

# Biggleswade Music Centre Risk Assessment

Effective from 16/09/2023

Review Date: 01/01/2024

## Risk Assessment for Music Centre:

☒ Biggleswade – Stratton Upper School, Eagle Farm Road, Biggleswade

☐ Ampthill – Redborne Upper School, Flitwick Road, Ampthill

☐ Leighton Linslade – Vandyke Upper School, Vandyke Road, Leighton Buzzard

Identified Hazard:	Who could be at risk	What controls are to be put in place to reduce the risk?	What action is to be further taken to reduce the risk?
Strangers accessing site with malicious intent.	Students, staff and visitors	<ul style="list-style-type: none"> <li>• All visitors to sign in and wear visitors badge</li> <li>• All staff to wear identity badges.</li> <li>• Foyer to be manned at all times</li> <li>• Areas available for visitors to be clearly identified</li> <li>• Administrator to maintain a presence in the foyer to meet and greet members and visiting adults/parents.</li> <li>• Purple lanyards given to students under year 7 and a pick-up and drop off policy signed by parents</li> </ul>	<ul style="list-style-type: none"> <li>• Liaise with school and site agents to make areas of responsibility clearer.</li> <li>• Staff to challenge person not wearing visitors badges, or alert the Head of Centre and Music Centre Administrators (can't remember official title) to anyone acting in a suspicious matter</li> <li>• Arranging for Lanyards for staff/volunteers with DBS to ensure that it is clear to ALL on site who is 'safe'</li> <li>• Emergency contact details for all students and staff held by the Head of Centre and Administrator (Speed Admin)– secure password)</li> <li>• Arrange an invac procedure test to prepare students for if someone comes onto site.</li> <li>• Students under year 7 (purple lanyard) must not leave the reception with anyone who is not on the agreed list</li> </ul>
Fire/emergency evacuation/closures	Students, staff and visitors	<ul style="list-style-type: none"> <li>• Regular fire drills carried out.</li> <li>• All staff made aware of the site procedure in event of fire</li> <li>• Concert audiences given instructions as to fire procedure.</li> </ul>	<ul style="list-style-type: none"> <li>• Head of Centre to check Fire Exits are kept clear at all times</li> <li>• Emergency contact details for all students and staff held by the Head of Centre (Speed Admin – secure password), back up contact the Music Director Charlotte Payne 0300 300 5098</li> </ul>

		<ul style="list-style-type: none"> <li>Head of Centre to remain on site until all students have left in the event of an emergency closure.</li> </ul>	<ul style="list-style-type: none"> <li>Or Music Centre Manager 07356 126095 Fire safe point to be moved to across the pedestrian crossing to outside the drama mobile to reduce the risk to students walking across the carpark and down the road to the main playground (which is normally shut to traffic in the school week) One member of staff to go first to ensure that students are safe with the cars on the crossing.</li> </ul>
Free time & break periods	Students	<ul style="list-style-type: none"> <li>Defined parameters for break periods with staff duty cover in place</li> <li>Students not to enter any teaching area without a member of staff being present</li> </ul>	<ul style="list-style-type: none"> <li>Student code of conduct in place and managed</li> <li>The parameters for students during break to be reinforced as necessary.</li> </ul>
Mixing/interaction of adult and child learners	Students	<ul style="list-style-type: none"> <li>Staff supervision during lessons. Staff presence during class changeover as many staff also move between classes with students</li> <li>Designated break/free time areas for all students with staff supervision</li> <li>Designated toilets for staff, adult volunteers, visitors and adult learners only. Including SEND students and vulnerable adults if needing to be accompanied by their carers.</li> <li>Designated toilets for all students and volunteers under the age of 18</li> <li>Separate designated waiting room for any parents waiting for their child/ren to finish their music centre activity.</li> <li><b>Coded lanyards worn at all times:</b> <ul style="list-style-type: none"> <li>DBS cleared <b>Staff/Tutors</b> – Green</li> <li>DBS cleared <b>Volunteers</b> – Green</li> <li><b>Visitors</b> – Red</li> <li>Adult students <b>Senior Students</b> – Red</li> <li>Students under 18 <b>Junior Students</b> – Yellow</li> <li>Students under 11 – Purple</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Staff vigilance at all times</li> <li>Different colour lanyards to help identify different groups</li> <li>Monitor peer interactions and prevent any possible negative behaviour</li> <li>A rotation of tutors would allow all members of the teaching team to have a break or tutors remain in the room during the break.</li> <li>Signs to be put on toilets before each music centre session starts</li> <li>Signs to be put on toilets before each music centre session starts</li> <li>Signs to be put up to signpost the allocated area</li> <li>The lanyards should be on the front desk for distribution by a designated volunteer or member of staff at the start of each music centre session and to be returned at the end of the morning.</li> <li>For replacement lanyards please contact Rebecca.Day@centralbedfordshire.gov.uk</li> </ul>

