

RISK ASSESSMENT IN PHYSICAL EDUCATION - THE TRIANGLE MODEL



Beaumont, Eve, Kirkby, Whitlam 1998

PEOPLE	CONTEXT	ORGANISATION
<p>1. STUDENTS/PERFORMERS:</p> <ul style="list-style-type: none"> • Group sizes and ratios • Clothing /personal effects • Clothing appropriate for activity and weather conditions • Jewellery • Safety equipment/personal protection • Policy on physical contact/substantial access applied • Disability Act requirements re access and involvement in PE for those with cognitive, visual, hearing or motor impairment • Students/performers know routines and procedures • Individual care needs met <p>2. STAFF (including trainee teachers, ASLs, visiting coaches, volunteers etc):</p> <ul style="list-style-type: none"> • Qualifications/experience/confidence • Teaching and discipline capability checked • Professional development/Inset provision • Appropriate level of supervision • Knowledge of individuals and group • Observation and analysis skills adequate • Control and discipline adequate • Relationships appropriate • Medical conditions known • Clothing/personal effects appropriate for teaching PESS • Teaching position in relation to performers • All staff/adults have clear role/responsibility • Effective communication between teacher and support staff • Insurance cover where needed? • Disclosure certification checked • Parents informed; involved as necessary and permissions obtained 	<p>1. FACILITY:</p> <ul style="list-style-type: none"> • Changing rooms safe and appropriate for age, development stage and supervision system • Shared/ community use safeguarding and other shared-use issues • Work area hazard free - no obstructions • Clean, non-slip floor/water clarity • Sufficient space for group size/activity • Access issues for those with disabilities • Operating procedures known/ applied • Fire regulations/provision checked by capable person and applied by all staff • Safety signs in place • Secured when not in use <p>2. PROCEDURES/ROUTINES:</p> <ul style="list-style-type: none"> • Orderly movement to work area/ off-site facilities • Local visit requirements met - lists, first aid etc • Parents informed and any necessary permissions obtained • Access to facility safely managed • Safety notices in place and effective <ul style="list-style-type: none"> • Emergency evacuation and First-aid equipment/procedures /responsibilities • Child protection training and procedures in place and followed • Physical contact/supporting criteria understood/applied • Digital imagery policy and required permissions known and applied • All procedures monitored adequately <p>3. EQUIPMENT:</p> <ul style="list-style-type: none"> • Used for purpose designed and suitable for the activity/ age group/ ability • Handling/carrying/siting/collection/retrieval routines and issues managed • Accessibility/storage • Safety/rescue equipment present • Annual/periodic inspection check • Checked before use by performers/staff according to age/ability/activity • Any improvisation carefully considered • Secured when not in use • Safe use of electrical equipment <p>4. TRANSPORT:</p> <ul style="list-style-type: none"> • Reputable companies used and clear transport policy applied • Roadworthiness • Safe embarkation • Seat belts used and booster seats available if required • Driver requirements/responsibilities • Passenger lists/numbers leaving and returning checked • Arrangements for using parents' cars • Notified embarkation and dismissal points 	<p>1. CLASS ORGANISATION:</p> <ul style="list-style-type: none"> • Numbers known/register check • Regular scanning/head counts • Group organisation/management procedures • Demonstrations accurate • Involvement of pupils with visual, hearing, motor or cognitive impairment <p>2. TEACHING:</p> <ul style="list-style-type: none"> • Challenge/demand matches student abilities, needs and confidence? • Demands of activity match needs of pupils • Appropriate teaching style used • Rules consistently applied • Regular and approved practice used • Support techniques known and applied • Intervention appropriate • Tasks differentiated • Do staff know limits of their involvement in games? <p>3. PREPARATION AND PROGRESSION:</p> <ul style="list-style-type: none"> • Written scheme of work sets out safety issues to be followed • Warm up/preparation/safe exercise • Progression based on ability? • Rehydration/ sun protection planned for • Progressive practices known/ applied <ul style="list-style-type: none"> • Appropriate activities <ul style="list-style-type: none"> • Schedule allows appropriate activity/recovery periods • Overplay/overtraining implications checked/known <p>4. EMERGENCY ACTION:</p> <ul style="list-style-type: none"> • Emergency/accident procedures/contingency plans known and applied • Can first aid support be summoned quickly? • Contingency plan thought through

RISK ASSESSMENTS FOR PHYSICAL EDUCATION:

SCHOOL: _____ SUBJECT LEADER: _____ DATE OF ASSESSMENT: _____

a) GENERIC ISSUES:

This form should be adapted to be specific to school by amending, deleting or adding specific questions. For additional information refer to afPE Safe Practice in PESS 2008. Where this resource is used it is essential that staff know of its location and content.

