

Fèisean nan Gàidheal

Guidelines for the completion of Risk Assessments

To be read in association with the Risk Checklist and Risk Assessment Form

1	Pre-Fèis Checks	
1.1	<p>Venue suitability checked – Rooms & Playground (also see paras 3 and 12) Venue checked by members of Fèis committee up to 1 month before first day of Fèis. Room sizes and accessibility assessed for intended subject class, taking account of carrying of heavy instruments, suitability of floor for dance classes, etc. Fabric of building should be in good repair, or unsuitable areas locked.</p>	
1.2	<p>Parental Consent Forms received (with contact details) Parental consent forms should ideally be received with the Fèis booking form, but in advance of the Fèis to allow arrangements to be made for any dietary or other needs the child may have:– Do rooms have to be reallocated to accommodate a child with a disability in their chosen subjects? Does a BSL interpreter need to be arranged to accommodate a deaf child? Has information on special needs or conditions been passed to tutors and supervisors who will be responsible for the child during the Fèis – eg asthma, diabetes, epilepsy, learning difficulties?</p>	
1.3	<p>Medical condition of participants checked on forms See above. Does a dedicated supervisor/auxiliary need to be arranged?</p>	
1.4	<p>Special Needs Requirements met See above. This may mean the use of special equipment, booking an auxiliary, arranging a special meal, or extra TLC in the case of a recently-bereaved child. All those who may be in the position of supervising or teaching the child should be made aware of the need for special measures, though the child’s privacy should also be respected and the information should not be spread more widely than necessary.</p>	
1.5	<p>Contracts & Information to tutors/supervisors Contracts detailing dates, fees, travelling expenses, accommodation arrangements, classes to be taught and evening commitments should be sent to tutors as soon as possible after booking, and it is recommended that this is not less than 3 months before the first day of the Fèis. Further information should be sent to the tutors in advance of the Fèis, such as anticipated numbers, details of Fèis theme (if appropriate), and details of any children with special needs who may be in their class. A meeting of tutors and supervisors should be held before the start of classes to reinforce child protection responsibilities, fire and emergency evacuation procedures, identification of the child protection officer and safety officer, and other important information.</p>	
1.6	<p>Failure to carry out Disclosure check Tutors/Supervisors/Committee Volunteers Disclosed It has been Fèisean nan Gàidheal policy for several years to ensure that all tutors, supervisors, volunteers and committee members who will be attending the Fèis or have access to children attending the Fèis in whatever capacity should have been processed (for an Enhanced disclosure) through the Disclosure Scotland system successfully. This means that the information has been received from Disclosure Scotland regarding the tutor and has been checked and approved by the Fèisean nan Gàidheal Collator. Fèisean not adhering to this process are in serious breach of their membership conditions and will forfeit their grant allocation. In cases of emergency (e.g. illness of tutor) a volunteer holding an enhanced disclosure processed through Fèisean nan Gàidheal should sit in on classes where the tutor has not been disclosed through Fèisean nan Gàidheal. On no account should a class be run where at least one member of the teaching/supervisory team has not been disclosed through the Fèisean nan Gàidheal system.</p>	
1.7	<p>Lack of adequate Food Hygiene Standards in place Staff (whether contracted-in, school catering staff or committee volunteers) should preferably have Food Hygiene certificates and must be aware of the importance of hygiene</p>	

	<p>in food service. There is a risk of food poisoning if food hygiene standards are not adhered to. There are regulations as to food storage, food separation, preparation and general cleanliness, which should be observed in any kitchen preparing food. See the Food Standards Agency website at www.food.gov.uk</p>	
1.8	<p>Lack of allergy awareness among canteen/tuck shop staff Staff preparing food should be allergy aware, and be alert to the possible consequences of food allergies and intolerances. Some food allergies can be fatal; others may cause vomiting or skin rashes to occur. Dairy and wheat intolerances may also need to be catered for.</p>	
1.9	<p>Failure to identify Child Protection Officer A Child Protection Officer should be identified in the case of each Fèis. This officer (usually a member of the committee) will be responsible for ensuring that all personnel have been disclosed, and will be responsible for the implementation of Fèisean nan Gàidheal's Child Protection Policy, any additional policy put in place by the individual Fèis, and for the wellbeing of all children attending the Fèis for its duration. They will generally be one of the members of staff who briefs the tutors/supervisors meeting on Day 1 of the Fèis with regard to special needs requirements, child protection and health and safety responsibilities.</p>	
1.10	<p>Inadequate First Aid arrangements Arrangements should be in place to deal with first aid where required, whether to children, employees, or volunteers. Fèisean nan Gàidheal run courses in Emergency First Aid as a regular feature of the Fèis Trèanaidh, and will assist Fèis personnel wanting to take courses with external organisations such as the Red Cross. All tutors, supervisors and volunteers should know the identity of the appointed first aider and the location of the First Aid box. A list of telephone numbers should be kept close at hand for local doctors, hospital, etc, or, in emergency, 999. Early first aid can be a literal lifesaver, and sustain life until professional help arrives.</p>	
1.11	<p>Inadequate Fire and Emergency Procedures Fire Evacuation Procedure notices will normally be in place in venues such as schools and public halls – these should be checked by a committee member. Fire doors should be checked, and be accessible at all times. Instruments, cables, spare tables and chairs, or other activities should not be set up where they would interfere with access to a fire door. A fire drill should be run on the first day of the Fèis so that all children and adults are familiar with the procedure. If the fire alarm is not connected directly to the emergency services (and this should be checked in advance of the Fèis), somebody should be made responsible for calling the fire brigade in the event of a fire, and somebody should be made responsible for ensuring that all personnel are out of the building. Fèis and class registers are particularly important in this respect. It is important to be aware who is missing from a class group so that rescue personnel know to search for them. Equally, lives could be put at needless risk searching for a child who had not been in the building in the first place. Smoke is also dangerous, and can be as dangerous as fire. Many people die each year not from the effect of burning flames, but from smoke inhalation.</p>	
2	Drop-off/Pick-up of Participants	
2.1	<p>Safe area for boarding/alighting cars, buses A safe area should be provided for children being dropped off/picked up at the Fèis. This safe area should be on the same side of the road as the venue, and should allow room for both cars and buses to discharge passengers safely without having to step into traffic. Crossing guards may be necessary in some cases. Even in rural areas, the possibility of being hit by a vehicle while crossing the road is not removed, and these guidelines should be applied in all cases.</p>	
2.2	<p>Supervisor at door/gate to guide parents/children to registration area A person should be appointed to point parents and children in the direction of the registration area on the first day of the Fèis. This person could also check that no unauthorised persons enter the building.</p>	

