

5 steps to

risk assessment

for Sentinus programmes - guidance notes

What is risk assessment?

A risk assessment is simply a check to ensure that all necessary precautions are taken to ensure that no one is hurt as a result of participation in our programmes or events. You need to identify hazards, decide whether they are significant and ensure that adequate precautions have been put in place so that the risk from any hazard is small.

How to assess the risks for an event/programme

Follow these five steps:

STEP 1: Look for hazards;

STEP 2: Decide who might be harmed and how;

STEP 3: Evaluate the risks and decide whether the existing precautions are adequate or whether more should be done;

STEP 4: Record your findings;

STEP 5: Review your assessment and revise it if necessary;

Risk assessment is not complicated

In most cases the hazards are few and simple and checking them is common sense, but necessary. You will already know whether there is any aspect of our activities which could cause harm to participants. However, if there are risks associated with the different venues and locations for our programmes and events these will need to be identified and assessed. For example difficult access to a hall, tripping hazards or unsecured equipment. It is also necessary to carry out risk assessment for any new programmes or activities which we introduce.

STEP 1

Look for the hazards

Identify any risks which may exist within the normal delivery of our programmes and events which could cause harm. This should include use of any equipment or tools for the activities and for each type of programme should remain constant, regardless of venue. You should also identify any risks associated with the venue and look at what could reasonably be expected to cause harm. Ignore the trivial and concentrate on significant hazards which could result in serious harm or affect a number of people.

STEP 2

Decide who might be harmed, and how

This will include:

- young people engaged in the programme or event;
- advisors, Ambassadors and mentors supporting the delivery;
- teachers who are present at any stage during the programme;
- visitors, members of the public or other staff who may be present.

STEP 3

Evaluate the risks and decide whether existing precautions are adequate or more should be done

Consider how likely it is that each hazard could cause harm. This will determine whether or not you need to do more to reduce the risk. Even after all precautions have been taken, some risk usually remains. What you have to decide for each significant hazard is whether this **remaining risk is high, medium or low**. The real aim is to **make all risks small** by adding to your precautions as necessary. If you find that something needs to be done, draw up an 'action list' and give priority to any remaining risks which are high and/or those which could affect most people. In taking action ask yourself:

- a) can I **get rid of the hazard** altogether?
- b) if not, how can I **control the risks** so that harm is unlikely?

STEP 4

Record your findings

You must record the significant findings of your risk assessment. This means writing down the significant hazards and conclusions. Risk assessments must be suitable and sufficient. You need to be able to show that:

- a proper check was made;
- you asked who might be affected;
- you dealt with all the obvious significant hazards, taking into account the number of people who could be involved;
- the precautions are reasonable, and the remaining risk is low.

Keep the written record for future reference or use, it can be used to remind you to keep an eye on particular hazards and precautions.

STEP 5

Review your assessment and revise it if necessary

If new activities, exercises or programmes are introduced it will be necessary to consider them in their own right and do whatever you need to keep the risks down. In any case, it is good practice to review your assessment from time to time to make sure that the precautions are still working effectively.

STEP 1

Hazard

Look only for hazards which you could reasonably expect to result in significant harm during delivery of a Sentinus programme or event. Use the following examples as a guide:

- use of tools and equipment, chemicals or other materials;
- slipping/tripping hazards (eg poorly maintained floors or stairs, electrical cables etc);
- risk of fire;
- manual handling or lifting of equipment and materials;
- difficult access to venue;
- poor lighting.

STEP 2

Who might be harmed?

There is no need to list individuals by name – just think about groups of people or individuals who may be affected, for example:

- programme participants;
- Associate Trainers;
- Advisors, Ambassadors, mentors or any other person supporting the programme/event;
- teachers;
- office staff;
- photographers/reporters;
- visitors;
- members of the public.

STEP 3

Is more needed to control the risk?

For the hazards listed, do the precautions already taken:

- meet the standards set by a legal requirement?
- represent good practice?
- reduce risk as far as reasonably practicable?

Have you provided adequate information, briefing or instruction for all participants and supporters?

If so, then the risks are adequately controlled, but you need to indicate the precautions you have in place. Where the risk is not adequately controlled, indicate what more you need to do.

STEP 4

Record your findings

Record your findings on the form provided.

STEP 5

Review and revision

Risk assessments for ongoing programmes should be reviewed periodically, perhaps once a year or when new activities are introduced. On review check that the precautions for each hazard still adequately control the risk. If not indicate the action needed. Note the outcome. If necessary complete a new page for your risk assessment. Changes to programmes, activities or events may introduce significant new hazards. Look for them and follow the 5 steps.

Implementing the Sentinus Risk Assessment Procedure

Sentinus has already carried out generic assessments of the risks associated with the delivery of Employability Skills Programmes, Science, Technology, Engineering and Maths Roadshows, large one day events and residential events. These assessments have identified necessary control measures and actions at a basic level.

YOU SHOULD NOW:

- 1. Examine these generic assessments to ensure they are adequate for the programmes which you are delivering;**
- 2. Complete a form for each type of programme or for each event which you manage or deliver by entering the details at the top of the second page;**
- 3. Identify and list any additional risks and list control measures and actions for each and do this for each type of programme or for each event which you manage or deliver;**
- 4. Sign and date each form in the section provided at the top of the second page;**
- 5. Review the risk assessment periodically (every 12 months) for the Employability Skills programmes and the STEM roadshows;**
- 6. Carry out a new risk assessment for each major event or residential programme;**
- 7. Keep a copy of your risk assessment/s filed in a safe place.**

WHEN DELIVERING PROGRAMMES YOU SHOULD:

- 1. On arrival at the school/venue ensure that your risk assessment is adequate for the programme you are delivering;**
- 2. Record any adjustments or additional risks and the measures implemented to address these;**
- 3. On completion of the programme complete the section of the Project Statistics form which asks you to confirm that a risk assessment was carried out for the programme/event.**