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| **Risk Assessment** | | | | |
| **Risk Assessment for the activity of** | **Zumsoc+ Online Classes** | | **Date** | **09/09/20** |
| **Club / Society / Group** | **Zumsoc+**  **Anna Dockeray – Zumba B1 level training**  **Emma Jenkins – Zumba B1 level training**  **Nia Williams – Zumba B1 level training**  **Ruby Turner – Zumba B1 level training** | **Assessor *(Name, Role and position to qualify sign off of document e.g. Coach)*** | **Nia Williams (President and Instructor)** | |
| **Committee member (name and role)** | Emma Jenkins, VP | **Signed off** | Emma Jenkins | |

**COVID-19 Notice**

**This risk assessment must be read in conjunction with the club or society’s COVID-19 Risk Assessment on their SUSU page. Should any information in this risk assessment conflict with the measures listed in the COVID risk assessment, then the COVID risk assessment takes precedence over this document.**

| ***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** |
| Slips, trips, falls and dehydration | Injury could occur by tripping, knocking into furniture, or potentially falling onto the floor and dehydration through lack of water during exercise is also plausible. | Class participants and instructors | **3** | **4** | **12** | * Ensure that participants have plenty of space to complete the class (ideally 3mx3m). When teaching via Zoom we can see our participants so we can make sure they have plenty of space. * Ensure that participants are in a well-ventilated room and have a water bottle for every class. * Remind participants to take care in their environment at the start of each class. | **1** | **4** | 4 | Warm up and cool down routines minimise the risk of muscle strains which could cause tripping/falling/injury. |
| Further damage/impediment to any previous injury or serious health condition | Could further hinder a pre-existing injury and/or illness due to the vigorous nature of the exercise. | Participants in instructors | **2** | **4** | **12** | All members must sign a health and safety waiver certifying they are healthy and able to participate in the class, ensuring the overall health and fitness of class participants e.g. not pregnant, not recently had an extended stay in hospital, doctor has not advised against any rigorous exercise, and all participants are over the age of sixteen. This will be made available online, so even when we are not conducting in-person classes, we can still enforce this. | **1** | **4** | **4** | Instructors will ask the group if anyone has any injuries at the beginning of the online class. If so, participants can have a private conversation with the instructor, who will indicate which modifications to take during the class to avoid strain to previous injury and decide if they are fit to take the class.  Where possible, instructors will ask participants to keep their video settings on so they can be vigilant of class members throughout the class. |
| Noise pollution | The noise of the music from both the instructors filming the class and the participants taking the class. | People in nearby homes/flats. | **3** | **3** | **9** | Remind participants and instructors to be considerate of neighbours when filming classes and to keep the music to an acceptable level. Remind participants to be considerate to their neighbours when taking the class from home as well. | **1** | **2** | **2** | Speak to neighbours to inform them of what is taking place prior to the class and ask if it is ok with them. |
| Overcrowding due to small room size | Higher chance of fainting or dehydration due to an increase in temperature, and more risk of injury from knocking into furniture. | Participants and instructors. | **3** | **3** | **9** | Ensure that participants have a suitable space to complete the class. | **1** | **2** | **2** | If not possible, instructors will inform participants of modifications to routines so that they can be completed in a smaller space.  Instructors will be vigilant of class participants throughout the class, and keep reminding participants to be aware of their surroundings. |
| Moving furniture to make space for the class | Muscle strain or injury from moving heavy object | Participants and instructors | **2** | **3** | **6** | Remind participants and instructors to only move furniture if completely necessary. If they must move furniture, ensure they follow the correct lifting procedure: bent knees, straight back, with a second person observing. | **1** | **3** | **3** | If there is no option but to move heavy furniture, encourage participants to find a safer space in which to complete the class that does not involve moving furniture. |
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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** | |
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| Responsible committee member’s signature: Nia Williams (President) | | | | | Responsible committee member’s signature: Emma Jenkins (VP) | | |
| Print name: NIA WILLIAMS | | | | Date: 11/09/2020 | Print name: EMMA JENKINS | | Date: 11/09/2020 |

**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 |