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| --- | --- | --- | --- | --- | --- | --- |
|  | | Potential consequence / severity of outcome | | | | |
| 1 | 2 | 3 | 4 | 5 |
| Likelihood of harm occurring / frequency of occurrence | | None  no injury or adverse effects | Minor  first aid injury | Moderate  lost time injury | Major  hospital treatment | Catastrophic  disabling injury or death |
| Could happen, but probably never will. | 1 - Rare | 1 | 2 | 3 | 4 | 5 |
| Not likely to occur in normal circumstances. | 2 - Unlikely | 2 | 4 | 6 | 8 | 10 |
| May occur at some time. | 3 - Possible | 3 | 6 | 9 | 12 | 15 |
| Expected to occur at some time. | 4 - Likely | 4 | 8 | 12 | 16 | 20 |
| Likely to occur on many occasions. | 5 – Almost certain | 5 | 10 | 15 | 20 | 25 |

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| --- | --- | --- |
| Total | Level of risk | Timescale / action |
| 1 to 5 | Low | No additional physical control measures are required however monitoring is necessary to ensure controls are maintained. |
| 6 to 10 | Medium | 3-6 months - efforts should be made to reduce the risk to an acceptable level. |
| 12 to 25 | High, or stop | Immediate - work should not be started until the risk has been reduced to an acceptable level. Where the risk involves work in progress, urgent action should be taken. If it is not possible to reduce risk even with unlimited resources, work will have to be stopped. |

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| **Step 1**  What are the hazards? | **Step 2**  Who might be harmed and how? | **Raw risk rating** | **Step 3**  What do you have in place? | **Step 4**  Is anything further needed?  Yes / No | **Step 5**  Action and review | **Residual risk rating** |
| Spot hazards by:   * Walking around your workplace. * Asking those doing the task what they think. * Checking manufacturers’ instructions. * Considering health hazards. | Identify groups of people:   * employees * lone workers * pupils * service users * temporary / agency staff * contractors * volunteers * members of the public * children (including work experience). | When there are no control measures are in place.  State total score. | List what is already in place to reduce the likelihood of harm or make any harm less serious, examples include:   * guarding * training * procedures, safe systems of work * personal protective equipment (PPE). | You need to make sure that you have reduced risks ‘so far as is reasonably practicable’.  An easy way of doing this is to compare what you are already doing with good practice. If there is a difference, indicate ‘yes’ and list what needs to be undertaken in the action column. | Remember to prioritise hazards that are high-risk and have serious consequences first:   * List the actions required and who needs to complete and by when. * Check actions are correctly completed. * Check controls remain in place. * Review the risk assessment annually, or earlier if there is an incident or if the work activity changes. | Level of risk when all control measures are in place.  State total score. |

**See the list of suggested guidance, actions and control measures required for the hazards identified – below the risk assessment template.**

|  |  |
| --- | --- |
| **Activity / operation/ event:** | |
| **Establishment:** | **Assessment date:** |
| **Assessor name / position:** | **Review date:** |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Step 1**  Identify the hazards | **Step 2**  Who might  be harmed and how? | **Raw risk rating** | **Step 3**  What do you have in place? | **Step 4**  Anything further  needed?  **Yes / No** | **Step 5**  Action and review | | | |
| state total score | **Action required** | **Residual risk rating**  state total score | **Responsible**  **person** | **Date completed** |
| Fire and emergency evacuation. | Employees and 3rd parties including students.  Injury or harm due to burns or inhalation of smoke. |  |  |  |  |  |  |  |
| Pottery: spread of contamination of silica and other hazardous substances on floors and work benches. | Employees and 3rd parties including students.  Ill health due to inhalation, ingestion or skin contact with a hazardous substance. |  |  |  |  |  |  |  |
| Pottery and glass: handling of hazardous substances and chemicals. | Employees and 3rd parties including students.  Harm caused by incorrect handling of substances or allergic reaction. |  |  |  |  |  |  |  |
| Pottery and glass: insufficient stock of PPE/RPE or equipment faulty/damaged. | Employees and 3rd parties including students.  Harm due to dust and other hazardous substances. |  |  |  |  |  |  |  |
| Pottery and glass: using equipment incorrectly. | Employees and 3rd parties including students.  Injury or harm caused by inhalation of fumes, incorrect use of equipment, eye damage due to dust particles. |  |  |  |  |  |  |  |
| Pottery and glass: hazardous substances or chemicals used or stored incorrectly. | Employees and 3rd parties including students.  Harm caused by inhalation of dropped chemicals through incorrect storage. |  |  |  |  |  |  |  |
| Incorrect disposal of glass. | Employees and 3rd parties including contractors, members of the public.  Glass being disposed of incorrectly causing injury e.g. cuts. |  |  |  |  |  |  |  |
| Chemicals and substances not labelled. | Employees and 3rd parties including students.  Ill health or harm due to unknown substances used. |  |  |  |  |  |  |  |
| First aid and burns kits not available. | Employees and 3rd parties including students.  Injuries aggravated by not having first aid or burns kits available. |  |  |  |  |  |  |  |
| Incorrect handling of heavy or awkward items (staff not trained in manual handling of inanimate objects). | Employees and 3rd parties including students.  Injury or harm caused by incorrect techniques used when moving and handling heavy or awkward items e.g. mechanical aids, splitting loads etc. |  |  |  |  |  |  |  |

