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| **Safety Risk Assessment Form** |

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| **Reference:** | **Jump: Classes and Workshops** | | | | | | | | | | |
| **Date:** | **14th July 2015** | **Assessor(s):** | **Kelly O’Leary, Jeremy Harrison** | | | | **Venue:** | | | **Warehorne Village Hall** | |
| **Activity**  *Describe the activity and the ways in which it could pose a risk* | **Hazards**  *e.g. personal injury, electric shock, people or objects falling from height, crushing* | **Persons at risk** | **Risk before control measures** | | | **Controls**  *Describe controls used to reduce risk to a tolerable or preferably acceptable rating* | **Residual Risk after control measures** | | | **Additional controls?** *e.g. monitor and review, suggestions for future activities* | **Owner** *Person responsible for the controls* |
| Severity | Likeli-hood | SxL | Severity | Likeli-hood | SxL |
| Warm-up/games/practical class activity | Trips and falls | Participants and tutor | 3 | 3 | 9 | 1. If personal possessions are allowed in the room an area will be defined by the tutor where they may be placed. 2. Appropriate instruction/training to be given for all physical activities including warm up games and exercises. 3. Space cleared of obstructions such as furniture, props, set or other things that could be tripped over or bumped into. 4. Activity to be limited to the main body of the hall. | 2 | 2 | 4 |  | Tutor/Principal |
| Warm-up/games/practical class activity | Impact/foot/leg /head/torso injuries | Participants and tutor | 2 | 3 | 6 | 1. Ensure that the floor is clear of obstruction and that students are wearing suitable footwear for the nature of the activity. 2. Heelies or other unsuitable footwear is not allowed in classes. 3. If required to work in bare feet – ensure that the floor is swept. 4. Do not work in socks. | 2 | 2 | 4 |  | Tutor/Principal |
| Practical class activity | Falls | Participants | 2 | 4 | 8 | 1. A participant will only be asked to stand on chairs or furniture if they have been visually checked and deemed suitable for the purpose. 2. Participants with disability or physical impairment will be provided with suitable support if choosing to undertake this work. 3. Jumping, lifts or falling from reasonable or ‘safe’ heights as part of physical games or rehearsed activity will only be undertaken with support from at least one adult supervisor. | 1 | 4 | 4 |  | Tutor/Principal |
| Class room activity | Fire | Participants and staff | 1 | 5 | 5 | 1. Inform students and staff of evacuation procedures and fire regulations. | 1 | 5 | 5 | Work with Village Hall committee to monitor application of fire regs. And procedures. | Tutor/Principal |
| Class activity requiring use of electronic equipment such as musical instruments , audio visual equipment. | Electrocution | Participants and tutors | 2 | 5 | 10 | Visually inspect all equipment for use of signs of damage or faults.   1. Faulty equipment will be removed from service. 2. Do not overload circuits with extension leads. | 1 | 5 | 5 |  | Tutor/Principal |
| Working with children/young people under 18 | Child protection issues | Participants | 2 | 3 | 6 | 1. All activity will be undertaken within the parametres of Jump’s Child Safeguarding Policy. 2. Only DBS checked staff will lead the work and classes will be supervised at all times. 3. Visiting tutors or support staff working with children/young people will always work under the supervision of DBS checked tutor. 4. Vulnerable children or those with registered disabilities will be offered additional support from support staff in consultation with Principal and parents. 5. Younger children requiring support going to the toilet will only be taken by DBS checked staff and doors will remain unlocked at all times. 6. Younger children (under 4) to be accompanied by their parents at all times. | 1 | 3 | 3 | Monitor and update DBS status of tutors.  Work with Village Hall Committee to raise the level of locks in the toilets to prevent young children locking themselves in. | Tutor/Principal |
