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| **Risk Assessment** |
| **Risk Assessment for the activity of** | **Pole and Hoop Classes** | **Date** | **22/09/2021** |
| **Unit/Faculty/Directorate** | **Southampton Aerial Sports Society** | **Assessor** | **Daisy Chapman** |
| **Line Manager/Supervisor** | ***Zorena Roe (Instructor) and Daisy Chapman (Instructor and Soc President)*** | **Signed off** | ***Celeste Confue*** |

| ***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** |
| 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** | **4** |  |
| Heat Exhaustion/Dehydration | Dizziness, light-headedness, fainting or nausea  | Class participants | **3** | **1** | **3** | Participants will be encouraged to print water bottles at the booking stage and reminded to drink water before and during the activity to stay hydrated. Water shall be accessible in the students union, inline with any remaining guidance RE covid-19 and these locations will be signposted by committee members for participants to refill as needed. | **2** | **1** | **2** |  |
| Injury due to impact from equipment | Bruises/skin damage from contact with the equipment, from standard use or as a result of wearing inappropriate clothing and/or footwear. | Class Participants | 2 | 2 | 4 | Quality instructions are provided by our qualified instructors. Our liability agreement in the booking stage sets out appropriate clothing for each activity. Footwear is not to be worn during the activity, nor is jewellery, especially rings. All of these elements are outlined in the booking policy, and those who fail to comply will be turned away from classes. This will be enforced prior to the activity commencing and during if needed.  | 2 | 1 | 2 | Some level of bruising and friction damage is to be expected from these activity, especially on the hands/behind the knees/major grip points. This is most significant early in the term as a result of students skin needing to become conditioned to the activity. This will be made clear to all students, and instructors have the level of experience were an excessive or unusual degree of damage will be recognised and addresses. This is all made clear to students and simple advice from managing bruising etc is provided by the instructors. |
| Fire | Delayed or prevented exit during an evacuation scenario | Anyone present in the lesson space, and the wider students union | 1 | 5 | 5 | Fire exits and routes will be kept clear of obstruction, in the lesson space and in SUSU as a whole. The facilities team/SUSU management will be notified of difficulties here. All participants will be informed of the nearest exit and where to gather, and a register of class participants will be taken for the purpose of a head count in the event of a fire | 1 | 5 | 5 |  |
| Excessive strain to the body during activity  | Damage to muscles, tendons and/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, and those with existing injuries will be encouraged to consult with a doctor before beginning the activity. | **2** | **2** | **4** |  |
| Falling from 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. Students will also be informed of the correct way to fall to avoid injury (i.e tucking chin to chest). | **2** | **3** | **6** |  |
| 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** |  |
| 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. Use of the lifts will be encouraged and special care will be taken with manoeuvring the poles around corners and such, |  |  |  |  |
| 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. Ensure the poles are wiped down with a cleaning alcohol between every change of user, and that it is noted who shares poles in a session.  | **3** | **3** | **9** |  |
| 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 where needed. |
| 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 who choses to wear a mask.  | **2** | **2** | **4** | Ensure windows are open and the room is ventilated to keep air circulating and reduce risk of people overheating in PPE. Face mask use is no longer mandatory in lessons but will be welcome if the student feels most comfortable – their comfort and physical conditions will be checked throughout. | **1** | **2** | **2** |  |
| 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 university and pole short guidance and measures should reduce risk to no more than using the library etc.  |

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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** |
|  | Preparation of the existing microfibre clothes – count how many we have, buy detergent for the weekly high heat wash and give them a good clean before activities start. | President/Secretary | End of September | Start of term |  |
|  | Stock check of the antibacterial cleaning alcohol to be used on the crash mats, pole bases and poles; refill all spray bottles ready for use, and stock check how many of these we have also | President/Secretary | End of September | Start of Term |  |
|  | Review the Covid-19 policy document on the booking system and review the rules and expectations set out before classes begin. | President | End of September | Start of Term | Done and confirmed |
|  | Take a register at each session, marking attendance and who shared equipment | Varying based on which committee members are present | Ongoing | Ongoing |  |
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| Responsible manager’s signature: | Responsible manager’s signature:CRCONFUE |
| Print name: Daisy Chapman | Date: 22/09/21 | Print name: Celeste Confue | Date 22/09/2021 |

**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 |