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| **Risk Assessment** |
| **Risk Assessment for the activity of** | **Irish Dance** | **Date** | **29/08/20** |
| **Club or Society** | **Irish Dance Society** | **Assessor** | **Carla Young (Teacher)** |
| **President or Students’ Union staff member** | ***Isobel Keegan*** | **Signed off** | A close up of text on a whiteboard  Description automatically generated |

| ***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** |
| Fire | Fire Safety | Society members | **1** | **4** | **4** | * Fire and smoke detectors in place in all SU spaces.
* Sufficient fire extinguishers present
* Fire exits clear at all times
 | **1** | **4** | **4** | * These fire/smoke detectors must be checked regularly
* Committee training on use of fire extinguisher/fire safety
* Annual evaluation
* Society members aware of fire evacuation protocol/procedure
 |
| Tripping/Falling over during class | Could result in broken bones, sprained ankles, or just minor cuts and bruises. | Individual and potentially those around them. | **3** | **1** | **3** | **Admin controls** – watching closely what goes on within classes. | **3** | **1** | **3** | * Ensuring there is a sufficient amount of space for people to move within the class.
* For COVID-19 times, this is much easier to enforce as society members will be restricted and given a specific area in which to complete the activity
 |
| Pulling a muscle/Injury | Could result in physical harm to the body. | Individual | **4** | **1** | **4** | **Admin controls** – appropriate warming up, stretching etc, to further prevent the risk of injury at every class | **4** | **1** | **4** | * Making sure individuals are wearing suitable footwear – should be barefoot or in shoes, no socks (slip hazard)
 |
| CD player | Lots of wires, could trip over them. | Individual, Society members. | **2** | **1** | **2** | **Eliminate** – cover up the wires and tape them down so they are secured. | **2** | **1** | **2** | Ensuring wires are checked at the beginning of each class. |
| High-intensity activities | Could result in an individual fainting etc. | Individual/Society members | **3** | **1** | **3** | Ensuring **frequent breaks** are givenEnsure members bring **plenty of fluids** - lots of water consumed to avoid injury or risk | **3** | **1** | **3** | Managing time for water breaks and keeping an eye on individuals. |
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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 any wires/trip hazards are avoided or taped down | President | Start of term/Activities | 10/2020 |  |
| 2 | Ensure a member of the committee is first aid trained | President | Start of term/Activities | 10/2020 | President of society fully first-aid trained.2 committee members also first-aid trained in case of class absence |
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| Responsible Committee member’s signature:A picture containing table, sitting, food, water  Description automatically generated | Responsible manager’s signature:A close up of text on a whiteboard  Description automatically generated |
| Print name:ISOBEL KEEGAN | Date:24.08.2020 | Print name:CARLA YOUNG | Date:29.08.2020 |

**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 |