

PE/Physical Risk Assessment 2020 (Covid 19)

Severity Factor & Remaining Risk Assessment

Level Severity Description Residual Risk Description

1 Low, minimal risk, control measures more than adequate

2 Moderate, control measures satisfactory

3 High, control measures adequate

4 Very high, control measures implemented with constant review

5 Catastrophic, very harmful, considerations to stop activity

<u>Areas to consider</u>	<u>Suggested practice</u>	<u>Implications for the school/ department</u>	<u>Risk Rating</u> (1 -5)
Learning	<p>1) Activities taking place in PE lessons and Physical activity sessions should be non-contact and these conditions shared with the pupils.</p> <p>2) Agree what learning is appropriate (including the relationship between face-to-face and remote education), for example, identify curriculum priorities, agree revised expectations, and required adjustments in practical lessons, and any approaches to 'catch up' support.</p> <p>3) Ensure you have considered the impact on staff and pupils with protected characteristics, including race and disability, in developing your approach.</p>	<p>1) Check guidelines from individual governing bodies (e.g. the F.A / England Netball). - Verify with schools that they are happy to follow these guidelines, or if not, how best to proceed.</p> <p>2) Liaise with schools regarding PE topics for each term.</p> <p>3) See school risk assessment.</p>	3-4
Protective Measures and Hygiene	<p>1) Decide the physical and organisational structures needed to limit risks and limit movement around the building(s) (for example, classroom layouts, entry and exit points, staggered starts and break times, class sizes, lunch queues, use of communal staff areas).</p> <p>2) Agree how safety measures and messages will be implemented and displayed around school.</p> <p>3) Ensure there is sufficient tissues available for ensuring good respiratory hygiene – i.e. 'catch it, bag it, bin it' approach.</p>	<p>1) See schools risk assessment & Time table</p> <p>2) N/A to TFG Staff</p> <p>3) Speak to school about: - Where to get tissues & bin bags from. - Where to top up tissues - Where to dispose of tissues.</p>	3-4
Changing areas	<p>1) If used, these should be cleaned after every lesson – Wiping of surfaces is a reasonable approach.</p> <p>2) Attending school with PE kit on will limit the need to use changing rooms.</p> <p>3) Ensure sufficient standard cleaning equipment is available in all changing areas.</p> <p>4) Social distancing measures still apply and marking out areas which cannot be used will help you to manage the area effectively.</p>	<p>1) See school risk assessment</p> <p>2) See school Risk assessment</p> <p>3) See school risk assessment & Speak to school about what cleaning products to use, and where they are kept</p> <p>4) See school risk assessment</p>	3-4
Teaching	<p>1) Encourage outdoor PE and TA to support</p>	<p>1) Maintain social distance as much a possible</p>	

	be preferable to indoor PE.		
Social distancing within lessons	<p>1) You should ensure that all lesson activity adheres to the social distancing rules in place at the time of delivery. This could mean team games involving contact are currently not possible.</p> <p>2) One solution is for each student to have their own zone which they can work in</p>	<p>1) Check guidelines from individual governing bodies (e.g. the F.A / England Netball). - Verify with schools that they are happy to follow these guidelines, or if not, how best to proceed.</p> <p>2) See school risk assessment</p>	3-4
Group sizes	1) Class sizes should adhere to Government guidance and be reduced to a level where social distancing rules can be applied.	1) See school risk assessment	3-4
PE Clothing	1) The school will need to agree on modifications/adaptions on clothing expectations. It may be that you would like your 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. This is a whole school decision. You may want to consider back up clothing for when the weather is poor.	1) See school risk assessment	3-4
PE equipment	<p>1) Equipment will need to be cleaned after each use. It should be noted that this a whole school issue and all departments/subjects will be facing the same issues so this should be a whole school solution.</p> <p>2) You will need to decide on which equipment is easier to build into lessons and take into account the cleaning regime at the end of the sessions.</p> <p>3) Hand washing routines will mean more equipment is available to pupils, however it is often easier to plan for and discourage the sharing of equipment to mitigate against virus transmission.</p>	<p>1) See school risk assessment -Discuss with school what cleaning equipment you should use, how it is used and where it is stored</p> <p>2) Where possible give each child their own piece of equipment e.g. a ball, a hockey stick</p> <p>3) Where possible give each child their own piece of equipment e.g. a ball / hockey stick</p> <p>- Use numbered cones or spots so each child has a place to put their equipment when they are not using it.</p>	3-4
Washing hands/ hand sanitiser	<p>1) Opportunities for handwashing before and after the lesson must be available.</p> <p>2) Hand sanitiser should be readily available for students to use throughout the day. This is in addition to regular handwashing.</p>	<p>1) See school risk assessment & Discuss with teachers the hand washing procedure e.g. children wash hands before TFG coach collects them</p> <p>2) See school risk assessment - If hand sanitiser is available for children , find out where this is kept/stored and when the children should use it.</p>	3-4
Staff hygiene	<p>1) Opportunities for handwashing before and after the lesson must be available.</p> <p>2) Each employee will have personal 'hand sanitizer pot' provided by TFG.</p> <p>3) Staff to wash uniform after each day of work</p> <p>4) Staff who visit more than one venue each day will change uniform before entering next venue</p>	<p>1) Discuss with school area for staff to wash hands.</p> <p>2 – 4) Part of company hygiene policy</p>	3-4
Indoor Lessons	<p>1) Maximum airflow through indoor area</p> <p>2) Low level cardiovascular activities</p> <p>3) No Physical Contact Games</p> <p>4) Suitable activities</p> <p>5) Theory support</p> <p>6) Social distancing</p>	<p>1) Open windows and prop open any entrance doors to create maximum airflow (imperative this is done even if it's cold)</p> <p>2) Plan and deliver activities that require minimal physical exertion and keep breathing levels as normal as possible</p> <p>3) As per outside guidance no 'physical contact games'</p> <p>4) PE – Yoga and Wellness, Drama, Dance, Multi Skills</p> <p>Clubs – skill development station based activities /</p>	3-4

		<p>paired skill activities, circle games, yoga and wellness, dance, drama (no physical contact or invasion games)</p> <p>5) Please see 'wet weather activities' folder in Dropbox for resources quiz's etc.</p> <p>6) Continue to follow social distancing guidelines between bubbles as per school / club guidelines</p>	
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