2.3	Registration Area – parents to register children and check contact details Parents/guardians should bring their children to the Fèis personally on day 1, to register their child, and to make sure that information held for their child (such as emergency contact numbers, special needs, medical information) is correct and appropriate.	
2.4	Procedure for occupying children while others are waiting to register. E.g. games, activities Children who have already been registered should be kept occupied with a game or other activity that they can join as appropriate until formal classes start. They should not be allowed to play unsupervised, or to leave the building.	
2.5	Pick-up arrangements at end of day made clear to staff (who/when/how) Arrangements for collection of children should be made clear to Fèis staff (who is to pick them up) and the pick-up time should be made clear to parents/guardians at registration on day 1.	
2.6	Procedure should a child become ill/have accident during the day The parental consent form should give first and second contact names and numbers, and mobile numbers if available, where they can be contacted if their child becomes ill or has an accident, or some other emergency arises. Also, the form should stipulate whether medical attention may be given in the parents' absence.	
2.7	Procedure for non-arrival (day/class) If a child who was registered to attend the Fèis does not appear on any day, a procedure should be put in place to notify parents of non-attendance if no message has been received from the parents regarding their absence. Parents should be given a number to call if their child is not attending on any particular day, or may give advance notice in the case of pre-arranged appointments, family commitments, etc. Attendance should then be checked at each class during each day, and additional absences notified immediately to the Child Protection Officer. The tutor should not leave their class unsupervised to report additional absences, but the CPO or a designated volunteer could come round at the beginning of each class to ensure that all children are present.	
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3	Venue Suitability	
3.1	Buildings and Play Areas Buildings and play areas should be suitable for purpose, and in a safe condition. Rooms should be of a sufficient size to accommodate each class, and furniture appropriate to the age of children. Classrooms should have windows, preferably with glass in doors and internal walls. Suitable changing areas for girls and boys should be available where PE kit is expected to be worn for sports classes.	
3.2	Fabric of building unstable The fabric of the buildings should be in a stable condition, and not pose a danger to children or adult personnel.	
3.3	Play areas unsafe/uneven Outdoor play areas and pitches should be suitable for purpose, and their use should not pose a significant danger to players or other personnel.	
3.4	Cold/wet weather Sports tutors and playground supervisors should not allow children to play outside in very cold or wet weather. If children do get caught in a shower or become chilled, arrangements should be made to make sure they get warm and into dry clothing as quickly as possible.	

3.5	<p>Sunburn/heat stroke (sun cream, hats, clothing, shade, timing of outdoor activities) Sports tutors and playground supervisors should take care to make sure that children are not exposed to too much heat/sun (11am – 3pm being the most dangerous). Children who are playing outside should wear clothing which covers their shoulders (rather than vest-type tops) and perhaps a hat or cap to lessen the risk of sunburn or heat stroke. Long-lasting sun creams are available which can be applied by parents at home before the Fèis if children are expected to be out in strong sunshine, or children may bring their own sun cream with them and apply it themselves, or permission may be given for staff to apply sun cream to younger children. The risk of skin cancer in people who have suffered sunburn is very much higher than in those who have not (Ref:Cancer Research UK). Staff should set an example by adhering to these guidelines too.</p> <p>Some SMART advice</p> <p>Sunburn can double your risk of skin cancer. Basically, you should keep out of the sun when it is at its most intense. You should never use a <u>sunbed</u>. Remember the SunSmart message</p> <ul style="list-style-type: none"> • Spend time in the shade between 11am and 3pm • Make sure you never burn • Aim to cover up with T shirt, hat and sunglasses • Remember to take extra care with children • Then use factor 15+ sunscreen (sun cream) <p>Those most at risk are those with fair skins, lots of moles or freckles or a family history of skin cancer. The <u>SunSmart website</u> has lots of information about protecting you and your children in the UK and abroad.</p>	
4	People & Organisational Hazards	
4.1	Lack of information, training or instruction See 4.3	
4.2	Poor activity planning or preparation See 4.3	
4.3	<p>Poor activity delivery or organisation</p> <p>It is vital for both safety and enjoyment that events are properly planned and prepared in advance with all information passed to tutors, supervisors and other personnel in good time. Training events are run throughout the year by Fèisean nan Gàidheal and by other bodies, and personnel who require training should be identified in time for them to take advantage of these training opportunities</p>	
4.4	<p>Ignorance of rules and / or procedures</p> <p>Fèisean nan Gàidheal policies and guidelines are distributed to member Fèisean and lead officers regularly, and are generally available on the FnG website. Compliance with policies and procedures is a prerequisite of grant payment, and non-compliant Fèisean will forfeit part or all of their grant, and possible expulsion from the organisation if they are in serious breach of policy.</p>	
4.5	<p>Unsafe behaviour or attitude</p> <p>The informality and fun of a Fèis should not prevent or interfere with a culture of safety awareness. Children and adults should be aware of the consequences of unsafe behaviour or attitude, and risk assessments for activities should be carried out in advance and regularly reviewed. Existing measures and identified controls should be adhered to.</p>	
4.6	<p>Lack of appropriate first aid equipment and experience</p> <p>At least one adult with first aid training should be in attendance at all Fèis events, and a first aid box kept stocked and readily and visibly available in case of emergency.</p>	