Safeguarding	Students	<ul style="list-style-type: none"> <li>All staff Enhanced DBS cleared and safeguarding policy in place</li> </ul>	<ul style="list-style-type: none"> <li>Safeguarding training in place and updated on a rolling programme</li> <li>Designated Safeguarding Lead – Charlotte Payne 0300 300 5098 or Chris Atkinson 0300 300 5645</li> </ul>
Slips/Trips/Falls	Students, staff & visitors	<ul style="list-style-type: none"> <li>Separate Risk Assessment to be completed for all trips</li> <li>All known trip and other hazards identified and controlled as appropriate. All cables and leads to be run away from walkway routes when used</li> </ul>	<ul style="list-style-type: none"> <li>Staff vigilance at all times</li> <li>Staff to report any hazards to Head of Centre immediately and controls to be actioned</li> <li>First Aider to attend, assess and treat as necessary and log all incidents</li> </ul>
Heavy lifting	Staff and volunteers	<ul style="list-style-type: none"> <li>Handling heavy and/or bulky objects may cause muscular strains or hernias.</li> <li>Quantity of heavy / bulky items stored is reduced where possible.</li> <li>Storage arrangements are suitable, i.e. possible to store heavier items at waist height rather than ground or head height.</li> <li>Loads broken down into manageable sizes / numbers of items.</li> <li>Trolleys, handling aids and boxes not overloaded.</li> <li>Two person or team lifting where required.</li> </ul>	<ul style="list-style-type: none"> <li>Individual risk assessments conducted for any specific items which are too heavy or awkward to lift.</li> <li>Heads of Centre to review current storage arrangements and reduce / arrange to aid safe handling where needed.</li> </ul>
Individual capability	Staff and volunteers	<ul style="list-style-type: none"> <li>Staff empowered to consider their own capabilities and not to attempt handling items beyond their ability.</li> <li>Staff with health conditions or injuries which could be at greater risk from handling are identified.</li> <li>Pregnant staff are advised to eliminate significant manual handling for the duration of the pregnancy.</li> </ul>	<ul style="list-style-type: none"> <li>Individual risk assessments carried out on individuals at greater risk (above examples, young workers, etc).</li> </ul>
Poor storage of items	Staff and volunteers	<ul style="list-style-type: none"> <li>Items are stored correctly, i.e. heavier items at waist height rather than head height or floor level.</li> <li>Sufficient space for staff to place and retrieve items to/from storage areas.</li> <li>Storage areas not overloaded.</li> <li>Items not stored in contact with lighting or other potential fire hazards.</li> </ul>	<ul style="list-style-type: none"> <li>Music Centre heads to constantly monitor, review and assess.</li> </ul>

		<ul style="list-style-type: none"> <li>Items not stored in a manner which restricts traffic routes and emergency exits or equipment.</li> </ul>	
Danger of injury in activity area	Students	<ul style="list-style-type: none"> <li>Activity area to be locked during break and staff on duty in area. All students to be warned not to use any equipment not associated with the music centre</li> </ul>	<ul style="list-style-type: none"> <li>Registered First Aider on site and First Aid Kit appropriately stocked.</li> <li>Any accidents should be reported on the log and to the Business manager <a href="mailto:Estelle.Bodin@centralbedfordshire.gov.uk">Estelle.Bodin@centralbedfordshire.gov.uk</a></li> </ul>
Electrical equipment	Students and staff.	<ul style="list-style-type: none"> <li>All music centre electrical equipment to be PAT tested on an annual basis</li> </ul>	<ul style="list-style-type: none"> <li>List to be updated. Liaise with <a href="mailto:Rebecca.Day@centralbedfordshire.gov.uk">Rebecca.Day@centralbedfordshire.gov.uk</a> for new equipment to be tested</li> </ul>
Unattended students & supervision	Students	<ul style="list-style-type: none"> <li>Staff supervision at all times during activity and break periods</li> <li>Clear expectations of behaviour and site rules in place and shared with students</li> </ul>	<ul style="list-style-type: none"> <li>No student to be left unattended at the end of Centre activity</li> <li>Safeguarding policy guidelines in place</li> </ul>
External events, trips & tours	Students	<ul style="list-style-type: none"> <li>Parents/Carers informed and written consent and contact details gained</li> <li>Risk assessment to be carried out and appropriate controls put in place and appropriate student staff ratios met</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate equipment such as trolleys should be used to music chair stacks and other large objects</li> <li>Arrangements to be made to provide basic food hygiene training for helpers</li> </ul>
Moving equipment/furniture	Staff & Students	<ul style="list-style-type: none"> <li>Large pieces of equipment should not be moved by students</li> <li>Staff should seek help to move any large objects</li> </ul>	<ul style="list-style-type: none"> <li>Staff follow safer handling procedures</li> </ul>
Refreshments & Hygiene	All	<ul style="list-style-type: none"> <li>Urns and kettles should be out of reach of children – pushed to back of table.</li> </ul>	<ul style="list-style-type: none"> <li>Adult supervision of the tuckshop area</li> </ul>
Security – money on site	Staff	<ul style="list-style-type: none"> <li>All centre fees to be paid over the phone 0300 300 6604 or online via <a href="mailto:www.inspiring.music@centralbedfordshire.gov.uk">www.inspiring.music@centralbedfordshire.gov.uk</a></li> <li>Only a small float on site each week for tuck shop which is the responsibility of Music Centre staff.</li> </ul>	<ul style="list-style-type: none"> <li>All cash to be locked in a cash box and banked on a regular basis</li> </ul>
Additional risks identified specific to centre:	All	<ul style="list-style-type: none"> <li>Students moving between the 6<sup>th</sup> Form Common Room and the music centre.</li> </ul>	<ul style="list-style-type: none"> <li>All students are escorted between the common room and music centre by either a member or staff or adult volunteer.</li> </ul>

