



Risk Assessment
KS 2 Physical Education
Concept: Dance

Activity: KS 2 curriculum dance

Significant hazards/risks

- Injuries such as broken bones, sprains, strains, contusions
- Sprains from manual handling
- Electrocutation from electrical equipment
- Fall from heights from ropes, large apparatus
- Contact burns from ropes
- Splinters from benches
- Slips, trips and falls
- Toxic fumes and burns from inflammable mats with cellular (polyurethane) foam in the event of a building fire.
- Injuries from falling onto poorly maintained mats

Who could be harmed?

- Teachers, children, LSA, volunteers

Competence Requirement:

- Teachers in primary schools **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
- Teachers should follow the Teaching Plans agreed by the PE lead and found on Getset4PE

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)

- ** For advice re continual professional development contact TEP*

Control measures that should be in place:

- 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, lines or cones
- Teacher able to see the whole class/group at all times
- Children come to school in PE kits to avoid risks associated with changing
- Appropriate warm-up and cool-down periods
- No actions involving weight on heads, e.g. headstand actions, to be permitted
- 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.
- 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:

- Electrical equipment to be checked as part of the establishment Portable Appliance Testing program
- 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 it is 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 shown how to use and carry equipment safely and appropriately
- 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
- Mats used as exit areas from apparatus. 'Impact' mats are used as exit areas and to provide a cushioned area and protection from descent from apparatus
- 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
- Trampettes and trampolines not to be used
- 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:
