ST JAMES' LOWER DARWEN C OF E PRIMARY SCHOOL

SKILLSTART PRIMARY

PE Risk Assessment Pack - 2026/27

This pack records the school-specific PE risk assessments for the environments, curriculum activities, equipment and operational circumstances used at St James' Lower Darwen C of E Primary School.

Assessed by	Miss Lucy Whaley (PE Subject Leader)	**Approved by**	Miss Melissa Tindall (Headteacher)
Assessment date	September 2026	**Next review**	September 2027

#	Assessment	Category
1	**School Hall / Indoor PE Space**	Environment & Facility Risk Assessments
2	**Playground / Yard / Hard Court**	Environment & Facility Risk Assessments
3	**Splash Swimming Pool**	Environment & Facility Risk Assessments
4	**Journey To / From Splash**	Environment & Facility Risk Assessments
5	**Fundamental Movement Skills & Ball Exploration**	Core Curriculum Activity Risk Assessments
6	**Invasion & Net/Wall Games**	Core Curriculum Activity Risk Assessments
7	**Striking & Fielding Games**	Core Curriculum Activity Risk Assessments
8	**Gymnastics - Floor & Apparatus**	Core Curriculum Activity Risk Assessments

#	Assessment	Category
9	**Dance & Expressive Movement**	Core Curriculum Activity Risk Assessments
10	**Athletics - Track & Field**	Core Curriculum Activity Risk Assessments
11	**Outdoor & Adventurous Activities (OAA)**	Core Curriculum Activity Risk Assessments
12	**Swimming & Water Safety**	Core Curriculum Activity Risk Assessments
13	**PE Storage Shed / Cupboard**	Equipment & Storage Risk Assessments
14	**Goalposts & Large Net Structures**	Equipment & Storage Risk Assessments
15	**Portable Sports Equipment**	Equipment & Storage Risk Assessments
16	**General PE Operating Controls**	Operational & Specific Circumstances
17	**Sports Day & Whole-School PE Events**	Operational & Specific Circumstances
18	**Extracurricular & After-School Sports Clubs**	Operational & Specific Circumstances
19	**Weather & Seasonal Conditions**	Operational & Specific Circumstances
20	**Pupil Medical Conditions, SEND & Individual Needs**	Operational & Specific Circumstances
21	**External Coaches / Visiting Providers**	Operational & Specific Circumstances

St James' site-specific points: no playing field is used; PE outdoor provision is based on the enclosed yard/playground/hard-court areas; and there is no car or vehicle access onto the yard/playground.

RISK RATING GUIDE

Use this 4 x 4 matrix consistently when reviewing PE hazards and controls.

Likelihood / Severity	1 - Minor	2 - Moderate	3 - Serious	4 - Major / fatal
1 - Unlikely	1 LOW	2 LOW	3 LOW	4 LOW
2 - Possible	2 LOW	4 LOW	6 MEDIUM	8 MEDIUM
3 - Likely	3 LOW	6 MEDIUM	9 HIGH	12 HIGH
4 - Very likely	4 LOW	8 MEDIUM	12 HIGH	16 HIGH

Risk score: likelihood x severity. Low = 1-4, Medium = 6-8, High = 9-16. A high residual risk should not be accepted without further controls or a decision to stop/replace the activity.

DAILY DYNAMIC CHECK - 30 SECONDS BEFORE PE

Area/surface safe	Weather/current conditions safe	Equipment undamaged and stable	Emergency routes clear
Pupil medical needs/medication ready	Clothing, jewellery, hair and footwear checked	Group size/space suitable	Rules, boundaries and stop signal clear
Adaptations/SEND needs planned			

PE RISK ASSESSMENTS

1. Environment & Facility Risk Assessments

St James' Lower Darwen C of E Primary School

School hall, enclosed playground/yard, Splash swimming pool and the journey to/from Splash. St James' does not have a playing field and there is no car/vehicle access onto the yard/playground.

#	Risk assessment	Scope
1	**School Hall / Indoor PE Space**	Environment and facility risk assessment
2	**Playground / Yard / Hard Court**	Environment and facility risk assessment
3	**Splash Swimming Pool**	Off-site environment and facility risk assessment
4	**Journey To / From Splash**	Off-site travel risk assessment

School-specific assessment: This section forms part of the PE risk assessment arrangements for St James' Lower Darwen C of E Primary School. Staff must still complete the stated dynamic checks before sessions and act on any new or changing hazards.

School Hall / Indoor PE Space

Environment and facility risk assessment

Scope	PE lessons, clubs and physical activity delivered in the school hall or indoor multi-use space.	**Who may be harmed**	Pupils, staff, visitors and contractors entering the activity area.
Dynamic check	Visual/dynamic check before each session and whenever conditions change.	**Review trigger**	Review after any significant incident/near miss, change of activity/venue/equipment, change in pupil need, or updated school guidance.
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Possible hazard / how harm could occur	How to treat / reduce the risk	Who may be harmed	Initial	Residual
Slips, trips and falls from wet, dusty, polished or obstructed flooring.	Staff complete a visual sweep before use. Floor is clean, dry, non-slip and free of loose equipment, bags, chairs and cables. Spills are isolated and cleaned before activity resumes. Defects are reported and the affected area is taken out of use.	Pupils, staff and others in the activity area.	8 MEDIUM	3 LOW
Collision with walls, doors, radiators, stage edges, stored furniture or other fixed features.	Maintain a clear safety margin around the activity zone. Doors are secured where appropriate. Protruding or hard features close to activity are avoided, protected or incorporated into a clearly explained boundary. Activities are modified if space is restricted.	Pupils, staff and others in the activity area.	8 MEDIUM	3 LOW
Overcrowding or collisions between pupils during fast movement.	Group size and activity area are matched to age, ability and behaviour. Use lanes, grids, stations or smaller-sided groups. Teach stop signals and safe movement expectations. Increase spacing before increasing speed or competition.	Pupils, staff and others in the activity area.	6 MEDIUM	3 LOW
Poor lighting, ventilation or uncomfortable temperature affecting visibility or wellbeing.	Check lighting and ventilation before use. Do not use the hall where visibility is inadequate or conditions create a foreseeable health risk. Provide rest and hydration as required.	Pupils, staff and others in the activity area.	6 MEDIUM	2 LOW
Unsafe apparatus or portable equipment.	Staff visually inspect equipment before use. Damaged items are removed and labelled. Fixed or large apparatus is used only as designed, with locks/brakes/fixings engaged. Annual/periodic inspection records are maintained by the school.	Pupils, staff and others in the activity area.	9 HIGH	3 LOW
Blocked emergency exits or conflict with shared use of the hall.	Emergency routes and fire doors remain clear. Other users do not cross the active teaching space. PE setup does not obstruct alarms, exits or access for emergency services.	Pupils, staff and others in the activity area.	8 MEDIUM	2 LOW
Jewellery, unsuitable clothing, loose hair or inappropriate footwear.	Apply school PE kit rules. Remove jewellery in line with school policy and current safe-practice guidance. Long hair is secured. Footwear/barefoot work is appropriate to the activity and surface.	Pupils, staff and others in the activity area.	6 MEDIUM	2 LOW

PRE-USE / SESSION CHECK

Floor dry and defect-free	Activity perimeter clear	Emergency exits clear	Equipment visually checked
Pupil medical needs known	Clothing, jewellery and hair checked	Stop signal understood	First-aid access confirmed

Playground / Yard / Hard Court

Environment and facility risk assessment

Scope	PE lessons and games on the school's enclosed tarmac yard/playground and hard-court areas. There is no car or vehicle access onto the yard/playground.	**Who may be harmed**	Pupils, staff, visitors and other site users.
Dynamic check	Visual/dynamic check before each session and whenever conditions change.	**Review trigger**	Review after any significant incident/near miss, change of activity/venue/equipment, change in pupil need, or updated school guidance.
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St James' site note: the yard/playground is not accessible to cars or other vehicles. Controls therefore focus on surface condition, fixed boundaries, shared use, weather and safe positioning of activities.

Possible hazard / how harm could occur	How to treat / reduce the risk	Who may be harmed	Initial	Residual
Trips, cuts or falls from grit, broken glass, litter, moss, leaves, ice, damaged tarmac or raised covers.	Area is visually swept before activity. Debris is removed safely. Wet, icy, damaged or loose surfaces are excluded or activity is relocated. Defects are reported and clearly marked until repaired.	Pupils, staff and others in the activity area.	8 MEDIUM	3 LOW
Collision with walls, fences, posts, gates, benches, trees or playground fixtures.	Set a clearly marked run-off zone. Do not place high-speed activities close to rigid boundaries. Pad/avoid obstacles where appropriate. Adjust pitch size and direction to protect pupils.	Pupils, staff and others in the activity area.	8 MEDIUM	3 LOW
Multiple classes or games causing cross-traffic and ball strikes.	Separate activity areas with sufficient run-off. Align activities to reduce opposing traffic. Use clear retrieval rules for balls entering another area. Staff coordinate simultaneous use.	Pupils, staff and others in the activity area.	6 MEDIUM	3 LOW
Weather: rain, frost, excessive heat, glare or strong wind.	Complete a dynamic weather/surface check. Modify, relocate or cancel where conditions make the surface or equipment unsafe. Provide hydration, shade/rest and suitable clothing as required.	Pupils, staff and others in the activity area.	8 MEDIUM	3 LOW
Balls or equipment leaving the school boundary or entering unsafe areas.	Orientate activities away from roads, car parks and public access. Use suitable barriers/nets where available. Pupils do not retrieve equipment from outside the agreed boundary without staff direction.	Pupils, staff and others in the activity area.	8 MEDIUM	3 LOW

PRE-USE / SESSION CHECK

Surface swept	No ice/wet leaves/loose grit	Yard gates/boundaries secure	Boundaries and run-off clear
Weather suitable	Equipment appropriate for hard surface	Emergency access route to site clear	

Splash Swimming Pool

Off-site environment and facility risk assessment

Scope	Use of Splash swimming pool, changing facilities, poolside and agreed school areas during curriculum swimming.	**Who may be harmed**	Pupils, school staff, swimming teachers, lifeguards and other pool users.
Dynamic check	Visual/dynamic check before each session and whenever conditions change.	**Review trigger**	Review after any significant incident/near miss, change of activity/venue/equipment, change in pupil need, or updated school guidance.
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Before the swimming block begins, the school should obtain and review Splash's current facility risk assessment, Normal Operating Procedure (NOP), Emergency Action Plan (EAP), lifeguard arrangements, pool depth/use rules and safeguarding/changing arrangements. This assessment supplements, not replaces, the facility documents.

Possible hazard / how harm could occur	How to treat / reduce the risk	Who may be harmed	Initial	Residual
Drowning or serious injury associated with pool depth, entry, weak swimming ability or loss of supervision.	School and Splash agree responsibilities in writing. Pupils are ability-grouped and briefed before entry. No pupil enters water until instructed. Non-swimmers/beginners remain in designated depth/area with appropriate support. Head counts take place on arrival, poolside transitions and departure.	Pupils, staff and others in the activity area.	16 HIGH	4 LOW
Inadequate teaching/supervision ratio for the group.	Ratios are set by risk assessment, pupil ability, SEND/medical needs, pool configuration, instructor competence and Splash policy. Swim England school-swimming guidance gives starting points of 12:1 for non-swimmers/beginners and 20:1 for improving swimmers or mixed-ability groups excluding beginners; the school/facility must reduce ratios where risk requires.	Pupils, staff and others in the activity area.	12 HIGH	4 LOW
Slips and falls on wet poolside or changing-room floors.	No running on poolside. Pupils walk, follow marked routes and use handrails where provided. Spillages/defects are reported to Splash. Suitable footwear is used outside the pool as required by venue rules.	Pupils, staff and others in the activity area.	8 MEDIUM	3 LOW
Unsafe entry, diving, jumping, pushing, dunking or rough play.	Venue depth and entry rules are taught and enforced. Diving is prohibited unless the facility and qualified swimming teacher specifically permit and supervise it. No pushing, bombing, dunking or unauthorised jumping.	Pupils, staff and others in the activity area.	12 HIGH	3 LOW
Emergency response unclear or delayed.	School staff receive the relevant EAP briefing and know alarm signals, evacuation/assembly points and their role. Rescue is carried out by appropriately trained personnel in accordance with Splash EAP. School staff summon help, manage the group and follow agreed responsibilities.	Pupils, staff and others in the activity area.	16 HIGH	4 LOW
Changing-room safeguarding, privacy or pupils becoming separated from the group.	School and Splash agree changing-room supervision. Staff maintain safeguarding arrangements while respecting privacy. Pupils use a buddy/controlled release system where appropriate and no pupil is left behind or unsupervised.	Pupils, staff and others in the activity area.	9 HIGH	3 LOW
Medical event in or around the pool.	Relevant medical information is shared on a need-to-know basis with appropriate staff/provider. Emergency medication is immediately accessible and kept dry/secure. Staff know emergency procedures for asthma, allergy, epilepsy, diabetes and other identified needs.	Pupils, staff and others in the activity area.	12 HIGH	4 LOW

PRE-USE / SESSION CHECK

Splash NOP/EAP reviewed	Lifeguard provision confirmed	Teaching ratios confirmed	Ability groups up to date
Medical information/medication ready	Changing supervision agreed	Head-count system agreed	Emergency assembly point known

Journey To / From Splash

Off-site travel risk assessment

Scope	Travel between school and Splash by walking, coach, minibus or other approved transport.	**Who may be harmed**	Pupils, school staff, volunteers and members of the public.
Dynamic check	Visual/dynamic check before each session and whenever conditions change.	**Review trigger**	Review after any significant incident/near miss, change of activity/venue/equipment, change in pupil need, or updated school guidance.
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Possible hazard / how harm could occur	How to treat / reduce the risk	Who may be harmed	Initial	Residual
Road traffic collision during walking or crossing roads.	Use an approved route. Staff lead and trail the group with additional adults positioned where needed. Cross only at planned safe points. Pupils follow walking-pair/buddy expectations and remain together. High-visibility clothing is used where school policy requires.	Pupils, staff and others in the activity area.	12 HIGH	4 LOW
Vehicle collision or injury during coach/minibus travel.	Use approved transport providers/vehicles in line with school policy. Seat belts are worn where fitted. Pupils remain seated. Staff supervise behaviour and conduct head counts before departure and after arrival.	Pupils, staff and others in the activity area.	12 HIGH	4 LOW
Injury while boarding/alighting or at car parks/drop-off areas.	Use a safe designated pickup/drop-off point. One adult controls boarding/alighting. Pupils wait away from traffic and do not cross in front of or behind vehicles without staff direction.	Pupils, staff and others in the activity area.	8 MEDIUM	3 LOW
Pupil separated from group or missing during transitions.	Registers and head counts at each transition. Named staff have allocated groups. Clear lost/missing child procedure and school contact details are carried.	Pupils, staff and others in the activity area.	9 HIGH	3 LOW
Medical or accessibility needs during travel.	Journey plan considers mobility, travel sickness and individual healthcare needs. Required medication travels with the responsible adult and remains accessible.	Pupils, staff and others in the activity area.	8 MEDIUM	3 LOW
Delay, breakdown or emergency away from school.	Staff carry charged communication, emergency contacts and relevant visit information. School knows timings. Contingency arrangements are agreed for delays or vehicle failure.	Pupils, staff and others in the activity area.	8 MEDIUM	3 LOW

PRE-USE / SESSION CHECK

Register/head count completed	Route/transport approved	Seat belts available/used	Emergency contacts carried
Medication accessible	Safe pickup/drop-off confirmed	Staffing sufficient for route and needs	

PE RISK ASSESSMENTS

2. Core Curriculum Activity Risk Assessments

St James' Lower Darwen C of E Primary School

Activity-specific controls for the main curriculum strands and sports delivered in primary PE.

