

School Sport Risk Assessment 2025

Henley Park, Enfield

Workplace Details

Name of Workplace

NSW Department of Education

Workplace Manager

Alberto Diaz

Activity Details

Description

Inner West PSSA Touch Football Gala Day 1

Location

Henley Park

Mitchell & Portland Street

Enfield NSW 2136

Dates

Friday 23rd May 2025 , Friday 13th June 2025, Friday 1st August 2025, Friday 22nd August 2025

Who

Years 3-6

Risk Matrix

LIKELIHOOD (Probability)		Insignificant 1	Minor 2	Moderate 3	Major 4	Critical 5
		No treatment required.	Injury/illness requiring first aid treatment only.	Injury/illness requiring hospitalisation on going treatment.	Life-threatening injury/illness or multiple hospitalisations.	Death or multiple life-threatening injuries.
Almost certain 5	Expected to occur in most circumstances.	MEDIUM 5	HIGH 10	EXTREME 15	EXTREME 20	EXTREME 25
Likely 4	High probability of occurring in most circumstances.	MEDIUM 4	MEDIUM 8	HIGH 12	EXTREME 16	EXTREME 20
Possible 3	Might occur occasionally.	LOW 3	MEDIUM 6	HIGH 9	HIGH 12	EXTREME 15
Unlikely 2	Could occur at some time, doubtful.	LOW 2	MEDIUM 4	MEDIUM 6	MEDIUM 8	HIGH 10
Rare 1	May occur but only in exceptional circumstances.	LOW 1	LOW 2	LOW 3	MEDIUM 4	MEDIUM 5

Risk Evaluation

Risk level	Acceptability	Priority for action to control risk	Sign-Off Authority: Schools	Sign-Off Authority: Other workplace
Low 1-3	Acceptable	PROCEED while monitoring existing controls. Manage the exposure to the hazard using existing procedures in consultation with workers and respond to any changes.	School Principal or delegate	Immediate Supervisor or Workplace Manager
Medium 4-8	Tolerable	PROCEED with the activity and/or allow the hazard to persist only after identifying and implementing any additional controls reasonably practicable. Monitor all controls and manage the exposure to the hazard using existing procedures in consultation with workers and respond to any changes.	School Principal or delegate	Senior Manager or Director
High 9-14	Unacceptable	DO NOT PROCEED and/or allow the hazard to persist until all risks/hazards are identified and the most effective control methods are documented in a risk assessment. Seek support from the workplace manager and WHS Advisor or the Incident Report and Support Hotline.	Principal to sign off. Principal to talk to staff about eliminating or reducing the risk, and contact: <ul style="list-style-type: none"> Health, Safety & Staff Wellbeing Directorate for review Legal as required. 	Executive Director or delegate to talk to staff about eliminating or reducing the risk and contact: <ul style="list-style-type: none"> Health, Safety & Staff Wellbeing Directorate for review Legal as required.
Extreme 15+	Unacceptable	STOP IMMEDIATELY and contact your WHS Advisor or the Incident Report and Support Hotline to plan a coordinated response in consultation with key subject matter experts to eliminate or control exposure to the hazard.	Principal to advise staff about eliminating or reducing the risk, and contact: <ul style="list-style-type: none"> Director Educational Leadership for review Health, Safety & Staff Wellbeing Directorate for review Legal as required. 	Executive Director or delegate to advise staff about eliminating or reducing the risk, and contact: <ul style="list-style-type: none"> Health, Safety & Staff Wellbeing Directorate for review Legal as required.

Hierarchy of controls

ELIMINATION	BEST		
SUBSTITUTION	VERY GOOD	Substitute the hazard with safer options.	Replacing hazardous cleaning chemicals with equivalent non-toxic products.
ISOLATION	GOOD	Isolate the hazard from causing harm.	Placing a barrier around an area of wet floor as a slipping hazard.
ENGINEERING	GOOD	Use engineering controls to reduce the risk.	Installing guards, rails, or handrails to prevent falls.
ADMINISTRATIVE	POOR	Administrate and document safe work practices.	Training workers in safe work procedures, Safe Operating Procedures.
PPE	WORST	Protect workers with Personal Protective Equipment (PPE).	Providing goggles and gloves to people handling hazardous chemicals.