			<ul style="list-style-type: none"> <li>• No students to remain in the 6<sup>th</sup> Form Common Room unsupervised.</li> <li>• Parents advised to bring appropriate clothing for inclement weather.</li> <li>• All signing in and out to take place in the music centre. Parents will be advised the only collection point is the normal reception,</li> </ul>
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## Manual handling at a glance

### Do:

- ✓ Get some training – in most cases, following the practical advice in this guide will be sufficient. If your lifting and handling poses greater risks, formal training may be necessary.
- ✓ Assess the risks in advance of each and every handling task. Items may be heavy, bulky, unstable, hot, cold, sharp, up high or down low, etc – and this will determine what you need to do.
- ✓ Use the correct lifting technique - follow the advice on the following pages.
- ✓ Use trolleys or other handling aids to reduce the amount of manual handling that you need to do.
- ✓ Break down loads in to more manageable sizes.
- ✓ Store heavier items at waist height rather than at ground or head height.
- ✓ Ask for help if you need it – two or more people carrying out a lift might be safer, even if it is just passing an item to a second person.
- ✓ Plan in rest stops if transferring items further than 10 metres – use a handling aid if possible.
- ✓ Take regular breaks from activities that require physical effort – mix with other less physical tasks.
- ✓ Make sure your route is clear before you start – obstructions cause accidents.
- ✓ Be aware of changes in levels and use lifts rather than stairs where possible.
- ✓ Be aware of other hazards such as overhead lights and items which may be broken.
- ✓ Wear appropriate clothing and footwear, e.g. closed toes and flat soled. Formal protective equipment may be required if the risk is greater – for example if you use pallet trucks or roll cages.
- ✓ Wear other personal protective equipment if required – e.g. gloves for hot/cold/sharp items and high visibility clothing if working amongst vehicles or away from pedestrian routes.

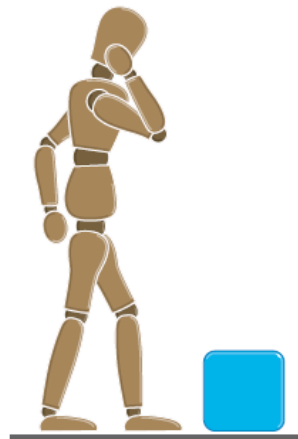
### Don't:

- ✗ Attempt to lift anything that is too heavy, bulky or difficult for you – especially if you have an injury / medical condition, etc or are pregnant.
- ✗ Use damaged trolleys or lifting aids – check before use and report defects to your manager.
- ✗ Use equipment that you don't know how to operate safely.
- ✗ Pull trolleys and cages – pushing is safer.
- ✗ Overload boxes, trolleys and cages – make sure they are stable and your view is not obscured.
- ✗ Rush - allow sufficient time to carry out the task – talk to your manager if this is an issue.
- ✗ Store items in walkways or blocking emergency exits or equipment.
- ✗ Ignore hazards - deal with them if you can, report them to your manager if you can't.
- ✗ Over-exert yourself. Can the task be spread out over time or amongst several staff? If you are concerned, talk to your manager.
- ✗ Work at height (e.g. kick stool, step ladder) unless authorised and you have seen and understood your service's working at height risk assessment(s).