Tick the second column (satisfactory - i.e. safe/low risk) where health and safety concerns relating to that issue are minimal or deemed to be safe due to existing practices and standards. Tick the third column (unsatisfactory/unsafe/significant risk) if health and safety concerns exist (relating to the particular issue in column 1) where further action is needed urgently to make the issue safe.

Where risk is determined to exist at significant levels indicate in the fourth column who may be harmed by that significant risk - pupils (P), staff (S) and/or other visitors (V). Strategies and controls (additional to current practice) to make safe those significant risks need to be listed in the fifth column. The final column is a management/ monitoring check to ensure that identified tasks are completed.

Complete the questions below plus a form for each facility (page 8) - exemplar on page 9 - and one for away fixtures (pages 10-11.) Separate risk assessments will be needed for each special event (e.g. sports day or sport related off-site visit).

ON-SITE ISSUES	SATISFACTORY (injury unlikely or only minor)	NOT SATISFACTORY/ UNSAFE/ SIGNIFICANT RISK (injury probable if not resolved)	WHO AFFECTED? (P.S.V.)	CONTROL REMEDIES PROPOSED	CHECKED BY: Sign/ date
A. PEOPLE: 1.Students: i. Are there any times when group sizes or teacher/student ratios make a situation unsafe? ii. Is clothing and footwear appropriate for each activity? iii. Is the policy to remove jewellery and other personal effects applied consistently? iv. Is safety equipment/personal protection available and used where needed - e.g. shin pads? v. Are the school policies on physical contact (supporting) and substantial access (1:1) known and applied effectively? vi. Are there any concerns about Disability Act requirements for access and involvement in PE for those with cognitive, visual, hearing or motor impairment? vii. Do the students know and safely apply PESS routines and procedures? viii. Are there any individual care issues not met appropriately? ix. Are there any safety issues about participation in any specific activity?					
x. Are there any other student-related safety concerns that require attention? (List them here):	(No)				

ON-SITE ISSUES	SATISFACTORY (injury unlikely or only minor)	NOT SATISFACTORY/ UNSAFE/ SIGNIFICANT RISK (injury probable if not resolved)	WHO AFFECTED? (P.S.V.)	CONTROL REMEDIES PROPOSED	CHECKED BY: Sign/ date
<p>A. PEOPLE: 2. Staff:</p> <p>i. Do all staff have adequate qualifications, experience, confidence, competence to fulfil their teaching/coaching commitments safely?</p> <p>ii. Is some system in place to monitor that qualifications are current, particularly for higher risk environments/activities?</p> <p>iii. Is teaching and discipline capability of all staff checked?</p> <p>iv. Does anyone require some form of professional development or support for reasons of safe teaching?</p> <p>v. Do staff supervise students appropriate to the behaviour, development stage and layout of the facility?</p> <p>vi. Are there any times when additional supervision is required but not provided?</p> <p>vii. Are there any times when students are not supervised that give cause for concern?</p> <p>viii. Do staff have sufficient knowledge of individuals and groups they teach to maintain a safe situation?</p> <p>ix. Are there any control/discipline/behaviour problems by any student/group with any adult teaching them that causes safety concerns?</p> <p>x. Are student medical conditions known by any adult teaching an individual?</p> <p>xi. Is relevant medical information always passed on to visiting staff before they teach a group?</p> <p>xii. Are staff observation and analysis skills adequate?</p> <p>xiii. Is staff clothing or personal effects appropriate for teaching PE/SS?</p> <p>xiv. Do all staff demonstrate appropriate teaching positions in relation to participants?</p> <p>xv. Do all staff know their role and responsibilities?</p> <p>xvi. Is effective communication between teacher and support staff evident?</p> <p>xvii. Do all adults teaching groups have appropriate insurance cover where needed?</p> <p>xviii. Have disclosure certificates been seen for all support staff?</p>					
<p>xix. Are there any other staff-related safety concerns that require attention? (List them here):</p>	(No)				

