|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Risk Assessment** | | | | |
| **Risk Assessment for the activity of** | **Fortnightly sessions for children with disabilities and their families** | | **Date** | **25/01/22** |
| **Unit/Faculty/Directorate** | **KEEN Southampton** | **Assessor** | **Jade Farrow** | |
| **Line Manager/Supervisor** | **Viktoria Venkatess** | **Signed off** | ***Viktoria Venkatess*** | |

Activity overview:

KEEN Southampton has been running free Zoom dance sessions for children with disabilities since March and we ran our first in-person session in the form of a Christmas party in December.

Each child is paired with a student volunteer for the duration of the 1 hour session so they are supported with joining in with the group activity. Families are required to stay to supervise and provide input about their child.

The sessions take place at Cantell School every other Saturday.

| ***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** |
| Manual handling of chairs and tables | Risk of musculoskeletal injuries, cuts, bruises and crushing | Committee members | **2** | **3** | **6** | * Ensure that two people carry tables * Work in teams when handling other large and heavy items | **2** | **2** | **4** | * We will have two committee members on site who are first aid trained * Seek medical attention from Cantell School Reception if in need * Contact emergency services if needed |
| Overcrowding | Reduced space in walkways and entrances | Committee members, student members, and families | **2** | **2** | **4** | * Ensure that committee members and attendees keep walkways and doorways clear * Ensure no objects obstruct walkways and doorways | **1** | **2** | **2** |  |
| Slips, trips and falls | Risk of minor injuries e.g., grazes, cuts and bruises  Risk of major injuries e.g., fractures | Committee members, student members, and families | **2** | **3** | **6** | * Store bags and coats in a separate room * Ensure the area surrounding the tables are clear and free from obstructions * Ensure all rubbish is placed in bins and not thrown on the floor to avoid a tripping hazard * Any items involved in the event e.g., boxes should be placed out of the way when not in use to avoid obstruction | **1** | **3** | **3** | * We will have two committee members on site who are first aid trained * Seek medical attention from Cantell School Reception if in need * Contact emergency services if needed |
| Transmission of coronavirus | Spread of coronavirus to others in the building | Committee members, student members, families, and other people in the building | **3** | **4** | **12** | * All committee members, student members, and parents to wear masks during the entirety of the session unless exempt * Ensure everyone sanitises their hands before entering and before handling any shared equipment * Plan activities that allow for social distancing rather than close proximity * All committee members and student members to show proof of a negative lateral flow taken on the morning of the session; encourage parents to test as well * Contact details of everyone will be recorded so we are able to notify them if anyone tests positive after the session (this is also part of Cantell School’s policy) | **2** | **4** | **8** | * We will be following the KEEN UK policy which states that if case rates in Southampton reach 1000 per 100,000 we will cancel the session * If government guidelines state that we cannot run the session we will cancel |
| Child safeguarding | Threat to child safety | Children, committee members, or student volunteers | **1** | **3** | **3** | * When away from the group e.g., toilet trips, ensure there are two volunteers with a child; two DBS checked committee members with childcare experience will be around to supervise this * Ensure all volunteers have completed their safeguarding course (provided by KEEN UK) * Ensure all volunteers are DBS checked (currently finalising this process with KEEN UK) | **1** | **3** | **3** | * Report any safeguarding concerns to Designated Safeguarding Lead (Viktoria, KEEN Southampton President) |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ***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** | |
| 1 | **Ensure all committee members have read and understood the risk assessment.** | All committee members | 28/01/22 | | 29/01/22 | If committee members need any clarification on any aspects of the risk assessment, explain these. | |
|  |  |  |  | |  |  | |
|  |  |  |  | |  |  | |
|  |  |  |  | |  |  | |
|  |  |  |  | |  |  | |
|  |  |  |  | |  |  | |
|  |  |  |  | |  |  | |
| Responsible manager’s signature: Viktoria Venkatess | | | | | Responsible manager’s signature: Jade Farrow | | |
| Print name: VIKTORIA VENKATESS | | | | Date: 03/12/21 | Print name: JADE FARROW | | Date: 03/12/21 |

**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. Substitute | Replace the hazard with one less hazardous | If not possible then explain why |
| 1. Physical controls | Examples: enclosure, fume cupboard, glove box | Likely to still require admin controls as well |
| 1. Admin controls | Examples: training, supervision, signage |  |
| 1. Personal protection | Examples: respirators, safety specs, gloves | Last resort as it only protects the individual |

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

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

Risk process

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 necessary.

|  |  |
| --- | --- |
| 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 |