



'What we learn with pleasure we never forget'

# PHYSICAL EDUCATION POLICY

**Date Written: October 2017**

**Date of Review: July 2020**

**Headteacher.....**

**Date.....**

**Chair of Governors.....**

**Date.....**



# **Carlton Colville Primary School** **Physical Education Policy**



This policy has been written by the PE subject leader, and was arrived at through wide consultation involving the Headteacher, all teaching staff and the Partnership Development Manager of the Lowestoft and Beccles School Sports Coordinator Partnership.

## **1. Rationale**

Physical education is a statutory requirement of the National Curriculum and an essential contributor to the development of the whole child. Through a high quality Physical Education programme pupils develop physical competence and confidence and are given opportunities to become physically educated and physically literate. The physical education provision will contribute to the personal development, health and well-being, enjoyment, success and achievement of all pupils across the whole curriculum and beyond. Physical education provides pupils with the opportunity to be creative, competitive and face up to different challenges as individuals and in groups. It promotes positive attitudes towards a healthy and active lifestyle. Pupils learn how to think in different ways and make decisions in response to creative, competitive and challenging activities. They learn how to reflect on their performance, plan, perform and evaluate actions, ideas and performances to improve the quality of their work.

Physical education helps pupils develop personally and socially. They work individually and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, officiating and coaching. Through high quality physical education pupils discover their aptitudes, abilities and preferences and make informed choices about how to get involved in lifelong physical activity. This school is part of the Lowestoft and Beccles Primary Schools Sports Association and North Suffolk Sports & Health Partnership, sharing and contributing towards its overall vision, ethos and aim to ensure that all pupils spend a minimum of two hours each week, within and beyond the curriculum, on high quality PE and school sport.

## **2. Aims**

Through a high quality physical education programme Carlton Colville Primary School aims to enable pupils to become:

- successful learners,
- confident individuals
- responsible citizens
- independent learners,
- creative thinkers,
- reflective learners,
- team workers,
- effective participators.

### 3. Objectives

- Provide a curriculum that satisfies the needs of the National Curriculum.
- Ensure pupils understand that physical activity is an important part of a healthy, active lifestyle.
- Provide an environment in which pupils enjoy and are committed to PE and sport making physical activity a central part of their lives both in and out of school.
- Allow pupils the opportunity to take part in a range of competitive, creative and challenge-type activities, both as individuals and as part of a team or group.
- Develop competence and control in the gross and fine motor skills that pupils need in order to succeed in PE and sport.
- Develop pupils' stamina, suppleness, strength and the mental capacity (determination and resilience) to keep going.
- Ensure that pupils know and understand what they are trying to achieve and how to do this, to evaluate and improve their own performance.
- Give pupils the opportunity to demonstrate their knowledge, understanding and competence.
- Challenge pupils to select and use skills, tactics and compositional ideas.
- Provide opportunities for pupils to make appropriate decisions.
- Provide pupils with opportunities to play and work with others in a range of group situations, learning to express and communicate ideas, solve problems and overcome challenges.
- Establish good habits and awareness of safety and personal hygiene.
- Provide an out of school hours' programme of activities which enables pupils to extend and enrich their curriculum provision.
- Establish community links and pathways for pupils to encourage life-long participation.
- Provide links to other areas of the curriculum and wider school, county and national agendas, linking to both our '**knowledge of the world**' and '**community**' curriculum drivers.
- To encourage pupils to participate in competitive games, promoting a 'going for gold' mentality alongside good sportsmanship values, linking to one of our '**possibility**' curriculum drivers, which aims to raise aspiration and encourages our children to "Be the Best You Can Be".

### 4. Curriculum

PE is a foundation subject in the National Curriculum. Our school uses the National Curriculum Programme of Study in conjunction with the Suffolk PE and Sport Advisory Team Scheme of Work (2007) and Val Sabin schemes of work as the basis for its curriculum planning in PE.

In Key Stage 1 we teach dance, games and gymnastics, with approximately equal time spent on each area, plus a short unit of athletics.

The school has its own swimming pool on site and gives KS1 pupils swimming opportunities according to qualified instructors' availability.

In Key Stage 2 we teach dance, gymnastics and games, plus two other activities: swimming and water safety, and athletics. Approximately half the time is spent on games, with the three areas of invasion games, net/wall games and striking/fielding games given equal weighting. Gymnastics and dance are allocated approximately one sixth of the time each, and athletics and swimming are allocated approximately one twelfth of the overall time each.