#	Risk assessment	Scope
1	**Fundamental Movement Skills & Ball Exploration**	EYFS and KS1 movement foundations
2	**Invasion & Net/Wall Games**	Football, tag rugby, netball, basketball, tennis and dodgeball
3	**Striking & Fielding Games**	Cricket, rounders and modified striking/fielding activities
4	**Gymnastics - Floor & Apparatus**	Mats, benches, vaulting boxes, climbing frames and equipment handling
5	**Dance & Expressive Movement**	Spacing, barefoot work and hand-held props
6	**Athletics - Track & Field**	Running, relay, jumping and modified primary throwing events
7	**Outdoor & Adventurous Activities (OAA)**	Team-building, orienteering and basic navigation on school grounds
8	**Swimming & Water Safety**	Curriculum activity risk assessment

School-specific assessment: This section forms part of the PE risk assessment arrangements for St James' Lower Darwen C of E Primary School. Staff must still complete the stated dynamic checks before sessions and act on any new or changing hazards.

Fundamental Movement Skills & Ball Exploration

EYFS and KS1 movement foundations

Scope	Running, stopping, changing direction, jumping, balancing, throwing, catching, rolling, kicking and simple ball exploration.	**Who may be harmed**	EYFS/KS1 pupils, staff and nearby groups.
Dynamic check	Visual/dynamic check before each session and whenever conditions change.	**Review trigger**	Review after any significant incident/near miss, change of activity/venue/equipment, change in pupil need, or updated school guidance.
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Possible hazard / how harm could occur	How to treat / reduce the risk	Who may be harmed	Initial	Residual
Pupil collisions during running, chasing or direction-change activities.	Use clearly defined personal space and simple boundaries. Build from walking to jogging/running. Teach head-up movement, stop/freeze signals and controlled changes of direction. Reduce group density where needed.	Pupils, staff and others in the activity area.	6 MEDIUM	2 LOW
Trips or falls while jumping, balancing or moving over low obstacles.	Use level, hazard-free surfaces and age-appropriate low equipment. Demonstrate safe take-off/landing and balance. Progress one variable at a time and provide stable alternatives for pupils who need them.	Pupils, staff and others in the activity area.	6 MEDIUM	2 LOW
Ball/object strikes to face/body during throwing, catching or kicking.	Use soft, light, age-appropriate balls/beanbags and short distances initially. Pupils face the activity and retrieve only on signal. Increase distance/speed only as control improves.	Pupils, staff and others in the activity area.	6 MEDIUM	2 LOW
Equipment becomes a trip hazard or is scattered unpredictably.	Use clear equipment stations and collection routines. Floor spots/cones are positioned flat and visible. Unused balls are contained. Pupils do not run into storage/collection areas.	Pupils, staff and others in the activity area.	6 MEDIUM	2 LOW
Task is too difficult for developmental stage, SEND need or confidence level.	Adapt space, task, equipment and people. Use modelling, repetition and smaller steps. Allow extra processing time and lower-speed alternatives while maintaining meaningful participation.	Pupils, staff and others in the activity area.	6 MEDIUM	2 LOW
Jewellery, hair, unsuitable footwear or unsafe surface.	Apply school PE kit/jewellery rules. Secure long hair and check footwear/barefoot arrangements for the surface. Complete the environment check before activity.	Pupils, staff and others in the activity area.	6 MEDIUM	2 LOW

PRE-USE / SESSION CHECK

Space and boundaries clear	Soft/age-appropriate equipment	Stop signal practised	Personal space reinforced
Jump/landing area safe	Equipment collection area clear	Adaptations planned	Medical needs known

Invasion & Net/Wall Games

Football, tag rugby, netball, basketball, tennis and dodgeball

Scope	Skill practices and modified games for primary pupils indoors or outdoors.	**Who may be harmed**	Participating pupils, staff and nearby groups.
Dynamic check	Visual/dynamic check before each session and whenever conditions change.	**Review trigger**	Review after any significant incident/near miss, change of activity/venue/equipment, change in pupil need, or updated school guidance.
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Use age-appropriate modified rules and equipment. For primary football training, deliberate heading should not be taught; current FA youth guidance removes deliberate heading in training for the foundation phase and phases it out in U7-U11 affiliated matches.

Possible hazard / how harm could occur	How to treat / reduce the risk	Who may be harmed	Initial	Residual
Player-to-player collision, contact, falls or impact during competitive games.	Use non-contact/modified rules appropriate to age. Teach spatial awareness, safe stopping and controlled challenge. Reduce numbers and pitch size where needed. Stop unsafe or reckless play immediately.	Pupils, staff and others in the activity area.	8 MEDIUM	3 LOW
Ball impact to face/head/body.	Use age-appropriate ball size, weight and pressure. Build throwing/kicking power progressively. Keep safe distances in drills. Dodgeball uses soft/foam balls only, no deliberate head/face targeting and clear throwing rules.	Pupils, staff and others in the activity area.	8 MEDIUM	3 LOW
Football-specific injury from tackling, heading or unsuitable goals.	No deliberate heading practice for primary pupils. Tackling/contact is tightly controlled and age-appropriate. Small-sided games preferred. Goals are secured before use. For opposed games, protective equipment is used where required by school/competition guidance.	Pupils, staff and others in the activity area.	9 HIGH	3 LOW
Tag rugby contact, falls or fingers caught during tagging.	Tag rugby is non-contact: no tackling, barging, hand-offs or diving on loose balls. Belts/tags are fitted correctly. Teach tag removal and immediate return/replacement rules.	Pupils, staff and others in the activity area.	8 MEDIUM	3 LOW
Netball/basketball post or ring collision; contact under baskets/posts.	Posts/bases are stable and positioned correctly. Padding used where appropriate. Create run-off space and teach no-contact rules. Avoid queues beneath rings or directly beside posts.	Pupils, staff and others in the activity area.	8 MEDIUM	3 LOW
Racket swing or net/post impact in tennis/net-wall activities.	Set individual swing zones. Pupils collect balls only on signal. Use shorter rackets/soft balls where appropriate. Nets/posts are stable with no dangerous protrusions or trailing tension lines.	Pupils, staff and others in the activity area.	8 MEDIUM	3 LOW
Jewellery, footwear or unsuitable surface.	Apply PE kit/jewellery rules. Check grip and surface before play. Modify movement if indoor floor or hard-court surface conditions change.	Pupils, staff and others in the activity area.	6 MEDIUM	2 LOW

PRE-USE / SESSION CHECK

Playing area/run-off checked	Goals/posts/nets stable	Ball/racket size age-appropriate	No deliberate football heading
Rules/contact expectations taught	Dodgeballs soft/foam	Stop signal understood	Medical needs known

Striking & Fielding Games

Cricket, rounders and modified striking/fielding activities

Scope	Primary striking, batting, bowling/throwing, catching, fielding and modified cricket/rounders games.	**Who may be harmed**	Participating pupils, staff and nearby groups.
Dynamic check	Visual/dynamic check before each session and whenever conditions change.	**Review trigger**	Review after any significant incident/near miss, change of activity/venue/equipment, change in pupil need, or updated school guidance.
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Possible hazard / how harm could occur	How to treat / reduce the risk	Who may be harmed	Initial	Residual
Bat or striking implement hits another pupil.	Create a clearly marked batter swing zone and waiting line behind/away from the batter. Only the active batter holds a bat. Bat is carried down and controlled. No practice swings outside the designated zone.	Pupils, staff and others in the activity area.	12 HIGH	3 LOW
Ball strikes face/head/body during batting, bowling or fielding.	Use age-appropriate soft balls for teaching and increase hardness/speed only where appropriate. Fielders keep safe distance from batter according to ability. Teach ready position and controlled underarm/overarm throwing progressions.	Pupils, staff and others in the activity area.	9 HIGH	3 LOW
Fielders collide while chasing the same ball.	Teach calling/communication and fielding zones. Reduce player numbers and spread positions. One pupil retrieves in congested areas while others hold position.	Pupils, staff and others in the activity area.	8 MEDIUM	3 LOW
Wickets, posts, bases or boundary markers create trip/impact hazards.	Use stable, visible age-appropriate wickets/posts and flat markers. Position them away from unrelated running routes. Do not use damaged/sharp equipment.	Pupils, staff and others in the activity area.	8 MEDIUM	2 LOW
Bowler/thrower and batter start before the area is clear.	Use a clear teacher signal and one-direction sequence: bowl/throw, strike, field, stop, retrieve/reset. No pupil enters the striking zone until the bat is down and the teacher indicates it is safe.	Pupils, staff and others in the activity area.	9 HIGH	3 LOW
Hard surface or boundary creates injury risk during running between bases/wickets.	Check grip/run-off and place bases away from walls, fences or obstacles. Modify running distance and speed for surface, footwear and pupil competence.	Pupils, staff and others in the activity area.	8 MEDIUM	3 LOW

