



Risk Assessment

Guided Tour of the City Varieties

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| Venue | City Varieties Music Hall | | |
| Department | Learning | Category | Learning |
| RA Reference | CVMHLEA0101 | Review | 12 months |
| Date of RA/review | 16/11/2022 | Next review | 16/11/2023 |
| Assessor/Reviewer | Catherine Hayward | | |

People at risk (estimated numbers of people at risk)

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|-------------------------|-----|------------------------------|------|
| Employees | 1-5 | Contractors | 1-5 |
| Visitors | 0 | Members of the Public | 1-49 |
| Production staff | 0 | Others | 0 |
| Client employees | 0 | Students | 0 |

Activity

Guided tour of the City Varieties (inc educational groups, groups of young people, members of the public).

Any other relevant information

| Hazard | Risk | Control measures | Risk Rating | | | Actions | Revised RR | | |
|--|---|--|-------------|---|----|---------|------------|---|----|
| | | | L | S | RR | | L | S | RR |
| Auditorium: Slips, trips or falls on steps, fingers caught in folding chairs, uneven floor, dizziness and slips, trips and falls in other seated areas | <ul style="list-style-type: none"> Strains, bruising tissue, cuts, broken bones. | 1: Appropriate number of adults to supervise participants 2: Learning team to make young people aware of steps and make aware of folding seats 3: Participants given the option to not go onto the balcony and instead remain with a member of staff 4: Learning team to give clear instructions of safety and the behavioural standards expected and to highlight any hazards to young people and visitors | 3 | 3 | 9 | | | | |
| Backstage: Trapping | <ul style="list-style-type: none"> Strains, bruising tissue, | 1: Learning team to do a dynamic risk | 3 | 3 | 9 | | | | |

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| fingers/bodies in doors, slips, trips and falls over cables, lights, props, costumes, quick change area, sets on floor, equipment in store | cuts, broken bones | assessment prior to the tour and to identify and remove where possible any hazards on the tour route 2: Learning team to ensure technical team aware of tour taking place 3: Learning team to highlight any hazards to avoid in particular steep steps steep drops or low ceilings 4: Appropriate number of staff to supervise | | | | | | |
| Bars: Tripping on uneven floor, bumping into tables, chairs, side boards, trapping fingers in doors, consuming alcohol | <ul style="list-style-type: none"> • Strains, bruising tissue, cuts, broken bones; intoxication; theft | 1: Participants to be supervised at all times 2: Young people not to be allowed behind the bar 3: Learning team to highlight hazards | 3 | 3 | 9 | | | |
| Circle level backstage access bridge: Slips, trips or falls, trapping fingers/bodies in doors, uneven steps, low level lighting, bumped heads on low ceiling as cross bridge | <ul style="list-style-type: none"> • Strains, bruising tissue, cuts, broken bones | 1: Learning team to do a dynamic risk assessment prior to the tour and to identify and remove where possible any hazards on the tour route 2: Learning team to ensure technical team aware of tour taking place 3: Learning team to highlight any hazards to avoid 4: Appropriate number of staff to supervise 5: Learning team to remind group of potential hazards before going backstage and again when leaving stage | 3 | 3 | 9 | | | |
| Coronavirus and new variants | Increased risk of transmission | 1: Senior leadership team to regularly review latest government guidance and respond accordingly 2: Theatre staff visiting artists to remain distanced from visitors wherever possible 3: Measures in place to step up or down controls as required 4: All standard measures remain in place system of regular cleaning hand sanitiser stations at entrance and key points staff wearing masks distancing encouraged where possible | 4 | 3 | 12 | | | |

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| <p>Entering the theatre, walking between venues Road traffic, Participants getting lost</p> | <p>distress leading to panic attacks, broken bones</p> | <ol style="list-style-type: none"> 1: Minibus or group transport to pull up in an appropriate place close to the theatre 2: Group leaders to supervise young people walking along briggate between theatress 3: Group to be led via traffic lights and pedestrian crossings where possible 4: Appropriate number of adults to supervise participants 5: Travel between venues assisted by an additional adult to group leader | <p>2</p> | <p>3</p> | <p>6</p> | | | | |
| <p>Fire Evacuation An evacuation due to the sounding of the fire alarm</p> | <p>Injuries from panicking participants evacuating the building, burns, smoke inhalation</p> | <ol style="list-style-type: none"> 1: Learning team to do a dynamic risk assessment prior to the tour and to identify and remove where possible any hazards on the tour route 2: Learning team to ensure technical team aware of tour taking place 3: Learning team to highlight any hazards to avoid 4: Appropriate number of staff to supervise 5: Limit tour numbers to an appropriate size 6: If an evacuation is needed the learning team will calmly lead the group safely out of the building by an appropriate exit 7: Head count to be taken at the beginning and end of the tour workshop 8: All learning team staff receive a health and safety induction all volunteers and freelancers trained in evacuation procedures 9: Personal emergency evacuation procedures PEE ps are created for any vulnerable member staff and shared appropriately 10: Sledges and evac chairs available throughout the building and learning team trained on how to operate 11: Access needs identified prior to visit and confirmed on arrival to ensure evac procedures for the group are suitable 12: Learning team to be in radio contact | <p>3</p> | <p>3</p> | <p>9</p> | | | | |

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| | | with other staff eg tech learning team the office in case of emergency 13: Evacuation roles confirmed at the beginning of each session depending on needs of the group | | | | | | | |
| Injury due to cabling, objects on the floor, leads from vacuum cleaners | <ul style="list-style-type: none"> • Strains, bruising tissue, cuts, broken bones. | 1: Learning team to do a dynamic risk assessment of tour route prior to tour and to alert housekeepers of tour times 2: Learning team to highlight obstacles cables in the wings props costumes lights on the floor protruding sets | 3 | 3 | 9 | | | | |
| Lift: Slips, trips and falls, trapping fingers in doors, becoming trapped in lift, separated from group, vertigo/distress from glass lift | <ul style="list-style-type: none"> • Strains, bruising tissue, cuts, broken bones. Distress leading to panic attacks | 1: Young people to be accompanied when using the lift 2: Learning team to highlight hazards 3: Participants given option to use stairs instead of lift accompanied by member of staff | 3 | 3 | 9 | | | | |
| Lost member of group | Distress leading to panic attack | 1: Participants counted in and out of the building 2: Group to be informed of meeting point on arrival at city varieties 3: Participants to be supervised at all times 4: Group to be escorted from minibus into the theatre by teacher group leader | 2 | 2 | 4 | | | | |
| Safeguarding: Toilets: enclosed / isolated areas | <ul style="list-style-type: none"> • Risk of physical, sexual, emotional abuse. • Risk of accusations of abuse. | 1: • Safeguarding policy and procedures to be reviewed every year in line with company policy. Learning Team attend regular refresher training and in house refresher training every 6 months. Learning Team, freelancers and volunteers are DBS checked every 3 years. 2: Learning team to ensure the toilets are clear of people before young people vulnerable adults use them 3: No adults to use toilets at same time as young people where appropriate for extended visits designated toilets for young people to be identified and signs | 2 | 4 | 8 | | | | |

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| | | placed on the doors 4: Young people to meet with learning team in the corridors outside the toilets | | | | | | | |
| Slips trips and falls: steep steps front of house, steps backstage, uneven floor level on stage, auditorium seating, corridors | <ul style="list-style-type: none"> • Strains, bruising tissue, cuts, broken bones. | 1: Learning team to give clear instructions of safety and the behavioural standards expected and to highlight any hazards to members and volunteers 2: Group to stay together 3: Learning team to highlight places activities where extra care is needed 4: Learning team to do a dynamic risk assessment before the tour to check route is clear of hazards 5: Learning team to check lights on the tour route are turned on 6: First aider on site 7: Appropriate number of staff to supervise the group at all times | 3 | 3 | 9 | | | | |
| Stage: Slips, trips or falls on raked floor or into scenery, props and equipment in the wings and on stage. Falling off stage into auditorium, low lighting | <ul style="list-style-type: none"> • Strains, bruising tissue, cuts, broken bones | 1: Learning team to do a dynamic risk assessment prior to the tour and to identify and remove where possible any hazards on the tour route 2: Learning team to ensure technical team aware of tour taking place 3: Learning team to highlight any hazards to avoid 4: Appropriate number of staff to supervise | 3 | 3 | 9 | | | | |