4.7	<p>Medical conditions of participants</p> <p>It is important that certain staff are aware of particular medical conditions of their pupils/charges. Conditions such as asthma, diabetes and epilepsy, for example, may be triggered or exacerbated by certain activities, and also it is important that staff who will be in charge of children know how to alleviate the effects of these conditions, and to look out for early signs of the onset of an attack. (see 2.6)</p>	
4.8	<p>Poor safety control from group leaders</p> <p>See 4.9</p>	
4.9	<p>Poor safety awareness from participants</p> <p>Safety and fun are not mutually exclusive, and the possibilities for having fun are severely limited if safety is not a priority. Safety control and awareness could prevent a serious accident.</p>	
4.10	<p>Lack of cooperation within group</p> <p>It should be emphasised that the safety and well-being of a group often depends on the cooperation of the whole group. A group's safety can be compromised by the actions or thoughtlessness of one individual, and non-cooperation could be made grounds for disciplinary action towards the individual, or cancelling of an entire activity.</p>	
4.11	<p>Differing skill levels within group</p> <p>Within the Fèisean, children will often be proficient in various activities to differing levels. In arts subjects, for example, this could lead to boredom and frustration among pupils, and the tutor should be aware that the whole class needs to be kept engaged while dealing with especially gifted or challenged pupils. A range of activities should be prepared where it is not possible to divide classes into, for example, beginners, intermediate and advanced. In physical activities, this could lead to strain, pain, fatigue, etc. Pupils should not be humiliated by their inability to perform as well as other children – the Fèis movement is about encouragement and opportunity.</p>	
4.12	<p>Low level of physical fitness / strength</p> <p>See above.</p>	
4.13	<p>Aggression between participants</p> <p>In most situations, this is unlikely, but staff should be aware of any potential for bullying or aggression among participants. Some children may have a behavioural condition which makes them aggressive, and assistance is generally available from Fèisean nan Gàidheal for the additional cost of providing a dedicated auxiliary for participants with special needs.</p>	
4.14	<p>Access to children by unauthorised/undisclosed persons</p> <p>Fèisean nan Gàidheal's Child Protection Policy makes it clear that Fèisean should not allow access to children by unauthorised/undisclosed persons. All tutors/supervisors/volunteers and committee members should be processed through the Disclosure Scotland system by Fèisean nan Gàidheal in good time for any planned Fèis events. The building used for the event should be secure enough to prevent unauthorised persons from entering and anyone who does enter at a time when public events are not scheduled should be challenged. If they have legitimate business in the area of the building used by the Fèis, (eg. Funder, visiting teacher, observer, tradesman, etc) then they should be accompanied by a Disclosed person throughout their visit.</p>	
4.15	<p>Access by children to unauthorised/unsafe equipment (eg climbing bars, ropes, etc)</p> <p>Children should not be left unsupervised in a room where unauthorised or unsafe equipment may present a temptation to them, such as sports equipment, valuable or heavy musical instruments, or stacked tables and chairs). Rooms should be placed out of bounds or locked where such equipment may be interfered, and children warned not to enter until their tutor or other supervisor allows them access. It should be underlined that these rules are in place for their safety and that any breach will result in punishment.</p>	

5 Residential Fèisean	
5.1	<p>Fire & Emergency Procedures Where hostel and other residential accommodation is used for sleeping accommodation, children should be made aware of fire and emergency procedures on the first day.</p>
5.2	<p>Sleeping arrangements suitable – adequate space for each bed, gender-specific dorms/rooms. Dormitory accommodation should be sufficient to provide a comfortable individual sleeping space for each child, with a bed, table space and a hanging area for clothes. Sexes should be segregated and a male overnight supervisor appointed for the boys’ dorms and a female overnight supervisor for the girls. Floors should be kept clear of clutter to allow children to get quickly out of their dorm to the fire exits in the event of an emergency during the night. For this reason, mattresses on the floor should be discouraged.</p>
5.3	<p>Toilet and Washing facilities Sufficient and separate lavatories and washing facilities should be available for both sexes.</p>
5.4	<p>Supervision – overnight (gender, number) Sufficient overnight supervisors of each gender should be appointed, and the importance of their pastoral and safety role made clear to them. It may be the first time away from home for some children and they may need comforting and reassuring, or have a problem which they need help to resolve (anything from having forgotten to pack toothpaste, to child abuse). Supervisors (and other Fèis personnel) should be made familiar with the Fèisean nan Gàidheal Child Protection Policy and the “Yellow Card”, and the action which Fèis personnel should take when faced with disclosure of abuse – e.g. the importance of not investigating the matter themselves and of not promising confidentiality should the matter need to be taken further.</p>
5.5	<p>Meals adequate (evening meal/supper/breakfast) It should be ensured that meals of sufficient quantity, palatability and balance are provided, taking into account any allergies, strong dislikes, and religious and philosophical reasons for food avoidance/preference. If the evening meal is served early, it is customary to provide a light snack in the late evening. Children should not be left hungry going to bed.</p>
5.6	<p>Special needs The parental permission form completed in advance of each Fèis event should ask for details of medical conditions and special needs. Fèisean nan Gàidheal has a policy of full access and inclusion, and every effort should be made to accommodate all prospective participants. Where this will involve the employment of a dedicated supervisor/tutor/auxiliary, funding assistance and advice is available from Fèisean nan Gàidheal.</p>
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6.1	<p>Intervals & Non-teaching Time Arrangements should be made for the supervision of children during intervals and non-teaching times. If children are allowed outside the building to play, then the playground should be adequately supervised, and younger children should not be allowed to leave the Fèis “campus”, nor older children without permission. If children are allowed inside during intervals, then rooms with unauthorised equipment should be placed “out of bounds” or alternatively, for example, if allowed to use the hall or gym for indoor games, then supervision should be in place within the room. Perhaps a supervisor could organise a game to occupy children during breaks.</p>
6.2	<p>Misbehaviour The informality of a Fèis may lead children to assume that misbehaviour is acceptable. It should be clearly underlined that it is not, and that exclusion from the Fèis is a genuine possibility in cases of severe or repeated misbehaviour. Tutors and staff may provide a role model here.</p>

