

**TITLE: RA Multiple Activities**

**GENERAL DESCRIPTION OF ACTIVITY:** In addition to the skills specific risk assessment, this RA is for when more than one activity is going on at the same time. Examples of this are Circus Experience Days, BEL workshops, Family Circus, Junior Circus and Youth Circus 2. This also includes additional activities such as craft table etc

**SOURCES OF INFORMATION/LEGISLATION:**

Accident reports, teachers advice

**THIS RA IS TO BE USED IN ADDITION TO SKILLS SPECIFIC RISK ASSESSMENTS**

**PERSON/S IMPLEMENTING THE ACTIONS:**

Programme Manager, Teachers, Students

**REVIEWING:** Annually or after an accident as required

**DATES:**

Risk assessment updated 1: 13<sup>th</sup> March 2008

Risk assessment updated 2: 9<sup>th</sup> December 09

Risk assessment updated 3: 3<sup>rd</sup> August 11

Risk assessment updated 4: 15<sup>th</sup> July 2013

Risk assessment updated 5: 14<sup>th</sup> September 2016

Risk assessment updated 5: 17 March 2019

Next assessment due: 17<sup>th</sup> March 2020

**Consequence/s of the HAZARD occurring:**

1. Negligible / slight damage
2. Slight injury requiring treatment on site only.
3. Injury requiring professional treatment but non RIDDOR reportable.
4. Injury/incident which is RIDDOR reportable (e.g. broken bone, o/night hospitalisation).
5. Severe incident/accident (Loss of limb / permanent damage / death)

**Likelihood or probability of the HAZARD occurring:**

1. Very unlikely to ever happen
2. Remote possibility
3. Possible
4. Likely
5. Regular occurrence

National Centre for Circus Arts acknowledges that training, induction and the dissemination of information, is key to ensuring that staff and users are made aware of the policies and procedures currently in place.

## Risk Assessment Title: RA Multiple Activities

Date Created: 13<sup>th</sup> March 08

Created by: Eira Gibson

CONSEQUENCE X LIKELIHOOD = RESIDUAL

HAZARD	EFFECT & RISK TO WHOM	Consequence	Likelihood	Risk rating	CONTROLS TO MINIMISE RISK	Consequence	Likelihood	Residual
Participants are newcomers to circus and to National Centre for Circus Arts and are unaware of risks	Injury requiring hospitalisation to participant, injury to others in vicinity. / Participant; Other participants; teacher NB Participants include children.	4	3	12	<ul style="list-style-type: none"> <li>Teacher/ coordinator meeting the participants in reception, introducing them to the building and the activities and ensuring they understand the need to follow instruction</li> <li>Ensuring a teacher is with the participants at all times they are in a training space.</li> <li>Having a coordinator on hand to oversee the event and ensure students are following teachers instructions</li> </ul>	3	1	3
Participant falling from height / object	Injury requiring hospitalisation to participant, injury to others in vicinity. / Participant; Other participants; teacher NB Participants include children.	4	4	16	<ul style="list-style-type: none"> <li>Leaving adequate space between separate apparatus combinations.</li> <li>Providing Personal Protective Equipment (PPE) for participants - e.g. shoes for tightwire.</li> <li>Further safety measures, such as mats, to be appropriately used whilst a skill is being acquired.</li> <li>Teacher Training</li> <li>Equipment at lowest practicable level</li> <li>Teacher assessing individual's competence before allowing progression.</li> <li>Teacher employing appropriate spotting technique.</li> <li>Place a mat under the area where the participant is training for off floor activities.</li> <li>Close supervision of children.</li> </ul>	4	2	8

Being hit by flying / bouncing object	Minor injury (bruise or cut) / Participant; Other participants; teacher.	3	4	12	<ul style="list-style-type: none"> <li>Ensuring adequate space between participants and workshop activities.</li> <li>Encouraging participants to be aware of flying objects and ready to avoid them.</li> <li>Ensuring adequate height is available in the training space for juggling.</li> <li>Encouraging participants to throw under arm if an activity requires throwing to another person.</li> </ul>	3	2	6
Participant bleeds on equipment	Transmission of blood borne viruses to other participants	4	2	8	<ul style="list-style-type: none"> <li>Follow National Centre for Circus Arts Blood Borne Viruses Policy</li> </ul>	4	1	4
Equipment failure	Injury requiring hospitalisation to participant, injury to others in vicinity. / Participant; Other participants; teacher NB Participants include children.	4	3	12	<ul style="list-style-type: none"> <li>Visual inspection of equipment by workshop leader prior to workshop.</li> <li>Adherence to Manufacturer's recommended Testing.</li> <li>Adherence to Manufacturer's recommended Testing.</li> <li>Ensuring participants and teachers know how to prepare and use equipment and appreciate its limitations.</li> <li>Ensuring experienced technicians or teachers set up all equipment as recommended by the manufacturer or governing body. (e.g. British Federation of Trampoline and British Gymnastics Association)</li> <li>Equipment to be checked and/or inspected as outlined via internal documents, risk assessment or external regulations or guidelines.</li> </ul>	4	2	8

