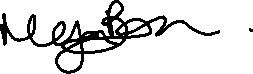
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| **Risk Assessment** | | | | |
| **Risk Assessment for the activity of** | **Pole and Classes** | | **Date** | **18/08/2020** |
| **Unit/Faculty/Directorate** | **Southampton Aerial Sports Society** | **Assessor** | **Daisy Chapman** | |
| **Line Manager/Supervisor** | ***Zorena Roe (Instructor)*** | **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** |
| Contact surfaces harbouring Covid-19. | Transfer of the Covid-19 virus via touch. | Students within the classes, those setting up/packing away equipment, and the instructor. | 3 | 4 | 12 | Wipe down hoops and poles between each of change of user, and limit three students per equipment to lower spread. Also wipe down pole bases, and the crash mat. Thorough clean of equipment at the start after setting up, and hands are to be washed after packing down. Prevent participation if someone is presenting symptoms. Microfibre cloths to be purchased for individual, exclusive use, to be taken home by committee members each week and washed. | 1 | 4 | 4 | Compliance with existing Student Union/University measures should reduce risk. |
| Higher than normal potential for injury because of limited spotting. | Potentially worsened injury and in some cases, accidents more likely to occur. | Class participants. | 3 | 3 | 9 | Only the instructor will be spotting and will be in full PPE. Teacher will give clear instruction on what can be attempted on when based on student ability/strength. Failure to adhere will mean removal from classes. PAR-Q forms should be updated as a result. | 2 | 2 | 4 |  |
| Breathing problems/shortness of breath due to heat or mask wearing. | Dizziness and/or fatigue, aggravating asthma symptoms or simply the presence of breathing issues. | Anyone in the practise space. | 2 | 2 | 4 | Ensure windows are open and the room is ventilated to keep air circulating and reduce risk of people overheating in PPE. | 1 | 2 | 2 |  |
| Covid transfer during class changover. | Transfer of the Covid-19 virus both within a class and between classes. | Students within a range of classes, as well as any committee members present, and instructor. | 3 | 3 | 9 | Make sure waiting students aren’t blocking the door to exit, and ensure the next class wait outside, socially distanced and completely separate to the class before/after. Social distancing observed while moving in and out of the class space, with hands to be washed before and after classes. Committee members will need to be present, but in limited numbers, observing social distancing. | 2 | 3 | 6 |  |
| A student presenting covid symptom at class or being in the incubation period. | Transfer of the Covid-19 virus within classes and to equipment etc. | Other participants, committee members and instructors. | 3 | 3 | 9 | Refuse participation for the student, separate them from other students and notify the student union, and instruct them to isolate in compliance with government guidance. Add a clause about not attending after potential contact or symptoms in to the online booking system. | 2 | 3 | 6 | Students should already be abiding by University and Student Union guidance which should decrease risk, but we should also be enforcing were needed. |
| If a student tests positive for Covid. | The transfer of covid between students at the society, and to the wider community. | Anyone present in their class, and potentially those in classes before or after. | 3 | 4 | 9 | Taking a proper register of who has attended and including anyone present in the room (committee members etc). Having accurate contact information for everyone to pass information on if they may have come into contact, and notifying the student union. | 3 | 3 | 9 |  |
| Manual Handling | Strain injuries from poor lifting technique or dropping things on feet etc. | Committee members and students assisting with assemble and disassemble of equipment. | **3** | **2** | **6** | Committee will oversee the setting up and packing away of the poles and rigs with the assistance of experienced society members following the guidance set out in the equipment manuals. Only members who feel they are competent, experienced and capable of carrying equipment will be encouraged to do so. Shoes must be worn while equipment is being put in place. |  |  |  |  |
| Rig/pole bases coming apart during use. | Injury as a result of equipment moving/coming apart like strains etc. Also potential damage to equipment which may lead to accidents at a later date. | Any student or instructor using said equipment. | **2** | **3** | **6** | Committee and instructors will make sure that all parts of the poles and rig are secured before they are used, and will be shown properly how to do so. Testing that the rig is secure and rigid from the ground. Ensuring that carabiners have been screwed shut. Checking the pole - tightening bolts and testing before use and recognising the signs they might be is loosening. | **1** | **2** | **2** |  |
| Falling off equipment | Bruises/strains/grazes | Class Participants | **3** | **3** | **9** | People using the equipment will be instructed in measures they should take to avoid slipping or falling from the equipment. The height of the poles and hoop will be limited to reduce the danger of falling. Clear instructions shall be given as to what should be attempted and when, based on the students ability/strength/experience. Crash mats will be used where practical to do so. | **2** | **3** | **6** |  |
| Overdone strain on the body during activity. | Damage to muscles, tendons or ligaments | Class Participants | **3** | **2** | **6** | A full warm up and cool down is performed for each session. The correct techniques used for each move are taught by our instructors. If a participant has a previous injury they will be encouraged to reduce strain on that muscle/body part. Participants are reminded that they can always withdraw if they feel unable to safely perform a particular move. | **2** | **2** | **4** |  |
| Fire | Delayed or prevented exit during an evacuation scenario. | Anyone present at lessons | **1** | **5** | **5** | Fire exits and routes will be kept clear and participants will be informed of the nearest exit. | **1** | **5** | **5** |  |
| Injury because of equipment contact | Bruises/skin damage from equipment contact, from standard use or wearing inappropriate clothing/footwear. | Class Participants. | **2** | **2** | **3** | Proper instructions on correct techniques are given. Our liability agreement outlines appropriate clothing for each activity. Footwear is not to be worn during the activity, nor is jewellery, especially rings. This is outlined in our class policy when booking and will be enforced prior to and during classes. | **2** | **1** | **2** | Some level of damage is to be expected to the skin on hands/behind knees etc as students become conditioned to participating. This shall be made clear to students, ands simple advice to managing it can be provided by our instructor. |
| Heat exhaustion/dehydration | Dizziness, light-headedness or potentially fainting. | Class participants. | 3 | 1 | 3 | Participants will be encouraged to drink water before and after to ensure they remain hydrated. Water shall be accessible in line with the covid guidance set out by the university, and the practise space will be kept well ventilated. | 2 | 1 | 2 |  |
| Equipment Failure | Injury as a result of protruding parts of equipment, or falls due to equipment coming apart etc. | Instructors and class participants. | 1 | 4 | 4 | Equipment is visually inspected every 6 months - following manufacturer’s instructions for care. Usage will be logged, and any piece of equipment deemed unacceptable due to damage or as a result of its usage history will cease to be used, and will be replaced. | 1 | 4 | 1 |  |



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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** | |
|  | Purchase of microfibre clothes for the process of cleaning equipment, plus detergent for a committee member to clean at high heat in a washing machine. | President/Welfare officer | Mid-September | |  | Purchased, ready for use. | |
|  | Purchase of antibacterial cleaning sprays to be used on the crash mats, pole bases and poles. | President/Welfare officer | Mid-September | | 05/10/20 | Purchased, ready for use. | |
|  | Creation of a Covid-19 Policy document to add to the booking system to lay out rules and expectations before classes begin. | President | Mid/Late September | | 05/10/20 | This has been completed inline with the studio rules of our instructor and advice from the governing body and has been added to the booking system with a confirmation of agreement from the participants, meaning failure to comply can be met with ejection from class. | |
|  | Take a register at every session | Varying by who is there. | Ongoing | | Ongoing |  | |
| Responsible manager’s signature: | | | | | Responsible manager’s signature: | | |
| Print name: Daisy Chapman (President) | | | | Date: 02/10/20 | Print name: Megan Beeson (Welfare) | | Date: 02/10/20 |

**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 |