6.3	<p>Accident</p> <p>A staff member with First Aid training and experience should be available during intervals, lunch breaks, etc, and a list of useful telephone numbers left readily available. (see 2.6)</p>	
6.4	<p>Bullying</p> <p>Bullying of any description (physical, verbal, emotional) should not be tolerated at Fèisean, and measures should be taken to ensure that it does not occur.</p>	
6.5	<p>Equipment & Teaching Rooms</p> <p>Children should not be allowed to use equipment and teaching rooms unsupervised. During breaks, e.g. in wet weather, when children could not be expected to play outside, rooms can be designated as recreational areas and supervised appropriately. Not all children would want to run around noisily, and a "quiet room" for reading or chatting or other quieter activities could be designated.</p>	
7	Evening Activities, Concerts & Ceilidhs	
7.1	<p>Information to Parents/Children</p> <p>It is very important that parents are informed of start times, finish times, etc of additional activities in order to arrange for their child to attend and be collected for evening performances or activities. Information on additional equipment required, or clothing (e.g. costumes, training shoes) should also be distributed in good time.</p>	
7.2	<p>Pick-up/drop-off arrangements</p> <p>See above. A member of staff should be on hand to "register" performers or participants when they are dropped off by parents, and to direct them to the relevant areas for changing, waiting, practice, etc. A member of staff should also be supervising the group at all times, and know who is present.</p>	
7.3	<p>Back-stage assistance and supervision</p> <p>Back-stage should be managed and supervised efficiently and safely, keeping order and making sure that children are not left hanging around for too long waiting for their cue and not where they are in danger from cables, props, etc.</p>	
7.4	<p>Changing rooms</p> <p>Separate for girls and boys where changes of clothing are required.</p>	
7.5	<p>Cables & other trip hazards backstage/onstage</p> <p>Cables, props, etc may present a danger to adults as well as children if they are not kept tidy, and taped where appropriate. It is expected that personnel back-stage will be expected to take more care in these conditions. It is not always possible to have a completely clear floor, or sufficient lighting, but the risk should be reduced to the lowest possible level.</p>	
7.6	<p>Heavy equipment & instruments</p> <p>Small children should not be expected to carry very heavy equipment and instruments, and assistance should be given to those who perhaps play full-size clàrsachs and accordions, for example.</p>	
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8.1	<p>Contracted-out Activities, eg. Canoeing, orienteering, etc –</p> <p>Activities which are contracted-out should have a risk assessment carried out by the contractors. It would be good practice to look at their risk assessment to ensure that it meets at least Fèisean nan Gàidheal standards. If you feel that the risk assessment is lacking in some areas, this should be pointed out to the contractors, but it should be left to them to suggest the additional controls as they are expected to be the experts in that particular activity. The activity should not proceed until both the contractor and the Fèis are</p>	

	happy that sufficient controls are in place to bring risk to an acceptable level, bearing in mind that some level of risk will always remain.	
8.2	Contractor's qualifications/risk assessment/insurance checked See above. Ask to see details of the contractor's qualifications, risk assessment and insurance details. A reputable contractor will be happy to comply. If they are unwilling to comply, or are slow to respond to this reasonable request, consideration should be given to cancelling the activity.	
9	Contracted-out activities, e.g. canoeing, orienteering, etc.	
9.1	Contractors qualifications/risk assessment/insurance checked?	
10	Other hazards specific to your activity As mentioned above, some risk will always remain in any activity, but an adequately controlled, managed risk is acceptable. An identified hazard may have catastrophic or fatal results, but be highly unlikely to happen. In consultation with other personnel who are familiar with the activity, add in any hazards not identified elsewhere which are specific to your chosen activity.	
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11	Indoor Hazards	
11.1	Inappropriate lighting Inappropriate lighting is a hazard if people are unable to see objects clearly (possible trip hazards, for example), or if carrying out tasks involves strain on the eyes (inability to read). Too much light can be as awkward as too little, for example, where there is glare on a computer screen.	
11.2	Temperature Temperature should be kept at a comfortable level for the activity being undertaken, or an appropriate level for the location. Indoor activities such as office work or reading will be more comfortably carried out at a temperature of around 20°C, while games and sports may be more comfortable at a cooler temperature. Kitchen staff may be expected to work in stores or the Cold Room, which may be at a temperature of less than 5°C.	
11.3	Insufficient or unsuitable space Discomfort, and danger of tripping or falling may arise from conducting an activity in insufficient space. Cramped rooms are uncomfortable, and may overheat or the air become stale if too many people are inside. Also, the space should be suitable for the activity – consideration should be given as to whether the activity requires a quiet area, or whether movement of equipment is a consideration e.g. rooms with fixed furniture (such as school home economics rooms) or whether it would involve carrying heavy instruments up several flights of stairs.	
11.4	Untidiness – causing trip / fire hazard Clothing, bags, instrument cases, etc, should not be left lying where they could cause a trip hazard in rooms or corridors, and should be put tidily out of the way. Papers, fluff or loose materials could cause a fire hazard if left near a heat source and should be tidied/swept regularly. Nothing should be left on or near a stairway which could constitute a trip hazard, or could block an exit in the event of an emergency.	
11.5	Stairs – dark / steep / no handrail	