PRE-USE / SESSION CHECK

Bat swing zone marked	Only active batter has bat	Ball type age-appropriate	Fielders safely spaced
Wickets/posts stable	Retrieve/reset signal clear	Run-off area safe	Equipment checked

Gymnastics - Floor & Apparatus

Mats, benches, vaulting boxes, climbing frames and equipment handling

Scope	Primary gymnastics, floor work, balances, sequences and appropriately progressive apparatus work.	**Who may be harmed**	Pupils, teaching staff and assistants.
Dynamic check	Visual/dynamic check before each session and whenever conditions change.	**Review trigger**	Review after any significant incident/near miss, change of activity/venue/equipment, change in pupil need, or updated school guidance.
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Possible hazard / how harm could occur	How to treat / reduce the risk	Who may be harmed	Initial	Residual
Falls from apparatus or loss of control during balances, rotations or landings.	Skills and height progress from simple to complex according to competence. Staff teach safe landing, body control and exit routes. Pupils do not attempt skills beyond taught progressions. Apparatus height is appropriate to age/ability.	Pupils, staff and others in the activity area.	12 HIGH	4 LOW
Unstable, incorrectly assembled or damaged apparatus.	Competent staff check benches, boxes, frames, mats, catches, bolts, brakes and locks before use. Apparatus is assembled in accordance with manufacturer/school guidance. Damaged equipment is withdrawn immediately.	Pupils, staff and others in the activity area.	12 HIGH	3 LOW
Mats slipping, gapping or being used to justify unsafe skills.	Mats lie flat, are appropriate to the activity and do not create trip edges or gaps. They support normal landing/contact but are not treated as making an otherwise inappropriate height or skill safe.	Pupils, staff and others in the activity area.	9 HIGH	3 LOW
Collision between pupils moving on/off apparatus.	Use one-way routes, waiting points and controlled numbers per station. Keep landing and dismount areas clear. Pupils move only on the teacher signal.	Pupils, staff and others in the activity area.	8 MEDIUM	3 LOW
Manual handling injury or trapped fingers/toes while moving benches, boxes, mats or frames.	Teacher demonstrates safe lifting/carrying. Allocate enough pupils/adults for the item and pupil strength. Carry at agreed points, keep fingers clear of hinges/feet, and lower together on command. Heavy apparatus is moved by staff or under direct staff control.	Pupils, staff and others in the activity area.	9 HIGH	3 LOW
Climbing frame or wall-bar misuse / excessive height.	Use only where secure and inspected. Set clear height limits appropriate to pupil competence. No jumping from height unless specifically taught to an appropriate landing area. Close staff supervision at higher-risk stations.	Pupils, staff and others in the activity area.	12 HIGH	4 LOW
Unsupported lifts, partner balances or inversion beyond staff/pupil competence.	Partner work uses stable, age-appropriate bases and no unplanned lifting. Complex inversions, vaulting and support skills are taught only by staff competent to do so and with specific progression/control measures.	Pupils, staff and others in the activity area.	12 HIGH	4 LOW

PRE-USE / SESSION CHECK

Apparatus visually checked	Locks/brakes/fixings secure	Mats flat/no gaps	Routes and landing zones clear
Height limits set	Carrying teams briefed	Jewellery/hair/clothing checked	Staff competent for planned content

Dance & Expressive Movement

Spacing, barefoot work and hand-held props

Scope	Dance, creative movement, performance and expressive activities in the hall or other suitable space.	**Who may be harmed**	Pupils, staff and nearby groups.
Dynamic check	Visual/dynamic check before each session and whenever conditions change.	**Review trigger**	Review after any significant incident/near miss, change of activity/venue/equipment, change in pupil need, or updated school guidance.
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Possible hazard / how harm could occur	How to treat / reduce the risk	Who may be harmed	Initial	Residual
Collision due to insufficient personal space or fast travelling movements.	Define working spaces and travel directions. Build speed gradually. Use smaller groups/staggered starts for travelling work. Teach awareness of others and an immediate freeze/stop signal.	Pupils, staff and others in the activity area.	6 MEDIUM	2 LOW
Slips, trips or foot injury during barefoot work.	Barefoot work is used only where appropriate to the activity and school policy, on a clean, dry, smooth, hazard-free floor. Inspect for splinters, sharp objects or rough surfaces. Pupils with foot injuries/medical needs use suitable alternatives.	Pupils, staff and others in the activity area.	6 MEDIUM	2 LOW
Injury from ribbons, scarves, hoops or other props.	Props are lightweight, age-appropriate and free of sharp/broken parts. Set clear swing zones and spacing. No wrapping around necks or pulling/tugging games with fabric props.	Pupils, staff and others in the activity area.	6 MEDIUM	2 LOW
Falls during turns, jumps, balances or floor work.	Warm up appropriately. Teach progressive technique, safe landing and controlled range of movement. Do not require flexibility or movement beyond a pupil's comfortable range.	Pupils, staff and others in the activity area.	6 MEDIUM	2 LOW
Partner lifts or weight-bearing movements.	Primary dance avoids unsupported or unplanned lifts. Any partner weight-bearing is low-level, taught progressively and matched to competence with clear rules.	Pupils, staff and others in the activity area.	8 MEDIUM	3 LOW
Music equipment, cables or excessive volume.	Keep cables/speakers outside the movement area and secure leads. Volume remains at a level where staff instructions/alarms can be heard.	Pupils, staff and others in the activity area.	6 MEDIUM	2 LOW

PRE-USE / SESSION CHECK

Floor clean/dry	Space and travel routes defined	Barefoot surface suitable	Props checked
No unsafe partner lifts	Cables outside activity area	Music level allows instructions to be heard	

Athletics - Track & Field

Running, relay, jumping and modified primary throwing events

Scope	Primary running, relay, jumping and throwing activities using age-appropriate equipment.	**Who may be harmed**	Pupils, staff, spectators and nearby groups.
Dynamic check	Visual/dynamic check before each session and whenever conditions change.	**Review trigger**	Review after any significant incident/near miss, change of activity/venue/equipment, change in pupil need, or updated school guidance.
Assessed by	Miss Lucy Whaley (PE Subject Leader)	**Approved by**	Miss Melissa Tindall (Headteacher)
Assessment date	September 2026	**Next review**	September 2027, or sooner if circumstances change

Possible hazard / how harm could occur	How to treat / reduce the risk	Who may be harmed	Initial	Residual
Runner collisions, trips or crossing active lanes.	Use clearly marked lanes/routes and one-direction movement. Keep finish areas clear and provide run-off. Pupils cross running areas only on staff instruction. Starts are staggered where needed.	Pupils, staff and others in the activity area.	8 MEDIUM	3 LOW
Relay baton collision, unsafe changeover or runners looking backwards.	Teach progressive baton passing at walking/jogging speed before running. Use a defined changeover zone and enough lane width. Receivers face/run in the taught direction; dropped batons are retrieved safely.	Pupils, staff and others in the activity area.	6 MEDIUM	2 LOW
Thrown object striking a pupil or spectator.	Create a clearly marked throwing line and sector. All throw in the same direction on command. No one enters the throwing sector until the teacher gives the retrieve signal. Use modified primary equipment such as beanbags, foam javelins or vortex howlers.	Pupils, staff and others in the activity area.	12 HIGH	3 LOW
Unsafe javelin/vortex carrying or retrieval.	Carry implements pointing safely down/forward as instructed and never run with pointed equipment. Retrieve only on signal and return around the outside of the sector.	Pupils, staff and others in the activity area.	9 HIGH	3 LOW
Jumping injury from unsafe take-off/landing surfaces or pupils entering landing zone.	Check take-off and landing areas. One pupil jumps at a time. Landings are clear before the next attempt. Use age-appropriate distances/heights and progressive technique.	Pupils, staff and others in the activity area.	9 HIGH	3 LOW
Heat, dehydration, cold or wet/slippery track/field.	Monitor conditions and adapt intensity/duration. Provide hydration/rest/shade. Relocate/cancel where surface or weather makes running, jumping or throwing unsafe.	Pupils, staff and others in the activity area.	8 MEDIUM	3 LOW

