

## GENERAL SCHOOLS RISK ASSESSMENT

**NOTE: Due to the constantly changing situation, dynamic risk assessments must be carried out. The risk assessment below MUST be amended to reflect each school's specific controls on an ongoing basis.**



### PART A. ASSESSMENT DETAILS:

**Area/task/activity:** P.E. & Physical Activity during COVID 19 Pandemic

**Location of activity:** Primary School Hall

<b>School name:</b> <b>Address &amp; Contact details:</b>	Whittlefiel Primary School Tabor Street Burnley BB12 0HL	<b>Name of Person(s) undertaking Assessment:</b>	Adam Booth
		<b>Signature(s):</b>	Mr A Booth
<b>Headteacher (Name):</b>	Helen Kershaw	<b>Date of Assessment:</b>	01/09/20
<b>Signature:</b>	Mrs H Kershaw	<b>Planned Review Date:</b>	04/01/21
<b>How communicated to staff:</b>	Email and School app	<b>Date communicated to staff:</b>	01/09/20

### PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:

List of significant hazards (something with the potential to cause harm)	Who might be harmed?	Type of harm	Existing controls (Actions already taken to control the risk)
Changes to official COVID19 guidance and advice	Staff, pupils, visitors, contractors, parents	Potential spread of infectious disease	<ul style="list-style-type: none"> <li>• School regularly refers to official advice from the DfE, PHE, H&amp;S and HR;                             <ul style="list-style-type: none"> <li>○ <a href="#">Coronavirus (Covid-19): guidance for schools and other educational settings</a></li> <li>○ <a href="#">LCC Schools HR guidance</a></li> <li>○ <a href="#">LCC Health &amp; Safety COVID-19 web page</a></li> </ul> </li> <li>• Headteacher or other senior person keeps up to date with <a href="#">official COVID-19 Guidance</a> and informs employees/school arrangements as required.</li> </ul>

List of significant hazards (something with the potential to cause harm)	Who might be harmed?	Type of harm	Existing controls (Actions already taken to control the risk)
<p>Competence, qualifications and professional learning</p> <p>Staff competence</p> <p>Professional learning</p> <p>External staff competence and qualifications</p>	Pupils	Muscle damage, struck by injuries, cuts, abrasions and fractures	<p>Teachers with QTS</p> <ul style="list-style-type: none"> <li>Qualified teachers are competent to teach PE activities indoors in curriculum time. Any areas of PE where the teacher feels less confident will be addressed with senior management team and appropriate professional learning put in place.</li> </ul> <p>School Support Staff</p> <ul style="list-style-type: none"> <li>For other members of school staff the HT has made a competency assessment and ascertains that the HLTA/TA is sufficiently competent to teach the <b>specific PESSPA activity</b> in the hall. This has been based on aspects such as qualifications, experience, reputation, knowledge of the children, and an observation of the HLTA/TA.</li> </ul>
<p>(cont)</p> <p>Competence, qualifications and professional learning</p>	Pupils	Muscle damage, struck by injuries, cuts, abrasions and fractures	<ul style="list-style-type: none"> <li>External coaches (SSP coaches, Sports Development, football club coaches, Private companies/coaches);</li> <li>External coaches not employed directly by the school <b>meet</b> the Lancashire guidelines on school employing external coaches. All original certificates have been seen and recorded by the school;</li> <li>External sports coaches <b>will</b> not deliver gymnastic activities unless they have the British Gymnastics Level 2 coaching award;</li> <li>A <b>register</b> is kept of all support staff used who are not on the school roll, such as individual coaches or coaching agencies, including contact details and work undertaken and relevant insurance cover and DBS.</li> </ul> <p>For further information please see Lancashire's Guidance on Employing Sports Coaches.</p>

