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| **Risk Assessment** | | | | |
| **Risk Assessment for the activity of** | **Beach Cleans and Trips** | | **Date** | **16/04/20** |
| **Club or Society** | **The University of Southampton Marine Conservation Society** | **Assessor** | **Ethan Ross** | |
| **President or Students’ Union staff member** | ***Ethan Ross*** | **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** |
| Proximity to the Sea on Beach Cleans | Falling in and potentially getting washed out to sea/stranded in inland/shallow water | All at beach clean events | **2** | **5** | **10** | Participants will be told not to make direct contact with any water that is above ankle deep. Avoid carrying out activities at on the coast in hazardous weather, e.g. high winds. Beach cleans will be carried out during low tide. | **1** | **5** | **5** | Suggest beach clean participants stay well away from the water edge regardless of depth and conditions |
| Being in big groups in unfamiliar places | Someone getting lost or separated from the group | Students | **2** | **2** | **4** | Every member of the group will have contact information for the committee members leading an event. Participants will be encouraged to work in pairs. | **1** | **2** | **2** |  |
| Tree roots, large pieces of litter, uneven or boggy ground. | Trip hazards could cause broken bones, cuts to the head and body | Students  Members of the Public | **2** | **4** | **8** | Take care around wooded and litter filled areas. Participants will be asked to wear suitable footwear. Areas deemed to be hazardous by the committee at a beach cleans will be avoided by all participants. | **1** | **4** | **4** |  |
| Transport - Students buying tickets | Congestion in the station | Students  Members of the Public | **3** | **1** | **4** | Students encourage to purchase tickets online prior to travel. | **2** | **1** | **3** | To avoid congestion Committee to encourage those who have tickets to head directly to the appropriate platform to avoid congestion in the ticket foyer. |
| Transport: Train Cancellation/Diversions | Students not reaching intended destination | Students | **3** | **1** | **4** | Committee to review train times and any potential cancellations/diversions prior to the trip. | **3** | **1** | **4** | During the trip, the committee to regularly review train times during the day to check for any possible cancellations and diversions. If necessary, committee to discuss train schedules with Train Station staff |
| Broken glass, sharp plastics and cans | Cuts to the hands or feet | Students | **3** | **3** | **9** | Participants will be told not to pick up glass on beach cleans. All participants will be given gloves to avoid cutting themselves on sharp plastics or cans and will also have a litter picker nearby for objects not suitable to be handled. Participants will be asked to wear suitable footwear. Committee members running the beach clean will have a basic first aid kit for minor injuries such as cuts. | **1** | **3** | **3** |  |
| Traffic | Death or major injury | Students  Members of the Public | **1** | **5** | **5** | Verbal warning of risk.  Encourage students to use pedestrian crossings wherever possible | **1** | **3** | **3** | Encourage students to travel in appropriate group sizes to ensure no large groups are formed |
| Adverse Weather | Sunstroke, heatstroke, cold, minor illnesses as a result of weather | Students | **1** | **2** | **2** | Advise students and helpers to take appropriate clothing i.e. waterproofs, hat, sun cream | **1** | **1** | **1** | Should weather be deemed ‘adverse’ this tour will be cancelled |
| Loss of valuables | Lost items | Students | **2** | **1** | **2** | All attendees will be warned prior to the trip to avoid bringing non-essential valuables or to keep them in secure bags/pockets to prevent them going missing. | **2** | **1** | **2** |  |
| Inappropriate behaviour | Distressed students, members of the public | Students  Members of the public | **1** | **1** | **2** | Should inappropriate behaviour occur, students can contact both SUSU and/or appropriate emergency services. | **1** | **1** | **2** |  |

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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** | |
|  | Check and if necessary replace all 24 pairs of gloves | Ethan Ross | 28/09/20 | | 07/11/20 |  | |
|  | Check and service all 6 litter pickers | Ethan Ross | 28/09/20 | | 07/11/20 |  | |
|  | Review and replace our Basic First Aid kit | Ethan Ross | 28/09/18 | | 07/11/20 |  | |
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| Responsible committee member signature: | | | | | Responsible committee member signature: | | |
| Print name: ETHAN ROSS | | | | Date: 16/04/20 | Print name: GIULIA RÜEGG | | Date 30/08/18 |

**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 |