ON-SITE ISSUES	SATISFACTORY (injury unlikely or only minor)	NOT SATISFACTORY/ UNSAFE/ SIGNIFICANT RISK (injury probable if not resolved)	WHO AFFECTED? (P.S.V.)	CONTROL REMEDIES PROPOSED	CHECKED BY: Sign/ date
B. CONTEXT: 3. Procedures/routines: i. Is the head teacher apprised of all activities offered? ii. Are local visit requirements met - lists, first aid etc? iii. Are parents informed and any necessary permission obtained? iv. Is movement to the work areas safe and orderly? v. Is access to each facility safely managed? vi. Are first-aid equipment, procedures and responsibilities known by staff and (where appropriate) students? vii. Safety information notices evident, clearly positioned, effective, shared applied? viii. Are emergency evacuation procedures known? ix. Child protection procedures and training in place? x. Are digital imagery policy and required permissions known and applied? xi. Are all procedures monitored adequately?					
xii. Are there any other procedure/routine-related safety concerns that require attention? (List them here):	(No)				
B. CONTEXT: 4. Equipment: i. Is equipment used for the purpose it was designed? ii. Is all equipment in good condition and used safely, including electrical items? iii. Is equipment of an appropriate size, type, weight, quality and suitability for the age, build, strength of students? iv. Have students been taught to carry, move, place and retrieve equipment safely? v. Is supervision of carrying/ siting of equipment managed where appropriate? vi. Do staff check equipment before use by participants? vii. Do staff regularly check equipment before use and report any faults found? viii. Is equipment easily accessed and safely stored? ix. Are routines for collection, retrieval, changing of equipment known and applied by staff and students? x. Are there any other equipment handling, carrying, siting concerns in any activity? xi. Is there an annual gymnastic, play and fitness equipment inspection check by a specialist company? xii. Is any improvised use of equipment allowed? xiii. Is all required safety and rescue equipment present?					
xiv. Are there any other equipment-related safety concerns that require attention? (List them here):	(No)				

ON-SITE ISSUES	SATISFACTORY (injury unlikely or only minor)	NOT SATISFACTORY/ UNSAFE/ SIGNIFICANT RISK (injury probable if not resolved)	WHO AFFECTED? (P.S.V.)	CONTROL REMEDIES PROPOSED	CHECKED BY: Sign/ date
B. CONTEXT: 5. Transport (where used for PESS): i. Is a clear policy applied where any form of transport is used? ii. Are school vehicles checked for roadworthiness before use? iii. Is a reputable coach/taxi company used? iv. Are there clear procedures about the use of parents' cars? v. Are embarkation points safe? vi. Are seat belts always used? vii. Are booster seats available where required? viii. Is there always a check on numbers leaving and returning onto the transport? ix. Are driver requirements and responsibilities known and applied? x. Is there an emergency contact system in place? xi. Are there any concerns about supervision whilst driving? xii. 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/carers? xiii. Are procedures in place in the event of a transport problem arising?					
xiv. Are there any other transport-related safety concerns that require attention? (List them here):	(No)				
C. ORGANISATION: 6. Class organisation: i. Are group numbers always known/ checked? ii. Is a register check taken for every lesson? iii. Do staff regularly scan or do head counts at the beginning/ during /end of lessons? iv. Are group organisation/management procedures safe and consistently applied? v. Are demonstrations accurate and safely performed? vi. Are students with visual, hearing, motor or cognitive impairment catered for appropriately to enable them to participate safely? vii. Are there any activity-specific safety concerns?					
viii. Are there any other class organisation-related safety concerns that require attention? (List them here):	(No)				