	Stairs should be adequately lit, and safe for all to use. Handrails should be provided, and stairs should not be excessively steep.	
11.6	<p>Lack of fire escapes / extinguishers / procedures</p> <p>Sufficient fire escapes must be identified in any building used for a Fèis event, and should be checked frequently that they are easy to open, not blocked (either on the inside or the outside), and that escape from the building is easy and obvious. Narrow passageways away from the building should not be blocked with bins, rubbish, vehicles, etc. Sufficient and suitable fire extinguishers should be available for use inside, and care should be taken to provide a suitable extinguisher if a new activity is to take place in the building. Foam and CO2 extinguishers may be required according to materials and equipment in use. It can be dangerous to use the wrong type of extinguisher on a fire. Extinguishers should only be used to tackle fires in their very early stages. If in doubt – get out, get the brigade out, stay out!</p> <p>On discovering a fire, the alarm should be raised and everyone evacuated from the building. Fire Procedure notices should be posted in all rooms, and all staff should know the fire drill, nearest exits, alternative exits, etc. Tutors should take their class register with them to check that all members of their class are safely accounted for.</p>	
11.7	<p>Slip / trip / fall hazards</p> <p>Slipping, tripping and falling are easy to do, but can cause serious injury or even death. Tape cables to the floor, or position furniture over them if trailing cables must be used. Impress the need for tidiness on both adults and children and do not allow participants to leave things like fiddle cases on the floor at their feet where they or others could trip over them. Put cases, bags, jackets, etc, to one side out of the way. Where wet materials (art materials, water, oil) are being used, be careful to clean up immediately if any is spilt on the floor where someone could slip – a broken wrist or hip is a serious injury. Warning notices should be put up where the floor is slippery.</p>	
11.8	<p>Inadequate ventilation</p> <p>It is unhealthy and unpleasant to breathe stale air, and classes will feel sleepy and lethargic if the room is inadequately ventilated.</p>	
11.9	<p>Inhalation of dust</p> <p>It is unhealthy to breathe in dust, and it could trigger an asthmatic attack or allergic reaction. Make sure surfaces are swept/dusted regularly, and that dust produced, for example, during craft classes is drawn away, damped down or swept frequently.</p>	
11.10	<p>Poor surfaces for activities – slips / trips / impact</p> <p>Uneven tarmac or floors may be a hazard and cause someone to slip, trip or fall causing injury. Also, the material may be unsuitable for the activity – a fall on tarmac is likely to cause more injury than a fall on grass, for example.</p>	
11.11	<p>Electrical hazards</p> <p>Electrical equipment should be checked regularly, by checking cables, plug tops, casings, etc visually for signs of damage. Bare wires, loose plug tops and cracked casings should be fixed/replaced before use. If it is not possible to repair the item, it should be disposed of according to local regulations for electrical equipment – some councils do not allow electrical equipment to be disposed of in general household refuse, and have collection centres for this and other waste. Faulty electrical equipment is a fire risk, and could cause electrocution. Electrical equipment should be used with care where water or other liquids are being used as water is a conductor of electricity. Electrical equipment, light and other switches should not be operated with wet hands.</p> <p>Electrical equipment which produces heat should not be left on and unattended near flammable materials such as paper, cloth, etc due to the risk of fire.</p>	

11.12	<p>Use of craft tools and materials (scissors, knives, glue, etc) Sharp tools such as knives, scalpels and scissors should be used with care and their use by children must be supervised. It may be inappropriate to allow their use by younger children, who may be advised to use safety scissors only. It is good practice to number equipment such as craft knives, etc, and to count them out to users and count them back. They should not be allowed to leave the craft area.</p> <p>Glues and solvents should be used responsibly in a well-ventilated area, and bottles/containers gathered in at the end of the session.</p>	
12 Sporting And Dance Activity Hazards		
12.1	<p>Uneven playing surface/Dance Floor An uneven surface causes a trip hazard, and if a game involving speed is in progress, a severe injury is possible.</p>	
12.2	<p>Playing/Dance surface too hard or soft A dance floor which is too hard causes pain in joints and back, and a floor which is too soft (such as carpet) is difficult to dance on and could cause strain on muscles. A sprung wooden floor would be preferable where much dancing or similar exercise was to be undertaken.</p>	
12.3	<p>Hard or sharp objects on pitch Falling on a hard or sharp object (such as a stone) could cause injury, and pitches should be checked regularly and cleared of debris.</p>	
12.4	<p>Sliding on artificial turf or tarmac Some artificial turf surfaces may cause increased incidence of friction burns, and the lack of "give" may be uncomfortable for players, though this may have been rectified on later products. Tarmac injuries may include grazes, fractures, etc, as well as being uncomfortable for many sports and activities.</p>	
12.5	<p>Collisions / Conflict with surrounding objects or people It is unlikely that collisions or conflict with other players can be entirely eliminated, and is an integral part of some games. However, some protection may be advisable (helmets, shin guards, etc) in rougher games. "Dirty" play and fouls should be suitably penalised. It may be advisable to pad certain objects on or near the pitch (rugby goal posts) or use flexible marker posts, or place them well away from the pitch (seating, advertising hoardings, etc).</p>	
12.6	<p>Impact from sports equipment Although being hit with a football in the face, or any part of the body is a painful experience, the chances of it happening cannot be entirely eliminated. Tutors and referees should have regard to the age of the players, and consider protective equipment for some games.</p>	
12.7	<p>Contact sport injury (person to person, struck by ball, bat or stick) See 12.6. First aid or emergency treatment may be required, and the tutor should have basic first aid knowledge and be able to contact the designated first aider easily without the class being left unsupervised.</p>	
12.8	<p>Personal injury – fracture / sprains / cuts See 12.7.</p>	
12.9	<p>Low level of physical fitness / strength Tutors should be alert to problems caused by low level of physical fitness/strength, and be aware of differing abilities within the class.</p> <p>Children should not be pushed to unreasonable limits by tutors.</p>	
12.10	<p>Dehydration Dehydration causes confusion and headaches in minor cases, and death in extreme cases. Children and adults should have ready access to water or other drinks, and children may</p>	

