

**University of Wolverhampton**

**Risk Assessment –**

**‘How to’ Guidance**



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**Preface:**

*Health and Safety does not need to be complicated. Indeed if one goes back to the Health and Safety at Work etc. Act of 1974 it is a rather clear document and very much fit for purpose. However, in the years since the passage of the Act many practitioners have inadvertently imposed on themselves excess health and safety bureaucracy due in part to risk aversion, media hype, or insurance concerns.*

**Ragnar Lofstedt** (Professor of Risk Management and the Directors King’s Centre for Risk Management, King’s College London, and Chair of ‘Reclaiming health and safety for all: An independent review of health and safety legislation’)

*Health and Safety at Work etc. Act (HSWA74) was written at a time when heavy industry, manufacturing and construction were dominant in the economy and where greater numbers of people lost their lives. In this century, automated manufacturing, leisure and the financial and service sectors have become the dominant forces in our economy. HSWA74 has been applied to wider and wider circumstances. The law of unintended consequences has come into play and has encompassed incidents with minor injury outcomes in low hazard workplaces too. It has helped create a culture of risk aversity where some organisations seem to have lost the ability to sensibly interpret the requirements of HSWA74, or feel less confident in doing so. This provides risk pickings for the sensationalist tabloid press.*

**Chris Jerman (FIIRSM, CFIOSH, ACIEH – Head of Safety John Lewis Group)**

1. **Getting started – How to ‘eat the elephant’**

1.1 Over the years, lots of information and guidance has been provided on how to complete risk assessment but very little about when one is actually needed. This guide is an attempt to help you identify your significant risks and to put in place sensible and proportionate measures to manage these. These steps will help you determine what needs to be risk assessed and when.

Step 1– do you actually need a risk assessment in the first place?

* Is it your responsibility or is it someone else’s?
* **Example 1:** A field trip to an external venue may mean that for some of the activities taking place you are under their (*the venue’s*) supervision. In this instance the risk assessments for the activities they are supervising would be down to the venue and they would be required to inform you of any associated hazards. However, activities that the venue are not supervising and other related activity such as arranging the transport to and from the venue, booking the accommodation, first aid provision, health considerations for staff or students etc., would all be down to the trip organiser to risk assess.
* **Example 2:** Things like the maintenance of hard wired electrical items e.g. sockets, lights, will mostly sit with Estates Management however portable electrical items that are used by the Faculty or Department may well be something you need to consider.
* **Example 3:** Your work may bring you into contact with heavy machinery which has to be maintained. You may not carry out the maintenance personally (outsourced) but you may be responsible for ensuring the maintenance is completed on time.

Step 2 – Exclude things that are trivial, bizarre and hypothetical

* No need to include things like ‘lightning strikes on buildings, herds of wild animals roaming across the campus or everyday tasks like making a cup of coffee or walking up and down stairs’. However, if these are part of what you do in your job then they will have to be considered.
* **Example 1:** If your job is in catering then making and delivering food and drink (including coffee) may need to be included on a risk assessment of an activity.
* **Example 2:** It will be the responsibility of Estates Management to ensure that ‘lightning protection’ on buildings is suitable and sufficient and adequately maintained.

Step 3 – Identify your ‘significant tasks’

* Focus on tasks rather than the possible hazards, this will set the context for the assessment.
* **Example 1:** A typical classroom or office may have desks, chairs, a projector, maybe even a coffee machine. The hazards might include, trailing cables, electrical sockets, corners of desks, hot drinks etc., however, you would not be worried about too many of these hazards in everyday use and a formal risk assessment would not be necessary.
* **Example 2:** If the activity/task in the room in Example 1 changed to a crèche or nursery, the number of hazards doesn’t change but the likelihood of a dangerous interaction with them does. As the context of the activity has increased the significance then a written risk assessment would now be required in this instance;

Step 4 – pull the right people together

* More heads are better than one.
* Recommended that a small team who are well informed about the tasks, this might also include less frequent aspects like maintenance schedules, shut down works etc.
* The group should ideally be a mix of staff and management.

1. **How to identify your significant risks**
   1. What do you do as your business, your significant tasks?

*At the University this covers a vast range of tasks, for example (not exhaustive list):*

* + Academic Staff delivering a practical session in a laboratory/workshop to students;
  + Staff taking students on a field trip to Brecon Beacons;
  + Maintenance staff carrying out repair work in the plant room;
  + Catering Department providing food and drink for a Corporate event;
  + Transport Department driving bus full of students to different campuses;
  + Public swimming session in the pool at Walsall Campus.
  1. Why express these as tasks or activities?

