

<b>Online Conditioning Risk Assessment for EUPK</b>		<b>Authored By: John Hall, Access Parkour</b>
<b>Issue Date: 1<sup>st</sup> November 2020</b>	<b>Review Date: January 2021</b>	<b>Page Number: 1 of 8</b>

<b>Hazard Management Details – General</b>		
<b>Facility: N/A</b>	<b>Activity: Movement and Conditioning</b>	
<b>Location: Online (Zoom)</b>		
<b>Name of Person(s) Conducting Activity: John Hall</b>		<b>Date Conducted: 1/11/20</b>
	<p><b>Description of use:</b></p> <p>This risk assessment covers the running of online Conditioning sessions for Access Parkour, where students will be exercising in their homes or communal areas.</p>	<p><b>Summary of key risks:</b> (Refer to appropriate subsections)</p> <ul style="list-style-type: none"> <li>▪ Poor Landing</li> <li>▪ Slips/Trips</li> <li>▪ Improper movements</li> <li>▪ Online Hazards</li> <li>▪ Natural Hazards</li> <li>▪ Miscellaneous</li> </ul>

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## Hazard Classification

When working with Risk we manage the Severity versus the Likelihood and use a 1-5 scale to judge the Risk.

The likelihood is how often the risk will occur. A rating of 5 means that it is frequent and likely occurs every session. A rating of 3 means that that you likely encounter it once or twice per term but generally wouldn't expect it to occur. A likelihood of 1 indicates that you can't really imagine it occurring but that it is possible.

We use the word severity to indicate how bad the result of the accident is. A rating of 5 is likely to lead to permanent injury or potentially death. A rating of 3 is an injury severe enough to stop the class and for the student to potentially be hospitalised. A likelihood of 1 is an injury that may upset the student but has no ramifications and is unlikely to interfere with their ability to take part in class (a cut or a bump)

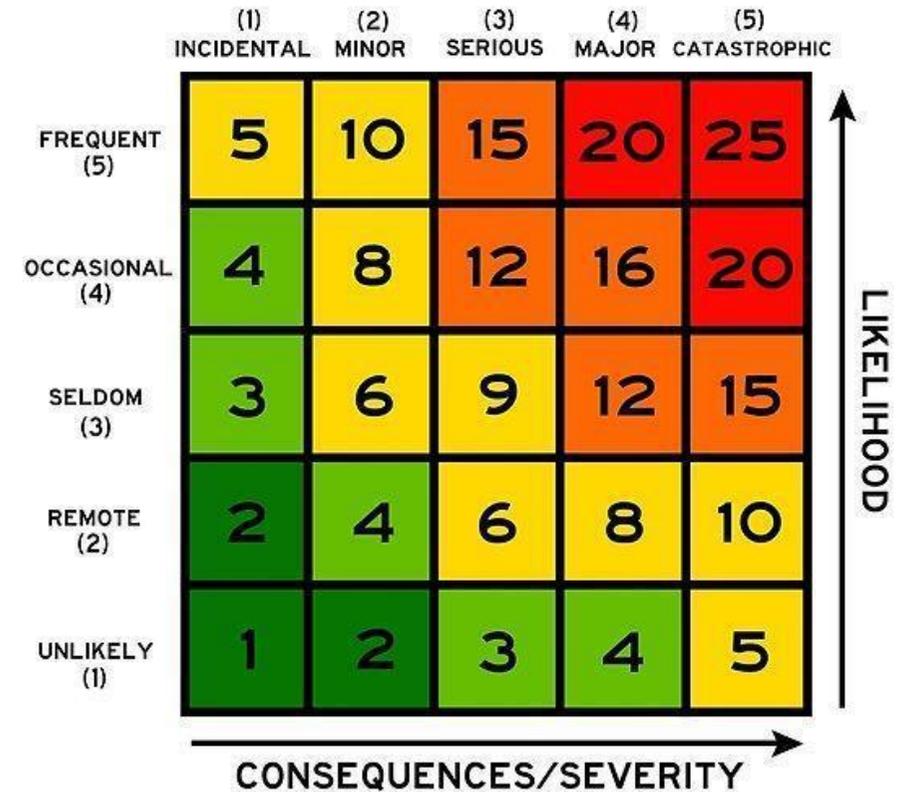
We multiply the Severity against the likelihood and this produces a number we assign as the 'Risk'.

- Any risk greater than 2 should contain a control measure but if it is under 5 we would generally consider it acceptable.
- Any risk greater than 10 should have controlling measures as well as a justification of the benefit it provides.
- Any risk greater than 16 should not be allowed at all.

All of these numbers are guidelines at best. But it is important to quantify the risks you are undertaking so you can justify your choices to outside bodies when accidents do occur.

## Risk Chart

$$\text{RISK} = \text{SEVERITY} \times \text{LIKELIHOOD}$$



Thanks to redbubble.com for the image

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<b>Hazards Inspected</b>	<b>Risk Assessment</b>			<b>Control Measures</b>
	Severity	Likelihood	Risk Level	
Poor Landing				Students should be introduced to good landing technique in the warm up.
Poor Landings leading to falling to hands and knees can lead to cuts and bruises	<b>2</b>	<b>3</b>	<b>6</b>	Good landing cues (Land quietly, on the front of your foot, feet together) should be taught and regularly reiterated to help students land safely
Ankle sprains from hyperflexion of the ankle or twisting could occur when landing.	<b>3</b>	<b>2</b>	<b>6</b>	Good cues include pointing the foot when landing on small objects or edges. Thin shoes are suggested as they improve proprioception lowering the chance of ankle twists.
Falling backwards can lead to hitting the head on a household object – including sharp corners	<b>5</b>	<b>3</b>	<b>15</b>	In any exercises that involve dropping to the ground and rising up – the coach should cue students to make sure they have enough room to perform the exercise and have them perform it once slowly before adding speed to any movement.

