

**ST. MARY & ST. MARGARET'S
CE (AIDED) PRIMARY SCHOOL**



**HEALTH & SAFETY POLICY
FOR PE**

Mrs Tracy Broome-Phillips (PE Coordinator)
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School Values

Our School Values set the ethos in which this policy is grounded:

We believe that St Mary and St Margaret's CE Primary School exists to enable every child to realise his or her potential to the fullest possible extent, whatever his or her particular needs and abilities. We aim to help all children to be the best they can be by 'living life in all its fullness' (John 10:10).

To this end, we promote our agreed School Values:

- *Growing as a child of God*
- *Loving learning*
- *Caring*
- *Achieving*
- *Personal development*

Risk assessment in PE is about taking an acceptable risk whilst providing an appropriate challenge.

Risk assessment impacts on 3 areas;

PEOPLE

(pupils, staff)

CONTEXT

(facility, equipment, procedures/routines, transport)

ORGANISATION

(class organisation, teaching, preparation, emergency action)

People

1. Pupils:

Group sizes and ratios

Ratios are modified according to the maturity, competence, intelligence, experience and behavioural/emotional characteristics of the pupils.

Where group sizes or teacher/pupil ratio makes a situation unsafe support staff should be used to provide individual or group support.

Clothing

Indoor PE kit

- School logo T-shirt and blue shorts
- Indoor pumps or clean trainers to be worn for games activities
- Bare feet for gymnastics and dance (except for verrucae where pumps/trainers should be worn)

Outdoor games kit

- School logo T-shirt and blue shorts
- Tracksuit top/school sweatshirt, tracksuit trousers for colder weather.
- Footwear - trainers (indoor pumps may be worn on occasions where the playground/field is dry, but only if the pupil has no trainers.
- Studded boots for football may only be worn where every child has access to shin pads.

Forgotten kit

Spare kit is kept within EYFS, KS1 and KS2 areas.

Kit consists of spare T-shirts, shorts, sweatshirts and tracksuit trousers.

Footwear SHOULD NOT be shared.

If sufficient or appropriate clothing is not available then the child should observe the lesson and be actively involved in the answering of questions and giving of ideas/suggestions. They should also be able to recall the main skills learned in the lesson (age appropriate).

Email to be sent to parents if kit is not present on 2 consecutive lessons.

Personal effects

All jewellery must be removed prior to the lesson.

Where earrings cannot be removed they are to be covered in tape (adults to assist

in KS1, children to do their own in KS2).

If personal effects cannot be removed the adult in charge should take action to make the situation safe eg adjust the activity for individual pupils or groups.

If the situation can't be made safe, individual pupils should not actively participate.

Any willingness on the part of parent to indemnify teachers for allowing a pupil to wear personal effects should be declined. Indemnities have no legal status.

Physical contact (supporting)

Guidance is given in the school gymnastics scheme, but teachers are asked to seek advice from the PE coordinator if they are unclear.

Disability Act – access and involvement for those with cognitive, visual, hearing or motor impairment.

Individual IEPs are planned and advice taken from advisory services.

Knowledge of individual's needs/medical requirements are accessible within red assessment folders which are kept in individual classrooms.

Individual care needs

Knowledge of children, IEPs and how to deal with specific medical or behavioural needs in specific situations are located within the red assessment folders.

Students/performers know routines and procedures

(forms part of the NC)

Routines to be revised as the pupils enter a new year group and at the relevant time when they will be working in a specific area eg hall, field, playground:

- How to enter the hall/playground/field - walking in an orderly manner under the direct supervision of the teacher, not to touch any apparatus and to wait in a specified area.
- How to check the area is safe to work in - teachers to have done prior to the lesson, but safety checks to be discussed and carried out by children as and where appropriate eg hall after dinner, field.
- How to prepare their body safely for physical activity- removal of jewellery, warm up, cool down
- How to handle, move and use equipment safely.
- When to stop and to do so in a controlled manner.

2. Staff (including trainee teachers, TAs, visiting coaches, volunteers etc)

Qualifications/experience/confidence

Staff need to undertake appropriate professional development in order to have a sound knowledge of the needs and stages of development of all pupils in their charge.

The PE coordinator should monitor the teaching of PE annually for:

- Appropriate level of supervision
- Teacher: Pupil ratio applied
- Knowledge of individuals and groups; IEPs, medical needs (red folders)
- Adequate control and discipline
- Appropriate relationships
- Adequate observation and analysis skills
- Teaching position in relation to performers
- Professional development/INSET provision arranged as and when required.

NQTs

Ideally will have received some Gymnastics CPD prior to teaching gymnastics.

Until then sessions should be modified to include low risk activities in which they feel competent and able to manage.

They could also work alongside a competent teacher during sessions, providing 'on the job' training.

Advice also to be given by PE coordinator.

Outside Agencies- Hall letting

Office Manager (Michelle Poole) collects information regarding up to date qualifications, DBS checks etc

Minors (under 18)- Junior Sports Leaders should be under the direct supervision of staff/coach.

Clothing/personal effects appropriate for teaching PESS (Physical Education and School Sport)

- Staff teaching PE should be suitably dressed: tracksuit/sweatshirt, tracksuit trousers, trainers.
- Jewellery should be removed; watches, earrings (if not studs), rings (when supporting children)

All staff/adults have clear roles/responsibility during PE/sport with effective communication between them.

Insurance cover where needed.

Disclosure certificate is checked by the office manager.

Digital imagery policy and required permissions known and applied.

Parents are asked to sign letters at the beginning of the year.

Where permission is not given by parents, relevant staff should be informed.

