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| **Risk Assessment** |
| **Risk Assessment for the activity of** | **Ballet classes** | **Date** | **11/10/22** |
| **Unit/Faculty/Directorate** | **Ballet Society** | **Assessor** | **Anne-Marie Buckett (President)****Lily Jenkins (Vice President)** |
| **Line Manager/Supervisor** |  | **Signed off** | **A. M. BUCKETT****L. JENKINS** |

| ***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** |
| COVID-19 Hazards | Due to proximity within the MPS, dancers may be at risk | All those in the MPS | 3 | 4 | 12 | All classes and dance activity will work to always comply by government and SUSU rule and procedures to ensure no unnecessary or disproportionate risk is taken in terms of COVID-19. Windows will remain open to increase ventilation and barres cleaned with anti-bacterial wipes between classes to minimise people touching the same surface. We will cap the number of dancers in the MPS at 22, excluding committee and teacher, to allow for appropriate distancing from one another and limit social contact. This will be updated with any new guidance supplied.  | 1 | 4 | 4 | Committee will work sedulously with SUSU to ensure all safety measures are prioritised and complied with. Only those who have a space on the class list will be allowed into the MPS to control the number of people in the room. |

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| Nature of site | People may trip, fall, or slip, due to generally slippery flooring or due to trip hazards | All those in the MPS | 2 | 2 | 4 | Encourage those not dancing to wear appropriate footwear, ensure that trip hazards are identified and removed. | 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 warmup. | 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. | 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. |
| 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. | 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. |
| 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 if 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. Encourage people not to bring valuables to class. | 1 | 2 | 2 |  |
| Manual handling of barres during set-up and packing away | Could cause strain on the body or could be dropped onto feet causing bruising or grazing. | Ballet students, ballet teacher | 2 | 2 | 4 | Limit carrying barres to Ballet Committee members who are practiced in handling them.Train committee members in manual handing. | 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 |

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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 dance committee members are made aware of fire procedures. | Anne-Marie Buckett  | 25/10/22 | 8/11/22  |  |
| 2 | Make sure committee members assemble the ballet bars correctly and safely, without straining the back or other body parts.  | Anne-Marie Buckett | 25/10/22  | 8/11/22 |  |
| 3 | Ensure a committee member has basic first aid knowledge, in order to respond accordingly if an injury occurs during class.  | Anne-Marie Buckett  | 25/10/22 | 8/11/22 |  |
| 4 | Ensure updated and current guidance related to COVID-19 is followed | Anne-Marie Buckett | 25/10/22 | 8/11/22 |  |
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| Responsible manager’s signature: A. M. Buckett | Responsible manager’s signature: L. Jenkins |
| Print name: ANNE-MARIE BUCKETT | Date: 11/10/22 | Print name: LILY JENKINS | Date: 11/10/22 |

**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.  |

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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 |

**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.