

Risk Assessment for On-site Physical Education (Including School Games and Intra-school Sport)

Hazards in PE can be reduced through effective management, i.e. by balancing appropriate challenge and acceptable risk. Schools must create and maintain a risk assessment for each PE work area. Significant hazards and their control measures should also be included in "schemes of work" as appropriate. All staff working in PE and school sport should be made aware of these findings and be involved in their review.

School:

Subject leader:

Date of assessment:

On-site Issues	Safe (Injury Unlikely or Only Minor)	Unsafe (Injury Probable If Not Resolved)	Who Affected	Additional Precautions/ Procedures Needed to Make Safe
<p>1 People: Staff</p> <ul style="list-style-type: none"> • Do members of staff feel confident/competent/have adequate qualifications and experience to fulfil their teaching commitments safely? • Has the teaching and discipline capability of all staff been checked? • Does anyone require some form of professional development or support for reasons of safe teaching? • Is staff supervision of students appropriate to their behaviour, age and development stage, and the facility layout? • Are there any times when additional supervision is required but not provided? • Are there any times when students are not supervised that give cause for concern? • Do members of staff have sufficient knowledge of individuals and groups they teach to maintain a safe situation? • Are there any control/discipline/behaviour problems with any student/group and any adult teaching them that cause safety concerns? 				

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<ul style="list-style-type: none"> • Are student medical conditions known by any adult teaching an individual? • Is relevant medical information always passed on to visiting staff before they teach a group? • Are staff observation and analysis skills adequate? • Is staff clothing or personal effects appropriate for teaching PES? • Do all staff occupy appropriate teaching positions in relation to participants? • Do all staff know their role and responsibilities? • Is effective communication between the teacher and support staff evident? • Do all adults teaching groups have appropriate insurance cover where needed? • Have disclosure certificates been seen for all support staff? 				
<p>2 People: Students</p> <ul style="list-style-type: none"> • Are group sizes and teacher:student ratios always safe? • Is clothing and footwear appropriate for each activity? • Is the policy on jewellery and other personal effects applied consistently? • Is safety equipment/personal protective equipment (PPE) available and used where needed (eg shin pads)? • Are the school policies on physical contact (supporting) and substantial access (1:1) known and applied effectively? • Are there any concerns about Equality Act requirements for access and involvement in PES for those with cognitive, visual, hearing or motor impairment? 				

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<ul style="list-style-type: none"> • Do the students know and safely apply PES routines and procedures appropriate to their age/ability? • Are any individual care issues met? • Are there any safety issues about participation in any specific activity? 				
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<p>3 Context: Procedures/routines</p> <ul style="list-style-type: none"> • Has the head teacher been made aware of/approved all activities offered? • Have off-site visit requirements been met – lists, first aid etc? • Have parents been informed and any necessary permission obtained? • Is movement to the work areas safe and orderly? • Is access to each facility safely managed? • Is first aid equipment provided, and are procedures and responsibilities known by staff and (where appropriate) students? • Are safety information notices evident, clearly positioned, effective, shared and applied? • Are emergency evacuation procedures known? • Are safeguarding procedures and training in place? • Is the policy on digital imagery known and applied, and have the required permissions been obtained? • Are all procedures monitored adequately? 				

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<p>4 Context: Equipment</p> <ul style="list-style-type: none"> • Is equipment used for the purpose for which it was designed? • Is all equipment in good condition and used safely, including electrical items? • Is equipment suitable in size, type, weight, quality for the age, build and strength of students? • Have students been taught to carry, move, place and retrieve equipment safely? • Is supervision of the carrying/placing of equipment managed, where appropriate? • Do staff check equipment before use by participants? • Do staff regularly check equipment before use and report any faults found? • Is equipment easily accessed and safely stored? • Are routines for the collection, retrieval and changing of equipment known and applied by staff and students? • Are there any other equipment handling, carrying or siting concerns in any activity? • Is there an annual gymnastics, play and fitness equipment inspection check by a specialist company? • Is any improvised use of equipment allowed? • Is all required safety and rescue equipment present? 				
<p>5 Context: Facilities Changing:</p> <ul style="list-style-type: none"> • Is the changing area safe (space, pegs, floor 				

