

## RISK ASSESSMENTS FOR PHYSICAL EDUCATION, SCHOOL SPORT AND PHYSICAL EDUCATION

This risk assessment has been written with guidance from the Association for Physical education <https://www.afpe.org.uk/physical-education/covid-19-afpe-webinar-recording-support-documents-2/> and The Youth Sports Trust <https://www.youthsporttrust.org/system/files/Secondary%20PE%20Response%20ideas.pdf> The risk assessment also covers the safe return to school sport and enrichment [https://www.youthsporttrust.org/sites/default/files/YST\\_School%20Sport%20and%20Enrichment%20Response%20to%20COVID\\_V5.pdf](https://www.youthsporttrust.org/sites/default/files/YST_School%20Sport%20and%20Enrichment%20Response%20to%20COVID_V5.pdf)

The risk assessment takes into consideration three key questions:

1. Have you reviewed your risk assessments before re-commencing physical education?
2. Does your teaching activity meet the Government requirements? [www.gov.uk/coronavirus](http://www.gov.uk/coronavirus)
3. Are your teaching plans consistent with the requirement of any whole school/employer expectations that may have developed in response to the national guidance?

The risk assessment follows four Key principles for supporting safe PESSPA:

- Clean frequently touched surfaces
- Wash hands frequently as part of a clear hygiene regime
- Minimise contact
- Ensure good respiratory hygiene

PESSPA ISSUES	APPROPRIATE ACTION 'SAFE'	ACTION REQUIRED IF 'UNSAFE'	WHO AFFECTED? (STUDENT, STAFF)	CONTROL MEASURES TO REDUCE THE RISK TO AN ACCEPTABLE LEVEL	CHECKED BY: (SIGN AND DATE)
a. Learning	<ul style="list-style-type: none"> <li>• Activities taking place in PE lessons and Physical activity sessions will be strictly non-contact and these conditions shared with the pupils.</li> <li>• Staff have agreed what learning is appropriate.</li> <li>• Staff have considered the impact on staff and pupils with protected characteristics, including race and disability, in developing your approach.</li> </ul>		Students Staff	<p>Staff to refer to the 'C factor' when adapting activities (appendix 1)</p> <p>Staff have identified curriculum priorities, revised expectations and required adjustments in practical lessons have been made</p>	THA July 2020

b. Protective Measures and Hygiene	<ul style="list-style-type: none"> <li>Physical and organisational structures needed to limit risks and limit movement around the building(s)</li> <li>Safety measures and messages will be implemented and displayed around school.</li> <li>Sufficient tissues available for ensuring good respiratory hygiene – i.e. ‘catch it, bag it, bin it’ approach.</li> </ul>		Students Staff		
c. Changing areas	<ul style="list-style-type: none"> <li>If used, these will be cleaned after every lesson – Wiping of surfaces is a reasonable approach.</li> <li>Attending school with PE kit on will limit the need to use changing rooms.</li> <li>Social distancing measures still apply and marking out areas which cannot be used will help staff to manage the area effectively</li> </ul>	Ensure sufficient standard cleaning equipment is available in all changing areas.	Students		
d. Teaching areas	<ul style="list-style-type: none"> <li>Where possible all PE and PA will be outdoor to support social distancing.</li> <li>Students should work in their own zone which may be marked out, depending on allocated teaching space. PE outside could be preferable to indoor PE.</li> </ul>		Students		
e. Social distancing within lessons	<ul style="list-style-type: none"> <li>All lesson activity adheres to the social distancing rules in place at the time of delivery. This means team games involving contact are currently not possible.</li> </ul>		Students Staff	Each student to have their own zone which they can work in where possible	
f. Groups	<ul style="list-style-type: none"> <li>Class sizes should adhere to Government guidance and be reduced to a level where social distancing rules can be applied.</li> <li>Year group bubbles should adhere to Government guidance to a level where social distancing rules can be applied.</li> </ul>		Students	There will only be one bubble in the PE areas at any one time to avoid the risk of spreading the virus	

g. PE Clothing	Modifications/adaptions on clothing expectations to be applied.		Students	Students to attend in their PE kit for the whole day on the day when they have a timetabled physical education lesson in order to limit or avoid the use of the changing areas.	
h. PE equipment	<ul style="list-style-type: none"> <li>• Equipment will need to be cleaned after each use</li> <li>• PE staff will need to make a decision on which equipment is easier to build into lessons and take into account the cleaning regime at the end of the sessions.</li> <li>• Hand washing routines will mean more equipment is available to pupils,</li> </ul>	PE staff to plan for and discourage the sharing of equipment to mitigate against virus transmission.	Students Staff		
i. Washing hands/ hand sanitiser	<ul style="list-style-type: none"> <li>• Opportunities for handwashing before and after the lesson will be available in the PE teaching areas</li> <li>• Hand sanitiser should be readily available for students to use throughout the day.</li> </ul>		Students Staff		
j. Procedures	<ul style="list-style-type: none"> <li>• New procedures for PE lessons to be followed to take into account arrival, exit and safe storage of belongings during PE.</li> </ul>		Students Staff	Students will need to be taught and reminded of new procedures for arrival in the lesson, where belongings are left during the lesson, how they leave the lesson	

## APPENDIX 1



### THE 'C' FACTOR IN PHYSICAL EDUCATION – Physical Activities Rated



The C factor is the contact level. How much contact with individuals, likelihood of breaching the 2m/1m distance rule, and contact with equipment. **Low C factor** has none to very limited contact. **Medium C factor** involves sporting equipment mainly used by one performer throughout and can be cleaned after use. **High C factor** includes 2 many variables for safe practice under current COVID 19 guidance. This includes practicalities of cleaning large areas like gym mats and trampolines.

#### LOW C FACTOR

ATHLETICS TRACK EVENTS  
LONG JUMP\*  
TRIPLE JUMP\*  
ORIENTEERING  
X-COUNTRY  
FOOTBALL DRILLS  
HOCKEY DRILLS  
FOOTVOLLEY  
WALKING/HIKING  
GOLF  
HURLING DRILLS  
INTERVALTRAINING  
FARTLEK TRAINING  
PLYOMETRICS

#### MEDIUM C FACTOR

DISCUS  
SHOT  
JAVELIN  
HAMMER  
POLE VAULT  
TENNIS  
BADMINTON  
INDOOR ROWING  
PAIRED FIELDING DRILLS  
BOCCIA  
MTB

#### HIGH C FACTOR

GYMNASTICS  
TRAMPOLINING  
RUGBY  
NETBALL  
BASKETBALL  
HANDBALL  
FOOTBALL (GAMES)  
RUGBY  
SQUASH  
RACKETS  
ROUNDERS  
DODGEBALL  
ULTIMATE FRISBEE  
VOLLEYBALL  
SWIMMING  
GAELIC FOOTBALL  
HURLING (GAMES)  
CRICKET  
WEIGHT TRAINING

\* STUDENTS NOT TO ACCESS CONES/TAPE/RACK DURING LESSON