Participants on course are unfit.	Minor Injury (pulling a muscle) / Participant	3	4	12	<ul style="list-style-type: none"> <li>Adequate warming up</li> <li>Ensuring activity kept at a level applicable to the participant or adapted to their level.</li> <li>Asking for anyone with a medical condition to inform the teacher</li> <li>All participants fill in a National Centre for Circus Arts membership form which outlines the potential dangers of doing Circus activity and advising participants to seek medical advice if in doubt about their ability.</li> <li>Participants that have an injury / medical condition / illness are only allowed to take part in activities that will not exacerbate their injury, medical condition or illness. The participant must initially make this judgement. If the participant is happy to proceed and the teacher feels the activity will be unsafe for the participant due to their injury / medical condition / illness they must take appropriate safety measures to control the risk or advise that the participant does not take part within that activity.</li> <li>Having an option that allows a participant not to take part in activity without losing face (eg take photo's of flying trapeze rather than swinging oneself)</li> </ul>	3	2	6
Transmission of blood borne viruses	Major injury (acute illness) / Participants	4	2	8	<ul style="list-style-type: none"> <li>Follow National Centre for Circus Arts Blood Borne Viruses Policy</li> </ul>	4	1	4
Participants become tired due to length of session / day and injure themselves / others / teachers as potentially outlined in the above risks	Injury requiring hospitalisation to participant, injury to others in vicinity. / Participant; Other participants; teacher	4	4	16	<ul style="list-style-type: none"> <li>Adequate breaks to allow participants to rest and to take on fluid.</li> <li>Ample water available for the duration of the workshop to minimise risk of dehydration, tiredness and muscle strain.</li> <li>Participants are advised of local stores to buy water/snacks.</li> <li>Each workshop session is no longer than 2 hours without a break.</li> <li>The actual workshop activity is no more than 6.5 hours in one day. 8 hours in total including breaks and lunch.</li> <li>All workshop activities are paced accordingly depending on the length of the workshop and the participant's fitness.</li> </ul>	4	1	4
Participants bump into each other	Minor injury cut/ bruise	4	4	16	<ul style="list-style-type: none"> <li>Ensure participants know to be careful and respect each other (particularly in parachute games)</li> <li>Make sure all exercises are fully explained and supervised by the teacher</li> <li>The teacher will stop any exercises where students become too boisterous to participate safely.</li> </ul>	4	2	8

Risk of paper cuts/ glitter in eyes/ scissor cut	Minor cut/ eye injury	1	2	2	<ul style="list-style-type: none"> <li>• Ensure participants behave safely</li> <li>• Ensure activity is properly supervised</li> <li>• Use safe scissors (not too sharp)</li> </ul>	1	2	2
Child getting lost/ going missing	Child gets lost in building or outside leading to	4	3	12	<ul style="list-style-type: none"> <li>• Children well supervised and groups allocated to specific staff</li> <li>• Head count/ registers in place</li> <li>• Ensure teacher/ staff know when a student has left the class and ensures they return</li> <li>• Reception team to be aware of those entering and leaving the building</li> <li>•</li> </ul>	4	2	8
Lack of equipment available for all activities	Unable to run all classes	2	2	4	<ul style="list-style-type: none"> <li>• Programme activities to ensure equipment available.</li> <li>• Ensure cross departmental understanding of equipment and implement system for booking equipment</li> <li>• Where applicable, class plans will note equipment in use ( Youth)</li> <li>• Ensuring participants know how to prepare and use equipment and appreciate its limitations.</li> <li>• Ensuring experienced technicians or teachers set up all equipment as recommended by the manufacturer or governing body. (e.g. British Federation of Trampoline and British Gymnastics Association</li> <li>• Equipment to be checked and/or inspected as outlined via internal documents, risk assessment or external regulations or guidelines.</li> </ul>	2	1	2
Participants have a range of sensory and physical disabilities	Injury requiring hospitalisation to participant, injury to others in vicinity. / Participant; Other participants; teacher NB Participants include children.	4	4	16	<ul style="list-style-type: none"> <li>• Introductory workshop to familiarise participants with space and equipment</li> <li>• Offer training for teachers on working with disabled people</li> <li>• Provide participants profile to teachers in advance of session</li> <li>• Clear recruitment procedure to ensure staff are aware of challenges when working with people with disabilities</li> <li>• Teachers adapt training practice to individual needs</li> <li>• Work with participants to ensure equipment is appropriate</li> <li>• If necessary adapt equipment to cater for different needs</li> <li>• Support individuals in getting onto equipment</li> <li>• Increased teacher participant ratio</li> <li>• Additional staff (including access workers)</li> </ul>	4	2	8

<b>RESIDUAL RISK TABLE</b>  <b>LOW (1-9)</b> – proceed and periodically assess the activity.  <b>MEDIUM (12-15)</b> – proceed but with caution, regularly assess and monitor.  <b>HIGH (16-25)</b> – stop, act and review.		<b>SEVERITY</b>				
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>LIKELIHOOD</b>	<b>1</b>	Low	Low	Low	Low	Low
	<b>2</b>	Low	Low	Low	Low	Med
	<b>3</b>	Low	Low	Low	Med	Med
	<b>4</b>	Low	Low	Med	High	High
	<b>5</b>	Low	Med	Med	High	High