Situation	Child Protection
Anticipate What could go wrong?	Students interacting with unknown adults in the park. Students moving to an unsupervised area. Risk of students being approached or photographed by strangers. Potential for students to become separated from the group. Possible instances of inappropriate student behaviour. Physical contact between students or between staff and students. Students not being supervised and behaving dangerously
Find out What current controls are in place?	Are there enough supervising staff? Are there enough SLOs to support students with special needs? Are the parents of students with identified behaviour needs coming to the park. How will staff monitor student interactions with the public? Are staff trained and able to deal with a situation involving a member of the public acting inappropriately? What procedures are in place if a child discloses a concern? Are all supervising staff aware of child protection policies and reporting obligations? How will students be accounted for throughout the session?
Eliminate What else can be done to control this risk?	All teachers to wear fluorescent vests so as to be easily identifiable by students and members of the public Teachers to count their class groups departing the school, arriving at the park, before departing the park and arriving back at school Teachers to spread out and maintain active supervision for the duration of Break Time Teachers on continuous supervision for all students Each class group to have accompanying teachers (SLOs and parents helpers as required) Set clear boundaries set for where students can and cannot go in the park. Teachers positioned to monitor student movement at all times. No student left alone or unsupervised. All staff follow child protection policies, including appropriate physical contact guidelines. Any incidents or concerns are documented and reported immediately. All supervising staff to have up-to-date Working With Children Checks and training in child protection.
Talk Controls to be actioned by who?	Social story and safety talk to all students about safe and appropriate behaviour including NO, GO, TELL if another student or a member of the public makes them feel unsafe. Risk Management Plan communicated to Staff via meeting
You When do you need to review the control?	Review risk management plan and update accordingly.

Situation	Accidents / Injuries
Anticipate What could go wrong?	Broken bones, sprains, or bruises from during game or falls on hard surfaces caused by slipping or falling on uneven/slippery surfaces. Head injuries caused by students colliding with each other during game or falling to the ground bumping head against grass. Medical emergencies such as asthma attacks, allergic reactions, or fainting. Students feeling unwell due to dehydration or overheating.
Find out What current controls are in place?	Do teachers have e-Emergency, Anaphylaxis and CPR training? Is there a first aid station on-site, and who is responsible for medical care? Do all supervising staff know emergency procedures? Have all students' medical conditions and emergency contacts been checked? Is the playing area at the park checked for hazards so as to prevent slips and falls? What is the protocol if a student sustains a serious injury? How will hydration be managed to prevent dehydration? Is there a clear plan for managing students who become unwell during the event? Will individual medicine (eg. EpiPens, asthma puffers) be taken to the event?
Eliminate What else can be done to control this risk?	Check the area for sport and remove hazards. Cancel the activity or move to another area if the proposed area for sport is unsafe Assign at least one teacher per 25 students for supervision. Have a designated first aid officer and ensure first aid kits are easily accessible. Check all students' medical conditions and ensure necessary medications (eg. inhalers, EpiPens) are on hand. Provide regular hydration breaks and monitor students for signs of fatigue. Have an emergency response plan in place, including contacting emergency services if needed. All supervising staff have mobile phones for communication.
Talk Controls to be actioned by who?	Safety talk to all students about safe and appropriate behaviour Risk Management Plan communicated to Staff via meeting
You When do you need to review the control?	Review risk management plan and update accordingly.

Situation	Administering medicine
Anticipate What could go wrong?	Medication is forgotten or left behind at school. Incorrect medication is given to a student or administered at the wrong time or dosage.
Find out What current controls are in place?	Have teachers or SLSOs been trained to administer medication safely and according to DoE policy? Will all required medications be packed and transported securely? Are medications clearly labelled with the student's name, dosage, and administration times? Will there be a way to record when medications are administered?
Eliminate What else can be done to control this risk?	Designate a teacher to manage all administering of medication, with proper procedures to be followed. Prepare a checklist of all medications needed for the day, cross-checking it before departure and at the venue. Store medications in a secure, clearly labelled container, with separate compartments for each student. Monitor time to ensure medications are administered at the correct times. Verify the medication and dosage with a second adult before administering it to the student.
Talk Controls to be actioned by who?	Risk Management Plan communicated to staff and parent volunteers
You When do you need to review the control?	Review risk management plan and update accordingly

Situation	Playing sport at Henley Park: Touch Football Gala Day
Anticipate What could go wrong?	Broken bones, sprain ankles, muscle injuries while running/dodging/diving Collision with other players while running Finger injuries while catching football Slipping on wet or uneven grass Colliding with Soccer Posts
Find out What current controls are in place?	Is there a designated playing area for each sport? Are there enough teachers to supervise each game? Have the teachers read and complied with the School Sport Unit Specific sport and physical activity guidelines ? https://app.education.nsw.gov.au/sport/GUIDE_SOFTBALL https://app.education.nsw.gov.au/sport/GUIDE_CRICKET Is the playing surface even and free from hazards? Are students wearing appropriate footwear? Do any students have medical conditions that require special consideration? Are the balls in good condition and appropriate for primary students? Is there a clear signal to stop play in case of an emergency or unsafe behaviour?
Eliminate What else can be done to control this risk?	Assign specific areas for each sport to avoid interference. 1 teacher per 25 students for supervision. Provide clear rules on bat use and safe distances and immediately cease activity if these rules are not adhered to. Inspect playing areas for hazards before starting. Use a whistle for stopping play in an emergency or unsafe behaviour. -Brief students on -Ensure students rotate positions to prevent fatigue and overuse injuries.
Talk Controls to be actioned by who?	Talk to students about rules and expectations including: safe running, soft touches, diving, tripping Risk Management Plan communicated to staff and parent volunteers
You When do you need to review the control?	Review risk management plan and update accordingly.

Situation	Student Readiness & Wellbeing
Anticipate What could go wrong?	Anxiety or distress due to an unfamiliar environment. Anxiety due to participation in a sport leading to stress or panic. Peer pressure or embarrassment about sporting ability. Social exclusion or bullying from peers. Fatigue or feeling overwhelmed Students becoming upset if they do not perform well. Lack of access to food or water affecting mood and concentration
Find out What current controls are in place?	Are students confident to participate and do they feel prepared? Do any students have a fear of water or need extra support? Is there a plan to assist students who feel anxious or overwhelmed? Are there opportunities for all students to participate at their own level without pressure? How will staff help students feel included and supported? Are there enough breaks to prevent fatigue? Will students have access to water and food if needed? What is the plan for students who become upset or need emotional support? How will positive encouragement and sportsmanship be promoted?
Eliminate What else can be done to control this risk?	Brief students beforehand about what to expect and reassure them about participation. Students are not pressured to swim beyond their comfort level. Have staff available to support students feeling anxious or overwhelmed. Provide clear guidelines for respectful behaviour in the change rooms. Encourage teamwork and support among peers to reduce embarrassment or anxiety. Schedule rest breaks to prevent fatigue. Promote positive reinforcement and acknowledge all efforts, not just performance. Students have access to drinking water and snacks if needed. Have a quiet space where students can go if they need a break. Monitor social interactions to prevent exclusion or bullying. Provide a debrief session afterward to reflect on the experience positively.
Talk Controls to be actioned by who?	Talk to students before the event about what to do if they anxious or distressed. (No Go Tell) Talk about the positive aspects of having a go and doing your best. Risk Management Plan communicated to staff and parent volunteers
You When do you need to review the control?	Review risk management plan and update accordingly.

Situation	Toilets
Anticipate What could go wrong?	A student may encounter an unauthorised individual in the public toilets. A student gets locked inside the toilet Inappropriate interactions between students or between students and adults. A student may become distressed or injured and unable to get help.
Find out What current controls are in place?	Will a teacher be assigned to be at the toilet? Will the toilets be checked for sharps or hazards? Do teachers have protective equipment for staff to clean up spills etc... (gloves, mask) Are students aware of how to report concerns or incidents immediately? Have soap and toilet paper been taken to the park?
Eliminate What else can be done to control this risk?	Assign one teacher on toilet duty to support supervision as required. Students are not permitted to enter the public toilet if a member of the public or another student /staff member is inside the toilet. Implement a buddy system where students use the toilets in pairs or small groups. Conduct an inspection to ensure the toilets are safe and suitable for student use. Provide a whistle or communication device to the supervising adult to alert others in case of an issue. Use a door wedge to stop the door of the toilet closing, with a student inside the toilet and unable to get out. The teacher should stand at the door to monitor.
Talk Controls to be actioned by who?	Safety talk to all students about safe and appropriate behaviour, including setting clear expectations with students about appropriate behaviour and reporting any issues. Risk Management Plan communicated to Staff and parent volunteers
You When do you need to review the control?	Review risk management plan and update accordingly

Situation	Walking & transport to Henley Park
Anticipate What could go wrong?	Falling over on the footpath when walking. Tripping on uneven surfaces, curbs, or debris. Students wandering or getting separated from the group. Crossing roads unsafely due to traffic. Fatigue or dehydration, Students not following instructions or engaging in unsafe behaviour.
Find out What current controls are in place?	Are there enough teachers to supervise the number of students? Do the students know safety procedures around vehicles? What is the safest route to take? Are there pedestrian crossings, and are they supervised? Are there any known hazards along the route (e.g., construction, busy roads)? Are students wearing appropriate footwear? Do students understand the safety rules for walking in a group? Are additional supervisors or parent volunteers needed? What is the contingency plan in case of an incident (e.g., injury, lost student)? How will communication be maintained between staff during the walk?
Eliminate What else can be done to control this risk?	Assign at least one teacher per 25 students. Park buses in the safest position Students to board bus one at a time, minding their step Two teachers to walk with two classes together (one at the front, one at the back) Conduct a safety briefing before departure, outlining behaviour expectations. Choose the safest and most direct route, avoiding high-traffic areas. Use designated pedestrian crossings with traffic lights or school crossing supervisors. Have a lead teacher at the front, a teacher at the back, and others positioned along the group. All students walk in pairs or small groups, staying together at all times. Carry a first aid kit and ensure staff have mobile phones for emergencies. Students bring water bottles and wear hats. Monitor students closely and address any unsafe behaviour immediately. Have a backup plan for students who may struggle with the walk (eg. transport option)
Talk Controls to be actioned by who?	Safety talk to all students about safe and appropriate behaviour Risk Management Plan communicated to staff and parent volunteers
You When do you need to review the control?	Review risk management plan and update accordingly

Situation	Environment
Anticipate What could go wrong?	Extreme heat leading to dehydration, heat exhaustion, or sunburn. Heavy rain causing slippery footpaths, poor visibility, and wet clothing. Strong winds causing dust or debris hazards. Air pollution or allergens affecting students with respiratory conditions.
Find out What current controls are in place?	What is the weather forecast for the day? Are students dressed appropriately for the walk (hats, sunscreen, raincoats if needed)? How will hydration be managed before, during, and after the walk? Are students with asthma or allergies carrying their medication?
Eliminate What else can be done to control this risk?	Check weather conditions and adjust plans if extreme heat, storms, or high winds are forecast and cancel sport including these conditions: <ul style="list-style-type: none"> • Above 30°C: Monitor students closely, increase hydration breaks, and modify activities (e.g., reduce intensity, provide more shade). • Above 35°C: Consider cancelling or rescheduling strenuous outdoor activities. • Above 36°C: Generally unsafe for playing sport outdoors—activities to be cancelled or moved indoors. Require students to wear hats and apply sunscreen before departure. Students bring water bottles and take hydration breaks. Use shaded or covered areas for sitting (do not sit students in direct sunlight). Monitor students for signs of heat exhaustion or respiratory distress.
Talk Controls to be actioned by who?	Safety talk to all students about safe and appropriate behaviour Risk Management Plan communicated to staff and parent volunteers
You When do you need to review the control?	Review risk management plan and update accordingly

Situation	Managing Equipment – Cones, Footballs
Anticipate What could go wrong?	Equipment may get damaged during transport. Students may misuse or mishandle equipment. Equipment may be left behind at the park. Equipment may be misplaced or lost. Students may argue over who gets which equipment. Equipment could be too heavy or bulky for some students to carry.
Find out What current controls are in place?	Is there a designated person responsible for checking and packing the equipment? Are all pieces of equipment accounted for and in good condition before departure? Are the students aware of how to handle and transport the equipment safely? How will the equipment be stored during the session at the park? Are there enough pieces of equipment for the number of students? Are there any students with specific needs or limitations related to handling equipment?
Eliminate What else can be done to control this risk?	One teacher is designated as the equipment manager for checking, packing, and supervising its use. Use clear guidelines for how students should handle and transport equipment. Implement a system where students are assigned specific equipment to carry and return. Provide a checklist to confirm all equipment is present before leaving the park. Store equipment in a safe, accessible location during activities and when not in use. Only allow students to use equipment they have been trained to handle. Equipment is returned and accounted for.
Talk Controls to be actioned by who?	<p>Safety talk to all students about use of equipment</p> <p>Risk Management Plan communicated to staff and parent volunteers</p>
You When do you need to review the control?	Review risk management plan and update accordingly

Situation	Student Behaviour Management and supervision
Anticipate What could go wrong?	Students may become distracted or disengaged during the walk, bus ride. Some students may wander off or not stay in line. There could be arguments or conflicts between students. Students may become overly excited or disruptive during sports activities. Some students may not follow the rules or instructions for the activities. Students might not cooperate with teachers or peers. Unsafe behaviour like running, pushing, or rough play could occur.
Find out What current controls are in place?	Are there clear expectations for student behaviour while travelling to the venue? How will you communicate these expectations to the students before the activity? Are there students with known behavioural challenges that may need additional support? Do all staff members have a clear strategy for managing behaviour? What procedures are in place if a student misbehaves or needs to be removed from the group? What is the plan for addressing conflict or disagreements between students?
Eliminate What else can be done to control this risk?	Set clear behavioural expectations and explain them to students before the activity. Assign specific roles or tasks to students to keep them engaged and focused during the walk. Teachers have the skills, training and capacity to effectively manage behaviour Use Certificates of Success to encourage good behaviour. Monitor students regularly and intervene early if disruptive behaviour occurs. Have a plan for quickly de-escalating conflicts or managing students who are not following the rules (eg. temporary removal from the group or activity).
Talk Controls to be actioned by who?	Safety talk to all students about appropriate behaviour Risk Management Plan communicated to staff and parent volunteers
You When do you need to review the control?	Review risk management plan and update accordingly

Map of Venue- Henley Park, Enfield



Permission Checklist

- ☐ Principal approval of event
- ☐ All student participants have parent/carer permission to participate
- ☐ All adults for event meet relevant and current DoE requirements (WWCC, etc...)

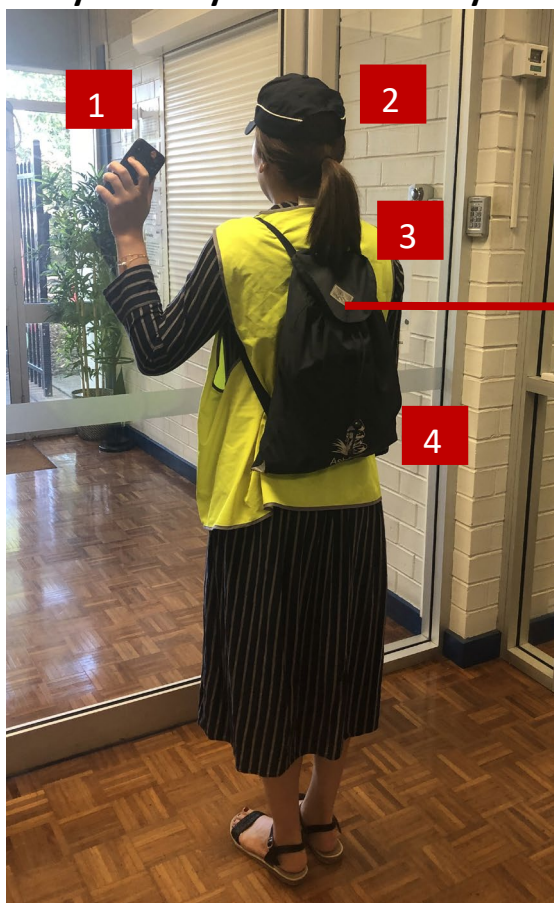
Roll Call / Head Count of Students Checklist

- ☐ Arriving at the venue
- ☐ Departing the venue
- ☐ As necessary

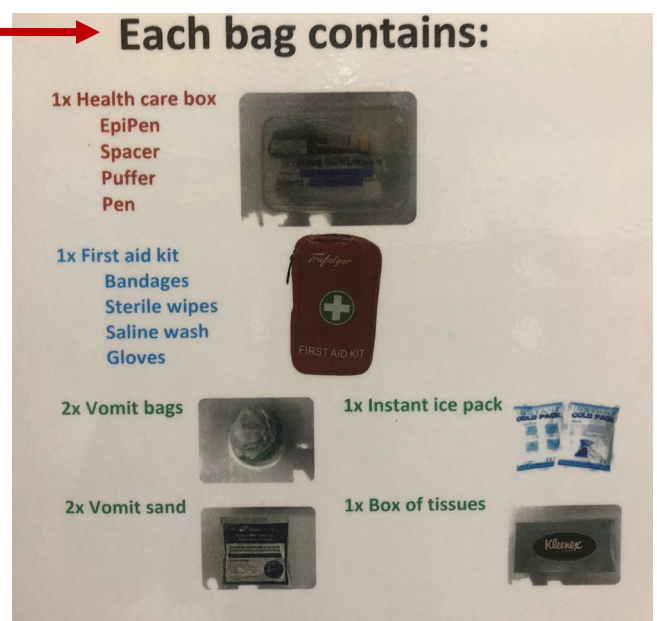
First Aid and Medical Checklist

- ☐ First aid kits and individual medication readily available for duration of event
- ☐ Each teacher to have first aid training including anaphylaxis & CPR
- ☐ Extra icepacks included in First Aid bags
- ☐ Each teacher to wear a hat and fluorescent vest, and carry a mobile telephone
- ☐ First aid kits contain general use EpiPen, Spacer and Asthma Puffer

Are you ready for the Gala Day?



1	Mobile Telephone
2	Hat
3	Fluorescent Vest
4	First Aid Bag
5	Whistle



Supervision Checklist

- ☐ All PSSA teachers have duty of care for all students from all schools
- ☐ Students remain in designated supervision area when not playing game
- ☐ Students with behavioural issues identified and Behaviour Support Plan shared
- ☐ Students with medical issues identified and Action Plans shared
- ☐ Observe members of the public using the Park for suspicious or inappropriate behaviour
- ☐ If observed, teacher should ask a member of the public not to take photographs

Sun Safety Checklist

- ☐ Students must wear a hat
- ☐ Students to have personal water bottles and encouraged to drink regularly
- ☐ Water available to students without bottles
- ☐ Sitting in shaded areas – avoid prolonged exposure to sun

Toilet Checklist

- ☐ A teacher is to accompany any student group to the toilet
- ☐ Supervising teacher / SLSO to check toilets for members of the public, sharps & other hazards
- ☐ Supervising teacher / SLSO to stand outside the toilets until all students have exited.
- ☐ Members of the public should not be in the Toilets whilst students are using them

How to walk with your class

- ☐ Cross at lights and pedestrian crossings only.
- ☐ **Teacher to remain at the middle of the crossing points until all students across**
- ☐ **One teacher at front of group**
- ☐ **One teacher at back of group**
- ☐ Students with identified needs, to hold the hand of an adult
- ☐ Students to walk in two lines and hold hands with buddy

Correct way to group children to cross the road

Students in rows
Formation of a tight group
Focused on crossing
Able to hear the teacher and move quickly and safely



Wrong way to cross the road

Students stretched in 2 lines
Children at back of line are too far away from crossing and cannot hear teacher or cross in time



Emergency Checklist

- ☐ General supervision area is Emergency Assembly area
- ☐ Contact emergency services if required

DoE Requirements for all sport and physical activity

<https://app.education.nsw.gov.au/sport/AppPage/Page/1114>

Mandatory reading - It is a requirement that the information contained in the Requirement for all sport and physical activity which provides information on:

- duty of care
- child protection
- supervision
- staff to student ratios
- risk management
- safe use of equipment
- coaching competencies
- infection control
- injury management and further health considerations
- medical insurance
- weather and playing conditions

The safe conditions must not be varied unless experts in the particular sport or activity advise accordingly. Safety guidelines specific to that sport or physical activity.

Touch Football