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| **Risk Assessment** |
| **Risk Assessment for the activity of** | **SUSU Disability Month – GIAG Session** |  |  |
| **Unit/Faculty/Directorate** | **Sign Language Society** | **Assessor** |  |
| **Line Manager/Supervisor** | ***Gabrielle Simon-Phillips***  | **Signed off** |  |

| ***PART A***  |
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| **(1) Risk identification** | **(2) Risk assessment** | **(3) Risk management** |
| Fire  | Injuries from the fire itself or from the panic when trying to leave the building  | Attendees to the lessons, and committee members present | **2** | **5** | **10** | Make sure all teachers are aware of the fire exits and assembly points of the building they are teaching in.Inform attendees of fire exits and escape routes at beginning of class. Smoke and heat detectors are installed and regularly checked in university buildings. Fire extinguishers present. | **1** | **5** | **5** | All incidents are to be reported as soon as possible ensuring the duty manager/health and safety officer have been informed.Call emergency services and University Security: Emergency contact number for Campus Security: Tel: +44 (0)23 8059 3311(Ext:3311). |
| 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** | * Seek medical attention from SUSU Reception/venue staff if in need
* Contact facilities team via SUSU reception/venue staff
* Contact emergency services if needed

All incidents are to be reported on the as soon as possible ensuring the duty manager/health and safety officer have been informed. Follow [SUSU incident report policy](https://www.susu.org/groups/admin/howto/protectionaccident) |
| 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  | Negative impact to the environment and potentially the spread of harmful substances to those present | Attendees and committee | **5** | **1** | **5** | To ask attendees to put personal rubbish in the bin, dispose of rubbish as it is made and have a committee member check the cleanliness of the lecture theatre after each lesson | **3** | **1** | **3** |  |
| Overcrowding  | Injuries from pushing and shoving or tripping over each other  | Attendees and committee | **4** | **2** | **8** | Look at the list of interested members of the society who may attend lessons, and make sure to book the correct size lecture theatre, or potentially splitting into multiple groups  | **3** | **2** | **6** | Seek medical attention if problem arisesWith support from a SUSU Activities coordinator Inform UoS security team of the event (– on campus 3311, off campus 02380 593311. unisecurity@soton.ac.uk) and liaise with them on need for security teams on the daySecurity team may inform police of the event if required (e.g. marches)  |
| 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 affected 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** |
|  | Make sure one of the committee members teaching each class acts as given leader role during the event of a fire | Gabrielle Simon-Phillips ensuring the teachers are aware of this role  | 24/11/22 | 16/12/22 |  |
|  | Ensure that teachers are aware of the nearest trained first aider is to the lecture theatre they are teaching in, and how to easily contact them. Provide them with contact details to Highfield Security staff who can provide basic first aid if needed. | Teachers  | 24/11/22 | 16/12/22 |  |
|  | Don’t provide anything containing nuts in case of contamination when servingDon’t provide anything without corresponding packaging so ingredients can be checked Make everyone who attends each lesson is aware that food is going to be servedAsk that food is not eaten in the lessons without prior warningIf food is going to be provided at a lesson, check the allergies of those present before providing it | Teachers and other committee members present  | 24/11/22 | 16/12/22 |  |
|  | We will post information on our social media and through email about the guidelines in place that everyone needs to follow. | Harriet Smith (Secretary) and Tawana Gandiyah and Elizabeth Bridges (Social and Promotions Secretaries), who are in charge of our social media.  | 24/11/22 | 16/12/22 |  |
|  | Our teachers will also remind everyone who enters the room that the guidelines must be followed, and recap them at the beginning of each lesson (with an accompanying PowerPoint slide). | Teachers  | 24/11/22 | 16/12/22 |  |
|  | When not entering and leaving, all society members who are not part of the committee must remain in their seats, teachers will come to them if they have questions. | Teachers | 24/11/22 | 16/12/22 |  |
|  | We will stagger when people enter or exit the room, to make sure the groups stay socially distanced, and remind those who attend the lessons to come no earlier than 5 minutes before the start of the session, to prevent crowding outside the room | Teachers  | 24/11/22 | 16/12/22 |  |
| . | No food will be allowed to be eaten during our lessons, even if the person is question has brought the food in themselves. | .Teachers  | 24/11/22 | 16/12/22 |  |
| Responsible manager’s signature: | Responsible manager’s signature: |
| Print name: Gabrielle Simon-Phillips | Date:15/11/22 | Print name: Matthew D’Souza | Date: 15/11/22 |

**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 |