<b>List of significant hazards</b> (something with the potential to cause harm)	<b>Who might be harmed?</b>	<b>Type of harm</b>	<b>Existing controls</b> (Actions already taken to control the risk)
Child welfare	Pupils	Abuse, emotional or physical damage, choking	<ul style="list-style-type: none"> <li>• School safeguarding policy and acceptable and expected behaviour towards children policy for staff;</li> <li>• All staff have received up to date safeguarding training;</li> <li>• Staff will not use personal mobile telephones during lessons;</li> <li>• Parental consent for photography, digital imagery and/or filming of children during lessons, trials and/or competitions/matches.</li> </ul>
Transmission of Covid-19 through airborne particles from sports coaches accessing the school	Staff, pupils, visitors, contractors, household members	Potential spread of infectious disease	<ul style="list-style-type: none"> <li>• Sports coaches are permitted and can move between schools;</li> <li>• Sports coaches will be instructed to ensure they minimise contact and maintain as much distance as possible from other staff.</li> <li>• All sports coaches will follow the Government's guidance and the school's strict hygiene and social distancing rules e.g. hand washing/sanitisation upon entry;</li> <li>• Office staff are aware of and explain additional hygiene and social distancing rules required by sports coaches on arrival;</li> <li>• A procedure is in place to wipe down deliveries with sanitiser on entering the school premises where possible;</li> </ul>
Air borne particles and contaminated surfaces in changing areas	Pupils, staff	Transmission of coronavirus	<ul style="list-style-type: none"> <li>• Where practical, pupils to attend school with PE kit on to prevent the need to use changing areas;</li> <li>• Hand washing facilities are available to enable staff and pupils to wash their hands before and after the PE lesson. Where hand washing facilities are not available, hand sanitiser will be provided;</li> <li>• A documented cleaning schedule is in place to provide clarity on the cleaning requirements and to provide evidence that appropriate cleaning has been carried out;</li> </ul>

List of significant hazards (something with the potential to cause harm)	Who might be harmed?	Type of harm	Existing controls (Actions already taken to control the risk)
Spread of COVID-19 virus via germs on surfaces and sports equipment	Staff, pupils, visitors, contractors, household members	Potential spread of infectious disease	<ul style="list-style-type: none"> <li>• An enhanced cleaning schedule is followed.</li> <li>• PE equipment is cleaned meticulously between classes/bubbles and groups of pupils using it.</li> <li>• If resources do not allow for the cleaning of PE equipment after the lesson, then they are rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different classes and bubbles.</li> <li>• Where practical the use of equipment during PE lessons is limited, to reduce cleaning requirements at the end of the lesson;</li> <li>• Tissues are taken out to the lesson by the teacher for general use during PE along with a plastic bag where used tissues are disposed of. The bag is placed in a waste bin at the end of the PE lesson.</li> </ul>
Transmission of Covid-19 through airborne particles due to interaction with a large number of other pupils in a PE/Sport lesson.	Staff, pupils, visitors, contractors, household members	Potential spread of infectious disease	<ul style="list-style-type: none"> <li>• The school has applied the Government's principles of keeping groups separate (bubbles), keeping bubble sizes as small as is reasonably practicable and maintaining social distancing based on the age and ability of the pupils and the feasibility of measures when offering physical education as part of a broad curriculum;</li> <li>• Physical Education timetabling have been carefully managed to reduce movement around the building and to prevent mixing of different groups of pupils;</li> <li>• Pupils are kept in consistent groups during P.E and outdoor PE lessons are prioritised where possible;</li> <li>• When indoor PE lessons are unavoidable the indoor space is used maintaining social distancing based on the age and ability of the pupils and the feasibility of distancing measures between pupils and scrupulous attention is given to cleaning and hygiene of the indoor space between lessons;</li> <li>• <i>(Provide further detail about your specific arrangements here).</i></li> </ul>

List of significant hazards (something with the potential to cause harm)	Who might be harmed?	Type of harm	Existing controls (Actions already taken to control the risk)
Supervision	Pupils, Staff, Adult helpers	Mental or physical harm, accidents leading to cuts, abrasion, fractures,	<ul style="list-style-type: none"> <li>• Pupils are not left unsupervised at any time; if the teacher is called away the activity is stopped;</li> <li>• A dynamic risk assessment is carried out prior to lesson;</li> <li>• Challenging behaviour risk assessment and control measures in place.</li> </ul>
Establishing & maintaining a safe learning environment	Pupils, Staff, Adult helpers	Mental or physical harm, accidents leading to cuts, abrasion, fractures,	<ul style="list-style-type: none"> <li>• Staff follow regular and approved practice, with planning that is commonly accepted as safe;</li> <li>• School policy on physical contact (supporting) followed and applied;</li> <li>• Written schemes of work are in place for the activity offered indoors these will include;</li> <li>• Planned progressive challenges that are developmentally appropriate to the learning task and prior learning of the children;</li> <li>• Knowledge of children in terms of medical and SEND to differentiate the activity as required so learning takes place.</li> <li>• Pupils have been placed in 'class bubbles' and interaction between other classes minimised as far as is reasonably practicable All PE lessons to adhere to current social distancing guidelines distancing based on the age and ability of the pupils and the feasibility of measures.</li> <li>• Contact sports and team games involving close contact are <b>not</b> permitted;</li> </ul>
Physical activity	Pupils, Staff, Adult helpers	Muscle damage	<ul style="list-style-type: none"> <li>• Appropriate warm-up exercises are completed at the start of the lesson;</li> <li>• All indoor activities are appropriate for the age, capability and size of the pupils.</li> </ul>
Facilities and indoor surface	Pupils, Staff, Adult helpers	Cuts, abrasions, bruises, fractures, bumps to head	<ul style="list-style-type: none"> <li>• Suitable hazard free dry surface is provided for all PE activities indoors;</li> <li>• Children reminded of any hazards around the side of the hall and the safe working area.</li> </ul>

