



Risk Assessment
Physical Education
Concept: Gymnastics

Activity: KS 2 curriculum gymnastics
Significant hazards / risks <ul style="list-style-type: none">• Injuries such as broken bones, sprains, strains, contusions• Sprains from manual handling from moving equipment• Fall from heights from ropes, large apparatus• Contact burns from ropes• Splinters from benches• Slips, trips and falls• Head injury or spinal damage from headstands• Toxic fumes and burns from inflammable mats with cellular (polyurethane) foam• Injuries from falling onto poorly maintained mats
Who could be harmed? <ul style="list-style-type: none">• Teachers, children, LSA's, volunteers
Competence Requirement: <ul style="list-style-type: none">• Teachers at WJS must only teach to the National Curriculum requirements unless they are competent to teach to a higher level and the activity has been approved by the Head Teacher• Newly qualified teachers should observe other teachers in areas requiring support and ensure they follow the GetsetforPE guidance• Teachers should follow the Teaching Plans agreed by the PE lead and found on Getset4PE• CPD for gymnastic and dance provided regularly <p>Further advice and support on health and safety competency can be obtained from the PE Association and the School Games Advisor (Hannah Small – h.small@hernebayhigh.org)</p> <p><i>* For advice re continual professional development contact TEP</i></p>
Control measures that should be in place: <ul style="list-style-type: none">• Clearly defined signal to inform the class to stop working and pay attention to the teacher• Boundary working area marked and defined, e.g. use of spots, cones or lines• Teacher able to see the whole class/group at all times and position self near equipment of greater risk, e.g. large apparatus• Children come to school in PE kits to avoid risks associated with changing• Appropriate warm-up and cool-down periods must be used• No headstands to be permitted or taught



- No jumping permitted from large apparatus
- Pupils to wear appropriate kit: tucked-in t-shirts, shorts, bare feet (the whole class should adhere to all in bare feet unless they have a verruca or similar), shoulder-length hair tied back. NB: trainers or only socks are inappropriate for gymnastics activities
- Shoes to be removed once class are in the hall or studio, with shoes and socks neatly put to the edge of the hall and not acting as a trip hazard
- Teaching staff to wear appropriate kit, especially if demonstrating. The bare minimum would be bare feet, flat shoes, plimsolls or trainers
- All jewellery to be removed or taped

Equipment:

- Equipment must be annually checked by a competent company and half yearly by a competent member of staff
- Equipment to be visually checked before use to ensure appropriate for purpose, fixed and stable.
- Equipment deemed to be condemned or requiring repair must be marked, reported and removed from usage immediately, repaired/disposed of as appropriate
- Equipment stored safely and appropriately to minimise distance carried, e.g. benches, trestle tables, stools, and children are shown how to use and carry equipment safely and appropriately. E.g. benches carried with children evenly spaced along the bench, all facing the same way, walking in the same direction, with no other children blocking their route
- Appropriate positioning of curriculum equipment, e.g. not near walls, sufficient space to work, and progressive use of equipment, e.g. floor, spots, ropes, mats, benches, low tables, mid-level tables, stools, large apparatus
- 'Impact' mats must be used as exit areas and to provide a cushioned area and protection from controlled descent from apparatus
- Jumping down from climbing frames or ropes is not recommended. Both these items of apparatus are concerned with climbing, traversing and descending and the equipment should be used for these purposes
- Mats should never be indiscriminately placed around the working area. Each mat should be placed with a specific purpose in mind, associated with developing confidence, comfort in working and developing changes in direction
- Mats should never be used to protect against the foreseeable outcomes of poorly developed skill. It is better that apparatus and task are modified to accurately reflect pupil need and capability, thereby minimising the risk of falling and poorly controlled dismounts
- Use of tape on large apparatus to restrict the height that children work to, e.g. 'feet no higher than here' and in line with the height of other equipment used
- Springboards, landing mats, and vaulting boxes are not to be used unless teachers are appropriately qualified
- Inspection records must be kept for two years from the date of inspection.

Additional Control Measures: Hints / tips for what needs to be considered as part of local /specific assessment:

- **Surface / flooring type need be considered**
- **Pupils with medical or special needs**



COMPLETE THIS SECTION LOCALLY

Establishment / Team:

Assessed by (print):

Date:

Local Assessment (Refer to Hints and Tips for guidance)

Date reviewed:

Initials: