

Risk Assessment – Physical Education – Cooking, Arts & Crafts Club		November 2020	Orchard Meadow, Oxford.
<b>Responsible Person</b>	Andrew Beattie - Director of Sport (William Power- Head teacher. Harry Paget-Wall Collins- Exec. Principal)		
<b>Other Persons Involved</b>	Ryan Spriggs (PE teacher), All Staff and Governors		
<b>Guidance Material Considered</b>	<ul style="list-style-type: none"> <li>DfE – <a href="#">Guidance for Full Opening – Schools</a> (2 July)</li> <li>DfE - <a href="#">Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak</a> (2 July)</li> <li>DfE - <a href="#">Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak</a> (1 July)</li> <li>DfE - <a href="#">Coronavirus (COVID-19): guidance on isolation for residential educational settings</a> (27 May)</li> <li>BEIS - <a href="#">Working safely during coronavirus (COVID-19) Offices and Contact Centres</a> (24 June) Note: this guidance covers office safety such as that carried out by support staff which is not explicitly covered in the education-focussed DfE guidance.</li> <li>NHS - <a href="#">Test and Trace – How it works</a> (11 June)</li> <li>AfPE – <a href="#">Interpreting the Government Guidance in a PESSPA Context</a></li> <li>A&amp;CSG – <a href="https://www.cpsc.gov/s3fs-public/5015.pdf">https://www.cpsc.gov/s3fs-public/5015.pdf</a> (26 Oct)</li> <li>FFL - <a href="https://www.foodforlife.org.uk/whats-happening/news/news-post/school-food-checklist-for-covid-19">https://www.foodforlife.org.uk/whats-happening/news/news-post/school-food-checklist-for-covid-19</a> (26 Oct)</li> </ul>		

Details-	
<p>This risk assessment has been prepared, based on the DfE Guidance on the Full Opening of Schools in September 2020, to support the Physical Education, School Sport and Physical Activity (PESSPA) at Pegasus and Orchard Meadow Primary School.</p> <p>We, at Pegasus and Orchard Meadow will regularly check the Government website (GOV.UK) for updates and adjust this risk assessment accordingly in consultation with our governing body.</p> <p>Below are three key questions we have considered in this risk assessment:</p> <ul style="list-style-type: none"> <li>Have we reviewed our risk assessments to ensure the safety and wellbeing of all personnel?</li> <li>Does our teaching and learning meet Government guidance? <a href="http://www.gov.uk/coronavirus">www.gov.uk/coronavirus</a></li> <li>Are our teaching plans consistent with the requirement of whole school expectations, which have been developed in response to the national guidance?</li> </ul> <p>Key principles for supporting safe PESSPA include:</p> <ul style="list-style-type: none"> <li>Keeping pupils in consistent groups</li> <li>Maximising distancing between pupils</li> <li>Prioritising outdoor PE</li> <li>Thoroughly cleaning PE equipment between each use by different individual groups</li> <li>Avoiding contact sports/activities</li> </ul> <p>We will ensure scrupulous attention is paid to cleaning and hygiene regimes before and after PE lessons or lunch/break time activities.</p> <p>We also ensure clear notices are displayed around our school exemplifying NHS and Government Guidance.</p>	<p><b>Are Control Measures – Yes</b></p>

We will regularly check the Government website for updates and adjust this risk assessment accordingly in consultation with our employer.  
In addition, due to the constantly changing situation, dynamic risk assessments will be carried out and amended to reflect our school's specific controls on an ongoing basis.

