|  |
| --- |
| **Risk Assessment** |
| **Risk Assessment for the activity of** | **General Teddy Bear Hospital Risk Assessment** | **Date** | **11/09/24** |
| **Unit/Faculty/Directorate****/Club or Society** | Teddy Bear Hospital Southampton | **Assessor** | Ella Woodman |
| **Line Manager/Supervisor/Pre****sident** | *Ella Woodman* | **Signed off** |  |

|  |
| --- |
| ***PART A*** |
| **(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** |
| Participants getting lost on the way to schools | Volunteers may struggle to find schools/locate the main reception for some schools | Volunteers | **3** | **3** | **9** | * All volunteers are given the number of the session leader as their primary contact on the day
* Where possible carpooling is used so volunteers arrive together
* We ask schools if there are any special instructions for arriving to the school/parking
* Instructions on how to get to the school via public transport and the address are emailed to the volunteers by the day before the session at the latest.
 | **2** | **2** | **4** | * Follow [SUSU incident](https://www.susu.org/groups/admin/howto/protectionaccident) [report policy](https://www.susu.org/groups/admin/howto/protectionaccident)
 |

|  |
| --- |
| ***PART A*** |
| **(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** |
| Offensive behaviour | Volunteers may have offensive behaviour.Some children may be poorly behaved or offensive | Volunteers, school participants | **2** | **5** | **10** | * All volunteers must have undergone a previous DBS check and share the DBS number with the society to ensure all volunteers are suitable for school environments
* Teachers are asked to remain present during the volunteering events and if children misbehave during the day, teachers should be responsible for disciplinary action
* Society to follow and share with members Code of conduct/SUSU [Expect Respect policy](https://www.susu.org/downloads/SUSU-Expect-Respect-Policy.pdf)
 | **1** | **3** | **5** | * If volunteers are inappropriate for being in school settings, they will lose the opportunity to volunteer with us
* If teachers are unable to maintain good classroom behaviour with certain children we will communicate with the school to decide if we can continue visiting the school in the future.
* Follow [SUSU incident](https://www.susu.org/groups/admin/howto/protectionaccident) [report policy](https://www.susu.org/groups/admin/howto/protectionaccident)
 |

|  |
| --- |
| ***PART A*** |
| **(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** |
| Theft of equipment | Equipment lost due to children keeping items/kit not being collected in at the end of each task | Volunteers, the society | **4** | **2** | **8** | * Volunteers are trained in the activity stations and are responsible for ensuring all kit is collected at the end of each station
 | **2** | **1** | **2** | * If necessary, schools will be contacted if expensive/multi use kit has been stolen for reimbursement or return.
 |
| Damage of equipment may cause injury to user | The equipment may become damaged during the session which may leave sharp edges that could cut or bruise someone | Volunteers, school participants | **2** | **3** | **6** | * Volunteers are trained in the activity stations and are responsible for demonstrating safe use of the kit.
* Any kit that is not being used should remain in the bag, out of reach of the school participants.
* If an
 | **1** | **2** | **2** | * Follow [SUSU incident](https://www.susu.org/groups/admin/howto/protectionaccident) [report policy](https://www.susu.org/groups/admin/howto/protectionaccident)
* If necessary, schools will be contacted if expensive/multiuse kit has been badly damaged for reimbursement.
 |

|  |
| --- |
| ***PART A*** |
| **(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** |
| People pretending to be a TBH volunteer | People who were not meant to attend certain sessions may show up and wish to join in on the day | Volunteers Members of the public | **2** | **3** | **6** | * Volunteers must sign up for sessions in advance through our official email
* Volunteers are written on a register which is checked by the session leader
* Volunteers are encouraged to wear TBH volunteer shirts if they have them to identify them as volunteers
* Volunteers should have their university ID badge with them to act as another form of ID when greeting

volunteers | **1** | **3** | **3** | * Leadership training to ensure people know why we need to check volunteers
* T-shirts with TBH volunteer on them sold
* All sessions are advertised at least 4 days in advance with volunteers confirmed with at least 24hr notice.
* **Committee WIDE training**
 |