	need to be encouraged to drink to replace lost fluids, for example after exercise or in hot weather, or if they have been sick or suffering from diarrhoea.	
12.11	Missing warm-up/cool-down session Cold muscles are more susceptible to strain and a warm-up session should be an integral part of any sport, dance or exercise activity. A cool-down session at the end of the activity will aid in the dissipation of waste products such as lactic acid, and reduce the risk of dizziness and fainting, and allow the heart to return to its resting state.	
12.12	Sunburn/heat stroke (sun cream, hats, clothing, shade, timing of outdoor activities) See 3.5	
13	Singing Hazards (minimal for pupils in a short workshop, but may be significant for teachers)	
13.1	Voice strain As with physical exercise, the voice should be warmed-up before singing/speaking to lessen the risk of strain. Coughing, throat clearing and shouting are also likely to aggravate throat conditions. A drink of water may be more effective than coughing to clear the throat.	
13.2	Damp/dry/dusty conditions Dry or dusty conditions may aggravate throat conditions as may inhaling irritants. Singing classes should be sited away from areas where there are chemical vapours, strong adhesives, art products, etc.	
13.3	Restrictive clothing Breathing correctly is an important factor in singing, and excessively restrictive clothing may affect the ability to breathe comfortably. Children should be encouraged to wear comfortable clothing for singing lessons, and any performance costumes should take account of this too.	
13.4		
13.5		
14	Communication	
14.1	Lack of understanding in language of communication Some of the Fèisean are conducted entirely in Gaelic. Children's ability to understand the language should be a factor in accepting them for registration. Safety notices given to the class in Gaelic may not be fully understood, and it is important for their sense of inclusion that they are able to participate fully in the activities. Children with insufficient understanding of the language of communication may have to be refused a place until their language skills are improved.	
14.2	Special needs requirements (BSL, Makaton, etc) Some children attending the Fèis may have communication difficulties requiring their use of amplification equipment, induction loops, BSL, Braille or Makaton. Every effort will be made by the Fèis, within reasonable economic limits, to accommodate such needs at its events. Tutors who do not have e.g. BSL or Makaton skills may need the assistance of an interpreter. Physical disabilities will also be accommodated wherever possible, and may involve the change of classrooms, layout, etc, as appropriate. Particularly with regard to safety and emergency evacuation, all staff/volunteers should be aware of physical and sensory limitations of any children for whom they are responsible and special evacuation procedures may require to be put in place.	

15 Instrument Use Hazards	
15.1	<p>Guitar/fiddle/clàrsach string breaks (danger of cuts, eye loss)</p> <p>Strings under tension can snap, particularly when tuning, and can cause a nasty cut, or an eye injury. It should be considered whether children should be allowed to tune instruments themselves or whether the tutor should tune the instruments. It might be good practice to teach children to tune strings with their face turned away from the strings.</p>
15.2	<p>Inappropriate use of instruments (eg. fiddle bow as sword)</p> <p>Equipment should not be used inappropriately, and should be placed out of bounds to children when they are not being taught. During class, tutors should keep discipline, and make sure that children are using their instruments properly and safely. Children who are allowed to take instruments home for practice should understand their responsibilities with regard to the care of the instrument and its proper use.</p>
15.3	<p>Heavy instruments (eg. Accordion, keyboard)</p> <p>Heavy instruments may cause injury if they are lifted incorrectly. They should be lifted using manual handling techniques. Accordions and clàrsachs in cases pull the body to one side and should be lifted taking care not to strain muscles. An adult should carry and manoeuvre heavy instruments for smaller children.</p>
15.4	<p>Shared wind instruments chanters, whistles, harmonicas, etc (risk of infection, cold sores, etc)</p> <p>The use of shared wind instruments is generally discouraged, and children would be expected to provide their own instrument or be provided with one for their own exclusive use at any class (e.g. tin whistles). Name labels might be useful here, if instruments are indistinguishable from one another. Where the reuse/sharing of instruments is unavoidable for economic or other reasons, the instruments should be capable of being steeped in sterilizing fluid (e.g. Milton), and dried between classes.</p>
15.5	<p>Instrument loss or damage</p> <p>The theft, damage or loss of an instrument may present a significant financial loss to an individual or to an organisation. Every possible care should be taken to prevent damage, loss or theft – UV markers may be used to identify instruments, for example, and rooms where instruments are kept should be locked when classes are not running. Should an instrument be lost, the loss may be covered under Fèisean nan Gàidheal's instrument insurance.</p>
15.6	<p>Use of heavy/collapsible music stands (risk of cuts, etc)</p> <p>Collapsible music stands can cut and trap fingers if not assembled and disassembled correctly, and are easily bent out of shape making the item useless if instructions are not followed. Heavy music stands may present a hazard if they were to fall on a small child. Care should be taken in their use; they should be moved out of the way if they are not being used.</p>
15.7	<p>Over-use – pain, blisters</p> <p>Excessive practice can cause strain, numbness, stiffness and pain, and it is important to use warm-up procedures to help loosen muscles, and to take sufficient breaks to avoid repetitive strain injury.</p> <p>Stringed instruments can cause blisters on the fingertips which are painful, and perhaps consideration could be given to the use of nylon-stringed instruments where appropriate for age and ability. Some tutors have suggested the use of surgical spirit to toughen the fingertips, or applying superglue, and a range of other alarming remedies. Fingertips will eventually harden with practice.</p>