The curriculum planning in PE is carried out in three phases: long-term, medium-term and short-term. The long-term plan maps out the PE activities covered in each term during the key stage, ensuring an appropriate balance and distribution of work. The PE subject leader devises this plan in conjunction with teaching colleagues in each year group. This is a flexible plan in so far as units can be swapped and moved as appropriate, and this is regularly reviewed.

The medium-term plans give details of each unit of work for each term. The subject leader keeps and reviews these plans.

Short-term plans are specific lesson plans, with learning objectives and expected outcomes, giving details of how the lesson is to be taught. The class teacher keeps these plans and discusses them with the subject leader on a regular basis.

We plan the PE activities so that they build upon the prior learning experiences of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is progression planned into the scheme of work, so that children are increasingly challenged as they move up through the school.

### ***Early Years Foundation Stage***

We encourage the physical development of children in the Foundation Stage as an integral part of their schoolwork. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

## **5. Teaching and Learning**

We use a variety of teaching and learning styles in PE lessons, with a mixture of whole-class, group and individual activities. Teachers model good technique and also draw attention to good examples of individual performance as models for the other children. Pupils are encouraged to evaluate their own work as well as the work of other children. Within lessons children have the opportunity both to collaborate and compete with each other, and they have the opportunity to use a wide range of resources.

In all classes children have a wide range of physical ability, so we ensure that all children are included and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies, including adapting the teaching style and, in particular, by using the '**STEP**' framework:

- **Space-** Changing where the activity is happening.
- **Task-** Changing the nature of the task or action. For some disabled children this may mean that they are working on a modified activity, parallel activity, disability sport activity or a separate activity.
- **Equipment-** Changing or varying the type of equipment being used.
- **People-** Changing who is involved and how they are organised.

## **6. Contribution of PE to teaching in other curriculum areas.**

**English** - PE contributes to the development of Speaking and Listening skills by encouraging children to:

- follow instructions – understand and respond to instructions
- understand the task and terminology used to express it
- act on advice given
- learn from others – ideas exchanged, team tactics, peer evaluation
- 

**Personal, social and health education and citizenship (PSHE)** - Children are taught the benefits of exercise, healthy eating, and how to make informed choices about their lifestyle. In PE children are encouraged to work cooperatively across a range of activities and experiences. They learn to respect the views and abilities of others.

**Maths** - Children learn to apply numeracy skills when counting, measuring and timing. They are also encouraged to use mathematical terminology for shapes, space and position.

**Science** - There are many links between science and PE, especially through learning around life processes and living things, and associated investigations.

**Spiritual, moral, social and cultural development** - The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give

them a chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to cooperate across a range of activities and experiences. They learn to support and encourage each other, and appreciate the benefits of constructive criticism. They also learn about competition and fair play in a helpful and positive environment. PE helps children to develop a better understanding of themselves and of each other.

**ICT** - Information and communication technology can enhance the teaching of PE, where appropriate, in all Key Stages. For example, video recordings and digital cameras can provide a useful opportunity to evaluate and improve performance. Also music composed on the computer may be used for creative dance. Links to **other curriculum subjects** are made where meaningful.

## **7. Assessment & Recording**

The attainment milestones for physical education set out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of Years 2, 4 and 6.

Teachers ensure that when evaluating pupil progress connections are made between acquiring, developing, selecting and applying skills, their ability to evaluate and improve performance as well as demonstrating their knowledge and understanding of health and fitness.

Refer to **APPENDIX 1** National Curriculum 2014 documentation for details relating to Physical Education.

In deciding on pupils' level of attainment teachers will make judgements based on progress towards P.E 'milestones' which exemplify expectations at the end of Year 2, Year 4 and Year 6.

### ***Assessing Progress***

The main method of gathering evidence and assessing achievement in physical education is made through a continuous process of teacher observation. This is an informed assessment based on knowledge of the pupil and the content of their work.

To assist in formative assessment, teachers will use the following:

- Watch children work,
- talk to them about what they are doing to gauge their knowledge and understanding.
- 

Each teacher makes an annual assessment of each child, as part of the child's annual report to parents. This involves assessing the children in relation to the '**Chris Quigley**' **Milestone Depth of Learning Grids** The teacher passes this information onto the next teacher at the end of the year.