Describing what you do as a ‘task or activity’ provides a context for the risk assessment. It is the participation in a task or activity that leads to an adverse interaction with a hazard that leads to the injury i.e. someone, doing something, with something that lead to the accident. If we simply ‘spot hazards’ e.g. trailing cables, there is no context and this is critical, and we end up treating everything as equally hazardous and likely to cause injury when this is not the case, see the example in **Step 3 above**.

* 1. Prioritise the significant and shelve the trivial.

Once you have put together your list of ‘tasks’ (see 2.1) you will need to prioritise these, this will also help to identify if the risk assessment is something you need to do, someone else needs to do, or not even required in the first place. It can be argued that every task can be broken down into one of the 4 boxes below (see table 1). Any that are significant tasks that carry a significant risk for your Faculty/Department will be your starting point and the ‘highest’ risks should be prioritised. In addition, those that are insignificant tasks for the Department/Faculty but have a significant risk e.g. maintenance of machinery by external company, also need to be prioritised.

Do not spend your time ‘drowning in the sea of trivia’ and carrying out risk assessments for activities that are insignificant tasks to your core business and present an insignificant risk.

|  |  |
| --- | --- |
| Insignificant task with significant risk (H, M, L) | Significant task with significant risk (H, M, L) |
| Insignificant task with insignificant risk (Trivia) | Significant task with insignificant risk (NSF) |

**Table 1:**

2.4 Asking these questions may help you to assess how significant the ‘task’ is to the Faculty/Department. (**See Appendix A for examples**):

1. How long could we go on without doing this as a Faculty/Department?
2. Is this something that you do, or something that you need to get done to help the core business happen e.g. the maintenance of equipment by an external company.
3. Would you class the risk of this activity as ‘significant’ or ‘insignificant’?
4. What would the public perception be if we didn’t have an assessment for this activity?
5. What defence, in a court, could you put forward for not having a risk assessment for this activity?
6. **What do I include in my ‘task risk assessments’?**

3.1 **The Task -** First of all, be sensible, not all tasks need to be on the list, for example ‘sharpening a pencil’, ‘making a cup of coffee for my colleagues’, ‘walking up the stairs in my building’.

3.2 Keep it simple, group task based activities together if similar – for example, a member of technical staff using hammers, saws, screwdrivers, etc., can simply be summarised as ‘technician using hand tools’ (the task – people, equipment). The injuries would all be similar i.e. cuts and bruises. No room here for ‘sawing your finger off’ – this is simply fanciful or bizarre, and no need for long list of risk assessments for each individual piece of equipment.

3.3 Consider what can go wrong (reasonably foreseeable – **see Appendix B**) with the task – An example might be a forklift truck driver overloading the forks of the forklift. The failure to follow procedures and overloading of the forks is NOT a task in itself; it’s a task being done badly which increases the likelihood of an accident occurring. Again, stick to the reasonably foreseeable.

3.4 **The People/individuals** – consider all of the people who might come into the equation, however you need to be realistic. For example, ‘members of the public’ are unlikely to come into contact with machinery used in our workshops, nor should they be. However, they may be observing a process as part of a demonstration delivered by a competent member of staff e.g. Open day/School visit. The risk in this case should be low to the member of the public.

3.5 **The Equipment** – consider all the ranges of people to determine what they are doing with the equipment. It is likely that a member of technical staff or academic staff, due to their levels of knowledge, skills and experience, could be doing different things with equipment or machinery than an Undergraduate student, and the levels of risk will reflect this. You will also have to consider the ‘non-standard’ use of the equipment e.g. maintenance and cleaning of equipment, when it may be required to bypass normal safety control measures e.g. removal of a machine guard to replace a blade.

3.6 **The location** – This is often missed, look at where the activity is taking place and remember that by simply moving the location, for example indoors to outdoors, can significantly change the likelihood of the controls failing and the accident occurring. An example might be ‘pop up’ stands for a Marketing event may present very little risk in an indoor environment, however if they are moved outdoors and the weather conditions (i.e. windy day) change it could turn the stand into a ‘flying object’.

