

St. Philip's Catholic Primary School



Physical Education & Schools Sports Policy

**POLICY AND PROCEDURES FOR SAFE PRACTICE IN PHYSICAL EDUCATION
AND SCHOOL SPORT (PESS).**

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1. Introduction:

This policy statement and guidelines for physical education and school sport:

- establishes common codes of practice for staff and pupils in St Philip's Catholic Primary School;
- provides for physical education and school sport within a well-managed, safe and educational context;
- offers good practice guidance on the organisation and delivery of PESS;
- provides for common administrative procedures;
- ensures that statutory and any local authority requirements school are followed and other national guidelines such as codes of practice are considered;

It will contribute towards:

- enabling pupils to participate in physical education and school sport that provides appropriate challenge, balanced against acceptable, well-managed risk;
- Enable children to work with their "God given talents"
- educating pupils about safe practice in order for them to participate independently in physical activity later in life;
- fulfilling the requirements of the national curriculum for physical education;
- good management in the organisation of sports fixtures, sports festivals ,after school clubs and sports tours
- enabling all staff and other providers of PESS in St Philip's Catholic Primary School to operate common safety standards;
- developing good teaching and good leadership and management within PESS.

It will help ensure:

- an environment which is safe for the activity;
- appropriately supervised activities;
- the use of regular and approved practice;
- pupils progress through appropriate stages of learning and challenge;
- forethought and sound preparation in planning, delivering and managing PESS.

2. Relevant national and local publications:

The following key documents are available in the school. These offer detailed guidance that expands on the issues addressed within this policy. All members of staff are to refer to these additional resources when and where necessary to provide a safe learning environment for the pupils.

Provider	Title	Where kept in school
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Sandwell MBC	Guidelines for all schools *	Policy
Association for Physical Education	<p><i>Safe Practice in Physical Education: 2008.</i></p> <p><i>Adults Supporting Learning: 2007 (afPE with sportscoachUK).</i></p> <p><i>Best Practice Guidance on the Use of Individual and Agency Coaches in PE and School Sport: afPE October 2008</i></p> <p><i>Safe Practice for School Games: Guidance Notes for Local Organising Committees and Schools: 2011.</i></p>	
DfE (previously DfEE/DfES/DCSF)	<p><i>Health and Safety: DfE Advice on the Legal Powers And Duties For Local Authorities, Head Teachers, Staff And Governors: July 2011.</i></p> <p><i>*Health and Safety of Pupils on Educational Visits: 1998.</i></p> <p><i>Health and Safety: Responsibilities and Powers: 2001.*</i></p> <p><i>Standards for LEAs in Overseeing Educational Visits: 2002.*</i></p> <p><i>Standards for Adventure: 2002.*</i></p> <p><i>A Handbook for Group Leaders: 2002. (DfE states that the 2011 advice supercedes these publications. In effect it is a summary of the law. I suggest you maintain the HASPEV documents as they provide more detailed advice on planning and managing events. This will need discussion with your head teacher - another action point).*</i></p> <p><i>Insurance: A Guide for Schools: 2003.</i></p> <p><i>Guidance on First Aid for Schools: 1998.</i></p> <p><i>Safeguarding Children in Education: 2004.</i></p>	
Health and Safety Executive	<i>Managing Health and Safety in Swimming Pools (HSG179). 2003. (to be revised 2012).</i>	

Swimming Forum	<i>Safe Supervision for Teaching and Coaching Swimming: 2001.</i>	
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These documents are kept in a readily accessible place (Shared area policies 2011) so that staff may easily use them in planning their physical education activities. Where relevant guidance cannot be found in these publications, staff should consult the advisory personnel detailed below:

Where additional guidance is required to enact local authority policy for safe practice in PESS then AfPE's *Safe Practice in Physical Education and School Sport, 2008* (or the 2012 edition due out May 2012) is to be consulted and the guidance applied.

3.Roles and responsibilities in health and safety:

Duty of Care

The Governing Body, head teacher and staff have a common law duty of care for pupils, colleagues and other visitors to the school. We all act with reasonable care to ensure the safety of pupils, ourselves, colleagues and visitors.

For pupils, this duty applies regardless of time or place so long as they have been properly involved and invited to take part in an activity in pursuit of education – whether in or out of lesson time, on or off-site or within or outside term times. This duty of care continues until the pupils are returned to the care of their parents/carers.

Parents/carers have been informed as to when and where the school's responsibility for pupils ends and parents reassume their responsibility.