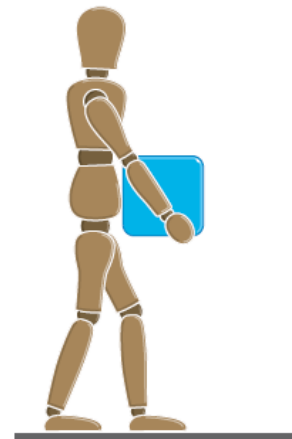
## Good handling technique for lifting

Here are some practical tips, suitable for use in training people in safe manual handling. In the following section a basic lifting operation is taken as an example.

- **Think before lifting/handling.** Plan the lift. Can handling aids be used? Where is the load going to be placed? Will help be needed with the load? Remove obstructions such as discarded wrapping materials. For a long lift, consider resting the load midway on a table or bench to change grip.



Think before lifting/handling



Keep the load close to the waist



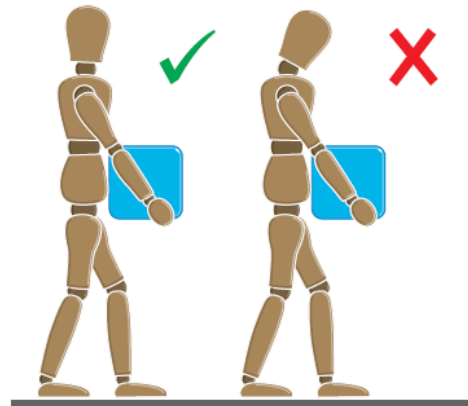
Adopt a stable position with feet apart and one leg slightly forward to maintain balance



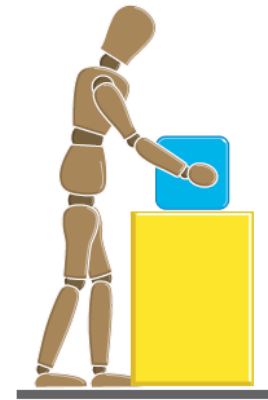
Start in a good posture

- **Keep the load close to the waist.** Keep the load close to the body for as long as possible while lifting. Keep the heaviest side of the load next to the body. If a close approach to the load is not possible, try to slide it towards the body before attempting to lift it.
- **Adopt a stable position.** The feet should be apart with one leg slightly forward to maintain balance (alongside the load, if it is on the ground). The worker should be prepared to move their feet during the lift to maintain their stability. Avoid tight clothing or unsuitable footwear, which may make this difficult.
- **Get a good hold.** Where possible the load should be hugged as close as possible to the body. This may be better than gripping it tightly with hands only.
- **Start in a good posture.** At the start of the lift, slight bending of the back, hips and knees is preferable to fully flexing the back (stooping) or fully flexing the hips and knees (squatting).
- **Don't flex the back any further while lifting.** This can happen if the legs begin to straighten before starting to raise the load.
- **Avoid twisting the back or leaning sideways,** especially while the back is bent. Shoulders should be kept level and facing in the same direction as the hips. Turning by moving the feet is better than twisting and lifting at the same time.
- **Keep the head up when handling.** Look ahead, not down at the load, once it has been held securely.
- **Move smoothly.** The load should not be jerked or snatched as this can make it harder to keep control and can increase the risk of injury.
- **Don't lift or handle more than can be easily managed.** There is a difference between what people can lift and what they can safely lift. If in doubt, seek advice or get help.
- **Put down, then adjust.** If precise positioning of the load is necessary, put it down first, then slide it into the desired position.

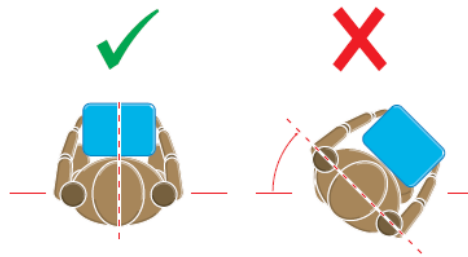




Keep the head up when handling



Put down, then adjust



Avoid twisting the back or leaning sideways, especially while the back is bent

Tips for assessing lifting and handling risks:

Things to consider	Options available
<b>Will your task involve:</b> <ul style="list-style-type: none"> <li>holding loads away from your body?</li> <li>twisting, stooping or reaching upwards?</li> <li>large vertical movements?</li> <li>long carrying distances?</li> <li>strenuous pushing or pulling?</li> <li>repetitive handling?</li> <li>insufficient rest or recovery time?</li> <li>a work rate imposed by a process (e.g. items dispensed at regular intervals from a conveyor belt)?</li> </ul>	<b>Can you:</b> <ul style="list-style-type: none"> <li>use a lifting aid?</li> <li>improve workplace layout to improve efficiency?</li> <li>reduce the amount of twisting and stooping?</li> <li>avoid lifting from floor level or above shoulder height, especially with heavy loads?</li> <li>reduce carrying distances?</li> <li>avoid repetitive handling?</li> <li>vary the work, allowing one set of muscles to rest while another is used?</li> <li>push rather than pull?</li> </ul>
<b>Is what you will handle:</b> <ul style="list-style-type: none"> <li>heavy or bulky?</li> <li>difficult to grasp?</li> <li>unstable?</li> <li>likely to move unpredictably (like animals)?</li> <li>harmful, e.g. sharp or hot?</li> <li>awkwardly stacked?</li> <li>too large to see over?</li> </ul>	<b>Can you make the load:</b> <ul style="list-style-type: none"> <li>lighter or less bulky?</li> <li>easier to grasp?</li> <li>more stable?</li> <li>less harmful (or use PPE if not possible)?</li> <li>evenly stacked?</li> </ul> <p>If the load comes in from elsewhere, have you asked the supplier to help, e.g. by providing handles or smaller packages?</p>
<b>In the working environment, are there:</b> <ul style="list-style-type: none"> <li>space restrictions affecting posture?</li> <li>bumpy, obstructed or slippery floors?</li> <li>variations in floor levels?</li> <li>hot/cold/humid conditions?</li> <li>gusts of wind or other strong air movements?</li> <li>poor lighting conditions?</li> <li>restrictions on movements from clothes or personal protective equipment (PPE)?</li> </ul>	<b>Can you or your manager:</b> <ul style="list-style-type: none"> <li>remove obstructions to free movement?</li> <li>address flooring issues?</li> <li>avoid steps and steep ramps?</li> <li>prevent extremes of hot and cold?</li> <li>improve lighting?</li> <li>provide protective clothing or PPE that is less restrictive?</li> <li>ensure clothing and footwear is suitable for the work?</li> </ul>
<b>Individual capacity - will the task:</b>	<b>Can you:</b> <ul style="list-style-type: none"> <li>safely proceed? If not, speak to your manager.</li> </ul>

Things to consider	Options available
<ul style="list-style-type: none"> <li>require unusual capability, e.g. above average strength or agility?</li> <li>endanger those with a health problem or learning/ physical disability?</li> <li>endanger pregnant women or young person?</li> <li>call for special information or training?</li> </ul>	<p><b>Can your manager:</b></p> <ul style="list-style-type: none"> <li>pay particular attention to those at risk, ensuring that capabilities are considered?</li> <li>take extra care of vulnerable staff such as those who have a health condition, are disabled, pregnant or young (&lt;18)?</li> <li>provide more information to staff about the range of tasks they are likely to face?</li> <li>provide instruction or training?</li> <li>get advice from an occupational health advisor if necessary?</li> </ul>
<p><b>Is the handling equipment you have:</b></p> <ul style="list-style-type: none"> <li>the correct type for the job?</li> <li>well maintained?</li> <li>fitted with suitable wheels for the floor surface and which run freely?</li> <li>fitted with a handle height between the waist and shoulders?</li> <li>fitted with handle grips that are in good condition and comfortable?</li> <li>fitted with any brakes? If so, do they work?</li> </ul>	<p><b>Can you and/or your manager:</b></p> <ul style="list-style-type: none"> <li>adjust the work rate?</li> <li>use / provide equipment that is more suitable for the task?</li> <li>carry out maintenance to avoid problems?</li> <li>change the wheels, tyres and/or flooring so that equipment moves easily?</li> <li>provide better handles and handle grips?</li> <li>make the brakes easier to use, reliable and effective?</li> </ul>
<p><b>Thinking about your handling work generally:</b></p> <ul style="list-style-type: none"> <li>is the work repetitive or boring?</li> <li>is work machine or system-paced?</li> <li>do you feel the demands of the work are excessive?</li> <li>have you little control of the work and working methods?</li> <li>is there poor communication between managers and employees?</li> </ul>	<p><b>Can you and your manager:</b></p> <ul style="list-style-type: none"> <li>change tasks to reduce any boredom?</li> <li>make more use of workers' skills?</li> <li>make workloads and deadlines more achievable?</li> <li>encourage good communication and teamwork?</li> <li>involve workers in decisions?</li> <li>provide better training and information?</li> </ul>

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