16 Arts & Crafts Hazards	
16.1	Use of sharp blades (count knives etc out and in) See 11.12
16.2	Use of solvents and glues (check all in place at end of session) See 11.12
16.3	Allergies (wool, feathers, face paints, etc) Breathing difficulties, eye irritation, rhinitis (hay fever) and rashes can be caused by contact with certain products and natural substances. The Parental Permission forms may state that the child has an allergy to a certain substance, but equally, the allergy may not have been identified, and the tutor should look out for signs of reaction to craft products and to take remedial action. Sometimes, the wearing of gloves may be a satisfactory solution, but bear in mind that some people have an allergy to latex. The room should be well ventilated if using products which produce a dust, vapour or smell
Other hazards	Risk assessments as appropriate for activity.

NOTE:

Where a risk is identified under any of these headings, the details should be transferred to the risk assessment form, and existing measures set out, and further controls, if any, required. The risk should be assessed as high, medium or low. High risks are a priority for attention, and all controls should be assessed as "adequate" before the activity can take place. The risk assessment should be reviewed regularly (the date of intended review, perhaps 6 or 12 months hence should be recorded), or if there is a legislative change, a significant change (such as venue or personnel involved) or if an incident occurs.

Risk Assessment Hazard Checklist – Fèis Activities

Fèis Name				Assessment Date	
Assessed By				Approved By	
Activity Groups	Language		Arts & Crafts	Location Venue/Room	
	Singing /Drama		Sport Indoor/ Outdoor	Tutor	
	Dance		Instrumental	Detail of Activity	

Please note this is not a definitive checklist. Please add any headings/hazards specific to the location/activity to this form and risk assess in the same way.

1 Pre-Fèis Checks		5 People & Organisational Hazards	
1.1	Venue suitability checked – Rooms & Playground (also see paras 3 and 12)	5.1	Lack of information, training or instruction
1.2	Parental Consent Forms received (with contact details)	5.2	Poor activity planning or preparation
1.3	Medical condition of participants checked on forms	5.3	Poor activity delivery or organisation
1.4	Special Needs Requirements met	5.4	Ignorance of rules and / or procedures
1.5	Contracts & Information to tutors/supervisors	5.5	Unsafe behaviour or attitude
1.6	Failure to carry out Disclosure check Tutors/Supervisors/Committee Volunteers Disclosed	5.6	Lack of appropriate first aid equipment and experience
1.7	Lack of adequate Food Hygiene Standards in place	5.7	Medical conditions of participants
1.8	Lack of allergy awareness among canteen/tuck shop staff	5.8	Poor safety control from group leaders
1.9	Failure to identify Child Protection Officer	5.9	Poor safety awareness from participants
1.10	Inadequate First Aid arrangements	5.10	Lack of cooperation within group
1.11	Inadequate Fire and Emergency Procedures	5.11	Differing skill levels within group
1.12		5.12	Low level of physical fitness / strength
2 Drop-off/Pick-up of Participants		5.13	Aggression between participants
2.1	Safe area for boarding/alighting cars, buses	5.14	Access to children by unauthorised/undisclosed persons
2.2	Supervisor at door/gate to guide parents/children to registration area	5.15	Access by children to unauthorised/unsafe equipment (e.g. climbing bars, ropes, etc)
2.3	Registration Area – parents to register children and check contact details	6 Residential Fèisean	
2.4	Procedure for occupying children while others are waiting to register. E.g. games, activities	6.1	Fire & Emergency Procedures
2.5	Pick-up arrangements at end of day made clear to staff (who/when/how)	6.2	Sleeping arrangements suitable – adequate space for each bed, gender-specific dorms/rooms.
2.6	Procedure should a child become ill/have accident during the day	6.3	Toilet and Washing facilities
2.7	Procedure for non-arrival (day/class)	6.4	Supervision – overnight (gender, number)
2.8		6.5	Meals adequate (evening)

				meal/supper/breakfast)	
2.9			6.6	Special needs?	
2.10					
2.11			7	Intervals & Non-teaching Time	
			7.1	Misbehaviour	
3	Venue Suitability		7.2	Accident	
3.1	Buildings and Play Areas		7.3	Bullying	
3.2	Fabric of building unstable		7.4	Equipment & Teaching Rooms	
3.3	Play areas unsafe/uneven				
3.4	Cold/wet weather		8	Evening Activities, concerts & ceilidhs	
3.5	Sunburn/heat stroke (sun cream, hats, clothing, shade, timing of outdoor activities)		8.1	Information to Parents/Children	
			8.2	Pick-up/drop-off arrangements	
4	Equipment And Other Hazards		8.3	Back-stage assistance and supervision	
4.1	Cash handling		8.4	Changing rooms	
4.2	Transport to and from your activity		8.5	Cables & other trip hazards backstage/onstage	
4.3	Food poisoning /food allergies (Tuck shop/baking?)		8.6	Heavy equipment & instruments	
4.4	Hazardous substances (Arts & Crafts, Cleaning?)		9	Contracted-out Activities, e.g. Canoeing, orienteering, etc –	
4.5	Equipment with moving / hot parts, or sharp blade		9.1	Contractor's qualifications/risk assessment/insurance checked	
4.6	Heavy equipment		10	Other hazards specific to your activity	
4.7	Electrical hazards from equipment		10.1		
4.8	Noise from equipment		10.2		
4.9	Risk of trapping body / clothing in equipment		10.3		
4.10	Inadequate environment for equipment operation		10.4		
4.11	Inadequate protective equipment		10.5		
4.12	Equipment in unsuitable condition,(including stacked chairs and desks)		10.6		
4.13	Room layout		10.7		