## ***Recording & Reporting***

Records are selective and brief and teachers should have a clear reason for recording information.

Significant achievements or weaknesses may be noted on an evaluation of a lesson and used to:

- Inform future planning for themselves or a new class teacher
- Form part of the statutory annual reporting process, and support discussions with parents
- Help children as a basis for future target setting
- Inform during transfer between classes and key stages to ensure continuity of progression

## **8. Equality, Diversity and Accessibility**

All pupils will access a broad and balanced PE curriculum, which meets the specific needs of individuals and groups of pupils, including those who have diverse special educational needs, disabled youngsters, gifted and talented children and those who have English as an additional language.

Lesson planning, delivery and assessment tries to ensure that children are provided with appropriate and effective opportunities to actively participate and succeed in the whole range of learning opportunities offered within and outside the curriculum.

The needs of individuals are met by providing dedicated support staff, a range of equipment, appropriate groupings, safe spaces in which to work and differentiated tasks which enable all pupils to make progress

### **Adults Supporting Learning (ASL's)**

Additional support staff will be used during curriculum and out of hours' time to:

- Support the delivery of high quality PE
- Provide training opportunities for staff
- Offer Out of School Hours opportunities
- Foster school to club links

All support staff will receive appropriate access to School, LA and SSP training and support to ensure their knowledge and understanding of delivering curriculum PE is in line with current statutory requirements and recommended good practice.

The subject coordinator will ensure that support staff receive an induction and are competent before working with the children at a distance from the teacher. **(SEE APPENDIX 2 – ASL induction document)** Issues relating to workforce reform should be considered when using ASL during curriculum and non curriculum PE. These considerations can be found in the afPE Safe Practice in Physical Education and School Sport handbook.

## **1) Staff Development**

Opportunities for the development of all staff should be provided in order to enhance the quality of PE within the school. The needs of the staff will be identified through the monitoring and evaluation of the subject which is undertaken by the designated PE Leader and should be done in conjunction with the whole school development plan.

The PE Leader should ensure that all teaching staff and ASL's are aware of the development opportunities available from the Local Delivery Agency, School Sports Partnerships and the Teaching & Learning Group.

The PE Leader will ensure that any development opportunities undertaken by staff are disseminated throughout the school where necessary to further enhance the quality of PE.

## **2) Leadership & Management**

The PE Leader is responsible to the Head Teacher and will ensure that the following considerations are appropriately overseen:

- Developing good classroom practice
- Managing the PE Premium budget based on the needs identified through the monitoring and evaluation of the subject and the whole school development plan
- Auditing, ordering and reviewing resources
- Ensuring that appropriate records and data are kept up to date.
- Attending courses to further own professional development and providing information and support for colleagues
- Monitoring classroom practice and planning to ensure high quality delivery and setting future targets
- Extending relationships and contacts beyond the school and in the local community
- Keeping up to date with and implementing Local Authority and School Sport Partnership developments as appropriate
- Overseeing the school's programme of extra-curricular sports clubs and activities.
- Developing children's' sporting leadership, roles within school eg. Playleaders and Competitions Managers

### 3) **Monitoring & Evaluating**

Subject monitoring and evaluating will be carried out by the PE Leader with appropriate support from the SLT.

The school will utilise the following strategies and measures in order to evaluate standards in PE.

- Observation of teaching and learning, including support staff, to assist in the identification of strengths and development needs.
- Assessment of pupil progress and achievement
- Obtaining the views of staff and pupils.

### 4) **Health and Safety Issues** (see **APPENDIX 3** – H&S Risk assessment checklist)

To manage risks in PE the schools works in accordance with the guidelines given in 'Safe Practice in Physical Education & School Sport' (afPE 2012).

The PE subject coordinator will report any concerns to the school's health and safety officer. Key aspects of health and safety in PE at Carlton Colville Primary School include:

#### **i) Risk Assessments**

The importance of safety in PE is made clear to all pupils. Teachers carry out informal risk assessments prior to every lesson. Any risks identified must be minimised.

Lesson planning includes opportunities for explicit teaching of safe practice, particularly in potentially dangerous areas like the swimming pool, gymnastics hall and playground.

A risk assessment will be completed by the PE Leader or other accompanying teachers prior to pupils attending any offsite sporting event.