PRE-USE / SESSION CHECK

Running route clear	Finish/run-off clear	Relay zone set	Throwing sector isolated
Retrieve command agreed	Jump landing clear	Weather/hydration checked	First aid accessible

Outdoor & Adventurous Activities (OAA)

Team-building, orienteering and basic navigation on school grounds

Scope	On-site problem solving, team challenges, simple orienteering and navigation exercises.	**Who may be harmed**	Pupils, staff, visitors and other site users.
Dynamic check	Visual/dynamic check before each session and whenever conditions change.	**Review trigger**	Review after any significant incident/near miss, change of activity/venue/equipment, change in pupil need, or updated school guidance.
Assessed by	Miss Lucy Whaley (PE Subject Leader)	**Approved by**	Miss Melissa Tindall (Headteacher)
Assessment date	September 2026	**Next review**	September 2027, or sooner if circumstances change

Possible hazard / how harm could occur	How to treat / reduce the risk	Who may be harmed	Initial	Residual
Pupils entering roads, car parks, water, construction/service areas or leaving the agreed boundary.	Staff pre-walk the course and set explicit no-go boundaries. Control points avoid vehicle routes, water, hazardous gradients and restricted areas. Use maps appropriate to the site and age.	Pupils, staff and others in the activity area.	12 HIGH	3 LOW
Pupil becomes separated, lost or unsupervised.	Use buddy/small-group system, staff checkpoints and time limits. Conduct head counts. Younger or vulnerable pupils remain within closer sight/supervision. Establish a clear recall signal and meeting point.	Pupils, staff and others in the activity area.	9 HIGH	3 LOW
Trips/falls on uneven ground, steps, vegetation or obstacles.	Inspect route before use. Adapt course to current ground/weather conditions. Teach walking/running expectations and suitable footwear. Exclude damaged or slippery areas.	Pupils, staff and others in the activity area.	8 MEDIUM	3 LOW
Unsafe team-building tasks, pulling, lifting or blindfold activities.	Tasks are age-appropriate and low-level. Avoid unnecessary lifting. Any blindfold activity is optional, slow, on level obstacle-free ground, with close supervision and a sighted partner; remove blindfold elements if they do not add educational value.	Pupils, staff and others in the activity area.	8 MEDIUM	3 LOW
Weather exposure or deteriorating conditions.	Check forecast and current conditions. Adjust route, timing and intensity. Stop outdoor OAA if lightning, high winds, extreme heat/cold or poor ground conditions create unacceptable risk.	Pupils, staff and others in the activity area.	8 MEDIUM	3 LOW
Medical condition, fatigue, anxiety or sensory overload.	Plan adaptations from known needs. Staff carry/access medication as required. Provide opt-in progression, rest points and clear communication/visual instructions. Do not use fear/disorientation as a challenge.	Pupils, staff and others in the activity area.	8 MEDIUM	3 LOW

PRE-USE / SESSION CHECK

Course pre-walked	No-go boundaries set	Control points safely located	Buddy groups allocated
Recall signal/meeting point known	Weather checked	Medical needs/medication ready	Staff positions planned

Swimming & Water Safety

Curriculum activity risk assessment

Scope	Teaching swimming strokes, water confidence, self-rescue and water-safety skills at Splash.	**Who may be harmed**	Pupils, school staff, swimming teachers and lifeguards.
Dynamic check	Visual/dynamic check before each session and whenever conditions change.	**Review trigger**	Review after any significant incident/near miss, change of activity/venue/equipment, change in pupil need, or updated school guidance.
Assessed by	Miss Lucy Whaley (PE Subject Leader)	**Approved by**	Miss Melissa Tindall (Headteacher)
Assessment date	September 2026	**Next review**	September 2027, or sooner if circumstances change

This activity assessment must be read alongside the separate Splash Swimming Pool environment assessment and Splash NOP/EAP. DfE requires primary pupils to be taught swimming and water safety, including safe self-rescue.

Possible hazard / how harm could occur	How to treat / reduce the risk	Who may be harmed	Initial	Residual
Drowning or distress due to ability mismatch, fatigue or panic.	Assess and group pupils by current water competence. Use suitable teaching aids and designated depth. Progress skills gradually. Non-swimmers/beginners receive closer supervision and do not enter water outside their agreed area.	Pupils, staff and others in the activity area.	16 HIGH	4 LOW
Insufficient supervision / coach-to-pupil ratio.	Agree actual ratios through risk assessment and Splash policy. Swim England guidance gives starting points of 12:1 for non-swimmers/beginners and 20:1 for improving swimmers or mixed-ability groups excluding beginners. Reduce ratios for additional needs, behaviour, layout, deep water or activity complexity.	Pupils, staff and others in the activity area.	12 HIGH	4 LOW
Unsafe poolside behaviour or unauthorised entry.	No running, pushing, dunking or jumping without instruction. Pupils wait at designated points and enter/exit only on signal. Staff supervise transitions and maintain head counts.	Pupils, staff and others in the activity area.	12 HIGH	3 LOW
Medical emergency in water.	Relevant conditions are identified before lessons. Emergency medication is accessible. Swimming teacher/lifeguard and school staff understand individual emergency actions. Modify participation where medical advice/healthcare plan requires.	Pupils, staff and others in the activity area.	12 HIGH	4 LOW
Rescue attempt not coordinated with facility emergency plan.	Follow Splash EAP. Appropriately trained rescue personnel lead water rescue. School staff raise alarm, manage other pupils, provide information and carry out their allocated emergency role.	Pupils, staff and others in the activity area.	16 HIGH	4 LOW
Changing-room safeguarding / supervision.	Use agreed changing supervision and pupil grouping. Staff balance safeguarding and privacy. Control entry/exit and conduct final checks/head counts before leaving.	Pupils, staff and others in the activity area.	9 HIGH	3 LOW
Teaching water safety beyond pool competence or environment.	Self-rescue teaching is delivered by competent staff using safe, controlled scenarios appropriate to the pool. Do not simulate hazardous open-water situations beyond the facility plan.	Pupils, staff and others in the activity area.	9 HIGH	3 LOW

PRE-USE / SESSION CHECK

Environment RA/NOP/EAP reviewed	Ability groups current	Ratios confirmed	Lifeguard/rescue cover confirmed
Medication accessible	Head counts planned	Changing supervision agreed	Water-safety lesson appropriate to venue

PE RISK ASSESSMENTS

3. Equipment & Storage Risk Assessments

St James' Lower Darwen C of E Primary School

Controls for storage, goals, nets and portable PE/sports equipment.

#	Risk assessment	Scope
1	**PE Storage Shed / Cupboard**	Storage, stacking and pupil access
2	**Goalposts & Large Net Structures**	Anchoring, stability, movement and storage
3	**Portable Sports Equipment**	Fitness equipment, trampettes (if used), cricket nets and striking bats

School-specific assessment: This section forms part of the PE risk assessment arrangements for St James' Lower Darwen C of E Primary School. Staff must still complete the stated dynamic checks before sessions and act on any new or changing hazards.

