

**General Risk Assessment Form**

|   |                                |                                    |  |                       |                             |
|---|--------------------------------|------------------------------------|--|-----------------------|-----------------------------|
| Date: (1)<br>30.9.16  | Assessed by: (2)<br>John Moore | Validated by: (3)<br>Maggie Martin | Location: (4)<br>SEED, Arthur Lewis Building | Assessment ref no (5) | Review date: (6)<br>30.9.17 |
| Task / premises: (7)<br>Young persons undertaking work experience with SEED |                                |                                    |  |                       |                             |

| Activity (8)                             | Hazard (9)                      | Person(s) in danger (10)   | Existing measures to control risk (11)  | Risk rating (12) | Result (13) |
|--|---------------------------------|----------------------------|---|------------------|-------------|
| Young person undertaking work experience | Allegation of Misconduct        | Staff member/ young person | Always work in an open environment (e.g. avoiding private or unobserved situations and encouraging an open environment i.e. no Secrets<br>Maintain a safe and appropriate distance from children                      | Low              | A           |
| Young person undertaking work experience | Allegation of Misconduct        | Staff member/ young person | Involve teachers, parents/carers and other key influencers wherever possible<br>Be an excellent role model – this includes not smoking or drinking alcohol in the company of children or using inappropriate language | Low              | A           |
| Young person undertaking work experience | Allegation of Misconduct        | Staff member/ young person | Give enthusiastic and constructive feedback rather than negative criticism  | Low              | A           |
| Young person undertaking work experience | Allegation of Misconduct        | Staff member/ young person | To obtain written consent prior to any photographs, videoing or audio recording   | Low              | A           |
| Young person undertaking work experience | Young person requires first aid | Young person               | Secure parental consent if the need arises to give permission for the administration of emergency first aid and/or other medical treatment  | Low              | A           |

| Activity (8)                             | Hazard (9)                     | Person(s) in danger (10) | Existing measures to control risk (11)   | Risk rating (12) | Result (13) |
|--|--------------------------------|--------------------------|--|------------------|-------------|
| Young person undertaking work experience | Fire or other emergency occurs | Young person             | Induction to be given to young person detailing:<br>emergency procedures,<br>fire exits<br>what to do if an alarm sounds<br>General layout of building | Low              | A           |
| Young person undertaking work experience | Manual handling                | Young person             | A young person on work experience must not undertake any manual handling.  | Low              | A           |

| Activity (8)   | Hazard (9)                      | Person(s) in danger (10)              | Existing measures to control risk (11)   | Risk rating (12) | Result (13) |
|--|---------------------------------|---------------------------------------|--|------------------|-------------|
| <p>Young person undertaking work experience</p> <p><i>University risk assessment form and guidance notes.<br/>Feb 05</i></p> | <p>Allegation of Misconduct</p> | <p>Staff member/<br/>young person</p> | <p>The following activities must not be undertaken:<br/>         Spending excessive amounts of time alone with children away from others</p> <p>Allowing a child to travel on their own with you in a vehicle<br/>         Sharing a room with a child</p> <p>Allowing or engaging in any form of inappropriate contact</p> <p>Allowing children to use inappropriate language unchallenged<br/>         Reducing a child to tears as a form of control<br/>         Doing things of a personal nature for children that they can do for themselves.<br/>         Taking children to your home where they will be alone with you<br/>         Engaging in rough, physical or sexually provocative games, including horseplay<br/>         Entering a toilet with children unless another adult is present or gives permission (this may include parent, teacher or group leader)<br/>         Allowing or encouraging abusive peer activities (e.g. any game/activity where an individual may be held up to ridicule)<br/>         Making sexually suggestive comments to, or within the hearing of, a child, even in fun<br/>         Allowing allegations made by a child to go unchallenged, unrecorded or not acted upon<br/>         Physically restraining a child unless the restraint is to:</p> <ul style="list-style-type: none"> <li>- prevent the physical injury of the child/other child/visitors or staff/yourself;</li> <li>- prevent damage to any property;</li> <li>- prevent or stop the commission of a criminal offence</li> <li>- engaging in any behaviour prejudicial to maintaining good order and discipline at the event/activity location or among children.</li> </ul> | <p>Low</p>       | <p>A</p>    |

## **Notes to accompany General Risk Assessment Form**

This form is the one recommended by Health & Safety Services, and used on the University's risk assessment training courses. It is strongly suggested that you use it for all new assessments, and when existing assessments are being substantially revised. However, its use is not compulsory. Providing the assessor addresses the same issues; alternative layouts may be used.

