Instructions

For each activity to be considered:

Identify

1. What could go wrong Consider possibilities of what MIGHT happen

2. What harm could it cause What is the worst case that could happen as a result – damage to property, personal injury, disablement, death?

3. Who is at risk Who is likely to be directly affected – children, vulnerable adults, anyone in the vicinity?

4. What is the risk level Based on possible harm, assign a value (1 to 5) of the potential risk

5. Probability of happening How likely might be the occurrence? Assign a value (1 to 5) of the probability of it happening

6. Severity Multiply the values of columns 4 and 5

7. How can the probability of happening be reduced

Can action be taken to reduce or remove totally the possibility of it happening. State what this will be

8. Revised probability of happening

What is the reduced likelihood of it happening?

9. Revised severity Multiply columns 4 and 8

In assigning values, 1 is least, 5 is greatest.

Severity. All levels of severity of 6 and above MUST be examined for reduction, ALL levels other than 1 should be considered for reduction where possible.

If a severity remains above 10 after considering reduction of the risk of happening, measures must be taken to reduce or remove the potential hazard before proceeding.

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| OVERCROWDING | CRUSHING DANGER PANIC | ALL | 2 | 1 | 2 | NOTE ROOM CAPACITY AND SELL TICKETS TO CHECK NUMBERS | 1 | 2 |
| FIRE | PANIC AND SMOKE INHILATION | ALL | 5 | 1 | 5 | HOUSEKEEPING NOTICE AT START OF EVENT AND BELL TO NOTIFY PEOPLE WITH USHERS AVAILABLE. POSTCODE DISPLAYED TO AID CALLING EMERGENCY SERVICES | 1 | 1 |
| TRIPS/FALLS | PERSONAL INJURY DAMAGE TO PROPERTY | ALL | 2 | 1 | 2 | COVER LOOSE WIRES AT FLOOR LEVEL. WET FLOOR SIGNS IF INCLEMENT WEATHER. SPACE BETWEEN SEATS | 1 | 2 |
| TRESPASS | DISTRESS PANIC | ALL | 1 | 1 | 1 | HAVE ORGANISERS AWARE OF WHO IS ENTERING LEAVING | 1 | 1 |
| HOT DRINKS REFRESHMENTS | SCALDS BURNS | ALL | 2 | 1 | 2 | SERVE WHILE PEOPLE ARE SEATED HELP LESS ABLE ADULTS /CHILDREN | 1 | 2 |