The Governing Body has been delegated the task of ensuring appropriate and adequate health and safety provision for the staff, pupils and other visitors on behalf of the local authority through;

- a written school safety policy (including physical education)
- safe working conditions
- safe systems of work
- information and training
- risk assessments
- suitable and sufficient resources

The head teacher and other senior managers have been delegated the management of these tasks. Their day to day management of health and safety for PESS includes ensuring that:

- local authority and school policies, procedures, routines and standards for PESS are in place and regularly reviewed (typically annually);
- staff (those on the school roll, agency coaches and other visitors contributing to the PESS programme) are managed properly and competent to fulfil tasks to which they are deployed;
- regular inspections and assessments (monitoring) are carried out to ensure compliance and the consistent application of PESS safety standards;
- safe PESS premises are maintained;
- risk assessments for PESS are done, shared, reviewed and concerns made safe;
- gymnastic, play and fitness equipment is inspected and maintained by a specialist company and for general equipment (e.g. goalposts) to be regularly checked by school staff and maintained, removed or replaced as appropriate;

- health and safety information is passed on to the subject leader for PESS and any other appropriate people;
- staff training needs in PESS are identified and addressed appropriately;
- there is co-operation and communication with the local authority and senior school managers on health and safety matters;
- purchasing and contracting procedures are determined or monitored in relation to health and safety policy and PESS needs.
- PESS inspection and risk assessment reports are submitted to the Governors and local authority where appropriate;
- national curriculum requirements relating to health and safety in PESS are followed. This includes teaching the risk assessment process, how to recognise hazards and how to make situations safe.

The Subject Leader's day-to-day management of health and safety in physical education, through and on behalf of the head teacher, is to ensure that:

- a clear, up to date physical education safety policy is documented;
- procedures and systems exist for ensuring safe practice in PESS;
- PESS policy and procedures are systematically monitored and reviewed;
- all staff contributing to the PESS programme understand their roles and responsibilities;
- visiting staff are managed sufficiently to maintain a secure learning context for pupils;
- there is a smooth flow of health and safety information;
- training in health and safety in PESS is identified and made available to relevant staff with the approval of the head teacher;
- PESS risk assessments are completed, shared with the head teacher, monitored for progress and reviewed;
- the competence of staff contributing to the physical education programme is monitored.

All teachers and support staff (including other school staff, visiting coaches and any other adult supporting learning (ASL) will;

- take reasonable care of their own, pupils' and others' health and safety;
- co-operate with the senior school managers and PESS subject leader over safety matters;
- carry out their work in accordance with training and instruction;
- carry out delegated health and safety tasks;
- follow school procedure in reporting any serious risks and failures in safety arrangements;
- seek to prevent further injury occurring from any reported safety issue;
- not misuse health and safety equipment;
- participate in relevant safety training.

Support staff/Adults Supporting Learning:

Support staff are those people who do not hold a recognised teaching qualification (though they may hold other relevant qualifications) but, with the permission of the head teacher and governors, contribute to the delivery of physical education and school sport in a variety of ways. Another term commonly used for support staff is "Adults Supporting Learning" (ASLs).

The head teacher (or delegated staff) will determine and differentiate the level of support and supervision all support staff/ASLs who work in school require to ensure they have the appropriate skills to meet the school's safeguarding, teaching and class management standards.

Support staff work under the direction of a nominated teacher; are supervised and directed (i.e. managed) by that nominated teacher and the head teacher (or delegated staff) carries out a risk assessment to ensure that individual support staff have the skills to fulfil the demands of the role to which they are deployed.

The management of visiting support staff/adults supporting learning contributing to PESS programmes:

In this school, the management of visiting support staff contributing to the PESS programme includes:

- safe recruitment in line with local authority and school policy;
- a teacher designated as the first point of contact;
- an initial assessment of their competence and expertise;
- an induction programme appropriate to their commitment to the school;
- information about pupils, procedures, routines and standards,
- regular communication to enable them to maintain the school's standards and procedures effectively;
- possibly involvement in completing PESS risk assessments if appropriate to their role and time at the school;
- shared or monitored planning;
- monitoring their competence over time;
- the identification and provision of professional development according to their needs and time at the school .

Using agencies to teach physical education and school sport:

Agencies, including sports clubs, secondary schools and/or private companies, are contracted to teach some aspects of the physical education and school sport programme in St Philip's catholic Primary School.

The head teacher shares responsibility with the agency managers to ensure that the safety and safeguarding standards remain consistent with those set for school staff. Such visiting staff are managed and monitored effectively by the school as well as the agency.

Cover supervisors

Cover supervisors are allowed to supervise practical lessons for absent physical education staff only where they have been checked to ensure they have the relevant expertise in particular activities. Where they do not have adequate expertise in practical activities the lesson will take place in a classroom with preset, pre-experienced study materials.