3.7 Remember that People, Equipment and Locations **do not** remain the same, so do not simply group these risks together on the risk assessment, for example, the risks and the necessary control measures associated with using a piece of machinery are not the same for an inexperienced Undergraduate student compared with an experienced member of staff using the same piece of machinery. In fact, the experienced member of staff will actually be a ‘control measure’ for the student i.e. supervising the student, whereas the ‘control measures’ for the experienced member of staff will include their ‘knowledge, skills, expertise and qualifications’.

3.8 In summary, a number of, but not exclusively all, risk assessments have 5 key factors to consider, which are:

1. The task (what is taking place, what equipment is being used? etc.);
2. The environment/location (where is it happening – indoors, outdoors, abroad etc.)
3. Transport and travel (getting to and from the activity)
4. The individual (specialist skills, cultural awareness, mobility needs, etc.)
5. Insurance arrangements (not specifically discussed here but should be considered).

1. **Being competent, how do I know if I am?**

4.1 One of the key themes of conducting a risk assessment is competence and the ability to demonstrate this. Competency is demonstrated through the examination of:

* Experience: evidence gathered from previous employment e.g. what you have done, where you have worked?
* Knowledge: gained through experience, not just by training and qualification. Evidenced easily by asking technical questions the person should be able to answer;
* Ability: usually an examination of skills e.g. can the trainer present the course, can the manager communicate effectively to their team, or simply can the member of staff drive the fork lift truck;
* Limitations: Absolutely critical and often forgotten. Knowing when things are beyond your competency and more specialist help is required.

4.2 It is important that you record the minimum competency requirements (use a Competency matrix – examples included in University H&S framework document) for safety critical roles. This should include knowledge, skills, experience and qualifications.

4.3 Always remember that competence in completing a risk assessment is not just about your knowledge (including qualifications) and experience but also your awareness of your limitations in relation to the task in hand. Competence to conduct a risk assessment **is definitely not** just based around the attendance or non-attendance at a risk assessment training course. Not attending risk assessment training does not prohibit competent persons from conducting a risk assessment in their areas of responsibility, nor is it a defence in law for not completing them.

1. **Know when to stop (what is reasonably practicable?) – are we safe enough?**

5.1 A sensible and proportionate risk assessment should balance the level of risk and its operational significance against the costs of reducing the risk. If the costs (this could be time, money, or the trouble in carrying them out) are grossly disproportionate to the risk then you need not do any more to control the risk. However, if the risk still remains unacceptably high then the activity or task should not be proceeding as it stands.

5.2 Be confident, be brave, and ask yourself the question ‘is what we are doing safe enough with the control measures that we have in place?’ If the answer is ‘yes’ then do not keep trying to find further control measures to reduce every conceivable, yet unlikely, hazard.

1. **How to set you priorities**

6.1 In order to see if you need a risk assessment at all (the full version), you can use the ‘Risk profile tool’ **(Appendix C).** This will help you identify the ‘significant’ risks associated with the task. If there are no ‘significant risks’ then the full risk assessment (Appendix D) is not required to be completed. However, any areas that are identified as ‘significant’ should then be fully risk assessed in the normal way.

* 1. By completing the risk assessment pro-forma **(See Appendix D)** it will enable you to ‘score’ your risks, this in turn will allow you to prioritise what you need to do first. This is particularly important if you have limited resources and will allow you to best target the use of these.

1. **Risk assessment – tricks of the trade/common mistakes**

7.1 ‘Risk assessment’ is far from an exact science; however this is often made even more imprecise by some of the issues we have tried to address in this document. However, through experience of seeing a number of risk assessments over the years, many of them very good, there are also a number of consistent ‘common mistakes’ that people make when carrying these out. Some of the more common one’s (albeit not an exhaustive list) are highlighted below:

* + 1. People do not risk assess tasks – The task should be someone, doing something, with something, somewhere e.g. electrician, changing light bulbs, up a tower, in the sports centre. This is a better way of identifying the issues/hazards e.g. the competence of the electrician, the use of the equipment, working at height, other people in the vicinity.
    2. People spot hazards – for example ‘trailing cables’ always appears, however if the cable is in an empty room, or shoved up the corner of the room it represents little or no risk and is probably not worth formally documenting as part of your risk assessment.
    3. Drowning in the ‘sea of trivia’ - No need to include tasks that would be deemed to have an insignificant risk and fall well below the radar in terms of safety e.g. making a cup of coffee, using the microwave in the rest room. You may wish to list these, to show that a mental risk assessment took place and that there were no significant findings and therefore no recorded risk assessment is required (see **Appendix A** for examples). Filter out the bizarre and the trivial and stick to the tasks and risks that are significant;
    4. No need for further control measures – If the residual risk is low there is no need to add in further control measures, the only thing left to do will be review the assessment at appropriate intervals;
    5. Scoring the assessment – Risk assessing is very simple multiplication i.e. the ‘severity score’ multiplied by the ‘likelihood score’, for example a severity of 3 and a likelihood of 2 gives a risk assessment of 6 i.e. 3 x 2 = 6. Risk assessing is not addition, division or even just selecting a random number;
    6. No need to ‘gold plate’ responses – Do not put in a risk assessment control measures that are unrealistic or unachievable. Remember you may be judged on what you have stated on your risk assessment, so if it is not sensible do not state it in the risk assessment;
    7. It is not about every conceivable hazard – The law requires ‘reasonable foreseeability’, not simply ‘foreseeability’ which simply opens the floodgates. People often forget the ‘reasonable’ bit and add many things into their risk assessments that are never ‘reasonably’ likely to happen;
    8. What is the likelihood? - Remember to think of likelihood as ‘the likelihood of the control measures failing and not the likelihood of an accident occurring’. If you look at the likelihood of an accident, some would always argue that it is ‘always likely to happen’ and will therefore skew your risk assessment. If your control measures are suitable and sufficient the likelihood of them failing should be unlikely or improbable;
    9. A review of your risk assessment does not always mean you need to add things. In some cases, provided your controls are still suitable and sufficient, simply demonstrating you have reviewed the risk assessment is enough. However, remember to document your review i.e. date, signature etc.

**Appendix A:**

**Example 1**: *Member of academic staff delivering a practical class using chemicals in a laboratory.*

1. How long could we go on without doing this as a Faculty/Department? – not too long, therefore it is a ‘significant task’.

2. Is this something that you do, or something that you need to get done to help the core business happen? – Providing practical classes for our students is something that we do as part of our core business – therefore it is our responsibility. Evaluation – Significant task.

3. Would you class the risk of this activity as ‘significant’ or ‘insignificant’? – There is a potential for serious harm in the laboratory. Evaluation – Significant risk.

4. What would the public perception be if we didn’t have an assessment for this activity? – it is reasonable to assume that they would probably think that we should have had one.

5. What defence, in a court, could you put forward for not having a risk assessment for this activity? – A limited defence as it is significant task with potentially significant risk.

**Example 1 evaluation: Significant task with potential for significant risks.**

**Example 2**: *Maintenance of University bus fleet by the Transport Department.*

1. How long could we go on without doing this as a Faculty/Department? – difficult to say, could be a long time if nothing happens to the vehicles, however we do have regular service intervals scheduled in to meet our legal requirements.

2. Is this something that you do, or something that you need to get done to help the core business happen? – this task is outsourced to our approved vehicle repair company, all we need to do is make sure that it gets carried out. This is therefore not part of our core business i.e. ‘the actual repairs and maintenance’ it is simply an administrative task of booking the vehicles in for repairs and maintenance. Evaluation – Insignificant task.

3. Would you class the risk of this activity as ‘significant’ or ‘insignificant’? – failure to maintain our bus fleet could have a very significant risk. Evaluation – significant risk

4. What would the public perception be if we didn’t have an assessment for this activity? – it is reasonable to assume that they would probably think that we should have had one.

5. What defence, in a court, could you put forward for not having a risk assessment for this activity? – A limited defence as even though this is an ‘insignificant task’ for our core business to carry out, it is a legal requirement to ensure that regular maintenance of the bus fleet takes place, even if we do not do it ourselves. This risk of not carrying this out is potentially very significant.

**Example 2 evaluation: Insignificant task for our core business but carries a significant risk if not done by competent individuals in a timely manner.**

**Example 3**: *Lecture in a classroom to a group of Undergraduate students.*

1. How long could we go on without doing this as a Faculty/Department? – not too long as this is a key part of what we do.
2. Is this something that you do, or something that you need to get done to help the core business happen? – This is part of our core business. Evaluation – significant task.
3. Would you class the risk of this activity as ‘significant’ or ‘insignificant’? – The risks of accidents or injury to students sitting in a classroom, listening to a lecture are very low, probably just need to ensure that the room capacities are not exceeded in order to get out safely in an emergency. Evaluation – insignificant risk
4. What would the public perception be if we didn’t have an assessment for this activity? – for a very low risk activity they should realise that there is no need for an assessment.
5. What defence, in a court, could you put forward for not having a risk assessment for this activity? The legal ‘tipping point’ for a risk assessment to be required is for ‘significant risks’, it has been deemed that this activity is ‘insignificant’ and a risk assessment is not required.