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ON-SITE ISSUES	SATISFACTORY (injury unlikely or only minor)	NOT SATISFACTORY/ UNSAFE/ SIGNIFICANT RISK (injury probable if not resolved)	WHO AFFECTED? (P.S.V.)	CONTROL REMEDIES PROPOSED	CHECKED BY: Sign/ date
C. ORGANISATION: 7. Teaching: i. Does the demand/challenge in sessions match students' abilities, needs and confidence? ii. Are appropriate teaching styles used to ensure safety? iii. Is regular and approved practice used at all times? iv. Are physical support and manual handling techniques known and applied where appropriate? v. Is intervention appropriate to individual student needs? vi. Are tasks differentiated to meet individual abilities and confidence? vii. Are rules consistently applied in games? viii. Do staff know the limits of their involvement in games, practices and demonstrations involving students? ix. Does play schedule allow appropriate activity/recovery periods? x. Are there any activity-specific safety concerns?					
xi. Are there any other teaching-related safety concerns that require attention? (List them here):	(No)				
C. ORGANISATION: 8. Preparation and progression: i. Do written schemes of work/other guidance set out safety issues to be followed? ii. Do lessons provide appropriate and effective warm up and cool down? iii. Is student led warm up monitored by staff? xii. Is progression based on ability? Are progressive practices known and applied? iv. Are rehydration/sun protection planned for? v. Are overplay/overtraining implications checked/known?					
vi. Are there any other preparation-related safety concerns that require attention? (List them here):	(No)				
i. C. ORGANISATION: 9. Emergency action: ii. Are accident and emergency procedures to address potential incidents during lessons and visits set out, known and applied by all? iii. Can first aid support be summoned and provided quickly? iv. Are contingency plans to address potential incidents during lessons and visits set out, known and applied by all staff?					
v. Are there any other emergency/contingency-related safety concerns that require	(No)				

attention? (List them here):

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b) ON-SITE FACILITY ASSESSMENTS:

(complete one of these for each facility)

Facility 1/2/3/4/5:

Date:

Assessors:

ISSUES	SAFE/ LOW RISK	UNSAFE/ SIGNIFICANT RISK	PSV AFFECTED?	CONTROL REMEDIES PROPOSED	CHECKED BY: (Sign and date)
<ul style="list-style-type: none"> • Changing rooms safe? • Are changing rooms secure when not in use? • Work area hazard free? • Clean, non-slip floor providing security of footing? • If swimming pool - is water clarity good? • Sufficient space for group size/activity? • Are there any activity-specific safety concerns? • Storage adequate and safe? • Lighting safe and adequate for activities? • Access issues for those with disabilities? • Operating procedures known/ applied? • Fire regulations/provision checked by capable person and applied by all staff? • Safety signs in place? • Are the changing rooms and facility secured when not in use? • Equipment concerns? 					

EXEMPLAR FACILITY ASSESSMENT: *Gymnasium*

Date:

Assessors:

ISSUES	SAFE/ LOW RISK	UNSAFE/ SIGNIFICANT RISK	PSV AFFECTED?	CONTROL REMEDIES PROPOSED	CHECKED BY: (Sign and date)
<ul style="list-style-type: none"> • Changing rooms safe? Wire grilles above benches loose and broken with sharp edges - cutting injuries likely 		√	PSV	Need repair	
<ul style="list-style-type: none"> • Work area hazard free? Ceiling tiles broken and out of place - could fall and injure 		√	PSV	Need replacing urgently	
<ul style="list-style-type: none"> • Secure footing? 	√				
<ul style="list-style-type: none"> • Sufficient space for group size/activity? 	√				
<ul style="list-style-type: none"> • Any activity-specific safety concerns? 	√				
<ul style="list-style-type: none"> • Storage adequate and safe? Small store - window broken - glass shards on floor and equipment - danger to staff and could be trampled into gym floor and become danger to users 		√	S	Needs sweeping and replacing urgently.	
<ul style="list-style-type: none"> • Lighting safe and adequate for activities? 	√				
<ul style="list-style-type: none"> • Access issues for those with disabilities? 	√				
<ul style="list-style-type: none"> • Operating procedures known/ applied? 	√				
<ul style="list-style-type: none"> • Fire regulations applied? Trampoline blocks one fire exit. Bolts on other (most likely to be used) fire exit - may prevent small pupils reaching and escaping 		√	PSV	Trampoline must be moved to alternate storage position. Fire doors must not be locked other than by push bar mechanism - needs altering immediately	
<ul style="list-style-type: none"> • Safety signs in place? 	√				
<ul style="list-style-type: none"> • Secured when not in use? 	√				
<ul style="list-style-type: none"> • Equipment concerns? Large store - bow, arrows and javelins loose in corner; - trampettes not disabled/locked. 		√		Bows, arrows and javelins must be removed immediately to prevent unauthorised use Trampettes must be locked/disabled immediately to prevent unauthorised use	

a. A GENERIC RISK ASSESSMENT FOR SCHOOL SPORT: SOME ISSUES TO CONSIDER IN THE TRIANGLE MODEL. Ref: Safe Practice 2008 pp 305, 308-9 and 355-7.