Parents informed and permission obtained for offsite activities;

It is the responsibility of teacher leading/coordinating/supervising the activity to obtain permission.

CONTEXT

1.Facility:

Changing areas should be adequate for the age and development of the pupils

The principal is about ensuring **dignity, decency and privacy** where needed, be it for reasons of physical development or other needs.

All FKS, KS 1 children change together in the classroom, unless a specific request or need is made known to the teacher.

KS2 change separately in either the classroom or cloakrooms. The place determined by the number of girls or boys in the class; the larger number changing in the classroom.

Supervision

The degree and method of supervision will vary according to the particular circumstances, but age and behaviour will contribute to deciding whether constant direct supervision or intermittent direct supervision is safe.

Generally, the class teacher will intermittently supervise both areas, but predominantly remain in the area of the gender of the teacher ie female staff with the girls, male staff with the boys.

Where individual children indicate they are uncomfortable changing in front of peers ie weight, stage of developmental/puberty, then that individual may be given permission by the teacher to change in the toilets.

Swimming - girls and boys change separately in changing rooms.

Shared/community use safeguarding and other shared-use issues

(Paul Adams, Dazzlers etc)

Any safeguarding issues to be reported to the Head where it involves children on roll at the school.

Work area should be hazard free - no obstructions

Hall

The teacher in charge of the lesson should check that chairs at the back of the hall are stacked safely and any other obstructions are removed prior to the lesson. Some of the dinner tables should be wheeled into the area outside the office where it won't cause an obstruction when using the ropes in gymnastics. The floor should be checked for cleanliness, particularly after dinnertime.

Field

Should be checked by the teacher for any hazards ie glass, fox faeces etc. Where there is a hazard the teacher should remove it safely, where this is not possible the area should be 'fenced off' with a chair or other suitable obstruction.

Sufficient space for group size/activity

Teacher to size and rotate groups accordingly.

EQUIPMENT

Used for the purpose designed and suitable for the activity/age group/ability

Handling/carrying/siting/collection/retrieval routines and issues managed

Equipment needs to be accessible.

First aid equipment is present in all cloakrooms which are accessible from the hall, field, junior and infant playgrounds

Annual/periodic inspection check - organised by Mrs Poole.

The PE coordinator regularly checks equipment and any faults found by other staff/children should be reported to the PE coordinator.

Equipment should also be checked by staff and performers before use

Equipment should be secured when not in use

To ensure the safe use of electrical equipment it should be regularly PAT tested, including electrical items brought in by staff from home.

TRANSPORT

Reputable companies are used and a clear transport policy applied.

Mrs Martin arranges coach transport.

Risk assessments

Should be completed by the teacher in charge of the trip and then checked by the Educational Visits Coordinator covering the following:

- Safe embarkation
- Seat belts
- Passenger list/ numbers leaving and returning checked
- Arrangements for using parents' cars generally for extra-curricular sports fixtures, where parents are asked to organise their own child's transport. Occasionally, during curricular time parents are asked if they would be happy to transport a small group of children with consent from the individual children's parents being given and the individual child's booster seat provided by that child's parents where necessary. This should only take place where appropriate DBS checks or other mitigations are in place.
- Notified embarkation and dismissal points

ORGANISATION

CLASS ORGANISATION:

Numbers known - register check

Regular scanning/head counts

Group organisation/management procedures;

Group sizes and make-up will vary according to age, experience, knowledge of the group and behavioural issues.

Demonstrations accurate in order to provide the pupil with an understanding of the movements required.

The teacher should be aware of safeguarding procedures with regard to placing parts of the pupil's body correctly during the demonstration.

Involvement of pupils with SEN

Advice should be sought from PE coordinator and SEN coordinator where needed.

TEACHING:

Challenge/demand matches student abilities, needs and confidence

Appropriate teaching style used

Rules consistently applied

Regular and approved practice applied

Support techniques known and applied

Intervention appropriate

Tasks differentiated

Adult participation:

Should be restricted to demonstrations in a controlled setting and to keeping games moving.

Adults should not participate as team members alongside pupils during games or practices.

PREPARATION AND PROGRESSION

Scheme of work sets out safety issues to be followed.

Warm up/preparation/safe exercise

Progression based on ability

Rehydration/sun protection planned for

Progressive practices known/applied

Appropriate activities

Schedule allows appropriate activity/recovery periods

Overplay/overtraining implications checked/known

EMERGENCY ACTION

Emergency/accident procedures/contingency plans known and applied

'Helping hands' are placed around the classrooms and hall and allow a child to summon help for the teacher quickly.

First aid support can be summoned quickly

First aiders are present within school along with the 'helping hand'

Contingency plan thought through

In an emergency all children are to be moved quickly either into the school building via the nearest/safest entrance or moved outside onto the field in the same manner as a fire drill.

In the event of an intruder, our shelter drill practices will be applied.

Tips for NQTs

10 ways to be a 'safe' teacher:

1. Having the personal expertise, competence and/or qualifications in the activity/ies being taught.
2. Sessions to include a warm-up, skill development and application, cool down.
3. Check work space, equipment and personal effects before and during use.
4. Teaching position, regular scanning and group management issues to maximise observation of class.
5. Knowing and applying school procedures and using regular and approved practice.
6. Progression according to ability.
7. Knowledge of the pupils (including medical info) to match comparable size, experience, ability and confidence where weight bearing, physical contact or 'accelerating projectiles' are applied.
8. Strict officiating in games - applying rules consistently.
9. Involving pupils in their own safety - checking understanding and providing clear instructions.
10. Thinking logically through a lesson - what could cause harm? Have I covered the likelihood?