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| **Risk Assessment** |
| **Risk Assessment for the activity of** | **Ringing** | **Date** | **02/09/2021** |
| **Club or Society** | **Southampton University Guild of Change Ringers** | **Assessor** | **Thomas Wilding (Master)** |
| **President or Students’ Union staff member** |  | **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** |
| Access to the tower | If the bells have been left in an up position, major injuries may be sustained if someone accidentally pulls the ropes. | A non-ringer who has gained access to the tower when shouldn’t have or should have be supervised. | 3 | 5 | 12 | Make sure doors are securely locked after ringing. If doors are found unlocked then report that to the relevant people from the organisations that maintain and look after then bells. Make sure bells are always left down, in the safe position. | 1 | 2 | 2 |  |
| Getting caught up in moving ropes | Potentially serious injuries varying from rope burns to being hauled up into the tower resulting in broken bones etc. | Non-ringers, ringers, trainees, visitors. | 3 | 4 | 12 | Visitors and non-ringers instructed to not touch ropes prior to entry. All persons not ringing instructed to keep feet firmly on the floor. Removal of loose clothing such as ties, scarves, etc, prior to ringing. Learners are closely supervised by competent instructors. | 2 | 2 | 4 |  |
| Ropes breaking | If the break is near the sally the rope could flail around the ringing chamber and cause injuries as above. | Ringer, non-ringer, visitor, trainee. | 3 | 3 | 6 | Ropes are checked regularly for wear and tear, and reported to the towers steeple keeper. Provided mats are used to reduce wear on the tail ends. Training provided so that ringers do not panic when something unexpected happens, reducing chances of significant injury. | 2 | 2 | 4 |  |
| Stay breaking | If the stay breaks and the bell ‘goes over’ the ringer could suffer injuries such as rope burn, or could be lifted into the air and dropped causing broken bones etc. | Ringer. | 3 | 4 | 12 | Ringers to be properly trained to avoid ‘over pulling’. For any tower that SUGCR is responsible for steeple keeper duties, the steeple keepers ensure all equipment around the bells is checked as part of the tower maintenance. For other towers, ‘spongy’ stays are reported at first opportunity to their relevant steeple keepers. | 2 | 2 | 4 |  |
| Power cuts whilst ringing | Loss of control of the ropes resulting in people in the area becoming snagged by the ropes and possibly suffering injuries as above. | Ringers, non-ringers, visitors. | 1 | 4 | 4 | Train ringers to not panic when ringing and something unexpected happens. Also train them to effectively control their bell to be able to stand it quickly or ring it down in a well-controlled manner. | 1 | 2 | 2 |  |
| Slips and trips on items on the floor | Could be injured by tripping over items on the floor | All personnel present. | 3 | 3 | 9 | Remove tripping hazards and items on the floor and place them in a safe location. Contact the towers steeple keeper to alert them so that items are not left out on the floor in the future. | 1 | 3 | 3 |  |
| Portable electrical equipment | Could be injured by tripping over electrical leads. | All personnel present | 3 | 3 | 9 | Trailing leads removed from walking areas. | 1 | 3 | 3 |  |
| Falling from steps when accessing belfry | Could fall and suffer serious injuries. | Ringers, visitors, trainees. | 3 | 4 | 12 | Use of provided handrail. Any hazards left on steps removed. Instructions on how best to get up and down steps given prior to going up them. If the trip up to the belfry is to show learners the bells then this is to only be done at a tower where suitable steps, lighting, and handrails are present. | 2 | 2 | 4 |  |
| Getting caught up with moving bell wheels etc | Could result in multiple injuries or even fatalities. | Ringers, visitors, trainees. | 3 | 5 | 15 | Access door is locked and keys controlled by the Master. Access to the belfry is only permitted when the bells are down and in a safe position. | 1 | 1 | 1 |  |
| Lone working | Could result in injuries as above, which become significantly worse through lack of immediate attention. | Anyone working on their own with the bells. | 3 | 4 | 12 | Lone working is prohibited, there must always be at least two people working together. | 1 | 1 | 1 |  |
| COVID-19 | Catch COVID-19 or pass it on to others  | All personnel present  | 2 | 4 | 8 | Use of face masks at all times when in the ringing chamber or in close contact. Social distancing outside of the ringing chamber where possible. Track everyone in attendance so appropriate measures can be taken. This is in line with guidance from CCCBR (Central Council of Church Bell Ringers)  | 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** |
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| Responsible committee member signature: | Responsible committee member signature: |
| Print name: Thomas Wilding  | Date: 02/09/2021 | Print name: Joshua Watkins | Date: 02/09/2021 |

**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 |