Trainee teachers

Trainee teachers do not come into the category of support staff because their placement in schools is primarily for their professional learning, not to support class teachers. The particular conditions for trainee placements should be clearly set out by the ITE provider (the university) through a detailed contract with the placement school. As they are neither qualified nor in a support role, trainee teachers should not work alone.

ITTE students placed in school work under the direct supervision of a qualified teacher. Where the teacher judges that she/he need not be present at the same time as the student, taking into account the nature of the class, the activity to be undertaken and the skills of the student, then the student may work on his/her own but the teacher will still be nearby, available to take over the class at any time, should the need arise.

Young sports leaders

Senior pupils provide a valuable resource for teaching younger, less experienced pupils. In St Philip's Catholic Primary School young sports leaders from St Philip's Catholic Primary School and Stuart Bathurst Catholic High School are supervised at all times by staff and add to the teaching resource in school sport sessions (i.e. extra-curricular time, PE sessions and in lesson times).

Efficient information flow

PE, Health and safety information is communicated to staff at Staff meetings and briefings by the SL or head teacher. Vital information is communicated to parents /carers via the school web-site, newsletters and the parent notice board. The head teacher will communicate any and all information, policies at SMT and leadership meetings.

Training for school staff and ASLs

Staffs new to the school (including ASLs /LSP's) receive an induction for PESS which includes routines for moving equipment and small apparatus, emergency procedures, safe handling of gymnastics equipment.

Ongoing professional development for all staff and ASLs is identified and provided according to individual need.

(If you have training logs etc in school then describe here the school system for maintaining records, where they are kept etc).*

Teaching higher risk activities

Staff teaching higher risk activities must be either physical education specialists with recent and relevant experience in teaching the activity or hold a specific coaching/teaching qualification to at least level 2 in the particular activity and show that they have recent and relevant experience in that activity.

Physical contact with pupils

Teachers of physical education are likely to come into physical contact with students from time to time in the course of their teaching for reasons of safety, access and inclusion, support, providing confidence or demonstration. Teachers should be aware of the limits within which such contact should properly take place and ensure decency, dignity and respect are never compromised.

Any physical contact between staff and pupils should be in the context of meeting a pupil's needs in order to:

- develop techniques and skills safely
- treat injury
- prevent injury occurring
- meet any disability-specific needs
- prevent harm to himself or others.

Such physical contact should be carefully considered. There are instances when it is necessary (e.g. to demonstrate a skill), but such contact should remain impersonal so there is no risk of it being misinterpreted or misconstrued by the pupil, parent or observer. If a pupil needs support, they should be informed beforehand of what contact this support involves.

Children with a range of special educational needs and disabilities (SEND) may require a greater degree of support and proximity. Physical contact should always be in an open environment with no intimate touching at all, other than for specific care needs.

The teacher should only ever deploy the degree of physical force they genuinely believe to be necessary in order to safeguard a student against hazard and/or for the purpose of restricting injury.

Where any complaint is made about a teacher's physical contact with a pupil, the situation must be reported immediately to the person responsible for safeguarding in school or member of the leadership team to explain the circumstances and obtain guidance and support.

Staff participation in pupil activities

Staff should be aware of the risks associated with personal participation while teaching or coaching physical activities, particularly those involving physical contact or in which hard missiles (e.g. cricket/ rounder's balls) are used. Staff participation is to be restricted to practical demonstrations in a controlled, essentially static setting or to bring increased fluency into a game situation. Such involvement should not compromise any ability to retain acceptable control of the whole group.

Staff must not play a full part as a participant in a game with pupils due to the differences in strength, weight and experience. It is good practice to take a limited role in a game periodically to set up situations that enable the students to learn from that participation. This would exclude adult involvement in activities such as tackling (other than static demonstrations), shooting with power and bowling or pitching with pace.

Pupils with special education needs

St Philip's Catholic Primary School seeks to maximize all pupils' participation in physical education and school sport. Staff and ASLs, LSA/Ps working with SEN pupils are informed of the nature of the pupils learning difficulty, disability or emotional or behavior disorder; made aware of any constraints on physical activity as a result of the disability or regime of medication; are able to provide the emergency treatment necessary if the physical activity exacerbates the disability.

4. Insurance issues:

The local authority makes no provision for pupil personal injury. Personal injury insurance for pupils is a parental responsibility and parents are informed of this (are they?)*

Parents are provided with details of the scope and level of any insurance provided for events organised through school, such as ski trips or sports tours. They are informed that where no insurance or limited insurance is provided then it is a parental responsibility to determine whether they wish to take out individual insurance for their children participating in the event.

School staff are covered by the school local authority, Diocese or 3rd Party Insurance. Visiting coaches are required to provide their own insurance to a minimum of £10 million public liability.

