# CSD Solo lesson risk assessment- Indoor

## Venue: St Philips/ St Pauls

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| **What are the hazards?** | **Who might be harmed and how?** | **Inherent Risk** | **Controls** | **What further action do you need to consider to control the risk?** | **Residual Risk** | **Who needs to carry out the action** |
| Contracting or spreading COVID-19 by inadequate handwashing | Participants  Teachers  Other users in the venue | M | Having access to venue running water and soap, venue to have signage reminding about handwashing.  Make hand sanitiser available  Everyone to wash hands/ use sanitiser on arrival and departure and at key points/times ( toilet, before drinking water, before touching face, after taking off face covering etc) | Buy hand sanitiser  Instructions to be sent to the teachers and participants before rehearsal about hand washing expectations. | L | Dorka (Equipment)  Dorka- email teacher information |
| Contracting or spreading COVID-19 by using high traffic areas in community building | Participants  Teachers  Other users of centre  Staff at centre | M | Following one way flow as signposted by the venue.  People distance if arriving at the same time for class (Queuing 2m apart)  Enter room one at a time instead of in groups.  People to avoid communal areas where possible, following social distancing, face coverings and hygiene protocols if unavoidable  Following any rules of venue regarding number of people in one area (i.e bathrooms) | Obtain more detailed guidance from the venue about high traffic areas and other users (times/ parts of the venues) and update committee/teachers and participants on this | L | Charlotte |
| Contracting/spreading COVID-19 through travelling to lessons | Participants  Teachers  Public | H | Encourage all to travel by safest options, (walking, cycling, and private cars).  Try to avoid public transport or sharing a car with someone outside of your household/ bubble. If this is unavoidable then signpost to guidance when travelling on public transport. | Provide link to guidance in newsletter/website/facebook | L |  |
| Contracting/ spreading COVID-19 through surfaces and equipment | Participants  Teachers  Centre users  Centre staff | H | Identify surfaces that may be frequently touched and be prepared to clean these as necessary (I.e sound system)  Ensure everyone washes hand before and after using face coverings  Avoid sharing equipment- no props for routines, bring our own speaker if possible  Teachers to us use microphone headsets- headsets to be isolated for 72 hours before next use  Where possible leaving doors open to avoid participants using door handles. | Purchase pack of anti bacterial wipes to wash surfaces as required  Gain venue information on cleaning routines/expectations/guidance | L | Dorka (Equipment)  Charlotte (venue) |
| Contracting/spreading COVID-19 through solo routines (distancing) | Participants  Teachers | M | Adequate social distancing between participants  Designated individual spots/marks/squares  File in/out system so that people do not cross into other people’s spaces  Routines to be based on going same directions  Routines to be adapted as much as possible to avoid face to face positions  Specific points/ raise hands to ask questions  Participants to try to avoid loud celebratory/frustrated moments during lessons  Routines not to include vocalisations  Teachers to be 3m away from participants where possible when they are facing the class, but as much teaching as possible to be facing away | Teachers to adapt any routines as necessary  Teachers to plan lesson and put overview of class onto social media  Obtain Tape measure  Masking tape/markers required and layed out before session | L | Dorka (Equipment)  Olga- (to update teacher class overviews onto website) |
| Spreading of COVID-19 due to poor ventilation of venue | Participants  Teachers | L | Ensure windows and doors are open as much as possible | Discuss with the venue about these arrangements and anything else to note.  Check if aircon available, will this be on and is it using fresh air not recirculating? | L | Charlotte |
| Increased risk of infection/complications for vulnerable members | Vulnerable participants  Vulnerable teachers | M | Find out from teaching team if there are vulnerable and make personalised risk assessment as necessary if they want to teach  Risk assessment to be shared with all. Vulnerable participants are to consider all points and decide their attendance at their own risk. | Teachers to inform committee if their vulnerability status changes (for example new health conditions/pregnancy etc) | L | Dorka to find out teacher info  Charlotte/ Lauren to write risk assessments |