PE Storage Shed / Cupboard

Storage, stacking and pupil access

Scope	Storage and retrieval of PE equipment in indoor cupboards, storerooms and external sheds.	**Who may be harmed**	Staff, pupils, cleaners, caretakers and anyone accessing the store.
Dynamic check	Visual/dynamic check before each session and whenever conditions change.	**Review trigger**	Review after any significant incident/near miss, change of activity/venue/equipment, change in pupil need, or updated school guidance.
Assessed by	Miss Lucy Whaley (PE Subject Leader)	**Approved by**	Miss Melissa Tindall (Headteacher)
Assessment date	September 2026	**Next review**	September 2027, or sooner if circumstances change

Possible hazard / how harm could occur	How to treat / reduce the risk	Who may be harmed	Initial	Residual
Heavy or bulky equipment falling from shelves / stacks.	Store heavy/bulky items at low level. Lightweight items only at higher levels. Shelving is stable and load-appropriate. Do not create unstable stacks. Equipment cannot roll or fall into the access route.	Pupils, staff and others in the activity area.	12 HIGH	3 LOW
Trips, blocked exits or inability to safely reach equipment.	Keep a clear floor route and doorway. Do not store equipment in front of exits, electrical panels or fire equipment. Return items to labelled locations after use.	Pupils, staff and others in the activity area.	8 MEDIUM	2 LOW
Pupils accessing store unsupervised or climbing shelves to reach equipment.	Store is locked/restricted when not supervised. Pupil access only if school policy permits and a member of staff controls entry. Pupils do not climb shelving or use improvised steps.	Pupils, staff and others in the activity area.	12 HIGH	3 LOW
Manual handling injury from lifting bags, mats, benches or boxes.	Use safe lifting technique and team lifts for bulky items. Staff allocate pupil involvement according to age/strength. Mechanical aids/trolleys are used where provided.	Pupils, staff and others in the activity area.	8 MEDIUM	3 LOW
Sharp, damaged or hazardous equipment accessible.	Inspect during return/storage. Broken bats, split hoops, exposed metal, damaged balls or other defective items are removed and labelled. Sharp tools/pump needles are secured for staff use only.	Pupils, staff and others in the activity area.	8 MEDIUM	2 LOW
External shed deterioration, damp, pests or insecure doors.	Caretaker/site checks building condition, security and water ingress. Wet/damaged equipment is dried/removed. Pest contamination is dealt with before pupil/staff access.	Pupils, staff and others in the activity area.	6 MEDIUM	2 LOW

PRE-USE / SESSION CHECK

Access route clear	Heavy items stored low	Stacks stable	Door/lock secure
No damaged equipment in circulation	Pupil access supervised	Trolleys/lifting aids available where needed	

Goalposts & Large Net Structures

Anchoring, stability, movement and storage

Scope	Freestanding/socketed football goals and large sports net structures used for PE or school sport.	**Who may be harmed**	Pupils, staff, spectators, contractors and other site users.
Dynamic check	Visual/dynamic check before each session and whenever conditions change.	**Review trigger**	Review after any significant incident/near miss, change of activity/venue/equipment, change in pupil need, or updated school guidance.
Assessed by	Miss Lucy Whaley (PE Subject Leader)	**Approved by**	Miss Melissa Tindall (Headteacher)
Assessment date	September 2026	**Next review**	September 2027, or sooner if circumstances change

The FA states that portable goals must be securely anchored or use an appropriate weighted back bar in line with manufacturer instructions. Children and adults must not climb or swing on goal structures.

Possible hazard / how harm could occur	How to treat / reduce the risk	Who may be harmed	Initial	Residual
Goal or net structure overturns, causing crush injury or fatality.	Every goal is secured before use using the manufacturer-approved anchoring/counterweight system. Stability is checked after positioning and before pupils enter the area. An unsecured goal is not used even for a short activity.	Pupils, staff and others in the activity area.	16 HIGH	4 LOW
Pupils climb, swing or hang from crossbar/frame.	Explicitly prohibit climbing/hanging. Staff intervene immediately. Goals are stored to prevent unauthorised access when not in use.	Pupils, staff and others in the activity area.	12 HIGH	3 LOW
Injury while moving heavy goals or frames.	Follow manufacturer moving instructions. Use enough trained adults/pupils of suitable age/strength and any wheels/trolleys provided. Do not drag goals or allow pupils to lift above safe capacity. Route is clear before movement.	Pupils, staff and others in the activity area.	12 HIGH	4 LOW
Damaged, homemade, modified or corroded goal/frame fails.	Carry out pre-use visual checks and periodic competent inspections. Withdraw damaged or altered equipment. Do not use homemade/unsafe goals. Purchase replacement goals meeting relevant current standards.	Pupils, staff and others in the activity area.	12 HIGH	3 LOW
Net fixings, hooks, loose cords or torn netting causing cuts/entanglement.	Use safe manufacturer-approved net fixings. No exposed metal cup hooks. Inspect nets and fixings. Secure loose cords and replace torn nets that create entanglement or trip risk.	Pupils, staff and others in the activity area.	8 MEDIUM	2 LOW
Unsecured goals left accessible outside supervised sessions.	After use, remove/dismantle or secure in designated storage according to manufacturer guidance. Prevent unauthorised movement/use.	Pupils, staff and others in the activity area.	12 HIGH	3 LOW

PRE-USE / SESSION CHECK

Anchors/counterweights fitted	Stability checked	Frame undamaged	Net fixings safe
No climbing rule reinforced	Movement route clear	Secure storage planned after use	

Portable Sports Equipment

Fitness equipment, trampettes (if used), cricket nets and striking bats

Scope	Portable PE and sports equipment moved, set up or used during lessons/clubs.	**Who may be harmed**	Pupils, staff and nearby participants.
Dynamic check	Visual/dynamic check before each session and whenever conditions change.	**Review trigger**	Review after any significant incident/near miss, change of activity/venue/equipment, change in pupil need, or updated school guidance.
Assessed by	Miss Lucy Whaley (PE Subject Leader)	**Approved by**	Miss Melissa Tindall (Headteacher)
Assessment date	September 2026	**Next review**	September 2027, or sooner if circumstances change

Possible hazard / how harm could occur	How to treat / reduce the risk	Who may be harmed	Initial	Residual
Damaged, unsuitable or age-inappropriate equipment.	Staff inspect before use and select equipment appropriate to pupil age, size, ability and activity. Defective items are removed and labelled. Manufacturer instructions are followed.	Pupils, staff and others in the activity area.	8 MEDIUM	2 LOW
Bats, rackets or sticks strike another pupil.	Teach a clear swing zone and safe carrying position. Space pupils widely, especially during striking practice. Only swing on signal. Retrieval routes avoid active hitters.	Pupils, staff and others in the activity area.	9 HIGH	3 LOW
Cricket/large portable net tips, collapses or creates trip hazards.	Assemble and secure in accordance with manufacturer instructions. Check frame, wheels, guying/weights and net condition. Keep bases/cords out of running routes. Move only under staff control.	Pupils, staff and others in the activity area.	12 HIGH	3 LOW
Trampette use causes falls, head/neck injury or uncontrolled landing.	Trampettes are used only if included in school provision, equipment is suitable/inspected and the teacher is competent for the planned activity. Stable setup, appropriate landing mats and controlled progressions are used. One pupil at a time. No advanced/somersault skills unless separately risk assessed and delivered by appropriately competent staff.	Pupils, staff and others in the activity area.	16 HIGH	4 LOW
Fitness/resistance equipment snaps, traps fingers or overloads a pupil.	Use age-appropriate resistance and simple movements. Check bands/handles for wear. Provide clear technique and spacing. Avoid maximal loading or unsuitable adult fitness equipment.	Pupils, staff and others in the activity area.	9 HIGH	3 LOW
Equipment left on floor causes trips or uncontrolled rolling.	Use defined equipment stations/bins. Collect unused items promptly. Balls are contained when not in use. Pupils know safe collection and return routines.	Pupils, staff and others in the activity area.	6 MEDIUM	2 LOW

PRE-USE / SESSION CHECK

Equipment inspected	Age/size appropriate	Swing zones defined	Large nets secured
Trampette only with competent staff	Landing mats/set-up checked	Damaged items removed	Storage/collection routine clear

PE RISK ASSESSMENTS

4. Operational & Specific Circumstances

St James' Lower Darwen C of E Primary School

Whole-school operational controls that sit across lessons, clubs, events and external provision.

#	Risk assessment	Scope
1	**General PE Operating Controls**	Whole-school controls that apply before every PE session
2	**Sports Day & Whole-School PE Events**	Event layout, spectators, weather and emergency arrangements
3	**Extracurricular & After-School Sports Clubs**	Supervision, late-day conditions and collection arrangements
4	**Weather & Seasonal Conditions**	Heat, UV, cold, rain, ice, lightning and high winds
5	**Pupil Medical Conditions, SEND & Individual Needs**	Inclusive participation and emergency readiness in PE
6	**External Coaches / Visiting Providers**	Competence, responsibilities and school oversight

School-specific assessment: This section forms part of the PE risk assessment arrangements for St James' Lower Darwen C of E Primary School. Staff must still complete the stated dynamic checks before sessions and act on any new or changing hazards.