5. Consent forms, "participation agreements" and codes of conduct:

Consent forms (a participation agreement) are a school requirement to indicate that parents are happy for their child to take part in optional activities. Relevant information is provided and parents return a signed consent form prior to the event taking place. No pupil can take part in an optional activity without the agreement of parents.

Where a parent/carer deletes or excludes any part of a participation agreement (such as not providing medical information or deleting agreement to emergency treatment) then the pupil does not take part in the activity.

St Philip's Catholic Primary School applies a code of conduct (behaviour) and the Home School agreement to all pupils at all school events. This code of conduct/ Home School Agreement forms part of the consent form for

parents to keep them informed of the behaviour standards all pupils must meet in order to participate in school events.

6. Dealing with accidents, incidents, emergencies and medical issues:

The school's procedures for dealing with illness and emergency on and off-site are applied within PESS. All staff are acquainted with the procedure to follow in the event of an accident / incident or emergency situation and are routinely reminded of these. * Pupils are also taught what they should do in the event of an injury or emergency.

Accidents / incidents

In the event of an injury /accident/emergency/fatality these are the procedures/guidelines that followed by the staff of St Philip's Catholic Primary

Determine the extent of the injury. If the injury/accident/ can be treated in school /premises /on site this will be done by a qualified first aider. In the event of more serious injury /accident/emergency the parent will be contacted and an ambulance /paramedic called immediately.

If a serious accident / incident should occur, the school's procedures for emergencies must be carried out. This procedure will depend on local conditions. Requirements would typically include:

- knowing and understanding the school's procedures for action in an emergency; staff will not have time to read them at the time. Common sense management would take precedence over strict application of the procedures if these were deemed to be inappropriate to the particular circumstances.
- focus at all times on human safety.
- keep calm - reassure the casualties; this is likely to be the most effective way of retaining class control.
- assess the situation - make any danger safe/do not move any casualty unless in immediate danger
- ensure rest of the group is safe - stop all activity, carry out regular head counts (this means knowing how many there are in the group from the beginning!).
- manage the safe evacuation of the pupils from the premises to an agreed assembly point (if relevant to the situation)
- send for help - mobile / pupils to "office"

- where there is more than 1 casualty they should be monitored/treated/managed in the following order:
 - i. unconscious
 - ii. severe bleeding
 - iii. broken bones
 - iv. other injuries
- regularly check consciousness of casualty/ies - inform paramedic if consciousness lost (also inform of any relevant medical issues)
- do not try to do too much
- get others to help where possible and safe
- ask pupils what happened if the full incident was not seen

- when telephoning for assistance in an emergency, give information clearly - e.g.:
 - the location of the emergency;
 - the type of emergency and the kind of assistance required;
 - ensure that the message has been correctly received;
 - be prepared to warn the emergency services of any known special hazards.
- record details as soon as possible after incident

Either within above - or separately if appropriate - comment on:

- **On-site:** communication system if in building/extremity of site (extra time taken); list appointed persons/first aiders; state how group is to be managed (make safe, keep warm etc); contacting parents; follow up with parents after event; recording of injury, action and follow up.
- **Off-site:** (as above plus) - ensure communication with school/leadership even if school office is likely to be closed? - what is system for contacting parents - direct because emergency contact list taken or via school where contact list is held there?; any reciprocal arrangements with host school in event of injury/emergency? In case of fatalities Brushstrokes will be used as a base to contact parents and for children to be collected.

How are injuries recorded? Minor injuries are to be recorded in an accident book. Major injuries that the local authority needs to report to the Health and Safety Executive under RIDDOR Regulations are to be recorded on the LA's injury report forms.

An analysis of incident report forms is made termly with an attempt to identify any pattern in the causes of injuries - such as a particular aspect of the scheme of work, a particular item of equipment, a particular member of staff, a particular activity, a particular off-site event. This informs safe practice in PESS. This is best practice

Health and safety is a standing item on all staff briefings. Minutes of these are recorded and show regular updates and considerations relating to safe practice or evidence of analysis as standard practice.

First Aid

St Philp's Catholic Primary School has suitable and sufficient first aid arrangements in place that take into account, and manage effectively, the needs of physical education both on- and off-site. Staff and pupils are entitled to - and provided with - access to first aid provision at all times they are operating within or on any school activity, including away sports fixtures, festivals and tours. This is ensured by:

Staff are kept informed of who the qualified first aiders are and where they are to be located in the event of being needed. Numbers will be determined by a local risk assessment. At St Philp's Catholic Primary School almost all members of staff and dinner ladies are fully qualified first aiders and are always located within KS 1 and KS 2 teaching areas.