Fèisean nan Gàidheal

Guidelines for the completion of Risk Assessments

To be read in association with the Risk Checklist and Risk Assessment Form

11 Indoor Hazards		17 Minibus & Child Supervision	
11.1	Inappropriate lighting	17.1	Competence of Driver (licence check, training)
11.2	Temperature	17.2	Driver adheres to legal limits and guidelines for carrying children
11.3	Insufficient or unsuitable space	17.3	Driver Undisclosed
11.4	Untidiness – causing trip / fire hazard	17.4	Insurance of vehicle
11.5	Stairs – dark / steep / no handrail	17.5	Roadworthiness and MOT (Notwithstanding islands where MOTs/VT20s are not required, no children should be transported in a vehicle which is unsuitable for the purpose)
11.6	Lack of fire escapes / extinguishers / procedures	17.6	Sufficient capacity
11.7	Slip / trip / fall hazards	17.7	Seatbelts
11.8	Inadequate ventilation	17.8	Noise and misbehaviour on bus (Ratio of adult:child supervisors sufficient)
11.9	Inhalation of dust		Useful Information:
11.10	Poor surfaces for activities – slips / trips / impact		http://www.scotland.gov.uk/Publications/2004/12/20444/48948
11.11	Electrical hazards		http://www.scotland.gov.uk/Publications/2004/12/20444/48951#123
11.12	Use of craft tools and materials (scissors, knives, glue, etc)		
12 Sporting And Dance Activity Hazards			http://www.scotland.gov.uk/Publications/2004/12/20444/48943
			http://www.scotland.gov.uk/Publications/2004/12/20444/48948#65
12.1	Uneven playing surface/Dance Floor		
12.2	Playing/Dance surface too hard or soft		
12.3	Hard or sharp objects on pitch	18	Other Outdoor Activities on Campus
12.4	Sliding on AstroTurf or tarmac		
12.5	Collisions / Conflict with surrounding objects or people		
12.6	Impact from sports equipment		
12.7	Contact sport injury (person to person, struck by ball, bat or stick)		
12.8	Personal injury – fracture / sprains / cuts		
12.9	Low level of physical fitness / strength		
12.10	Dehydration		
12.11	Missing warm-up/cool-down session		
12.12	Sunburn/heat stroke (sun cream, hats, clothing, shade, timing of outdoor activities) See 3.5		
13	Singing Hazards (minimal for pupils in a short workshop, but may be significant for teachers)		
13.1	Voice strain		
13.2	Damp/dry/dusty conditions		
13.3	Restrictive clothing		
13.4			
13.5			

14	Communication			
14.1	Lack of understanding in language of communication			
14.2	Special needs requirements (BSL, Makaton, etc)			
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15.1	Guitar/fiddle/clàrsach string breaks (danger of cuts, eye loss)			
15.2	Inappropriate use of instruments (e.g. fiddle bow as sword)			
15.3	Heavy instruments (e.g. Accordion, keyboard)			
15.4	Shared wind instruments chanters, whistles, harmonicas, etc (risk of infection, cold sores, etc)			
15.5	Instrument loss or damage			
15.6	Use of heavy/collapsible music stands (risk of cuts, etc)			
15.7	Over-use – pain, blisters,			
16	Arts & Crafts Hazards			
16.1	Use of sharp blades (count knives etc out and in)			
16.2	Use of solvents and glues (check all in place at end of session)			
16.3	Allergies (wool, feathers, face paints, etc)			

OUTDOOR TRIPS AND ADVENTURES

(Where these activities are contracted-out, please check the contractor's qualifications, risk assessment and insurance are adequate. Where you feel that they are inadequate, the contractor should be asked to put further controls in place to mitigate risk to an acceptable level.)

19 Coasts and Coastal Waters		21 Hazards On Hills And Mountains	
19.1	Falls from cliffs, piers, sea walls	21.1	Slips & trips on grass, mud, rock
19.2	Struck by falling objects from cliff	21.2	River crossings
19.3	Slips & falls on slopes / loose surfaces	21.3	Remote locations
19.4	Quick sand & mud	21.4	Difficult communication – weather / distance
19.5	Access problems due to steep angle of beach slope	21.5	Falling debris
19.6	Collisions between water users	21.6	Extra work imposed by terrain type / angle
19.7	Swept away by wave surges	21.7	Lack of shelter
19.8	Being washed against rocks / piers	21.8	Separation of group members
19.9	Low water temperatures	21.9	Getting lost
19.10	Communication problems from waves / swell / distance	21.10	Falls from height
19.11	Struck by objects in water	21.11	Extremes of weather
19.12	Stranded by tides		
19.13	Swept away by currents		
19.14	Rip tides		
19.15	Conflicts between beach users	Minibus & child supervision	
			See 18 above
20 Hazards On Still / Moving Water			
20.1	Getting swept away from equipment or people		
20.2	Collision with rocks in and to sides of rivers		
20.3	Striking / trapping by submerged obstacles		
20.4	Being dragged down by undertow		
20.5	Restricted or impossible access to / from water		
20.6	Access problems – rescue / getting kit into water		
20.7	Falls from drops in level at weirs / waterfalls		
20.8	Getting out of depth		
20.9	Low water temperature		
20.10	Separation from other people		
20.11	Slips / trips on steep banks or uneven surfaces		
20.12	Difficult communications in remote locations		

