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| **Step 1**  **What are the hazards?** | **Step 2**  **Who might be harmed**  **and how?** | **Current risk rating** | **Step 3**  **What are you**  **doing already?** | **New risk rating** | **Step 4**  **Is anything further needed?** | **Step 5**  **Action Required** |
| Spot hazards by:   * walking around your workplace * asking those doing the task what they think * checking manufacturers’ instructions * Don’t forget long-term health hazards. | Identify groups of people, consider:     * pupils * service users * employees * temporary/agency staff * contractors * members of the public * lone workers. | High, medium, or low.  Consider likelihood and outcome.  (Please see matrix below). | List what is already in place to reduce the likelihood of harm or  make any harm less serious, examples include:   * guarding * personal protective equipment * training * premises and equipment checks * following Association for Physical Education (AfPE) guidance. | High, medium, or low.  Consider likelihood and outcome.  (Please see matrix below). | You need to make sure that you have reduced risks ‘so far as is ‘reasonably practicable’.  An easy way of doing this is to compare what you are already doing with good practice. If there is a difference, list what  needs to be done. | Remember to prioritise.  Deal with those hazards that are high-risk and have serious  consequences first.  List the action to be taken, who needs to do it and the intended completion date. |

**Risk Rating**

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|  | **Slightly Harmful** | **Harmful** | **Extremely Harmful** |
| **Highly unlikely** | **Trivial risk** | **Low risk** | **Medium Risk** |
| **Unlikely** | **Low risk** | **Medium risk** | **High Risk** |
| **Likely** | **Medium risk** | **High risk** | **STOP** |

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| **Risk Level** | **Action and Timescale** |
| **Trivial** | **No action required and no documentary record needs to be kept.** |
| **Low** | **No additional controls are required. Consideration may be given to a more cost-effective solution or improvement that imposes no additional cost burden. Monitoring is required to ensure that the controls are maintained.** |
| **Medium** | **Efforts should be made to reduce the risk, but the costs of prevention should be carefully measured and limited. Risk reduction measures should be implemented within a defined period.**  **Where the moderate risk is associated with extremely harmful consequences, further assessment may be necessary to establish more precisely the likelihood of harm as a basis for determining the need for improved control measures.** |
| **High** | **Work should not be started until the risk has been reduced. Considerable resources may be allocated to reduce the risk. Where the risk involves work in progress, urgent action should be taken.** |
| **Stop** | **Work should not be started or continued until the risk has been reduced. If it is not possible to reduce risk even with unlimited resources, work has to remain prohibited.** |

**Example – Physical education and sports activities risk assessment**

**for all services including schools (e.g. dance, gymnastics, trampolining, football)**

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| **School name**: | | | | | **Assessment Date**: | | | | |
| **Step 1** | **Step 2** | **Current risk**  **rating** | **Step 3** | **New risk**  **rating** | **Step 4** | **Step 5 - Action** | | | |
| **Identify the hazards** | **Who might be harmed and how?** |  | **Control measures in place** | **(Consider likelihood and outcome)** | **Is anything further needed?** | **Action required** | | **By whom** | **Date for completion** |
| Wearing of jewellery or personal items. | Pupils, service users – jewellery may become caught in PE or sports apparatus, or by another person causing an injury. | Medium | *Example:*  *Policy is in place which states all jewellery and other personal items must be removed if possible before any PE or sports activities are undertaken.*  *The policy states if jewellery cannot be removed the risk of harm must be minimised e.g. the use of micropore tape to cover earrings or adapting the activity so the pupil or service user can take part some other way. The Association for Physical Education (AfPE) guidance on how to manage the wearing of jewellery is followed.* | *Low* | *Yes* | *Example:*  *Employees, agency staff to be reminded to check pupils or service users are not wearing any jewellery or other personal items and ask for them to be removed before PE or sports activities are undertaken.*  *If items cannot be removed, they must be securely covered e.g. micropore tape.* | | *Head of PE, PE teachers,*  *Service Managers* |  |
| Gymnastic, play or sports equipment not inspected annually by a specialist company. | Pupils, service users, employees, agency staff – injury due to faulty equipment. |  |  |  |  |  | |  |  |
| Faulty play or sports equipment not taken out of commission or securely taped off to prevent use. | Pupils, service users, employees, agency staff - injury due to broken equipment (collapse, sharp object etc). |  |  |  |  |  | |  |  |
| No record of regular sports, play equipment or activity area inspections being conducted.  *(Weekly as a minimum and recorded on a simple checklist, and corrective action taken).* | Pupils, service users, employees, agency staff – injury through faults not identified, fixed or equipment taken out of commission. |  |  |  |  |  | |  |  |
| Sport or activity areas not checked before use. | Pupils, service users, employees, agency staff – injury due to slip, trip, fall on obstacle/sharp object. |  |  |  |  |  | |  |  |
| Sport or activity areas not set up correctly.  *(Area should be sufficient to meet the demands of the activity and size of group with adequate run off areas at the sides and ends).* | Pupils, service users, employees, agency staff – injury due to collision or incorrect set-up. |  |  |  |  |  | |  |  |
| Equipment not visually checked before use. | Pupils, service users, employees, agency staff – injury due to faulty equipment. |  |  |  |  |  | |  |  |
| Inappropriate clothing or footwear worn during PE or sports activities. | Pupils, service users, employees, agency staff – injury due to slip, trip, fall. |  |  |  |  |  | |  |  |
| Pupils or service users not instructed in the safe practices of the sport or activity. | Pupils, service users, employees, agency staff – injury through lack of safety knowledge by pupil. |  |  |  |  | |  |  |  |
| Insufficient supervision of PE or sport activities.  *(Consider the maximum number of pupils/service users to teacher ratio for the PE or sport activity).* | Pupils, service users - injury due to an accident or incident. |  |  |  |  | |  |  |  |
| Equipment not stored correctly and is not easily accessible. | Pupils, service users, employees, agency staff – manual handling, or struck by injury. |  |  |  |  | |  |  |  |
| Lack of appropriate knowledge/training to instruct PE or sport activities.  *(e.g. trampolining requires appropriately qualified staff).* | Pupils, service users, employees, agency staff – injury due to accident or incident. |  |  |  |  | |  |  |  |
| Employees not trained in manual handling of inanimate loads when handling/moving PE or sport equipment. | Employees, agency staff – injury due to lack of knowledge of moving and handling methods. |  |  |  |  | |  |  |  |
| Pupils or service users not informed of how to move/handle equipment safely. | Pupils, service users – injury due to lack of knowledge on safe handling. |  |  |  |  | |  |  |  |
| No warmup before activities undertaken and cooldown after. | Pupils, service users, employees, agency staff – injury through lack of warmup and cooldown. |  |  |  |  | |  |  |  |
| Insufficient safety equipment / personal protection available and used e.g. shin pads, mouth guards. | Pupils, service users, employees, agency staff – injury through lack of protection. |  |  |  |  | |  |  |  |
| Control, discipline, or behavioural problems which may cause safety concerns. | Pupils, service users, employees, agency staff – injury due to bad behaviour and disruption. |  |  |  |  | |  |  |  |
| Multi sports activities not correctly distanced from each other (e.g. during sports day events or after school clubs).  *(Struck by incidents may occur).* | Pupils, service users, employees, agency staff, members of the public – injury through lack of protection from equipment being used within each activity (e.g. balls, javelins, shotput). |  |  |  |  | |  |  |  |
| PE or sport activities held outside in severe weather.  *(e.g. cold, wet, ice, wind, extreme heat).* | Pupils, service users, employees, agency staff – injury/harm (e.g. slippery surfaces, sunstroke, dehydration). |  |  |  |  | |  |  |  |

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| Insufficient knowledge of pupil, service user, or employee medical conditions (consider Agency staff). | Pupils, service users, employees, agency staff – injury due to participation in PE or sport activities when not fit to do so. |  |  |  |  |  |  |  |
| Emergency (including lockdown) procedures not known or in place. | Pupils, service users, employees, agency staff – injury, stress due to lack of processes in place. |  |  |  |  |  |  |  |
| First aid equipment or procedures (including accident reporting) and responsibilities not known by staff. | Pupils, service users, employees, agency staff – injury or illness not treated promptly due to lack of knowledge. |  |  |  |  |  |  |  |
| Pupils or service users with visual, hearing, motor or cognitive impairment not catered for appropriately to enable them to participate safely. | Pupils, service users - injury through lack of safety provision to perform tasks safely. |  |  |  |  |  |  |  |
| **Assessors name**: | | | | **Job title**: | | | | |
| **Signature**: | | | | **Review date**: | | | | |