| Spreading of COVID-19 due to music levels requiring voices to be raised | Participants  Teachers | M | Ensure volume of music is not so loud that it requires voices to be raised above speaking level  Microphones to be used by teachers  Hand signals to be used where possible i.e if there is a question | Teachers to set hand signals that may need to be used at beginning of each lesson | L | Teacher of each session |
| Contracting/spreading of COVID-19 due to refreshment breaks for participants | Participants  teachers  Other users | M | Participants to bring their own bottles of water to avoid using venue equipment/cups/kitchen area  Hand washing to be adhered to before drinking/consuming personal refreshments. Try to avoid eating at venue where possible  Wipes to be available to wash down taps/surfaces if necessary  Not to put water bottles next to each other, everyone to keep their belongings seperate to prevent cross contamination/gathering  Not to have set refreshment break times to avoid congregation | To be included in code of conduct/agreement  Find out venue restrictions on use of communal kitchen area | L | Charlotte Greeno (venue) |
| Contracting/Spreading of COVID-19 through potential mixing of users within community building | Participants  Teachers  Other users  Staff | M | To discuss with venue if other users will be on the premises at the same time, the times of these slots, the nature of activity and what areas they will be using (to avoid pinch points)  Finding out from venue their risk assessment/steps to manage risks for users  Venue to have contact from committee to enable track and trace if another user group at same time test positive for COVID-19 and vice versa | Adapting risk assessment if anything comes to light from venue \* | L | Charlotte (venue) |
| Contracting/ spreading COVID-19 by use of communal/public changing areas (outfits) | Participants  Other users  Staff | M | Avoiding communal areas at the same time as other users  Providing participants and teachers access to cleaning equipment (antibacterial wipes if they would like to wash toilet before use for example)  Finding out from venue what cleaning procedures are in place  Encouraging participants to be changed for rehearsal before arrival to avoid use of communal space | Buying cleaning wipes/hand sanitiser | L | Dorka  Charlotte (Venue) |
| Contracting/spreading COVID-19 by improper use of face coverings/gloves worn by troupe members | Participants  teachers | H | Information to be sent to all regarding proper use of face coverings/ gloves  Encourage the use of face coverings during the class unless participants are not able to do so | Update website/newsletter/social media with links to information regarding face coverings | L |  |
| Contracting/spreading of COVID-19 by unnecessary lengthy discussion | Troupe members | L | Teachers to have lesson plan to limit discussions in person  Where question is about a routine raise hand and one person at a time to speak  If discussion is unavoidable then social distancing to be maintained and kept as concise as possible  Avoid having set discussion times to avoid congregations of troupe members  Participants to arrive on time for class, not too early, and to leave promptly to avoid congregations | Teachers to plan lessons and share the overview on social media  Code of conduct- website/newsletter/sign up sheet | L | Olga to update website with lesson overview from teachers |
| Mental well-being of teachers/ participants due to COVID-19- increased anxiety/depression | Teachers  participants | M | Ensure everyone has the choice about whether they attend/teach lessons  Ensure there is a point of contact within committee who can support other members with expressing elements of their well being and who can signpost for advice  Ensure open communication within the community and work to reassure members using safe practice and ongoing risk assessments  Share risk assessments with teachers and community to give opportunity to provide feedback / identify any further actions | Gather information regarding mental health support in order to signpost  Committee to designate a member to be available to support those members with concerns | L | Safety Officers |
| Contracting COVID through payments/registration process | Participants  Committee | M | Online booking system in advance  Committee members to take register of attendance socially distanced  Pre-payment where possible  Contactless card readers where prepayment is not possible | Set up booking and payment systems  Order more card readers for committee members | L | Paul |
| Contracting COVID-19 from lost Property | Committee | M | Teachers to remind participants at the end of the class to take all belongings and to thoroughly check before leaving.  If items are left, committee member to place the item(s) into a designated bag/box with the date on so it is not touched for 72 hours.  Committee member to immediately wash hands |  |  | Teacher of the session  Rotad committee member for the session |