**In summary each member of staff teaching PE is required to:**

- Undertake an informal risk assessment
- Identify any hazard – anything that can cause harm
- Decide who is at risk
- Evaluate the risk
- Devise control measures to minimise the risk (risk management)
- Where required inform those responsible for PE / Health and Safety

#### **ii) PE Equipment**

Any damage, breakage or loss of equipment should be reported to the PE Leader as soon as possible. Any damage observed to a piece of apparatus which could cause subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

The school employs an approved external contractor to undertake an annual equipment maintenance visit.

**iii)    *Clothing***

- Clothing and correct attire for a particular activity represent important features of safe practice that apply in equal measures to both staff and pupils.
- Staff should always endeavour to change for physical education, at the very least a change of footwear and removal of jewellery should be undertaken
- Pupils from the earliest ages should change into suitable clothing for PE so that they can participate safely, changing is an important life skill.
- Clothing for PE should be well suited to its function. It should be light and allow good freedom of movement, but will also need to offer some insulation from cold weather in the winter months. It should be remembered that pupils who are insufficiently warm and are experiencing discomfort will not be sufficiently focused and may lack concentration.
- Long hair worn by both staff and pupils should always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent obscuring vision.

**iv)        *Jewellery and personal adornment***

- Staff have a duty of care to ensure that pupils are able to actively participate without unnecessarily endangering themselves or those working around them
- Personal Effects, such as jewellery, religious artefacts, watches, hair slides, sensory aids etc, should always be removed by pupils before participating in physical activity.
- Staff also need to be mindful of their own adornments. The wearing of rings for instance, has been responsible for unnecessary injury in the past and represents a hazard to both staff and pupils involved in the lesson.
- Any exception to the recommendation of complete removal needs to be carefully considered and always comply with a suitable risk assessment.
- Disclaimers from parents about the wearing of any item of jewellery by a pupil should be declined. Such indemnities have no legal status. The duty of care remains firmly with the school on such matters.
- Clear expectations should be established throughout the school and with parents, about the management of personal effects.
- Systems and procedures need to be in place within the changing area to check that pupils fulfil this obligation prior to participation.

**v)        *The wearing of sensory aids such as spectacles or hearing aids will usually be determined by:***

- The nature of the activity
- A balanced judgment as to whether wearing the item constitutes a greater or lesser risk to the wearer in those activities where physical contact is absent
- Where sensory aids need to be worn for safe participation by the individual then staff need to determine whether participation with the sensory aid is safe for the wearer and for the others in the group.

**vi) Indoor footwear**

- Suitable indoor footwear is crucial to safe participation and supervision.
- Bare feet transmit better feel of movement and consequently offer the best option for activities such as Gymnastics and Dance, providing the floor is of good quality and clean. Where any doubt exists about the suitability of the working surface, however, more appropriate footwear becomes a requirement.
- Pupils should never participate in socks on polished surfaces.
- Training shoes on which the soles provide good traction, will often prove effective for a range of indoor games, but should not be worn for gymnastics activities for the reason of feel described above.
- Staff need to avoid situations often found in games lessons when organising wet weather indoor activity in which some pupils wear training shoes and others are obliged to resort to bare feet

**vii) Outdoor footwear**

- A player must not use equipment or wear anything which is dangerous to himself or another player.
- Security of footing is an essential requirement, along with consideration as to whether the outdoor footwear presents any foreseeable risk to other participants.
- Where a group presents a variety of footwear for outdoor lessons, the adult with the group has to determine whether the lesson can proceed as planned or whether some conditions need to be applied to enable maximum participation in safety.

**viii) The following procedure should be applied at the start of every lesson:**

All personal effects should be removed. Staff should always give a verbal reminder to pupils and, where necessary, visually monitor the group. If personal effects cannot be removed, staff need to take action to try to make the situation safe. In some situations, this may mean adjusting the activity in some way or, where a risk assessment allows, protecting the item with tape, padding or wristband. Taping over ear studs, for instance may offer a measure of protection in some physical activity situations where individuals are required to work within their own personal space. This would not be acceptable, however, in swimming lessons where exposure to water can easily dislodge the tape, magnifying the hazards involved, nor is it satisfactory in situations where close contact is foreseeable. Where taping is utilised, the adult supervising the group maintains the duty of care to ensure that the taping is effective in its purpose. If the situation cannot be made safe, the individual pupil(s) concerned should not actively participate. Alternative involvement in the lesson may be possible.

