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| **Risk Assessment** | | | | |
| **Risk Assessment for the activity of** |  | | **Date** |  |
| **Unit/Faculty/Directorate** |  | **Assessor** |  | |
| **Line Manager/Supervisor** |  | **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** |
| Young person suffers from a Display Screen Equipment related illness such as a Work Related upper Limb Disorder (WRULD) | Incorrect working posture  Incorrect workstation setup and/or poor working habits  Could cause debilitating and painful musculoskeletal injury (ie) back or neck pain | Young Person | **4** | **3** | **12** | Young person to complete the online DSE training and assessment package.  Avoid clutter on, under and around work desks.  Supervisor will ensure equipment provided is fully adjustable to the individual need. | **1** | **3** | **3** |  |
| Manual handling, young person lifts an item that causes injury | When lifting things that are quite large or strange in shape it could cause back pain | Young Person | **3** | **3** | **9** | Apprentice will be working under the supervision of a staff member, they will be advised and supervised in the tasks they are doing. Where they are briefed to do a task this will be mentioned. | **1** | **3** | **3** | Apprentice to read the H&S information on manual handling held here <https://sotonac.sharepoint.com/teams/HealthWellbeing/SitePages/Manual-Handling.aspx>  If applicable the apprentice to complete ‘Manual Handling of Loads’ e-learning on Blackboard |
| Lone Working | Feeling vulnerable  Unable to raise alarm if there is an issue or they fall ill | Young Person | **1** | **5** | **5** | A young person will be working under the supervision of a member of staff and will not be permitted to be lone working. | **1** | **3** | **3** |  |
| Lack of support / encouragement from manager / supervisor | Work related stress and associated illness.  Young person feels unable to do the role and leaves. | Young Person | **3** | **4** | **12** | Supervisor to hold regular meetings which build on the induction to support the young person.  Supervisor to be aware this will likely be the student’s first experience in a workplace and to ensure all communication is clear and understood. | **1** | **3** | **3** |  |
| Young person unable to evacuate building as unaware of fire procedures | Failure to follow procedures resulting in not knowing where to report to.  Young person may remain in the building and become at risk of injury | Young Person | **3** | **5** | **15** | Supervisor to explain evacuation procedure and show nearest exit on first day as part of the induction.  Supervisor to confirm that the young person has no problems with evacuating in the event of a fire alarm.  Supervisor to show the young person where the evacuation point is as they are likely to be unfamiliar with the campus. | **1** | **4** | **4** |  |
| Young person unable to access first aid or follow first aid procedure | Unable to access first aid kit if in need.  Causes feelings of distress.  Unable to find help. | Young Person | **3** | **3** | **9** | Supervisor to explain first aid procedures for all areas the young person will be working in.  Supervisor to show student where first aiders are listed.  Supervisor to show how to make a call from phones in the office or via MS Office Teams. | **1** | **3** | **3** |  |
| Young person finds themselves in a situation of difficulty and unable to follow security procedures | Unable to find help.  Causes feelings of distress. | Young Person | **3** | **5** | **15** | Supervisor to make young person aware of emergency procedures and ensure young person has emergency contact details for when on campus. | **1** | **4** | **4** |  |
| Supervisor unaware of Young Persons whereabouts | Individual may be in need of help.  Safeguarding concern.  Lack of communication causes misunderstandings. | Young Person | **3** | **5** | **15** | Supervisor to agree times of work in advance.  Young person to provide contact details.  Supervisor to call young person if they do not turn up.  Supervisor to contact the students emergency contact if been unable to contact young person. | **2** | **2** | **4** |  |
| Safeguarding issues arise and hiring manager / supervisor unaware of how to follow procedure (i.e.) manager/supervisor has a case bought to them and unsure of how to proceed; has safeguarding concerns regarding the apprentice. | Staff unable to contact the correct people for support. | Young Person | **3** | **5** | **15** | Manager / Supervisor to be supplied with UoS Engaging a Young Apprentice guide and Inspire Client Handbook which has the contact details of the Inspire ATA Designated Safeguarding Lead Jules Williamson, [jules@inspire-ata.co.uk](mailto:jules@inspire-ata.co.uk). The apprentice will be allocated a tutor and a Client Success Manager, details of these individuals will be confirmed to the hiring manager.  Manager / Supervisor to be given a copy of Inspire Safeguarding policy.  Secondary support can be gained from  The University’s safeguarding policy  <https://www.southampton.ac.uk/hr/services/safeguarding-children/index.page> and the University’s Principle Safeguarding Officer Helen Rowland [H.L.Rowland@soton.ac.uk](mailto:H.L.Rowland@soton.ac.uk) or telephone 023 8059 8017. | **1** | **4** | **4** |  |
| A staff member has made some observations or become aware of an issue and doesn’t know how to raise concerns; (i.e.) young person has makes a disclosure about them or someone else | Staff unable to contact the correct people for support. | Young Person | **3** | **5** | **15** | Hiring manager to brief supervisor and staff on the Inspire ATA safeguarding policy and of who their department contact would be (i.e.) manager / supervisor or direct contact with Inspire ATA Designated Safeguarding Lead Jules Williamson, [jules@inspire-ata.co.uk](mailto:jules@inspire-ata.co.uk) and named Client Success Manager | **1** | **4** | **4** |  |
| Young person would like to raise a safeguarding issue but unaware of how to follow procedures (i.e.) a disclosure regarding themselves or a member of staff. | Young person feels unsafe and/or unsupported. | Young Person | **3** | **5** | **15** | Supervisor to confirm the lines of support and contact details with young person.  First Line of support – raise concerns with supervisor / line manager or Inspire ATA (Tutor/Client Success Manager), whichever the young person feels most comfortable with.  Additional line of support the University’s Principle Safeguarding Officer.  Personal Tutor or Client Success Manager allocated to the apprentice.  Inspire ATA Designated Safeguarding Lead Jules Williamson, [jules@inspire-ata.co.uk](mailto:jules@inspire-ata.co.uk). Or as a secondary point of contact the University’s Principle Safeguarding Officer Helen Rowland on [H.L.Rowland@soton.ac.uk](mailto:H.L.Rowland@soton.ac.uk) telephone 023 8059 8017.  Supervisor to provide UoS safeguarding policy for the Young Person to read <https://www.southampton.ac.uk/hr/services/safeguarding-children/index.page>  Supervisor to remind young person contact details for safeguarding concerns are on the apprentice agreement (contact details are same as above). | **2** | **4** | **8** | Allocate a buddy to the apprentice, someone they can talk to.  Refer to Apprentice SharePoint site where additional support is held. |
| Young person works too many hours in accordance with Working time directive | Young person overworked, becomes stressed and unable to work.  Breach of Working time directive regulations | Young Person | **1** | **5** | **5** | Supervisor and Inspire ATA to monitor working hours through the spreadsheet.  A young person (under 18 years of age) cannot work for more than 8 hours per day or 40 hours per week.  The hours cannot be averaged and there is no option to opt out, meaning they cannot work longer hours even if they want to. | **1** | **3** | **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** | |
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| Responsible manager’s signature: | | | | | Responsible manager’s signature: | | |
| Print name: | | | | Date: | Print name: | | Date |

**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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| 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. |

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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** | | | | |

|  |  |
| --- | --- |
| Likelihood | |
| 1 | Rare |
| 2 | Unlikely |
| 3 | Possible |
| 4 | Likely |
| 5 | Very Likely |

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.