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<b>Hazards Inspected</b>	<b>Risk Assessment</b>			<b>Control Measures</b>
Slips/Trips	Severity	Likelihood	Risk Level	
A student falls out of a movement leading to strains or bruises	<b>2</b>	<b>3</b>	<b>6</b>	Falling over should be considered a normal part of learning movements and the coach should assess students capabilities when giving out movement exercises.
Students moving in restricted spaces hit surrounding furniture and injure themselves.	<b>2</b>	<b>5</b>	<b>10</b>	Students are told to use an open space and keep the area clear of objects which could become trip hazards.
A student trips and lands head first	<b>5</b>	<b>1</b>	<b>5</b>	This feat of acrobatics seems impossible but is the most common worry of people when they first hear about Parkour. Consider the choice of movements and don't allow students to invert over hard surfaces unless they are capable.
Dirty, slippery Floors may cause trip and slip hazards	<b>2</b>	<b>3</b>	<b>6</b>	Wherever possible exercise areas should be kept clean and dry and students will be asked to use an open space.

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Hazards Inspected	Risk Assessment			Control Measures
	Severity	Likelihood	Risk Level	
Improper movement				
Students moving too fast and colliding with objects or people	<b>2</b>	<b>4</b>	<b>8</b>	Students are told to move at a speed that keeps risk low and are reminded to be aware about where furniture and other objects are placed in the room and where other people are in the space.
Students are asked to perform movements upside down (e.g. in a handstand position) but their arms give in and they fall.	<b>4</b>	<b>4</b>	<b>16</b>	Coach should assess student capability by performing an assessment of students ability to hold weight in their hands before allowing them to invert. Students should not be allowed to invert over hard surfaces.
Students performing upside down movements fall into furniture or knock picture frames - potentially injuring themselves	<b>4</b>	<b>4</b>	<b>16</b>	If coach does allow students to invert – they should prompt them to assess the area for hazards and where possible – create a clear area to practice movements.
Students lifting objects (e.g. heavy rucksacks) as part of an exercise injure themselves.	<b>2</b>	<b>4</b>	<b>8</b>	Coach should show students the proper technique to lift objects to avoid injury.
Over exertion of participants may lead to poor movements and a fall.	<b>4</b>	<b>2</b>	<b>8</b>	Students generally self-regulate their own levels of exertion. If a student seems out of breath or like they are out of control of their own movements step in, calm them down and suggest a water break.

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Hazards Inspected	Risk Assessment			Control Measures
	Severity	Likelihood	Risk Level	
Online Hazards				Hazards which only occur due to the session being run online, with participants attending the session in a different location to the coach and other students.
Zoom crashes and the session ends.	<b>(1)</b>	<b>3</b>	<b>3</b>	The session can either be cancelled or Zoom can simply be restarted.
Student simply stops taking part in the session and it upsets other participants.	<b>2</b>	<b>2</b>	<b>4</b>	If a student stops taking part – they will be asked to join back in again or leave. Host may choose to turn their video and microphone off or kick them from the call.
Student neglects or fails to follow the directions of the coach Potentially injuring themselves.	<b>5</b>	<b>2</b>	<b>10</b>	The coach will be clear and direct about the requirements of the session, reinforce good practice and assess the ongoing capability of the students throughout the session.
Someone joins the call and begins displaying racist, sexist, homophobic or otherwise offensive and inappropriate content or comments.	<b>3</b>	<b>2</b>	<b>6</b>	A Waiting Room should be used, and only students who are booked in or have memberships should be allowed in.
Students who are alone injure themselves and require assistance to deal with their injury.	<b>4</b>	<b>3</b>	<b>12</b>	Students are instructed to let a personal contact know of their whereabouts, and coach will hold an emergency contact for the participant in line with industry standards.

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Natural Hazards	Severity	Likelihood	Risk Level	
Broken or weak objects may be damaged through conditioning exercises leading to injury.	<b>3</b>	<b>3</b>	<b>9</b>	Students should test all surfaces and edges before using them (e.g. using a dining table to perform dips). Extra care should be taken when working with any obstacles you suspect may be weak or prone to breaking and wherever possible they should not be used.
Other people may walk in the way of a session leading to injury.	<b>2</b>	<b>3</b>	<b>6</b>	Students should make any other people in the area (e.g. flatmates) aware that they will be exercising in the area.

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<b>Hazards Inspected</b>	<b>Risk Assessment</b>			<b>Control Measures</b>
Miscellaneous	Severity	Likelihood	Risk Level	
Special medical considerations	<b>5</b>	<b>1</b>	<b>5</b>	If a student has special medical considerations this should be highlighted to the teacher as soon as possible and further risk assessment should be performed. If you suspect a student has medical considerations they have not shared with you, inform a line manager as soon as possible.

<b>Risk Assessment Signoff</b>		
Authorised By: John Hall	Signature:	Date: 1/11/20
Operator has read and understood:	Signature:	Date: