

**Risk Assessment:** This form may be adapted by the school/ establishment to assess any special risks which are specific to their particular activity, visit, venue or pupils)

<b>Establishment:</b> Jack Hunt School	<b>Assessment Date:</b> 04/09/2016
<b>Activity / Environment:</b> Hockey [Field]	<b>Completed By:</b> Steven Braby [SBY]
<b>Educational Objectives:</b> As defined by the accompanying letter/ visits proforma	<b>Reviewed Every:</b> Term / 6 Months / <b>Yearly</b>

1a Risk Assessment									1b Review
ID	Hazard	Description Of Hazard	Who's at risk [S, P, V]	Level of risk [High, Med, Low]	Advice on hazard required	How can the risk be controlled	Resolution/ action	Implemented by	Date reviewed/ implemented
EXAMPLE	Broken bottle on the field	A glass bottle has been smashed on the field, leaving glass shards on the grass	S, P, V	High	Yes / No	Checks of the field before opening the field/ before the lesson	Report to the PE technician/ facilities to contact the caretakers to remove the glass	Steven Braby [SBY]	[SBY] 22/08/2016
					If yes, who can advise?				
1	Incorrect or unsuitable warm-up	This can cause DOMS [Delayed On set of Muscle Soreness]  Warm-ups should last for at least 10 Minutes	P	Low	Yes / No	Staff to lead warm-ups for a set number of weeks/ lessons and then selected students could lead the warm-ups once they know what to do	Students should be made aware of the affects of DOMS due to an incorrect warm-up	Hayley Jeal [HJL]  Reviewed by: Steven Braby [SBY]	[HJL] --/07/2015
					If yes, who can advise?				[SBY] 04/09/2016
2	Hit by ball	Getting hit by the ball can cause damage to the hands [fingers] face, shins and or feet.	P, S, V	High	Yes / No	Students should be made aware of the dangers of the ball and how fast it can travel. Students should also be advised to wear suitable clothing i.e. Shin pads, gum shields.	Students who are not behaving with the ball and or are showing no respect of others should be removed from the session for a while to calm down.	Hayley Jeal [HJL]  Reviewed by: Steven Braby [SBY]	[HJL] --/07/2015
					If yes, who can advise?				[SBY] 04/09/2016
3	Running into each other/ posts	Collision can cause injury to the body and first aid may be required.	P	Med	Yes / No	Students should be aware of their surroundings and should be made aware of any hazards like the posts.	Students should be made constantly aware of each other during the lesson helping to minimise the risk of any injuries.	Hayley Jeal [HJL]  Reviewed by: Steven Braby [SBY]	[HJL] --/07/2015
					If yes, who can advise?				[SBY] 04/09/2016

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4	Goals not secure	If the goals are not secure then they could fall onto a student causing severe injuries.	P, S, V	High	Yes / <b>No</b>  If yes, who can advise?	The goals should be secured before the lesson takes place.	The goals should also be regularly checked to ensure that the fitments have not come apart.	Hayley Jeal [HJL]  Reviewed by: Steven Braby [SBY]	[HJL] --/07/2015
									[SBY] 04/09/2016
5	Slippery / uneven surface	If the field is slippery then this can make it hard for the students to keep their balance.	P, V, S	Med	Yes / <b>No</b>  If yes, who can advise?	If the field is slippery then a wet weather plan should take into effect making it safe for the students.  Staff should also check the playing surface for any bumps/ holes.	If the field starts to get slippery, then the lesson might have to be adapted to minimise the risk.	Hayley Jeal [HJL]  Reviewed by: Steven Braby [SBY]	[HJL] --/07/2015
									[SBY] 04/09/2016
6	Equipment not put away properly	Student can fall over due to not putting the equipment away properly, causing injury to the body.	P	Low	Yes / <b>No</b>  If yes, who can advise?	Ensure students are briefed on how to put away equipment at the first lesson.	Students should be reminded of how to put away equipment regularly to help minimise the risk.	Hayley Jeal [HJL]  Reviewed by: Steven Braby [SBY]	[HJL] --/07/2015
									[SBY] 04/09/2016
Final Assessment						Overall Risk: Med			
Assessor: Hayley Jeal [HJL] – Reviewed By: Steven Braby [SBY]						Review: On-Going			