**Example 3 evaluation**: **Whilst this is part of our core business (a significant task) it carries with it very little risk from the actual activity taking place, the risk is insignificant. If, however we changed the activity e.g. physical performance, jumping over tables and chairs, this would significantly change the activity and present a ‘significant risk’ that would require a formal risk assessment.**

**Appendix B: Risk Assessment – Frequently asked questions:**

***Q. I have been told that I must attend ‘risk assessment training’ before I can do a risk assessment, is this true?***

A. No - You do not necessarily need specific training or qualifications to carry out a risk assessment. However, your manager must ensure that someone who is competent (in the area in which the risk assessment is required) carries out the assessment. A competent person is someone with the necessary skills, knowledge and experience. However, you may need extra help or advice if you do not have sufficient experience or knowledge in house or the risks are complex**. Non-attendance at risk assessment training isn’t a legitimate reason for not completing risk assessments in areas where you have responsibilities, nor is it a defence in law.**

***Q. I have been told I must sign my risk assessment or get it signed by someone else.***

A. No - There is no legal requirement for you to sign your risk assessment. However, not signing the risk assessment does not waive any responsibilities you would have for completing it.

***Q. Do I have to do a risk assessment?***

A. Yes - It is a legal requirement to make an assessment of the significant health and safety risks arising out of your work. The purpose of the assessment is to identify what needs to be done to control health and safety risks (*Regulation 3 of the Management of Health and Safety at Work Regulations1999).*

***Q. I have been asked to identify ‘significant’ risks, what is a ‘significant risk’?***

A. These are risks that are not trivial in nature and are capable of creating a real risk to health and safety **which any reasonable person would appreciate** **and would take steps to guard against**. What can be considered as "insignificant" will vary from site to site and activity to activity depending on specific circumstances, but some examples include things like - conkers, toothpicks, hanging baskets and drinking a cup of coffee? **(See Section 2 above).**

***Q. How often do I review my risk assessments?***

A. There is no set frequency for carrying out a review, however you should review your risk assessment: if it is no longer valid; or if there has been a significant change. Your workplace will change over time. You are likely to bring in new people, equipment, substances and procedures. There may be advances in technology. You may have an accident or a case of ill-health. You should review your assessment if any of these events happen. Remember to amend your assessment as a result of your review.

***Q. How long do I need to keep my risk assessment for?***

A. There is no set amount of time that you need to keep your records relating to general risk assessment. It is good practice, however, to keep them whilst they remain relevant.

***Q. What is reasonable foreseeability?***

A. Usually, the hazard with the potential to cause most harm is often the most obvious (reasonably foreseeable). However for some the term ‘reasonably foreseeable’, when completing a risk assessment is often a blank canvas to be filled out in full. For example, the person completing the risk assessment may determine that ‘a meteorite hitting Walsall Campus’ is reasonably foreseeable and must be included on the risk assessment. However, whilst ‘foreseeability’ and the ‘oh well it might happen’ argument is difficult to argue against, this situation (Meteor strike) is clearly unlikely and therefore not ‘reasonable’ to presume might happen and will not need to be included on the risk assessment. The only time this sort of thing is likely to change is if external factors change and this then increases the likelihood and may become a risk we need to consider.

**It is called ‘reasonable foreseeability’, not simply ‘foreseeability’ which simply open the floodgates to include anything on a risk assessment!!**



**Appendix C: Risk assessment profile tool:**

**Stage 1 (Risk profile Guidance):** Before you complete the form (Stage 2), follow the questions below in order to identify the activity that you are assessing in the first place, any associated risks, which may include getting to and from the activity, the individuals carrying out the activity, or even where the activity is taking place.