PEOPLE	CONTEXT	ORGANISATION
<p>1. Students/participants:</p> <ul style="list-style-type: none"> • group sizes - appropriate for space, demand of activity and control? • additional supervision required? • control/discipline/behaviour • individual and group abilities • needs match demands of activity • clothing /personal protection - appropriate for activity and conditions • jewellery • medical conditions known • policy on physical contact/substantial access applied • Disability Act requirements re access and involvement in PE for those with cognitive, visual, hearing or motor impairment • students/performers know routines and procedures • other aspects? <p>2. Staff:</p> <ul style="list-style-type: none"> • qualifications/experience/confidence • CPD needed? • supervision at all times • knowledge of individuals and group • observation and analysis skills adequate • control and discipline adequate • clothing/personal effects appropriate for coaching sport • coaching position in relation to performers • assistants know limits of role/responsibility • effective communication between teacher and support staff • insurance cover where needed? • disclosure certificates seen • parents informed and involved as necessary • other aspects? 	<p>1. Facility:</p> <ul style="list-style-type: none"> • changing area - space, pegs, floor surface etc safe? • shower facilities - temperature control, space, non-slippery, no sharp projections etc? • access to facility - safe and secure when not in use • route and access from changing rooms to activity area safe for participants, especially young/infirm? • playing surface/water clarity safe? • security of footing - non-slippery, no sunken/raised areas? • maximum free/safe work and run-off areas - no obstructions and projections likely to cause injury? • height of work area and lighting appropriate and safe for activity? • goalposts/boards/nets etc safe, secure and in good condition? • is work /playing area clearly defined, of sufficient size and safe for use? Any obvious entrapments? • first-aid equipment/arrangements/responsibilities known and applied? • emergency/accident procedures/contingency plans known and applied? • fire exits clear with emergency egress possible? • fire extinguishers/notices etc present and in correct locations? • safety signs present and in correct locations? • Disability Act requirements re access and involvement in sport for those with cognitive, visual, hearing or motor impairment applied? • any shared use issues? • venue operating procedures, emergency action plan, risk assessment issues known, applied, communicated <p>2. Procedures/routines:</p> <ul style="list-style-type: none"> • students and parents/carers provided with relevant information • consent forms completed and checked where relevant • reciprocal arrangements in place for the safety of students? - i.e. first aid provision, emergency supervision • any supervision issues • orderly movement to work area • other aspects? <p>3. Equipment:</p> <ul style="list-style-type: none"> • used for purpose designed • suitable for the activity/ age group/ ability • handling/carrying/siting/ accessibility/storage/collection/retrieval issues • safety/rescue equipment present • checked before use by performers • no improvisation • other aspects? <p>4. Transport/journey:</p> <ul style="list-style-type: none"> • reputable companies used and clear transport policy applied • roadworthiness checked • safe embarkation/disembarkation points • seat belts used and booster seats available if required • driver requirements/responsibilities known and applied 	<p>1. Group/team organisation and management:</p> <ul style="list-style-type: none"> • numbers known/register check • regular scanning/head counts • group organisation/ management procedures • warm up/preparation/safe exercise • involvement of students with visual, hearing, motor or cognitive impairment • other aspects? <p>2. Coaching:</p> <ul style="list-style-type: none"> • planned sessions • techniques taught and monitored • rules consistently applied • regular and approved practice used • intervention appropriate • progressive practices known/ applied • appropriate activities • other aspects? <p>3. Preparation:</p> <ul style="list-style-type: none"> • equipment - size/type/quality/suitability • carrying/ moving/placing equipment • storage • safety policy applied • other aspects? <p>4. Emergency action:</p> <ul style="list-style-type: none"> • emergency/accident procedures/contingency plans known and applied • other aspects?

- passenger lists/numbers leaving and returning checked
- arrangements for using parents' cars
- parents notified of embarkation and dismissal points

c. AWAY FIXTURES: (complete one form per year to include all fixtures - the procedures are the same) Date:

ISSUES	SAFE/LOW RISK	UNSAFE/SIGNIFICANT RISK	PSV AFFECTED?	CONTROL REMEDIES PROPOSED	CHECKED BY: (Sign and date)
<ul style="list-style-type: none"> • Students/participants • Staff • Facility/venue • Procedures • Equipment • Transport • Group/team organisation • Coaching • Preparation • Emergency action 					

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Signed (SL).....

Signed: Head teacher.....

Date:.....