Schools with less than fifty staff need not have fully qualified first aiders though it is common for them to do so. "Appointed persons", the number determined by a local risk assessment, must be known to all staff. The role of the "appointed person" is to manage first aid - ensuring first aid boxes are checked and replenished, maintaining records, communicating with parents and overseeing any first aid situation, though not necessarily administering first aid. Our appointed member is known to all staff and AOTT and is located in KS2.

In addition to this, all staff are able to manage the initial injury situation and know how to summon first aid assistance. Regular in-house training in these techniques should be undertaken and copies of the procedure should be displayed in appropriate places within the school. Training takes place externally every 3 years.

The school procedures for dealing with emergency and first aid situations should take account of the likelihood of injury occurring at the extremities of the school playing fields. Thought needs to be given to the speed and efficiency by which help can be summoned; phones are located in every class room. A pupil could be used to summon assistance on the playing field /hall /playground in case of emergency.

During off-site sports activities all members of staff will have copies of *SSR form. A list of participants, emergency contact numbers including GP contact details and contact details for leadership team.

A regular analysis of physical education-related accidents/incidents to identify causes and consider action when and where necessary.

Adequate supplies of suitable first aid materials should be readily available whenever and wherever physical education is taking place and a minimum of a "travelling first aid kit" should be taken on any off-site activity. All staff responsible for groups of pupils going off site must be aware of and able to apply the schools' procedures for dealing with accidents / incidents and emergencies.

Where groups are taken to remote locations where expert assistance may be delayed, at least one of the accompanying staff needs to be able to demonstrate, as part of the event planning, effective first aid skills relevant to the remote context. Check with centre staff, if their staff are fully first aid trained and available.

Infectious disease control

Standard precautions exist, and should be applied, which reduce the risk of blood-borne viruses such as hepatitis and HIV, when dealing with blood or other body fluids:

- exposed cuts and abrasions should be covered by a dressing
- plastic gloves should be worn when blood or other body fluids are mopped up
- cloths used for mopping up should be sealed in plastic bags before disposal
- spillage areas should be wiped with a suitable disinfectant after mopping up
- resuscitation mouthpieces may be included in first-aid boxes

Medical Information

An updated record system can be found in the school office with all relevant medical details as well as contact details for GP's. Staff have easy access to this information.

St Philip's Catholic Primary Schools has an effective system enabling all teaching staff, kitchen staff and dinner supervisors to be fully up to date on all known medical issues relating to pupils they teach.

Secondly, all visiting staff such as coaches or supply staff will also be informed of relevant medical issues, on a need to know basis, for all pupils they teach

Our system includes consideration of how pupils/ staff will access inhalers or epi-pens if required. Staff have been trained in the use of epi-pens where they may be required to administer them.

7. Personal equipment and personal effects

Jewellery and other personal effects (such as spectacles, hearing aids etc)

Jewellery is to be removed by pupils and staff, including ear rings/studs, when engaged in physical education or school sport. Jewellery that cannot be removed must be made safe by covering it with tape. The same principle applies to other personal effects wherever possible.

Where it is not possible to remove the item (for example where removing spectacles or hearing aid would make the situation less safe than wearing the item) then the adult teaching the class will consider what and how the lesson or that aspect of it can be amended to enable participation with the item being worn. This may involve conditioning the rules of a game, changing the equipment (such as to a soft ball instead of a hard one).

Where amendment to make the situation safe is not possible then the pupil does not take an active part but should be involved in the lesson in whatever manner is appropriate - e.g. peer teaching, officiating etc.

(There should be no curriculum context where a pupil cannot take part because the content of a lesson cannot be amended to make participation safe whilst wearing personal effects, such as spectacles or hearing aid, other than the wearing of jewellery), other than league and competitive games.

Religious artefacts must be removed or made safe. Health and safety law overrides all other equality/discriminatory law because staff and the local authority can be criminally implicated under the Health and Safety at Work Act where reasonable anticipation of a health risk is ignored. Where possible, articles may be made acceptably safe by taping, padding or covering. Where this is not possible the activity and involvement of the pupil needs to be suitably modified to mitigate undue risk.

Clothing and footwear

A full description of the PE Kit required can be found in the school prospectus. Please refer to the school PE Policy for further guidelines on clothing and footwear.

In St Philip's Catholic Primary School, dance and gymnastics are taught in bare feet because it is the safest where the floor surface is suitable and because this achieves the best grip on floor or apparatus. Children are not allowed to work in socks on floors or apparatus other than where carpeted. Where barefoot work is not possible children should wear plimsolls or similar soft-soled footwear that is "fit for purpose". Pupils who have any foot ailments should make the teacher aware and the teacher should allow the pupil to wear some appropriate footwear where possible.

Activity-specific footwear, such as studded boots, running shoes or trainers are to have laces tied and no activity allowed where such footwear is loose because of laces not being tied.

Children with verrucae should keep them covered and wear suitable footwear.

Pupils are to wear appropriate clothing to enable them to participate safely in physical activity. Loose or free-flowing clothing is not appropriate for most physical activities, such as gymnastics, but may be acceptable in particular dance contexts. Appropriate alternative clothing that meets safety requirements, such as tracksuits for gymnastics, is allowed where agreement is made with parents on cultural grounds.

Long hair is to be tied back when necessary. Nails should be short and offer no risk to the pupil or other pupils. Chewing gum and sweets are not allowed.

Headscarves, worn for cultural reasons, must be secured safely and be sufficiently tight fitting to prevent any part being caught on equipment or interfere with vision at any time.

"Disclaimer letters" offered by parents/carers have no legal status and cannot be accepted. No disclaimer is to be accepted in order to allow any pupil to wear an item the staff believe to be unsafe for the particular activity.

As an absolute minimum in primary schools staff need to change out of fashion footwear into trainers or similar and remove jewellery that is loose or may cause injury should a pupil snag their finger in it. Trousers are more practical than skirts/dresses.

Personal protective equipment

The provision of personal protective equipment such as shin pads is a parental responsibility. St Philip's Catholic Primary School informs parents of the need for such equipment as appropriate and strongly recommends that the item is made available for the pupil.

Where pupils do not have protective items that cannot be shared (cricket helmets or shin pads for example share then the teacher will consider whether the lesson can proceed as planned or whether some amendment can be made to enable safe participation without the item. Where this is not possible then the pupil cannot take part.

Again, there should be no situation in curriculum activities where an activity cannot be amended for an individual or group to allow safe participation without personal protective equipment. In full games situations there are contexts in which safe participation will require the particular protective item.

8. Equipment:

Equipment maintenance

The equipment and facilities are routinely checked to identify any signs of wear and tear that may cause injury. Any defective items are immediately taken out of use until repaired or replaced.

An established routine for checking equipment and reporting faults is in place - Gym-fix annually inspects and maintains gym equipment

CHECKING EQUIPMENT		
When	Person responsible	Reporting mechanism
Every lesson	Teacher/ASL teaching the class	Not formally recorded or reported unless faulty equipment is identified
Termly	Subject Leader and/or Governing Body Health and Safety Committee representative/s	To Governing Body/Headteacher
Annually	Specialist Maintenance Engineers	Contractor prepares report for Headteacher

Any and all equipment that is broken or not suitable for use must be removed and reported to the SL, head teacher or site manager.

Electrical equipment

All electrical items, including any personal items brought from home for use in school, must have a current PAT certificate (portable appliance test) attached. Any item without such a certificate cannot be used. Any item with a PAT certificate more than twelve months old cannot be used.

It is the responsibility of individual members of staff to check all electrical items they use have current PAT certification and to inform the leadership team of any item requiring such a test.

Purchasing and storage of equipment

All items purchased comply with the appropriate British Standards (CE, BSI, BSEN etc), where relevant) taking into account the nature of the usage, age of pupils and so forth.

All items donated or borrowed from home must undergo suitable and sufficient checks before being used. Any equipment provided by visiting support staff (ASLs) must comply with the appropriate British Standards (CE, BSI, BSEN etc). Where this cannot be shown then the item/s will not be used.

All equipment must be stored safely and securely. Storage areas are to be kept tidy and allow safe access for staff and pupils. Equipment is labelled and where possible there are photos to identify equipment. It is the responsibility of staff to ensure that equipment is safely stored or removed and that the PE storage room is kept clutter free. Outside storage rooms are for housing mostly field /team games that cannot be played in doors.

Disposal of equipment

Equipment deemed to be in a defective state and/or unserviceable ("condemned"), must be reported to the subject leader, taken out of use immediately and will be correctly disposed of as soon as possible to prevent inappropriate usage.

"Condemned" items of equipment are not to be used for other non-PE purposes.

Lifting and carrying apparatus and equipment

Pupils are taught the safe methods of lifting, carrying and placing equipment in a manner appropriate to their age, size and strength. Staff teaching lessons will supervise pupils carrying equipment and check that the place, area and any linkage of items are safe for use before pupils begin work.

Using mats

Gymnastic mats are to be used selectively. Their purpose is to provide comfort and confidence when working on the floor and landing from a height, to encourage changes in direction during sequence work and as a target area for landings. They are not intended to prevent injury from a fall so their placement for such a purpose is meaningless.

9. Facilities:

Changing rooms need to be of sufficient area to allow pupils to change safely and leave their clothes tidy and off the floor.

Consideration is to be given to adequate supervision according to the age, behaviour and gender of the pupils. Where staff cannot be present to supervise changing (such as at a public swimming pool where staff of one gender accompany the class) then a system is in place so that the pupils know how to contact a member of staff in an emergency. Supervising staff, if not in the changing area, is to be close by. St Philip's Catholic Primary School should ensure that appropriate levels of safeguarding are met where changing areas have to be shared with members of the public. Pupils are not left unsupervised in areas of specific danger or when engaged in hazardous activities. Where necessary all activity must stop and group safety is assured where a member of staff has to leave a group.

All work areas is free of obvious hazards, with no obstructions, safe run-off areas and a clearly identified, maximum work area established. Floors are clean with a surface that provides secure footing - i.e. level, grit-free, dry.

Any fault in a facility must be reported to the subject leader for PESS/head teacher or site manager.

The work space should be sufficient for the size of the group and the planned activity needs to be organised such that it can take place safely in the available area. Where the area is judged to be inadequate in size, following adjustments to the organisation of the lesson, then alternative arrangements may need to be made.

Facilities should provide access for those with disabilities with reasonable adjustments made where access is a problem.

Safety signs for emergency evacuation must be in place and easily identified. Facilities need to be secured when not in use, particularly where higher risk equipment, such as large equipment, are stored.

A report on the repair and removal of damaged equipment is provided to school by the company Gym fix. Action is then taken to maintain an adequate standard and range of facilities and equipment for the safe teaching of PESS according to budget allowance.

Fire precautions

Gym mats are stored in the PE storage cupboard.

All schools are required to have a current fire risk assessment that takes into account the risks presented by the facilities and activities undertaken within the school, including those associated with physical education. In particular, halls, gymnasiums, changing rooms and equipment stores should be equipped with suitable fire extinguishers that are subject to regular, routine checks and annual inspection.

The Fire Safety (Employees) (England) Regulations 2010 demand that an employer (or the employer's agent such as the head teacher) in entrusting tasks to members of staff, take into account their capabilities as regards health and safety so far as those capabilities relate to fire. Recognition of this will need to be included in fire safety risk assessments. Physical education staff should therefore liaise with the school leadership to ensure that the fire standards relevant to PESS are confirmed by a competent person.

Mats should be stored away from heat sources.

Escape routes and emergency exits should be adequately signed and kept clear of all obstructions. Where the areas are used routinely at night, an appropriate type of emergency escape lighting should be provided.

Formal arrangements should be in place for dealing with fire emergencies including the evacuation of the premises and regular practices should be carried out to ensure their effectiveness. The arrangements should cover evening usage which may require modification from the daytime arrangements due to the nature of the occupancy.

Consideration will need to be given to circumstances where pupils particularly may need to evacuate the premises during cold/poor weather and wearing limited clothing.

10. Transport/going off-site:

Use Sandwell pg 28 on site -off site, out of hours educational activity policy

Staff taking groups off site should be competent in discipline, control, organisation and dealing with any crisis that may arise. They should ensure there is an effective emergency contact system, such as via a mobile phone, or an alternative arrangement if a mobile is not available.

A risk assessment for regular activities should be carried out, as well as additional assessments for any special event involving travel.

Where large groups go off-site, they are to be sub-divided into smaller groups with a designated adult responsible for each sub-group so that effective and efficient management is maintained.

Parental consent forms are not required when students are transported off site for curriculum experiences where the mode of transport is other than by volunteers' private vehicles though parents do need to be kept informed of where their children are at all times.

The school requirements for the use of minibuses must be followed - see the separate relevant school policy and procedures.

When using cars to transport pupils:

- the car must be roadworthy and have a valid MOT if relevant.
- the driver needs to have appropriate insurance. For non-school support staff, this must be fully comprehensive, and staff insurance should cover the use of their car for school business.
- charging is not allowed for the use of the vehicle.
- no adult should ever be alone in a car with any child other than their own.

- appropriate disclosure certification should be obtained if applicable where parents regularly assist with transport.
- travelling in convoy is not recommended as it can divert a driver's attention. Drivers should know the route to their destination and not rely on following others.
- parents should give permission for their child to travel in another adult's car.
- local requirements will apply as to whether senior pupils may use their own cars to transport their peers.
- child restraints (ie baby seats, child seats, booster seats and booster cushions) must be used where students are less than 12 years of age and under 135cm in height and seat belts are fitted. This requirement applies only to private cars and vans although it should also be applied to the use of taxis where booster seats are available. The only exceptions are:
 - for a short distance in an unexpected necessity
 - where two occupied child restraints prevent the fitting of a third
 - where the correct child restraint is not available in a taxi (then the adult seat belt must be used).