- (1) **Date** : Insert date that assessment form is completed. The assessment must be valid on that day, and subsequent days, unless circumstances change and amendments are necessary.
- (2) **Assessed by** : Insert the name and signature of the assessor. For assessments other than very simple ones, the assessor should have attended the University course on risk assessments (link to STDU)
- (3) **Validated by** : Insert the name and signature of someone in a position to validate that the assessment has correctly identified hazards and addressed the risks. This will normally be a line manager, supervisor, principal investigator, etc.. who should be competent to identify the hazards and assess the risks. This person should have attended the University's risk assessment course, or equivalent.
- (4) **Location** : insert details of the exact location, ie building, floor, room or laboratory etc
- (5) **Assessment ref no** : use this to insert any local tracking references used by the school or administrative directorate
- (6) **Review date** : insert details of when the assessment will be reviewed as a matter of routine. This might be in 1 year's time, at the end of a short programme of work, or longer period if risks are known to be stable. Note that any assessment must be reviewed if there are any significant changes – to the work activity, the vicinity, the people exposed to the risk, etc
- (7) **Task / premises** : insert a brief summary of the task, eg typical office activities such as filing, DSE work, lifting and moving small objects, use of misc electrical equipment. Or, research project [title] involving the use of typical laboratory hardware, including fume cupboards, hot plates, ovens, analysis equipment, flammable solvents, etc.
- (8) **Activity** : use the column to describe each separate activity covered by the assessment. The number of rows is unlimited, although how many are used for one assessment will depend on how the task / premises is sub-divided. For laboratory work, activities in one particular lab or for one particular project might include; use of gas cylinders, use of fume cupboard, use of computer or other electrical equipment, use of lab ovens, hot plates or heaters, use of substances hazardous to health, etc
- (9) **Hazard** : for each activity, list the hazards. Remember to look at hazards that are not immediately obvious. For example, use of a lathe will require identification of the machine hazards, but also identification of hazards associated with the use of cutting oils (dermatitis), poor

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lighting, slipping on oil leaks, etc. The same activity might well have several hazards associated with it. Assessment of simple chemical risks (eg use of cleaning chemicals in accordance with the instructions on the bottle) may be recorded here. More complex COSHH assessments eg for laboratory processes, should be recorded on the specific COSHH forms (link).

- (10) **Persons in danger** : insert everyone who might be affected by the activity. Remember those who are not immediately involved in the work, including cleaners, young persons on work experience, maintenance contractors, Estates personnel carrying out routine maintenance and other work. Remember also that the risks for different groups will vary. Eg someone who needs to repair a laser may need to expose the beam path more than users of the laser would do.
- (11) **Existing measures to control the risk** : list all measures that already mitigate the risk. Many of these will have been implemented for other reasons, but should nevertheless be recognised as means of controlling risk. For example, restricting access to laboratories or machine rooms for security reasons also controls the risk of unauthorised and unskilled access to dangerous equipment. A standard operating procedure or local rules (eg for work with ionising radiation, lasers or biological hazards) will often address risks. Some specific hazards may require detailed assessments in accordance with specific legislation (eg COSHH, DSEAR, manual handling, DSE work). Where this is the case, and a detailed assessment has already been done in another format, the master risk assessment can simply cross-reference to other documentation. For example, the activity might be use of a carcinogen, the hazard might be exposure to hazardous substances, the existing control measures might all be listed in a COSHH assessment. Controls might also include use of qualified and/or experienced staff who are competent to carry out certain tasks; an action plan might include training requirements for other people who will be carrying out those tasks.
- (12) **Risk Rating** : the simplest form of risk assessment is to rate the remaining risk as high, medium or low, depending on how likely the activity is to cause harm and how serious that harm might be.

The risk is **LOW** - if it is most unlikely that harm would arise under the controlled conditions listed, and even if exposure occurred, the injury would be relatively slight.

The risk is **MEDIUM** - if it is more likely that harm might actually occur and the outcome could be more serious (eg some time off work, or a minor physical injury).

The risk is **HIGH** - if injury is likely to arise (eg there have been previous incidents, the situation looks like an accident waiting to happen) and that injury might be serious (broken bones, trip to the hospital, loss of consciousness), or even a fatality.

Schools or administrative directorates may choose to use other rating systems. Typical amongst these are matrices (of 3x3, 4x4, 5x5 or even more complex) which require the assessor to select a numerical rating for both “likelihood that harm will arise” and “severity of that harm”. These may give a spurious sense of accuracy and reliability – none are based on quantitative methods. There are methods of estimating risk quantitatively, and these may be appropriate for complex design of load bearing structures and the like. Advice on

methods of risk assessment is available from HSS. Whatever system of assessment is adopted, it is **essential** that the assessor has received suitable training and is familiar with the meaning of the terms (or numbers) used.

- (13) **Result** : this stage of assessment is often overlooked, but is probably the most important. Assigning a number or rating to a risk does not mean that the risk is necessarily adequately controlled. The options for this column are:

**T = trivial risk.** Use for very low risk activities to show that you have correctly identified a hazard, but that in the particular circumstances, the risk is insignificant.

**A = adequately controlled, no further action necessary.** If your control measures lead you to conclude that the risk is low, and that all legislative requirements have been met (and University policies complied with), then insert A in this column.

**N = not adequately controlled, actions required.** Sometimes, particularly when setting up new procedures or adapting existing processes, the risk assessment might identify that the risk is high or medium when it is capable of being reduced by methods that are reasonably practicable. In these cases, an action plan is required. The plan should list the actions necessary, who they are to be carried out by, a date for completing the actions, and a signature box for the assessor to sign off that the action(s) has been satisfactorily completed. Some action plans will be complex documents; others may be one or two actions that can be completed with a short timescale.

**U = unable to decide. Further information required.** Use this designation if the assessor is unable to complete any of the boxes, for any reason. Sometimes, additional information can be obtained readily (eg from equipment or chemicals suppliers, specialist University advisors) but sometimes detailed and prolonged enquiries might be required. Eg is someone is moving a research programme from a research establishment overseas where health and safety legislation is very different from that in the UK.

**For T and A results,** the assessment is complete.

**For N or U results,** more work is required before the assessment can be signed off.

