be seen or heard out of the recording will be made in line with the controls above
 | **2** | **4** | **12** | * While we may post recordings of the whole lessons to our Facebook or Social Media, for any advertising clips we created we would not use a clip where someone outside of the committee was used.
* If the majority of society members are against this, we could consider only sharing the recordings on our Microsoft Teams group.
 |
| Online (at home) lessons. | For these lessons everyone, including the teachers, will be streaming them from home. The background of their video (if on) therefore may give away personal information such as where they live, which they may not want others on the live stream knowing. | Members who attend the online lessons who have their cameras on (especially teachers). | **3** | **4** | **12** | * Everyone will be advised to sit in front of a background that would not reveal anything about where they live, or other person information they would not like to spread. This advice will be posted on all of our social media before the lessons begin.
* We would advise that those with their cameras on sit in front of a plain wall that does not contain anything that would give away personal information.
 | **2** | **4** | **8** |  |
| Social Media | Due to Covid-19, a lot more content will be posted online, on our social media platforms of Facebook, Instagram and YouTube. These are open groups and pages, so anyone may comment. This means there could be a risk of hateful messages being spread in the comments. | All society members, and members of the public, who follow or look at our social media. | **4** | **3** | **12** | * All of our social media, especially comments on it will be monitored by members of the committee. They will be checked at least once every 24 hours when no new content has been posted, and once every hour for 12 hours after new content has been posted. The President and Social and Promotions Secretary should ensure that this happens, or do so themselves.
* All hateful comments will be deleted by the committee as soon as they are seen, and the person who posted them blocked from accessing any of our social media pages.
* Members of the society will be advised to contact the society directly with any complaints, by private messaging on Facebook or emailing us, rather than commenting them publicly on any social media. We would also ask for this to be put forward constructively, as any hateful messages will be deleted and ignored.
* We will post reminders on our social media of the type of content that is not acceptable on our pages, and the consequences if this is not followed.
 | **2** | **3** | **6** | * If our current monitoring strategy is not successful, or the comments becoming too hateful or difficult to handle, the society will consider turning off comments for our posts, or creating a private page or group rather than our current public ones. This will be decided by a vote from the committee, and can be brought to the committees attention by any committee member.
 |

|  |
| --- |
| ***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** |
| Our 2020-2021 Risk Assessment covered all basis needed and worked very well. We therefore will not be changing many aspects of the risk assessment, and this has been indicated in the Outcome Reviews below. However, everything will be reviewed again on the date provided in red below the original review date. |
| 1. | If a large number of people are not happy with the lessons being live-streamed, then we will consider introducing an in-person lesson which is not livestreamed. | Megan Speechley (President), based on a vote by the committee, and teachers’ opinions on whether this is possible. | 12/10/2020 | 05/11/202008/11/2021 | As we did not have any in-person lessons last year, this did not become a problem. We will therefore apply this to 2021-2022 as well. |
| 2 | We will place signs on the doors of the room saying that a livestream, and a recording, is going on inside, which will mean no-one could enter the room unawares while we are livestreaming/recording. | Sign to be made by Megan Speechley (President), and the teachers of the lesson will be responsible for displaying the sign each lesson. | 05/10/2020 | 05/11/202008/11/2021 | As we did not have any in-person lessons last year, this did not become a problem. We will therefore apply this to 2021-2022 as well. |
| 3 | In all live-streams, we will have another member of the committee (other than the teachers) in the group call monitoring what is said. As teachers may be distracted by teaching, this will not only help answer any questions asked but allow the committee to monitor what is being said, and act quickly if something hateful is spread. | Megan Speechley (President), with other members of the committee as decided by the committee before each lesson. | 05/10/2020 | 05/11/202008/11/2021 | This worked well. Teachers were often able to see the messages and answer questions themselves, however it was good to have another member of the committee there just in case. We will therefore continue this in 2021-2022. |
| 4 | Outside of live-streamed lessons, the committee will keep a close eye on the chats in the Microsoft Teams group, and comments on our social media, to make sure nothing hateful is spread (especially under recordings of lessons). Anyone spreading hateful messages in the Microsoft Teams chat will be removed, and anyone spreading hate on our social media will be blocked by the page. | Katie Thompson (Social and Promotions Secretary) and Megan Speechley (President) primarily, but also all members of the committee should take an active role. | 05/10/2020 | 05/11/202008/11/2021 | We fortunately did not receive any hateful messages, however this system seemed to work well so will continue to be implemented in 2020-2021 (with Jade Ward as Social and Promotions Secretary instead of Katie Thompson) |
| 5 | At the end of every online (at home) lesson, we will stop the recording before we finish the lessons, to allow anyone to ask questions with their microphone and/or camera on without being recorded if they wish to. | Teachers | 05/10/2020 | 05/11/202008/11/2021 | This worked well last time, and meant people were more confident asking questions. We will therefore continue this in 2021-2022. |
| 6 | If a significant proportion of people do not want their lessons recorded at all, we will offer an online (at home) livestream session that is not recorded. | Megan Speechley (President), based on a vote by the committee, and teachers’ opinions on whether this is possible. | 05/10/2020 | 12/10/202015/10/2021 | There were no problems with lessons being recorded last year. However we will continue this in 2021-2022 in case circumstances change. |
| 7 | We will have multiple lessons teaching the same content a week, and while most if not all lessons will be recorded, we would not use the recording for every lesson on our social media. We would therefore advise those who are not comfortable with the recording being used to attend a different lesson covering the same content that week. | Megan Speechley (President) and the teachers should make others aware of this | 05/10/2020 | 05/11/202015/10/2021 | Lack of teachers meant we unfortunately could not complete this. This will be the same this year, and therefore we will not be using this method in 2021-2022. |
| 8 | While we may post recordings of the whole lessons to our Facebook or Social Media, for any advertising clips we created we would not use a clip where someone outside of the committee was used. | Katie Thompson (Social and Promotions Secretary) | 05/10/2020 | 01/07/202101/07/2021 | We did not share our social media last year, however this will be continued in 2021-2022 (however with Jade Ward as our Social and Promotions Secretary, not Katie Thompson), in case we do decide to share them this year. |
| 9 | If the majority of society members are against sharing the videos on our social media, we could consider only sharing the recordings on our Microsoft Teams group. | Megan Speechley (President), through a vote from our committee members and the opinions of the teachers whether this is possible. | 05/10/2020 | 12/10/202015/10/2021 | In 2020-2021 we did share out recordings only on our Teams groups rather than social media, due to general consensus being this would be better. We will therefore continue with this in 2021-2022. |
| 10 | If our current monitoring strategy is not successful, or the comments becoming too hateful or difficult to handle, the society will consider turning off comments for our posts, or creating a private page or group rather than our current public ones. This will be decided by a vote from the committee, and can be brought to the committees attention by any committee member. | Katie Thompson (Social and Promotions Secretary) and Megan Speechley (President) primarily, but the whole committee will aid this decision. | 05/10/2020 | 20/10/202022/10/2020 | We fortunately did not have to implement this in 2020-2021, however we will continue to follow this protocol in 2021-2022, in case it becomes useful (however with Jade Ward as Social and Promotions Secretary rather than Katie Thompson). |
| Responsible committee members signature: | Responsible manager’s signature: |
| Print name: Megan Speechley | Date:25/09/2021 | Print name: Matthew D’Souza | Date 25/09/2021 |

**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 |