|  |  |  |  |
| --- | --- | --- | --- |
| **Q.** | **Things to consider in your risk assessment:** | **Notes/prompts:** | **Comments:** |
| 1. | What is the activity or the task taking place? | Always consider who is doing what, with any equipment (if applicable) and where it is taking place. | *Maintenance staff, changing light bulb, in sports hall, using tower scaffold.* |
| 2. | Where is the activity taking place (location, region or environment)? | Is the activity taking place internally or externally? Consider heat, cold, the time of year (winter/summer), inoculations required (International travel)? Are there any issues around easy access to medical assistance, is communication an issue? | *Walsall Campus sports hall (WJ Building).*  *Work taking place in doors.* |
| 3. | Are there any travel or transport considerations? | Does the activity require significant travel, overnight travel, requirements to drive unfamiliar vehicles? | *No significant issues, all internal.* |
| 4. | Who is carrying out the activity (the individuals)? | Are there any personal factors to consider that are likely to increase the likelihood of an injury or accident e.g. health, disability, linguistic skills, cultural awareness, experience/inexperience? | *Staff are experienced and trained in the use of scaffolds and their installation. There will be 1 trainee in attendance.* |
| 5. | Is there insurance cover in place? | Are the locations, activities and/or circumstances included or excluded from the University of Wolverhampton insurance cover? | *Included, covered by public and employers liability insurance.* |
| 6. | What are the significant risks associated with this activity? | Based on the above what do we need to risk assess further? (If you have not identified any significant issues then there is no need to complete Stage 2). | *Working at height, dropping equipment, individuals walking underneath activity, working on electrics etc. need to ensure no activity taking place underneath or in close proximity. Supervising the trainee.* |

**Once you have completed the above and have identified significant risks (Question 6.) then proceed to complete the form (Stage 2). If there are no significant risks identified then there are no further actions.**

**Appendix D: Risk Assessment form - Example**



**Stage 2:**

**Faculty/Service Department:………Maintenance Department……………………………………………**

**Risk assessment for (See Q.1 above):……Electrician changing light bulb in Sports Centre…………………………….**

|  |  |  |
| --- | --- | --- |
| **Severity (S)** | **Likelihood (L)** | **Risk Factor (R) S x L = R** |
| 1 Negligible - all in a day's work | 1 Improbable | < 4 LOW |
| 2 Minor - minor injury with short term effect | 2 Remote - unlikely | 4-6 MEDIUM |
| 3 Severe - major injury/disability (reportable) | 3 Possible - may or could well occur | > 8 HIGH |
| 4 Extreme - fatal | 4 Probable - expected to occur, several times |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **What are the hazards?** | **Who might be harmed and how?** | **Initial assessment (before any controls)** | | | **Control measures – what are you already doing?** | **Residual risk (when controls in place)** | | | **What further actions are required? Do you need to do anything else?** | **By whom and when (date/deadline)** |
|  |  | **S** | **L** | **R** |  | **S** | **L** | **R** |  |  |
| falling from height | Maintenance Electrician | 4 | 3 | 12 | Work to take place on/within tower scaffold.  Operatives are trained in use of Towers.  Safe system of work agreed with Supervisor before job begins.  Guard rails (min 950 mm and toe guards in place.  Access only via internal ladder, no use of external frame. | 4 | 1 | 4 | No further actions | n/a |
| Tower collapse/toppling over |  | 4 | 2 | 8 | Visual check of scaffold before work begins.  Towers only to be erected on a sound footing (tarmac or concrete) and wheels, if any, clamped before use. Maximum height to base ratio not to exceed 3.5:1 inside or 3:1 external use without ties.  Only trained operatives to erect and dismantle tower | 2 | 1 | 2 | Trainee has not had Tower training yet. Trainee to be supervised at all times by competent member of staff.  Trainee to attend Tower Scaffold training | Maintenance Manager to organise by 31.1.2017. |
| Dropping equipment | Anyone underneath tower | 4 | 3 | 12 | Area to be kept clear underneath Tower, no un-authorised access.  Equipment tethered to belt.  Operatives working within Tower. | 2 | 2 | 4 | No further actions | n/a |
| Electric shock | Maintenance electrician | 4 | 3 | 12 | Only use fully qualified Electricians (IEE qualified).  No live working | 2 | 1 | 2 | No further actions | n/a |
| Head injuries | All staff on tower | 3 | 2 | 6 | Safety helmets to be worn at all times on tower | 1 | 1 | 1 | No further actions | n/a |
|  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Risk Assessment Completed by (name):**  Mr P. Lumber (Maintenance Manager) | **Date completed:** 01/12/2016 | **Copies to:**  All Maintenance staff |
| **Document to be reviewed by (name):**  Mr P. Lumber (Maintenance Manager) | **Next review date:** 01/12/2017 |