Hazard	Who is at Risk	How Can the Hazards Cause Harm	Control Measures Currently in Place	In Place?	Residual Risk Acceptable?
<b>Infection Control (people)</b>	Staff, Pupils, Visitors	Staff/Pupils/Visitors contracting COVID-19	<ul style="list-style-type: none"> <li>Pupils will be kept in consistent groups</li> <li>All activities in Physical Education (PE) lessons and Physical Activity (PA) sessions will be non-contact and planned to ensure that distance is maximised between children</li> <li>The PE curriculum will be revised and age related expectations agreed by all staff</li> <li>Any external coach will be checked in accordance with our H&amp;S whole school policy and employed to support our extra-curricular activities</li> <li>Staff and pupils with protected characteristics, including race and disability, will be considered in planning and delivering Physical Education lessons and Physical Activity sessions</li> </ul>	Yes	Yes
<b>Protective Measures and Hygiene</b>	Staff, Pupils, Visitors	Potential contamination of surfaces and for person to person spread	<ul style="list-style-type: none"> <li>Scrupulous attention will be paid to cleaning and hygiene</li> <li>Clear signage reminding pupils to wash their hands will be displayed in all teaching areas and outdoor open spaces</li> <li>Sufficient tissues and hand sanitisers will be made available to all staff in addition to bags to contain any used tissues and wipes</li> <li>Movement around the PE areas/building will be considered to limit risks. For example, classroom layout, entry and exit points, staggered starts, break times, lunch arrangements and use of communal staff areas</li> </ul>	Yes	Yes
<b>Changing areas, clothing and footwear</b>	Staff, Pupils, Visitors	Operational practices in place to minimise the risk of the spread of infection	<ul style="list-style-type: none"> <li>Children will attend school wearing appropriate clothing and footwear to take part in Physical Education lessons and Physical Activity sessions</li> <li>If changing areas are used, social distancing will be maintained, and the areas cleaned after every lesson using the school's regular cleaning products especially if pupils have been sweating or are wet from rain. Particular attention will be given to high touch areas.</li> <li>Hand washing facilities are present in the changing areas for staff and pupils to wash their hands before and after the PE lesson</li> <li>Hand sanitiser will also be made available and utilised where needed</li> </ul>	Yes	Yes

<b>Infection Control (premises)</b>	Staff, Pupils, Visitors	Changes to or introduction of physical control measure to minimise the risk of the spread of infection	<ul style="list-style-type: none"> <li>Any unnecessary furniture removed to aid distancing between groups</li> <li>Outdoor Physical Education and Physical Activity will be encouraged as much as possible</li> <li>Pupils will take part in PE and PA with their class.</li> <li>The playground grids will be used as much as possible. Rubber spots for the early years and playground chalk may also be used to support the distancing of pupils.</li> <li>Our external facilities will be used in line with government guidance.</li> <li>Clear signage, reminding pupils about distancing and washing their hands will be displayed in all teaching areas including outdoor open space.</li> </ul>	Yes	Yes
<b>Equipment</b>	Staff, Pupils, Visitors	Correct use of equipment and potential contamination of equipment and for person to person spread	<ul style="list-style-type: none"> <li>Note that even products labelled 'non-toxic' when used in an unintended manner can have harmful effects.</li> <li>Products with cautionary/warning labels should not be used with children.</li> <li>Avoid solvents and solvent-based supplies, which include turpentine, paint thinner, shellac, toluene, and some glues, inks, and a few solvent-containing permanent markers.</li> <li>Avoid materials in self-pressurized containers.</li> <li>Avoid acids, alkalis, bleaches, or corrosives.</li> <li>Avoid products or processes that produce airborne dusts which can be inhaled.</li> <li>Avoid old supplies, unlabelled supplies, and be wary of donated supplies with cautionary/warning labels and that do not contain the statement "Conforms to ASTM D4236."</li> <li>Avoid materials with lead, cadmium and other heavy metals.</li> <li>Avoid high-temperature hot glue guns; use low temperature models.</li> <li>Look for products that are clearly labelled with information about intended uses.</li> <li>Equipment not to be shared among children</li> <li>Give special attention to students with higher exposure risks, such as: <ul style="list-style-type: none"> <li>Disability, which affect safe use of the supplies.</li> <li>Visual or hearing difficulties that may hinder the recognition of spills or skin exposures and may require the student to get close to supplies during use, which can increase their inhalation of fumes or dusts.</li> <li>Asthma or allergies, which may elevate the students' sensitivities to fumes, dusts, or products that come into contact with the skin.</li> </ul> </li> </ul>	Yes	Yes