It is the school's responsibility, on behalf of parents, to ensure booster seats are provided and used. Seat belts must be worn.

Walking routes

Where movement off site involves walking, the route should be familiar to the staff involved, with potentially hazardous points identified and precautionary strategies known by the staff and, in an appropriate way, the students. Ratios of accompanying adults need to be calculated according to the various factors of the students' age, safety awareness, behaviour and familiarity with the route; and staff competence in relation to group management, knowledge of the group, familiarity with the route and the distance and safety demands of the route. Immediate communication with the school base is an essential part of the planning and organisation of any trip.

11. Sports fixtures, festivals and tours:

Anyone taking groups to off-site sports fixtures, festival or tours follows the guidance set out in then AfPE's *Safe Practice in Physical Education and School Sport, 2008* (or the new 2012 later edition). Procedures are set out in Sandwell local authority policy as mentioned above. **Use Sandwell On site -off site, out of hours educational activity policy.**

12. Swimming:

The requirements set out in the local authority guidance on teaching swimming and participating in the LA swimming programme are followed by all groups in school. Pg 264 in guidance

13. Wet weather programmes:

Lessons normally outdoors will be moved inside only when there is potential risk to the children's safety, the surfaces are too slippery or the pupil's do not have appropriate footwear and clothing; the weather will prevent effective learning and teaching or there is a potential risk to health.

14. Risk assessments:

The written risk assessment for physical education forms an essential contribution to the whole school risk assessment. These are completed and reviewed within staff meetings and copies are held by the head teacher and subject leader.

The written risk assessment for PESS is reviewed annually or following any significant incident occurring. All staff are required to read the current risk assessment for PESS and respond to any requirements set out. Where possible, staffs are to sign the document after reading the policy. All visiting staff are to be provided with a concise summary of any requirements and implications arising from the risk assessment and are required to implement any procedures arising from that summary.

All staff are required to continually monitor the safety of activities and tasks as lessons and sessions progress. This on-going risk assessment and responses to causes of concern reflect the school's common safety standards.

Any safety concerns are to be reported to the subject leader for PE or site manager who is the health and safety leader. This must be written in the site manager's book ASAP.

15. Making situations safe:

Applying the outcomes of risk assessments to make situations safe involves supervision, providing protection and involving the pupils in their own safety (education). Staff use everyday measures within these three categories to control risks identified during lessons, such as:

Supervision

- being present when a group is working - with any remote supervision of older pupils being introduced progressively
- developing staff competence to organise and lead the session safely
- amending the way the activity takes place in order to improve direct supervision
- improving the ratio of staff to working pupils
- increasing staff qualifications and expertise
- explaining any inherent risks to pupils
- emphasising playing within the rules
- stopping the activity if unsafe
- avoiding the area if unsafe
- using a safer alternative

Protection

- providing or advising the use of protective equipment or clothing
- devising appropriate procedures
- inspecting the facility periodically
- warning the pupils and using protective devices (such as additional space/ cones to identify unsafe areas)

- etc) where unacceptable risks exist
- using good quality equipment
- inspecting the equipment regularly
- repairing and servicing the equipment regularly
- using different equipment if necessary
- amending how the equipment is used
- changing the way the activity is carried out
- limiting / conditioning the activity to maintain safety

Education

- providing any necessary information and education to the pupils to establish safe practice
- setting appropriate discipline and control standards
- developing pupils' observation skills
- teaching how to use the equipment and or facility correctly
- teaching progressive practices thoroughly

16. Risk education – pupil involvement in their own safety:

Through positive, inter-active, experiential and relevant contexts for learning, pupils' awareness of, and competence in, safe practice principles is developed according to their age and abilities. All pupils are taught, in line with their age, ability and aptitude, to progressively understand:

- what is safe
- what is unsafe
- how unsafe situations may be made safe
- if a situation cannot be made safe then the activity must not commence or continue.

Such safety education includes:

- the risk assessment process - identifying hazards, evaluating risk levels, controlling risks
- the use of space
- choosing, carrying, sitting, checking equipment
- checking the facility - secure and safe footing, protected lighting, clear work area
- progression according to their individual ability, experience, confidence - and selecting alternatives where necessary
- preparation for activity - applying safe exercise principles, thorough warm up
- the development of techniques, skills and tactical awareness
- knowing and applying the rules of a sport - as participant, official or leader
- a positive attitude, the importance of good behaviour and consideration of others
- language - understanding instructions and signs

17. Local authority contact information

*

Aspects of these issues are contained within the scheme of work for PESS.

Date adopted by the Governing Body:

Signed (Chair of Governors):

Signed by Staff:

Review date: September 2013