|  |
| --- |
| ***PART A*** |
| **(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** |
| Identified safe guarding concerns at schools | Volunteers identify children/staff that may be a safeguarding concern | Volunteers School staff Members of the public | **2** | **3** | **6** | * If a volunteer identifies a safeguarding concern they must alert the concern to the session leader and make a written account
* The leader will then escalate to the schools coordinator who will be able to contact the

school with concerns | **2** | **2** | **4** | * Volunteers and committee receive safeguarding training
* Follow SUSU incident reporting policy
* Police should be contacted if necessary
 |

|  |
| --- |
| ***PART A*** |
| **(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** |
| Road traffic accidents for driving volunteers | Volunteers who drive to schools may be involved in road traffic accidents especially if leaving during the school pick up when lots of children are running on the streets | Children Members of the public Volunteers | **2** | **5** | **10** | * Volunteers are recommended to park in designated parking given by the school where possible
* Volunteers should follow the highway code and drive at appropriate speeds in school zones
* Where possible, volunteers are encouraged to use public transport or car pool to reduce the level of traffic on the

road | **1** | **5** | **5** | * Volunteers who drive are briefed on available parking at schools in advance
* All volunteers who carpool must have a valid UK driving license for their vehicle
 |

***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** |
|  | Organizers to ensure they have shared and read Expect respect policy withmembers | Ella Woodman | 11/09/24 | 30/06/25 |  |
|  | Schools visited should be contacted in advance for updates about school access and parking | Ella Woodman | 11/09/24 | 30/06/25 |  |
|  | All volunteers should be fully trained prior to attending sessions | Ella Woodman | 11/09/24 | 30/06/25 |  |
|  | Any major incidents should be logged with SUSU within 48hrs | Ella Woodman | 11/09/24 | 30/06/25 |  |
|  | All volunteers should have a valid DBS check | Ella Woodman | 11/09/24 | 30/06/25 |  |
|  | WIDE training completed by committee | Ella Woodman | 11/09/24 | 30/06/25 |  |
|  | All volunteers should be registered for the appropriate session they wish to attend. | Ella Woodman | 11/09/24 | 30/06/25 |  |
| Responsible manager’s signature: |  |  | Responsible manager’s signature:  |  |
| Print name:  |  | Date: 11/09/2024 | Print name:Olivia Chin | Date: 14/09/24 |

**Assessment Guidance**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Eliminate | Remove the hazard wherever possible which negates the need for further controls | If this is not possible then explain why | 1 |
| 2. Substitute | Replace the hazard with one less hazardous | If not possible then explain why | 2 |
| 3. Physical controls | Examples: enclosure, fume cupboard, glovebox | Likely to still require admin controls as well | 3 |
| 4. Admin controls | Examples: training, supervision, signage |  | 4 |
| 5. Personal protection | Examples: respirators, safety specs, gloves | Last resort as it only protects the individual |  |
|  |  |  | 5 |

Risk process

|  |  |
| --- | --- |
| 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 orsprain requiring first aid or medical support. |
| 4 | Major | Injuries or illness e.g. broken bone requiring medical support >24hours and time off work >4 weeks. |
| 5 | Severe – extremely significant | Fatality or multiple serious injuries or illness requiring hospital admission or significant time offwork. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 5 | 5 | 10 | 15 | 20 | 25 |
|  | 4 | 4 | 8 | 12 | 16 | 20 |
| **LIKELIHOOD** |  |
| 3 | 3 | 6 | 9 | 12 | 15 |
|  | 2 | 4 | 6 | 8 | 10 |
|  | 2 |
|  | 1 | 1 | 2 | 3 | 4 | 5 |
|  |  | 1 | 2 | 3 | 4 | 5 |
|  |  |  |  | **IMPACT** |  |  |

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 nece

|  |
| --- |
| 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 |