**ix) Pupils should be aware that:**

- Clothing used for PE should be suitable for the activity and designated with safe participation in mind
- Personal items of physical education and sports clothing should be kept clean and serviceable
- jewellery should always be removed before active participation; any exception to this rule must always be sanctioned by a member of staff.

## 5) **Non Participation**

On occasions pupils may be unable to participate in a physical education lesson. A record of non-participation should be kept – stating whether it is on medical grounds or due to failure to bring appropriate kit. A note from their parent must be provided for a child to be excused from a lesson. In such a case an alternative role for the pupil should be found eg coach, team manager, equipment manager, or even making a written record of the lesson.

## 6) **Equipment & Resources**

An annual audit of PE resources is undertaken by the PE Leader. The equipment suitability is reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning. Where there is a need to replace old equipment, or to purchase resources allowing for the introduction of new activities, the PE Leader will bring such recommendations to the senior management group.

### ***Staff and Pupils are encouraged to:***

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (Staff to supervise)
- Be aware of any safety procedures relating to the carrying or handling of resources

## 7) **Inclement weather**

Where weather conditions render an outdoor lesson non-viable every effort is made to move the lesson indoors to the school hall. Staff are expected to keep a supply of indoor games 'fallback' lesson plans to cover this eventuality.

## 18) **Extra-curricular activities**

The school provides a range of sporting activities, competitive and non-competitive, for children during lunchtimes and at the end of the school day for children from Year 1 up to Year 6.

All children in all year groups are included in this planning.

These extra-curricular opportunities encourage children to further develop their skills in a range of activity areas.

The school posts details of after school club activities on the school website and updates this when necessary.

The school also runs internal competitions (largely led by our own pupil 'playleaders'), plays fixtures against other schools and participates in area knockout competitions. These allow children to put into practice the skills that they have developed in their lessons, and help to foster a sense of team spirit and co-operation amongst our children.



# Physical education programmes of study: key stages 1 and 2

## National curriculum in England

### Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

### Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

### Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Schools are not required by law to teach the example content in [square brackets].**

## Subject content

### Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

### Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

© Crown copyright 2013

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/) or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

Reference: DFE-00176-2013

## APPENDIX 2 – Carlton Colville Primary School ASL Inductions

### Monitoring volunteers and paid coaches leading curriculum and school out of hours sessions

Adults Supporting Learning (ASL's) should be personally welcomed to the school for each day.

Ensure that they have all they need for their sessions to run smoothly.

Give him/her a register of pupils for weekly upkeep, and inform him/her of any pupils with special needs.

Swap contact details for future reference – you may need to make contact prior to planned sessions.

Screening Check – find out whether the ASL has the following:-

	SEEN	NOT YET UNDERTAKEN
CRB check complete		
A valid Coaching qualification		
Undertaken Safeguarding training		
An up to date 1 <sup>st</sup> aid qualification		
Personal insurance cover		

Introduce school policies/procedures including:

Out of school hour session routine

Rules

Behaviour expectations

Discipline procedures

Pupil dress code for activities

Appropriate use of language with pupils and by pupils

Accident and emergency procedures

Equipment and facilities – storage, movement of, appropriate use of

It is important that the Head teacher/Senior Teacher observe one or more ASL session and particularly focus upon:-

CHECK	YES/NO
Does he/she show value, care and respect for all pupils?	
Does he/she present an appropriate role model e.g. dress, use of language, fair play, equity?	
Does he/she ensure that instructions are understood?	
Does he/she use appropriate practices?	
Does he/she use differentiated tasks when appropriate?	
Does he/she use suitable space for the group?	
Does he/she aim for maximum participation by pupils?	
Does he/she have effective strategies for pupil control and motivation?	
Does he/she demonstrate the appropriate level of expertise to enable learning to take place?	
Does he/she provide a safe working and learning environment?	
Does he/she identify faults and establish strategies for improvement?	

Do you, as a result of your discussions and observation(s), consider the ASL to be:-

Competent to lead activity at your school through indirect supervision (with teacher not present throughout)

Competent to lead/assist a session with the teacher present throughout.

**(Please delete accordingly)**

Signed .....

Date.....

## APPENDIX 3 – Carlton Colville - Risk Assessment Checklist for PE

Issue	Hazards	Control Measures Required	Action by Whom & When
Condition of indoor teaching area	<ul style="list-style-type: none"> <li>• Wet floor</li> <li>• Obstructions eg piano in hall</li> <li>• Movement of Equipment</li> <li>• Worn or faulty equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Staff check state of surface at beginning of each session.</li> <li>• Identified obstructions to be acted upon appropriately (moved or coned off)</li> <li>• Pupils given clear advice including demonstration on how to safely move all required equipment and to be supervised when doing so.</li> <li>• Worn/faulty equipment not to be used. PE Coordinator to be informed</li> </ul>	Teacher delivering session - prior to and during session
Condition of outdoor teaching area	<ul style="list-style-type: none"> <li>• Slippy playing surface</li> <li>• Dangerous objects on playing surface (eg glass)</li> <li>• Obstructions</li> <li>• Worn or faulty equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Staff check state of surface at beginning of each session</li> <li>• Dangerous objects to be removed or area should not be used.</li> <li>• Identified obstructions to be acted upon appropriately (moved or coned off).</li> <li>• Worn/faulty equipment not to be used. PE Coordinator to be informed</li> </ul>	Teacher delivering session - prior to session
Pupil behaviour	Misbehaviour leading to possibility of accident	<ul style="list-style-type: none"> <li>• Any pupils with behavioural conditions requiring 1 to 1 classroom support should also receive this support in PE lessons.</li> <li>• When a pupil repeatedly fails to comply with rules, then he/she should be removed from the session – whether a PE lesson or an OSH club.</li> </ul>	Teacher delivering session
Equipment Storage area	<ul style="list-style-type: none"> <li>• Storeroom not tidy</li> <li>• Equipment not easily accessible</li> <li>• Danger of falling over equipment or equipment falling on staff/pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Storeroom labels indicating where each piece of equipment should be stored.</li> <li>• All equipment to be returned tidily to the correct area after use..</li> <li>• Class teacher to check storeroom at the end of each lesson before leaving</li> <li>• Only PE equipment to be stored in PE storeroom.</li> </ul>	Teacher delivering session.

Issue	Hazards	Control Measures Required	Action by Whom
Pupil Dress	Pupils inappropriately dressed for participation in physical activity	<p>Staff should ensure that they are familiar with school rules on dress for PE and Sport. Where pupils fail to comply then it is up to the relevant class teacher / PE Coordinator to act upon the situation.</p> <p><b>Generally</b></p> <ul style="list-style-type: none"> <li>• Ideally <b>jewellery</b> should be removed to ensure safe working</li> <li>• If jewellery cannot be removed it should be made safe (tape)</li> <li>• If it cannot be made safe then the individual should not participate.</li> <li>• Wearing spectacles or hearing aids will be determined by the nature of the activity – if physical contact is involved then this is not appropriate. Make a balanced judgement as to whether wearing these items will increase or decrease risk to the wearer.</li> <li>• <b>Footwear</b> <ul style="list-style-type: none"> <li>- Bare feet - only where floor is good and clean</li> <li>- Socks – never!!</li> <li>- Trainers - good in all indoor situations except Gym/dance</li> <li>- Avoid situations of mixed trainers / bare feet</li> <li>- Outside - security of footing is essential</li> <li>- Don't mix pupils wearing boots and trainers in same session</li> </ul> </li> </ul>	Class Teacher - prior to session beginning
Facility	Indoor facility too small	<ul style="list-style-type: none"> <li>• Size of group should not exceed appropriate space available.</li> </ul>	SLT
Group make up	Too wide a variance in ages of group members	<ul style="list-style-type: none"> <li>• Ideally don't put together pupils more than one year apart in age.</li> <li>• Where this becomes inevitable then group accordingly in lessons with pupils of similar size, weight and age placed together.</li> </ul>	<ul style="list-style-type: none"> <li>- SLT</li> <li>- Class Teacher</li> </ul>
Session planning	Unplanned session - not written down and not part of a planned scheme	<ul style="list-style-type: none"> <li>• Should follow written scheme of work so that sessions provide continuity and progression</li> <li>• Always warm up prior to the session</li> <li>• Give clear instructions and accurate demonstrations</li> <li>• Apply task differentiation to challenge all abilities</li> </ul>	Class Teacher
Emergency procedures	Emergency procedures not known / not applied	<ul style="list-style-type: none"> <li>• Know who the school's appointed 1<sup>st</sup> aider is</li> <li>• What is the procedure if an accident occurs</li> <li>• Who to report to if the accident happens out of school hours</li> <li>• Make sure you know the escape routes in case of fire.</li> </ul>	Class Teacher