| Food used during or as part of workshops or as refreshments | Food allergies, choking or illness resulting from medical conditions. | Participants | 2 | 5 | 10 | 1. Notification of food allergies is required as part of the signing up/registration process for Jump classes and workshops. 2. No food containing nuts will be provided by Jump. 3. Food is only given to children in consultation with them and/or their parents or guardians. 4. No foods deemed to be a choke hazards will be included in snacks offered to children under 5. | 1 | 5 | 5 | Monitor any group containing a child with a severe nut allergy – inform all parents on occasions when children bring their own snacks | Tutor/Principal |
| Playing outside or during breaks | Falls, trips, injury or dangers relating to environment including the road. | Participants | 2 | 5 | 10 | 1. Participants will be supervised during breaks by tutors or support staff. 2. Participants will not be allowed to climb the gate or stray beyond the marked boundaries of the village hall’s own outside area. 3. These perimetres will be monitored as part of the supervision. 4. Participants will not be allowed to play in the kitchen area or near to stacked chairs. | 1 | 5 | 5 | Work with Village Hall committee to improve safety of grounds, including removing lower branches from tree. | Tutor/principal |
| Physical exercises in the hall | Danger from village hall furniture and fittings, such as stacked chairs, doors and kitchen equipment | Participants | 2 | 3 | 6 | 1. Where possible stacked chairs will be removed from the main body of the hall, when this is not possible chair stacks will be limited to 5 in height. 2. Tutors will instruct participant to avoid working near stacked chairs. 3. Kitchen area will be out of bounds during exercises. All sharp objects such as knives will be kept in drawers and out of sight. 4. Doors will be closed where possible to avoid fingers being caught. | 1 | 3 | 3 | Improve and monitor storage facilities. | Tutor/Principal |
| General Safety | Injury resulting from planned activity or play | Participants | 3 | 4 | 12 | 1. Principal, as key tutor, is trained as Paediatric Emergency Responder . 2. There is a First Aid Kit on site. 3. Group sizes will be monitored and kept to appropriate levels. 4. Where larger groups are brought together, additional support staff will always be employed commensurate with age, needs and size of given groups. | 3 | 2 | 6 | Principal to update Emergency Responder training when needed.  Work with Village Hall Committee to ensure that First Aid Kit is replenished and kept in working order. | Tutor/Principal |
| Arts and crafts | Illness resulting from ingesting or injury to eyes from contact with toxic substances | Participants | 2 | 3 | 6 | 1. All paints, glue or other materials used in these activities is non-toxic and suitable for use by children. | 1 | 3 | 3 |  |  |
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| **Risk Scoring Key** | **Severity** | | **Likelihood** | |
|  | Fatality | 5 | Certain or imminent | 5 |
|  | Major injury, disabling illness, major damage | 4 | Very likely | 4 |
|  | Lost time injury, illness, damage | 3 | May happen | 3 |
|  | Minor injury, minor damage | 2 | Unlikely | 2 |
|  | Delay only | 1 | Very unlikely | 1 |

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| **Risk Rating Categories** | 10 to 25 | Unacceptable | Do not proceed; seek immediate guidance from the safety team |
|  | 6 to 9 | Tolerable | Proceed with caution but seek to reduce risk further if possible |
|  | 1 to 5 | Acceptable | Proceed |

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| **Order of Control Measures** | **Most effective** | **Eliminate** | Ask yourself if the activity needs to be carried out |
|  |  | **Substitute** | Ask yourself if the same effect can be achieved with something less risky |
|  | **Reduce** | Ask yourself if you can use less of something, or limit the time etc |
|  | **Isolate** | Make sure that the risk is contained to the smallest possible area |
|  | **Enclose** | Make sure that no-one can get to the hazard |
|  | **Other Engineering Controls** | Emergency stop buttons, automated controls etc |
|  | **Safe System of Work** | Carry out the work according to a specific step by step programme with training |
|  | **Training/Communication** | Seek advice |
|  | **PPE** | Use of ear defenders, hard hat, toetectors etc |
|  | **Least effective** | **Discipline and Enforcement** | Telling people to be careful |