List of significant hazards (something with the potential to cause harm)	Who might be harmed?	Type of harm	Existing controls (Actions already taken to control the risk)
Clothing, footwear & personal effects'	Pupils, Staff, Adult helpers	Abrasions, bruises, cuts, fractures, bumps to head	<ul style="list-style-type: none"> <li>• Clear written policy in place regarding the management of personal clothing, footwear and personal adornments;</li> <li>• Pupil's long hair is required to be tied back;</li> <li>• Pupils are required to remove all personal effects. If they cannot be removed then all personal effects must be made safe;</li> <li>• Pupils wear suitable clothing for the activity;</li> <li>• All <b>staff and students change</b> into footwear that is appropriate for the indoor lesson and for the PESSPA activity being taught;</li> <li>• In gymnastics, <b>barefoot work</b> is the safest, whether on floor or apparatus, because the toes can grip. Barefoot work in both gymnastics and dance can improve aesthetics by allowing the foot and toes to move through a full range of flexion and extension, which in turn strengthens the muscles, bones and joints. <b>Training shoes should not, however, be worn for gymnastics activities;</b></li> <li>• For indoor games appropriate footwear should be worn due to the higher frequency of sudden stopping and changing direction quickly where toes can be stubbed, and also for games that require the ball to be kicked (e.g. football) or involve a hard, fast-moving ball at ground level (e.g. indoor hockey). <b>Training shoes</b>, which provide good traction will often prove effective for a range of indoor games and will also support the feet when carrying out activities that are largely high impact.</li> </ul>

List of significant hazards (something with the potential to cause harm)	Who might be harmed?	Type of harm	Existing controls (Actions already taken to control the risk)
Equipment	Pupils, Staff, Adult helpers	Muscle damage, struck by injuries, cuts, abrasions and fractures	<p>The suitability of equipment should reflect pupil need and ability.</p> <ul style="list-style-type: none"> <li>• An annual inspection of school PESSPA equipment is carried out;</li> <li>• Staff to make regular inspection of equipment in order to identify;</li> <li>• Signs of wear and tear that may cause injury. Any equipment that is damaged or faulty will be removed from use;</li> <li>• Pupils should experience skill on the floor before transferring them to apparatus;</li> <li>• Pupils are given clear instruction about safe lifting techniques and how to carry apparatus and equipment and can cooperate effectively with others in the process of setting out equipment;</li> <li>• Equipment is easily accessed and safely stored;</li> <li>• Staff and children are aware of the routines for collecting, moving and placing equipment indoors.</li> </ul>
Contact with other persons /objects. Falls on the level or from height	Pupils, Staff, Adult helpers	Abrasions, bruises, cuts, fractures, bumps to head, head/spinal injuries	<ul style="list-style-type: none"> <li>• Suitable first aid provision is immediately available; paediatric first aider for foundation stage or qualified first aider for KS1 and KS2;</li> <li>• In the event of an accident, all activity ceases immediately and school emergency procedures and policies enacted;</li> <li>• A clear record of any incident is completed as soon as possible after the event;</li> <li>• Staff aware of the number of children who can use indoor gymnastic equipment, particular the climbing frame at any one time.</li> </ul>

This general risk assessment will apply to this area/task/activity in most schools providing the control measures described are in operation and there are no further local significant hazards. If it does not fully apply and further control measures are required, please complete the Action Plan at Part C. if it fully applies please sign below.

I certify that the risk assessment above fully applies to the area/task/activity under assessment in .....  
(Name of school)

Signed:

Name:

Risk Assessor:

<b>PART C. ACTION PLAN Further action / controls required</b>						
<b>Hazard</b>	<b>Action required</b>	<b>Person(s) to undertake action?</b>	<b>Priority</b>	<b>Projected time scale</b>	<b>Notes / comments</b>	<b>Date completed</b>