**Suggested guidance, actions / control measures for some of the hazards identified (this list is not exhaustive):**

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| --- | --- |
| Hazards: | Suggested guidance, actions / control measures (this list is not exhaustive): |
| Fire and emergency evacuation. | * All staff to be provided with information on the fire and emergency evacuation procedures before workshops commence. * Tutors must provide students with fire and emergency evacuation procedures on the first day of course. |
| Pottery: spread of contamination of silica and other hazardous substances on floors and work benches. | * Check there is a regular FM cleaning schedule in place, and they have been instructed on the methods of cleaning. * Any spilt clay dust should be removed using an industrial vacuum cleaner with a filter suitable for trapping silica dust. * Floors and work benches to be cleaned regularly using a wet cloth (areas of dry clay should never be swept). |
| Pottery and glass: handling of hazardous substances and chemicals. | * Safety data sheets must be available for all COSHH substances and chemicals. * Goggles, face masks, gloves to be available – check supplies regularly and ensure there are sufficient stocks. * COSHH risk assessments to be completed for each hazardous substance or chemical used. Risk assessments to be reviewed annually or earlier if there is an incident or the process changes. |
| Pottery and glass: insufficient stock of PPE/RPE or equipment faulty/damaged. | * Stocks of PPE/RPE for use by Tutors, Technicians and Students to be checked regularly to ensure they are appropriate, in good condition and there is a sufficient quantity available. * Replace any faulty or damaged PPE/RPE as instructed by the manufacturer’s guidelines. |
| Pottery and glass: using equipment incorrectly. | * Tutors to provide students, members of the public with guidance/training on the safe handling of any hazardous equipment or portable appliances and keep a record of this on file. |
| Pottery and glass: hazardous substances or chemicals used or stored incorrectly. | * Tutors and Technicians to complete an online COSHH course available on Delta - keep certificates of completion on file and refresh training every 3 years. * Tutors to provide students with guidance/training on the safe handling and use of any hazardous or substance or chemical and a record is kept on file. * Ensure workshops are provided with warm water, mild skin cleansers and soft paper or fabric towels for drying and avoid any abrasive cleaners. * Any areas containing hazardous substances must have an appropriate COSHH hazardous sign on the door, this includes all COSHH storage cupboards. * Tutors and Technicians to ensure all chemicals and substances are stored securely when the workshop finishes. * Termly recorded inspections should be undertaken, and an action plan produced if there are any issues identified. |
| Chemicals and substances not labelled. | * All containers with substances must be labelled correctly to ensure staff or students are able to clearly identify the contents. * Any substances not identified must be disposed of appropriately with consideration given to the environment. * A data sheet and COSHH risk assessment (attached together) must be available for each hazardous substance used. COSHH risk assessments must be reviewed annually. |
| First aid and burns kits not available. | * Complete the KCC online accident, incident or near miss reporting form. * First aid and burns kits must be available and stocks checked and updated regularly. |
| Incorrect handling of heavy or awkward items e.g. clay containers. | * Staff to complete an online manual handling of inanimate objects training course available on Delta. Keep the certificate of completion on file and refresh training every 3 years. * Risk assessment to be developed for the manual handling tasks associated with the pottery and glass workshops. Risk assessments must be reviewed annually or earlier if there is an incident. |