<b>Restrictions on the club</b>	Staff, Pupils	Changes to the activity to minimise the risk of the spread of infection whilst playing	<ul style="list-style-type: none"> <li>• Club numbers must not exceed 15 children plus 1 adult in accordance with the Government's Covid-19 guidelines.</li> <li>• Outdoor spaces or playing areas are preferable.</li> <li>• If indoors, make sure rooms are well ventilated by keeping windows and doors open.</li> <li>• If possible, use screens or barriers to separate people from each other.</li> <li>• Use back-to-back or side-to-side working (rather than face-to-face) whenever possible.</li> <li>• Reduce the number of people each person has contact with by using 'fixed teams or partnering' (so each person works with only a few others).</li> <li>• Noise levels should be low enough to not encourage shouting</li> <li>• Foods will not be shared and ingested by children who have not prepared them (cooking)</li> </ul>	Yes	Yes
<b>Hazardous playing area</b>	Staff, pupils	To reduce the chance of hazardous or harmful working areas for the pupils while performing in the club	<ul style="list-style-type: none"> <li>• Before the club, teacher must check the working area or court for any hazardous or dangerous objects.</li> <li>• The playing area must be checked for any surface damage i.e. cracks or uneven surfaces or holes that pose a risk to the pupils during the club.</li> </ul>	Yes	Yes
<b>After School and after club</b>	Pupils	Possible safeguarding issues making sure that children get home to the parent/ guardian	<ul style="list-style-type: none"> <li>• After school Children will meet at a designated area for club register to be taken (school) where their belongings can be kept securely.</li> <li>• Any children that are not accounted for and were in school must be reported to the office to check on their whereabouts.</li> <li>• Staff Member will walk the children to the area that they are working as a group, making sure that everyone is accounted for.</li> <li>• At the end of the club, teacher will dismiss the pupils from the front office one by one so they can make sure they are going home with correct parent/ guardian</li> <li>• Any children who walk home must have permission for parent/guardian and the school must be aware that they are walking home. If school does not have permission slip, then they cannot walk home by themselves</li> </ul>	Yes	Yes
<b>Risk whilst playing</b>	Staff, Pupils	Physical harm to the pupils that require first aid	<ul style="list-style-type: none"> <li>• First aid officer to be on site, and teacher delivering the club to know how to easily contact first aid officer.</li> <li>• First aid kit to be check that it is fully stocked up.</li> <li>• Children to have suitable shoes if outside but are barefoot if indoors.</li> </ul>	Yes	Yes

By reading this risk assessment you have read and made yourself aware of all potential risks and hazards whilst running the club and agree to the safeguarding requirements whilst running the club.

Signed

Teachers Name .....

<b>Assessment completed by:</b>	<b>Andrew Beattie</b>	<b>Date:</b>	02.11.2020	<b>Date of next review:</b>	
<b>Assessment completed by:</b>	<b>Harry Paget-Wall Collins</b>	<b>Date:</b>		<b>Date of next review:</b>	

**Guidance on completing the form**

This form may be used to record the risk assessment for any activity. Only complete a risk assessment if you have a good understanding of the activity being assessed and the principles of carrying out a risk assessment.

**Risk Assessment Title and Responsible Person**

Give the risk assessment a logical and clear title and date. The manager who is responsible for the activity being undertaken should carry out the risk assessment detailing the hazard and controls and any additional action required. Those employees to whom the risk assessment relates should be consulted in its development. It should then be signed and dated and stored securely in department and made available to employees, e.g. through communication on induction and following review.

**Details**

Provide a brief description of the activities to which the risk assessment relates. The short title detailed above may not make it clear what is in and/or out of scope of the assessment.

**What are the hazards and Who is at Risk?**

In the Hazards column, list the hazards (something with the potential to cause harm) which could reasonably be expected to result in significant harm. Identify individuals or groups of people who might be affected by the Hazard. Besides staff and pupils consider visitors, members of the publics, volunteers and others who could be affected.

**What harm is associated with the hazard?**

For each hazard, there may be one or more types of harm that could occur and each is likely to require different control measures to be implemented. It is recommended each is given a separate line on the form.

**What control measures are, or will be put, in place?**

List what is, or will be put in place to reduce the likelihood of harm or make any harm less serious. These precautions should meet legal standards, represent good practice and reduce risk as far as reasonably practicable. A hierarchy of control such as below may help in determining suitable controls, preference should be given to controls higher up the hierarchy where possible.

- |                                             |                                           |
|---------------------------------------------|-------------------------------------------|
| • Eliminate or avoid the risk at its source | • Remove employees/pupils (as applicable) |
| • Reduce the risk at its source             | • Reduce exposure to the risk             |
| • Contain the risk                          | • Utilise personnel protective equipment  |

**Evaluation of Adequacy**

The application of and consideration of the adequacy of the controls in place needs to be determined. This is a subjective judgement to be made by the responsible person. Where the response to the question of adequacy is ‘no’ this indicates an area requiring additional control (see below). An alternative way to think of this question would be ‘is the residual risk acceptable’?

**Areas of additional control for consideration**

Areas for additional control can include items where the judgement in the evaluation of adequacy section was negative. It can also relate to developmental or goal-setting objectives in support of the journey of continuous improvement.

**Review Period**

United Learning’s Risk Management (HS) Policy requires that all risk assessments are reviewed every two years to ensure validity. For activities undergoing regular change, consider a shorter timeframe for review.