General PE Operating Controls

Whole-school controls that apply before every PE session

Scope	All curriculum PE, school sport, clubs and physical activity.	**Who may be harmed**	All pupils, staff, visitors and coaches.
Dynamic check	Visual/dynamic check before each session and whenever conditions change.	**Review trigger**	Review after any significant incident/near miss, change of activity/venue/equipment, change in pupil need, or updated school guidance.
Assessed by	Miss Lucy Whaley (PE Subject Leader)	**Approved by**	Miss Melissa Tindall (Headteacher)
Assessment date	September 2026	**Next review**	September 2027, or sooner if circumstances change

Possible hazard / how harm could occur	How to treat / reduce the risk	Who may be harmed	Initial	Residual
Lesson begins without checking space, equipment or changing conditions.	Teacher/coach completes a brief dynamic check before every session and whenever conditions change. Stop or adapt immediately if a new hazard emerges.	Pupils, staff and others in the activity area.	8 MEDIUM	2 LOW
Pupil injury linked to jewellery, loose hair, unsuitable clothing or footwear.	Follow school PE kit and jewellery policy informed by current safe-practice guidance. Secure long hair and check footwear/barefoot arrangements for the specific surface/activity.	Pupils, staff and others in the activity area.	6 MEDIUM	2 LOW
Medical emergency with medication unavailable or staff unaware.	Check relevant medical information before the session. Emergency medication is accessible. Staff know how to summon first aid/emergency help.	Pupils, staff and others in the activity area.	12 HIGH	3 LOW
Activity not adapted for age, ability, SEND, behaviour or space.	Modify space, task, equipment, people, rules and group size. Progress from simple to complex and reduce risk before adding speed, height, contact or competition.	Pupils, staff and others in the activity area.	8 MEDIUM	3 LOW
Pupils do not understand safety expectations or stop signal.	Brief key rules and boundaries before activity. Use a consistent stop/freeze signal and check pupils can respond before higher-speed activity starts.	Pupils, staff and others in the activity area.	6 MEDIUM	2 LOW
Incident/near miss not reported or learning not carried forward.	Follow school accident/near-miss reporting. Remove defective equipment and review relevant risk assessment/control measures after significant events.	Pupils, staff and others in the activity area.	6 MEDIUM	2 LOW

PRE-USE / SESSION CHECK

Space checked	Equipment checked	Weather checked if outdoors	Medical needs known
Jewellery/hair/footwear checked	Stop signal rehearsed	First aid/phone available	Adaptations planned

Sports Day & Whole-School PE Events

Event layout, spectators, weather and emergency arrangements

Scope	Sports day, festivals, inter-house events and whole-school physical activity events.	**Who may be harmed**	Pupils, staff, families, volunteers, visitors and contractors.
Dynamic check	Visual/dynamic check before each session and whenever conditions change.	**Review trigger**	Review after any significant incident/near miss, change of activity/venue/equipment, change in pupil need, or updated school guidance.
Assessed by	Miss Lucy Whaley (PE Subject Leader)	**Approved by**	Miss Melissa Tindall (Headteacher)
Assessment date	September 2026	**Next review**	September 2027, or sooner if circumstances change

Possible hazard / how harm could occur	How to treat / reduce the risk	Who may be harmed	Initial	Residual
Event areas overlap, causing collisions between runners, throwers and spectators.	Create a site plan with separate event zones, run-offs and spectator areas. Throwing events are isolated from routes and crowds. Clearly mark crossing points and keep them controlled.	Pupils, staff and others in the activity area.	12 HIGH	3 LOW
Large numbers create supervision, safeguarding or missing-child risk.	Class/group registers and named staff responsibilities. Controlled pupil collection and release. Visitor/spectator boundaries are clear. Missing-child procedure and communication method are briefed.	Pupils, staff and others in the activity area.	9 HIGH	3 LOW
Heat, UV, dehydration, cold, rain or lightning.	Check forecast and conditions. Provide water, shade/rest and weather-appropriate clothing. Adjust timetable and intensity. Have a clear postponement/relocation/stop decision process.	Pupils, staff and others in the activity area.	8 MEDIUM	3 LOW
First-aid response delayed due to crowd/site layout.	Designated first-aid point and trained provision. Emergency access to the site and the agreed ambulance/handover point is kept clear. Staff know communication and emergency procedures. Pupil medical medication remains accessible.	Pupils, staff and others in the activity area.	12 HIGH	3 LOW
Temporary equipment, gazebos, speakers or barriers become unstable.	Set up according to manufacturer instructions. Check weather/wind limits. Secure or remove structures if conditions deteriorate. Keep cables and bases out of movement routes.	Pupils, staff and others in the activity area.	9 HIGH	3 LOW
Toilets, access, mobility or SEND needs not accommodated.	Plan accessible routes, rest areas and event adaptations. Maintain reasonable adjustments and individual support without isolating pupils from participation.	Pupils, staff and others in the activity area.	6 MEDIUM	2 LOW

PRE-USE / SESSION CHECK

Site plan approved	Event zones separated	Registers/group leads set	First-aid point ready
Emergency access clear	Weather plan agreed	Medication accessible	Spectator boundaries set

Extracurricular & After-School Sports Clubs

Supervision, late-day conditions and collection arrangements

Scope	School-run or provider-led sports clubs before/after school.	**Who may be harmed**	Pupils, staff, coaches, parents/carers and site users.
Dynamic check	Visual/dynamic check before each session and whenever conditions change.	**Review trigger**	Review after any significant incident/near miss, change of activity/venue/equipment, change in pupil need, or updated school guidance.
Assessed by	Miss Lucy Whaley (PE Subject Leader)	**Approved by**	Miss Melissa Tindall (Headteacher)
Assessment date	September 2026	**Next review**	September 2027, or sooner if circumstances change

Possible hazard / how harm could occur	How to treat / reduce the risk	Who may be harmed	Initial	Residual
Pupils not safely handed over / collected at end of club.	Use a club register and agreed collection procedure. Pupils are released only to authorised arrangements. Late collection procedure is known and staff remain responsible until handover.	Pupils, staff and others in the activity area.	9 HIGH	3 LOW
Reduced staffing, isolated areas or poor lighting after normal hours.	Use approved areas with adequate lighting and access to communication/first aid. Avoid lone working with groups where school policy requires additional staff. Lock/secure unused areas.	Pupils, staff and others in the activity area.	8 MEDIUM	3 LOW
External coach not briefed on school hazards, pupils or emergency procedures.	Provider/coach receives school induction, safeguarding/medical information as appropriate, emergency procedures and facility/equipment rules. School confirms competence and responsibilities.	Pupils, staff and others in the activity area.	9 HIGH	3 LOW
Pupil medical needs or fatigue after a full school day.	Register includes relevant medical information. Medication accessible. Build in hydration/rest and adapt intensity. Staff recognise signs of illness, injury or excessive fatigue.	Pupils, staff and others in the activity area.	8 MEDIUM	3 LOW
Equipment/facility defects not reported because caretaker/main staff have left.	Coach has a clear defect reporting and stop-use procedure. Unsafe equipment/area is not used. Emergency contact arrangements are available.	Pupils, staff and others in the activity area.	8 MEDIUM	2 LOW

PRE-USE / SESSION CHECK

Register completed	Collection arrangements known	Lighting/site access safe	Coach/provider briefed
Medication/first aid ready	Emergency contacts available	Equipment/area checked	

Weather & Seasonal Conditions

Heat, UV, cold, rain, ice, lightning and high winds

Scope	Outdoor PE, clubs, events and OAA affected by changing weather or seasonal conditions.	**Who may be harmed**	Pupils, staff, visitors and spectators.
Dynamic check	Visual/dynamic check before each session and whenever conditions change.	**Review trigger**	Review after any significant incident/near miss, change of activity/venue/equipment, change in pupil need, or updated school guidance.
Assessed by	Miss Lucy Whaley (PE Subject Leader)	**Approved by**	Miss Melissa Tindall (Headteacher)
Assessment date	September 2026	**Next review**	September 2027, or sooner if circumstances change