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<p>surface, supervision)?</p> <ul style="list-style-type: none"> • Is the route from the classroom/changing room to activity area safe, especially for young/disabled students? <p>Work area:</p> <ul style="list-style-type: none"> • Is access to the facility safe (steps, doors, disability issues)? • Are fire exits clear, with emergency egress possible? • Are fire extinguishers/notices etc present? • Are safety signs present, in correct locations and illuminated? • In case of emergency evacuation, are doors unlocked? • Is the first aid provision/system suitable for the facility/students etc? • Does the playing/work surface provide secure footing? • Is the work area an optimum size for the group/activity/organisation? • Are there any obstructions (heating, columns, piano etc)? • Is the lighting safe and adequate for activities? • Does the location of windows cause sunlight on to work area? • Are there any display and other furniture issues? • Are the storage space/system/routines safe? • Are there any obvious entrapments? • Are goalposts/nets etc safe, secure and in good condition? • Are there plastic/glass/stone/hole problems on pitches? • Are there any activity-specific safety concerns? 				

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<p>6 Context: Transport (where used for PES)</p> <ul style="list-style-type: none"> • Is a clear policy applied where any form of transport is used? • Are school vehicles checked for roadworthiness before use? • Is a reputable coach/taxi company used? • Are there clear procedures about the use of parents' cars? • Are embarkation points safe? • Are seat belts always used? • Are booster seats available where required? • Is there always a check on numbers leaving and returning to the transport? • Are driver requirements and responsibilities known and applied? • Is there an emergency contact system in place? • Are there any concerns about supervision while driving? • Is there a procedure for dismissing students after an event away from school that is understood, accepted and applied by all staff, students and parents? • Are procedures in place in the event of a transport problem arising? 				
<p>7 Organisation: Class organisation/management:</p> <ul style="list-style-type: none"> • Are group numbers always known/checked? • Is a register check taken for every session/lesson (secondary)? • Do staff regularly scan or do head counts at the beginning/during/end of lessons? • Are group organisation/management procedures safe and consistently applied? • Are demonstrations accurate and 				

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<p>safely performed?</p> <ul style="list-style-type: none"> • Are students with visual, hearing, motor or cognitive impairment catered for appropriately to enable them to participate safely? • Are there any activity-specific safety concerns? 				
<p>8 Organisation: Teaching</p> <ul style="list-style-type: none"> • Does the demand/challenge in sessions match students' abilities, needs and confidence? • Are appropriate teaching styles used to ensure safety? • Is regular and approved practice used at all times? • Are physical support and manual handling techniques known and applied, where appropriate? • Is intervention appropriate to individual student needs? • Are tasks differentiated to meet individual abilities and confidence? • Are rules consistently applied in games? • Do members of staff know the limits of their involvement in games, practices and demonstrations involving students? • Does the play schedule allow appropriate activity/recovery periods? • Are there any activity-specific safety concerns? 				
<p>9 Organisation: Preparation and progression</p> <ul style="list-style-type: none"> • Do written schemes of work/other guidance set out safety issues to be followed? • Do lessons provide appropriate and effective 				

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<p>warm-up/cool-down?</p> <ul style="list-style-type: none"> • Is student-led warm-up monitored by staff? • Is progression based on ability? Are progressive practices known and applied? • Are rehydration/sun protection planned for? • Are overplay/overtraining implications checked/known? 				
<p>10 Organisation: Emergency action</p> <ul style="list-style-type: none"> • Are accident and emergency procedures to address potential incidents during lessons and visits set out, known and applied by all? • Can first aid support be summoned and provided quickly? • Are contingency plans to address potential incidents during lessons and visits set out, known and applied by all staff? 				