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| **Risk Assessment** |
| **Risk Assessment for the activity of** | **Tap Dancing** | **Date** | **08/08/2020** |
| **Unit/Faculty/Directorate** |  | **Assessor** | **April Thompson** |
| **Line Manager/Supervisor** |  | **Signed off** | ***April Thompson*** |

| ***PART A***  |
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| **(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** |
| Nature of site | People may trip, fall, or slip, due to generally slippery flooring or due to trip hazards. When online, you may be dancing in a small space with hazards around you.  | All those in the MPS | **2** | **2** | **4** | Encourage those not dancing to wear appropriate footwear, ensure that trip hazards are identified and removed. Ensure the people are aware of their surroundings before starting class.  | **1** | **2** | **2** | Make students aware at the beginning of class of trip hazards and ask them to be minimised |
| Physical exertion/injury in class | Could lead to some pain or in serious cases a pulled muscle | All those dancing in the MPS | **2** | **2** | **4** | Ensure that students can work at their own level to reduce injury, and always include a warm up | **1** | **2** | **2** | Ask that students recently injured take the necessary rest time to ensure they heal fully and do not put themselves at risk |
| Falling whilst dancing | Could lead to bruising on the hard floor | All those dancing in the MPS | **3** | **1** | **3** | Maintain split ability classes to ensure students are not pushed beyond what is safe for them. In online classes, make sure cameras are on to ensure we are aware when someone falls over.  | **2** | **1** | **2** | If somebody seems to be at risk due to slippery footwear, ask them to change and dance in more suitable/safe clothing. If someone falls during an online class, ensure that the individual is seeking medical help.  |
| Exhaustion | Could lead to an increased likelihood of injury, or when hot fainting | All those dancing in the MPS | 2 | 1 | 2 | Make dancers aware of nearby water supply, and ensure that no dancer feels obligated to over-exert them self. In online classes, make sure cameras are on to ensure we are aware when someone looks exhausted. Also make sure they have water nearby.  | 1 | 1 | 1 | If a student appears exhausted, be pro-active in asking them to sit out to eliminate the risk of further exhaustion or other consequences If someone appears exhausted in an online class, ask them to take a break from class before carrying on.  |
| Fire alarm | People may panic, collide, or trip as they aim to leave the building. They may also get lost. | All those in the MPS | 1 | 1 | 1 | Make sure that everyone attending is aware of where the fire exits are, and where the assembly point is | 1 | 1 | 1 | Check regularly is there are any scheduled fire alarm tests |
| Security | Material could be damaged by dancers, or potentially stolen | All those in the MPS | 1 | 2 | 2 | Make dancers aware that we cannot be responsible for the security of their belongings | 1 | 2 | 2 |  |
| Tap Shoes | Dancers borrowing shoes may not be fit with the correct size and may trip.  | All those dancing in the MPS | 2 | 1 | 2 | All dancers borrowing tap shoes shall be advised by a member of the committee on what size is right for them. |  |  |  | If no suitably-sized shoes can be found, dancers will be advised to dance in trainers until a suitable pair are sourced. |

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| ***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 that the floor is suitable to dance on before class, i.e. no dent or trip hazards in the floor. | President- April | 01/01/2021 | 01/01/2021 |  |
| 2 | Have regular breaks during class for members to grab water or to rest | All committee members | 01/01/2021 | 01/01/2021 |  |
| 3 | Ensure that the floor is suitable to dance on before class, i.e. no dent or trip hazards in the floor. | President- April | 01/01/2021 | 01/01/2021 |  |
| 4 | Have regular breaks during class for members to grab water or to rest | All committee members | 01/01/2021 | 01/01/2021 |  |
| 5 | At the beginning of the lessons, ensure fire exits are clear and clearly sign posted | President- April | 01/01/2021 | 01/01/2021 |  |
| 6 | Ensure bags and personal belongings are not put open windows. | All committee members | 01/01/2021 | 01/01/2021 |  |
| 7 | Shoes should be clearly labelled with their size to help members be fitted with the correct shoes.  | All committee members | 01/01/2021 | 01/01/2021 |  |
| 8 | In online classes, make sure every camera is turned on to view members. If an individual doesn’t have access to a camera, ensure there is contact via message after class.  | President – April  | 01/01/2021 | 01/01/2021 |  |
| Responsible manager’s signature: A close up of a logo  Description automatically generated | Responsible manager’s signature: |
| Print name: APRIL THOMPSON | Date: 08/08/2020 | Print name: JESS BOXALL | Date: 12/08/20 |

**Assessment Guidance**

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| 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 |

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| **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** |

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| 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.

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| 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 |