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| **Risk Assessment** | | | | |
| **Risk Assessment for the activity of** | **Dance class** | | **Date** | **26/07/2019** |
| **Unit/Faculty/Directorate** | Southampton University Ballroom and Latin Dance Society | **Assessor** Megan Dixon |  | |
| **Line Manager/Supervisor** | ***Jamie Ford*** | **Signed off** |  | |

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| ***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** |
| Nature of site | People may trip, fall, or slip, due to generally slippery flooring or due to trip hazards | All those in the activities room/glen hall e.g. practice space | **2** | **2** | **4** | Encourage those 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 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, wooden 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 area | 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 area | 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 area | 1 | 2 | 2 | Make dancers aware that we cannot be responsible for the security of their belongings | 1 | 2 | 2 |  |
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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 committees are made aware of fire procedures | Jan Feeley | 01/10/19 | |  |  | |
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| Responsible manager’s signature: | | | | | Responsible manager’s signature: | | |
| Print name: | | | | Date: | Print name: | | Date |

**Assessment Guidance**

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| * Eliminate | | | | | Remove the hazard wherever possible which negates the need for further controls | | | | If this is not possible then explain why |  |
| * Substitute | | | | | Replace the hazard with one less hazardous | | | | If not possible then explain why |
| * Physical controls | | | | | Examples: enclosure, fume cupboard, glove box | | | | Likely to still require admin controls as well |
| * Admin controls | | | | | Examples: training, supervision, signage | | | |  |
| * 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** | | | | | |

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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 |