Possible hazard / how harm could occur	How to treat / reduce the risk	Who may be harmed	Initial	Residual
Heat stress, dehydration or excessive UV exposure.	Check conditions and school/local guidance. Increase water/rest breaks, use shade, reduce intensity/duration, schedule appropriately and encourage suitable sun protection/clothing. Stop if pupils show heat illness symptoms.	Pupils, staff and others in the activity area.	9 HIGH	3 LOW
Cold stress, wet clothing or reduced dexterity.	Require suitable layers and shorten exposure where needed. Keep pupils moving without overexertion. Provide sheltered/warm recovery and stop if pupils become excessively cold or wet.	Pupils, staff and others in the activity area.	8 MEDIUM	3 LOW
Rain, frost, ice or wet leaves create slippery surfaces.	Inspect surface before and during activity. Remove/avoid hazards or relocate indoors. Do not use frozen, icy or waterlogged surfaces for running/jumping/contact activities.	Pupils, staff and others in the activity area.	9 HIGH	3 LOW
Lightning / thunderstorm.	Follow school/local lightning procedure and move to a safe indoor location when conditions require. Do not shelter under isolated trees or continue exposed outdoor activity during a thunderstorm.	Pupils, staff and others in the activity area.	16 HIGH	4 LOW
High winds destabilise goals, nets, gazebos or throw/light equipment.	Check wind conditions and manufacturer limits. Secure/remove portable structures and stop activities using equipment that can become airborne or unstable.	Pupils, staff and others in the activity area.	12 HIGH	3 LOW
Poor visibility or darkness.	Use only areas with sufficient light to see pupils, boundaries and hazards. Move indoors or stop if visibility is inadequate.	Pupils, staff and others in the activity area.	8 MEDIUM	2 LOW

PRE-USE / SESSION CHECK

Forecast/current conditions checked	Surface checked	Water/rest/shade available if needed	Clothing suitable
Lightning plan known	Wind-sensitive equipment secured	Visibility adequate	

Pupil Medical Conditions, SEND & Individual Needs

Inclusive participation and emergency readiness in PE

Scope	All PE, sport and physical activity involving pupils with medical conditions, disabilities or additional needs.	**Who may be harmed**	Individual pupils, peers and staff supporting participation.
Dynamic check	Visual/dynamic check before each session and whenever conditions change.	**Review trigger**	Review after any significant incident/near miss, change of activity/venue/equipment, change in pupil need, or updated school guidance.
Assessed by	Miss Lucy Whaley (PE Subject Leader)	**Approved by**	Miss Melissa Tindall (Headteacher)
Assessment date	September 2026	**Next review**	September 2027, or sooner if circumstances change

Possible hazard / how harm could occur	How to treat / reduce the risk	Who may be harmed	Initial	Residual
Known medical condition not considered in lesson demands.	Staff know relevant Individual Healthcare Plans/medical guidance and required adaptations. Emergency medication is accessible, in date and accompanies off-site/outdoor activities as required. Participation is adjusted rather than automatically excluded.	Pupils, staff and others in the activity area.	12 HIGH	4 LOW
Asthma, allergy, epilepsy, diabetes or other acute medical event.	Staff follow the pupil-specific emergency plan and school medical policy. Pupils are permitted immediate access to prescribed emergency medication. Emergency services are called where criteria are met.	Pupils, staff and others in the activity area.	16 HIGH	4 LOW
Physical access, mobility, fatigue or pain makes a task unsafe.	Adapt space, task, equipment and people. Reduce distance/impact, provide rest and alternative roles, and use suitable equipment. Maintain high expectations without requiring unsafe participation.	Pupils, staff and others in the activity area.	9 HIGH	3 LOW
Communication, cognition or sensory needs lead to misunderstanding or distress.	Use concise instructions, modelling, visual cues, predictable routines and extra processing time. Reduce sensory overload and define personal space/boundaries. Check understanding before starting.	Pupils, staff and others in the activity area.	8 MEDIUM	3 LOW
Behaviour, emotional regulation or anxiety increases risk in competitive/contact situations.	Use clear routines, graduated challenge, personal-best/non-elimination formats and calm reset strategies. Adjust groupings/contact rules and provide a safe regulation space where appropriate.	Pupils, staff and others in the activity area.	8 MEDIUM	3 LOW
Staff assume an adjustment or diagnosis automatically determines capability.	Use individual starting points and current information. Review adjustments with pupil/family/SEND or medical staff as appropriate. Dynamic decisions are based on actual needs and activity risk.	Pupils, staff and others in the activity area.	6 MEDIUM	2 LOW

PRE-USE / SESSION CHECK

Medical/IHCP information current	Medication accessible	STEP adaptations planned	Communication supports ready
Staff know emergency actions	Pupil voice/comfort considered	Off-site needs included	

External Coaches / Visiting Providers

Competence, responsibilities and school oversight

Scope	PE lessons, clubs or events delivered wholly or partly by external coaches/providers.	**Who may be harmed**	Pupils, staff, coaches, volunteers and visitors.
Dynamic check	Visual/dynamic check before each session and whenever conditions change.	**Review trigger**	Review after any significant incident/near miss, change of activity/venue/equipment, change in pupil need, or updated school guidance.
Assessed by	Miss Lucy Whaley (PE Subject Leader)	**Approved by**	Miss Melissa Tindall (Headteacher)
Assessment date	September 2026	**Next review**	September 2027, or sooner if circumstances change

Possible hazard / how harm could occur	How to treat / reduce the risk	Who may be harmed	Initial	Residual
Provider has inadequate competence, insurance or safety systems.	School checks provider suitability in line with policy: competence/qualifications appropriate to activity, insurance, safeguarding requirements, risk assessments and emergency procedures. Any required approvals are completed before delivery.	Pupils, staff and others in the activity area.	12 HIGH	3 LOW
Unclear division of supervision and emergency responsibilities.	Written/recorded agreement states who leads teaching, behaviour, first aid, emergency response, equipment checks and pupil handover. School remains satisfied that arrangements are suitable and does not assume provider presence removes school responsibilities.	Pupils, staff and others in the activity area.	12 HIGH	3 LOW
Coach unaware of pupil medical/SEND needs.	Relevant information is shared lawfully on a need-to-know basis. Coach understands planned adaptations and emergency actions. A school contact is available.	Pupils, staff and others in the activity area.	9 HIGH	3 LOW
Provider uses unfamiliar or unsuitable equipment/activity progression.	School confirms curriculum/activity is age-appropriate. Equipment is inspected and used to manufacturer guidance. High-risk or specialist activities require appropriate competence and specific assessment.	Pupils, staff and others in the activity area.	9 HIGH	3 LOW
Provider changes planned activity or venue without school review.	Material changes are agreed with school before delivery. New higher-risk activities are not added ad hoc without suitable risk assessment and approval.	Pupils, staff and others in the activity area.	9 HIGH	2 LOW

PRE-USE / SESSION CHECK

Provider approved	Qualifications/competence checked	Insurance/risk assessment checked	Roles/responsibilities agreed
Medical/SEND briefing completed	Emergency contacts shared	Equipment/activity agreed	

GUIDANCE BASIS & SCHOOL REVIEW NOTES

This is the site-specific PE risk assessment pack for St James' Lower Darwen C of E Primary School, assessed by Miss Lucy Whaley (PE Subject Leader), approved by Miss Melissa Tindall (Headteacher), and dated September 2026.

Health and Safety Executive (HSE) - Schools and education guidance and risk assessment principles support proportionate management of real risks and regular review where circumstances change.

Department for Education (DfE) - National Curriculum for PE (KS1/KS2) and health and safety guidance for educational visits inform curriculum and off-site planning.

Association for Physical Education (afPE) - Safe Practice in Physical Education, School Sport and Physical Activity informs activity-specific safe practice and risk management.

The Football Association (FA) - Goalpost safety and youth heading guidance inform the football and goalpost controls in this pack.

Swim England / Splash procedures - The swimming assessments must be read alongside current Splash Normal Operating Procedure (NOP), Emergency Action Plan (EAP), teaching/lifeguard arrangements and school pupil information.

School review: next planned review September 2027. Review sooner after a significant incident or near miss, if the school site or equipment changes, if a new activity or venue is introduced, if pupil needs materially change, or if relevant guidance/procedures are updated.

Assessed by	Miss Lucy Whaley (PE Subject Leader)	**Date**	September 2026
Approved by	Miss Melissa Tindall (Headteacher)	**Next review**	September 2027