

# **White Court School**



## **Physical Education Policy November 2016**

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# **PHYSICAL EDUCATION POLICY**

## **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 be physically educated and become physically literate. Through a combination of entitlement and choice of activity, 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.

At White Court Primary School, physical education provides pupils with the opportunity to be creative, competitive and face up to different challenges as individuals and in groups and teams. 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 as individuals, in groups and teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, officiating and coaching.

## **Aims of Physical Education**

The Programmes of study for Physical Education in the National Curriculum provides a basis for us to deliver a broad and balanced physical education programme, which helps us to fulfil our main aims, which are:

1. To promote physical education, physical activity, physical development, sport and healthy lifestyle.
2. To develop social co-operation and positive attitudes and to compete with a sense of fair play.
3. To promote and develop safe practice in physical activities.
4. To provide equal opportunities for all children regardless of ethnicity, gender background or ability.
5. To provide opportunities for all children to achieve their full potential through curricular and extra-curricular activities.

## **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 P.E. 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 P.E. 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.
- 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 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.

**P.E. offers opportunities for children to:**

- Become skilful and intelligent performers.
- Acquire and develop skills; performing with increasing physical competence and confidence.
- Develop the ability to select and apply skills, tactics and ideas to suit activities that need different approaches and ways of thinking.
- Develop their ideas in a creative way.
- Set targets for themselves and compete against others, individually and as a team.
- Understand what it takes to persevere, succeed and acknowledge others' success.
- Respond to a variety of challenges in a range of different environments.
- Take the initiative to lead an activity and focus on evaluating their own performances.
- Develop positive attitudes to participation in physical activity both in and out of the school curriculum.

**Curriculum**

- All pupils at White Court Primary School receive a progressive and comprehensive Physical Education programme, which embraces the Statutory Orders of the National Curriculum and takes into account individual needs.
- Pupils have access to all components of the National Curriculum programmes of study. These include Dance, Gymnastics and Games at Key Stage 1, with the additions of Swimming and Athletics at Key Stage 2. In this way, all pupils are given the opportunity to achieve the expected levels of performance as set out in National Curriculum descriptors. (The White Court Primary School P.E. Programme of Study is given in the Overview Folder)
- The planning and delivery of each unit of work will ensure that all pupils have the opportunity to:
  - acquire and develop new skills
  - select and apply appropriate skills, tactics and compositional ideas
  - evaluate their own and others' performance in order to improve
  - gain knowledge and understanding of how P.E. and sport contributes to staying physically, mentally and emotionally healthy
  - experience a range of roles – performer/coach/official/leader

**The 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 Years Foundation Stage Programme, 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.

**Planning for Differentiation**

Planning for differentiation should be based on the S.T.E.P. principles i.e. making changes to SPACE, TASK/TIME, EQUIPMENT and PEOPLE taking account of:

- The size of the area in which a pupil works; smaller spaces until pupils develop spatial awareness and control over themselves and equipment, larger spaces to challenge more able pupils.
- Pupil activity, e.g. different task, different roles and responsibilities, different allocations of time and variations of pace within the lesson to meet the needs of different levels of ability.
- Resources, e.g. different equipment for different levels of ability across the key stages.
- Pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities, the opportunity to work with adult support when needed.
- Other opportunities, e.g. extracurricular activities, club links and interest groups, for the development of excellence.
- Gifted and talented pupils should be identified and their skills and abilities promoted and planned for as outlined in the Most Able Policy.

***Differentiated tasks or challenges can be found in each of the Val Sabin Teaching Manual.***

Differentiation by task may be achieved when the children who are pursuing the same part of the programme of study are given a range of different but related tasks according to their levels of ability. Differentiation by outcome may be achieved by setting tasks, which are suitable, and appropriate for all the children's starting level and which allow the more-able children to be challenged. Differentiation by support may be achieved when children of low ability are given constant reassurance to help improve their confidence.

### **Inclusion, Equal Opportunities and Special Educational Needs**

Inclusion is a statutory requirement of the National Curriculum. The school will implement the three principles of:

- Providing all children with equal opportunities to participate and gain confidence in different physical activities regardless of their ability, gender, and culture/ethnic background.
- Providing flexibility within teaching to allow for differentiation enabling individuals to achieve their potential in all areas of Physical Education. Opportunities must be created which promote an understanding and appreciation of each others' abilities.
- Providing suitable activities for children that have specific physical disabilities that may impede learning. Medical opinion and advice is always sought before these children participate in physical activities.

The above principles will be achieved by:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

Strategies to help in meeting Special Educational Needs within Physical Education can include:

- breaking down an activity into smaller, achievable steps
- adapting and simplifying tasks so that success can be achieved
- presenting an activity slowly and clearly
- demonstrating or modelling an activity
- encouraging work with a sympathetic partner

### **Non-Participants and Wet Weather Provisions**

If a child is unable to take part in P.E. lessons, then below are some of the provision we suggest could be an alternative activity.

Depending on the injury/illness and the sport being taught the student should participate in any parts of the lesson where safe to do so.

- Act as a coach/leader for a group.
- Act as an official.

- Create questions to ask the group to test other students' knowledge.
- Complete a worksheet on the lesson or Observation Sheet (see appendix pages)

In instances of wet weather, all children are asked to have an outdoor P.E. kit with them so that a lesson outside could be possible if the conditions are appropriate. If conditions are unsafe, then the allocated Hall times (2 for each class) can be used throughout the week. If the Halls are unavailable then resources such as, 'Take10' can be used inside the Classroom.

### **Dress Code for Pupils**

Pupils should be informed of the importance of changing clothes for Physical Education and should do so quickly and quietly. In order to save time, changing should take place in the classroom. However, in Years 5 and 6 it may be appropriate for alternative procedures to allow for some degree of privacy.

For pupils the dress code is:

- white t-shirt and blue shorts
- plimsolls for Games activities- for outdoor work, appropriate trainers may be worn
- bare feet for Gym and Dance
- Navy blue tracksuits may be worn for outdoor games in winter
- long hair must be tied back at all times
- Hard hair bands and decorative clips must be removed.

Jewellery should be removed before the lesson. Earrings, watches and necklaces are especially dangerous and must not be worn. There may be some exceptional occasions where items cannot be removed such as items worn on medical or religious grounds. In such circumstances the item must be made 'safe' for the activities concerned, both for the wearer and other participants. Earrings must be removed for all types of Physical Education; Children cannot participate in any lessons if they are unable to remove earrings.

**See Code of Practice No: 25 – Code of Practice II**

### **Dress Code for Teachers**

Teachers are required to change for Physical Education into clothing and footwear to set a good example for pupils. Teachers' clothing and footwear should allow them to move quickly without the risk of slipping and becoming caught or entwined upon equipment or participants.

- 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.
- Clothing for P.E. 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.
- Long hair worn by staff should always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent obscuring vision.

### **Management of Resources**

To sustain the current Physical Education resources at White Court, equipment is housed in the outside container, which is located on the main playground. Children should only be allowed inside the container when an adult is supervising. Teachers should report any defects to the Physical Education co-ordinators as soon as possible. This equipment will be taken out of use until repaired. All teachers should instruct their class to return equipment used to its designated area so each class can have immediate access to the equipment at the beginning of each lesson. It is the class teachers' responsibility to make sure equipment is returned safely and appropriately to the correct storage location. Children should also be shown how to carry equipment safely. Any

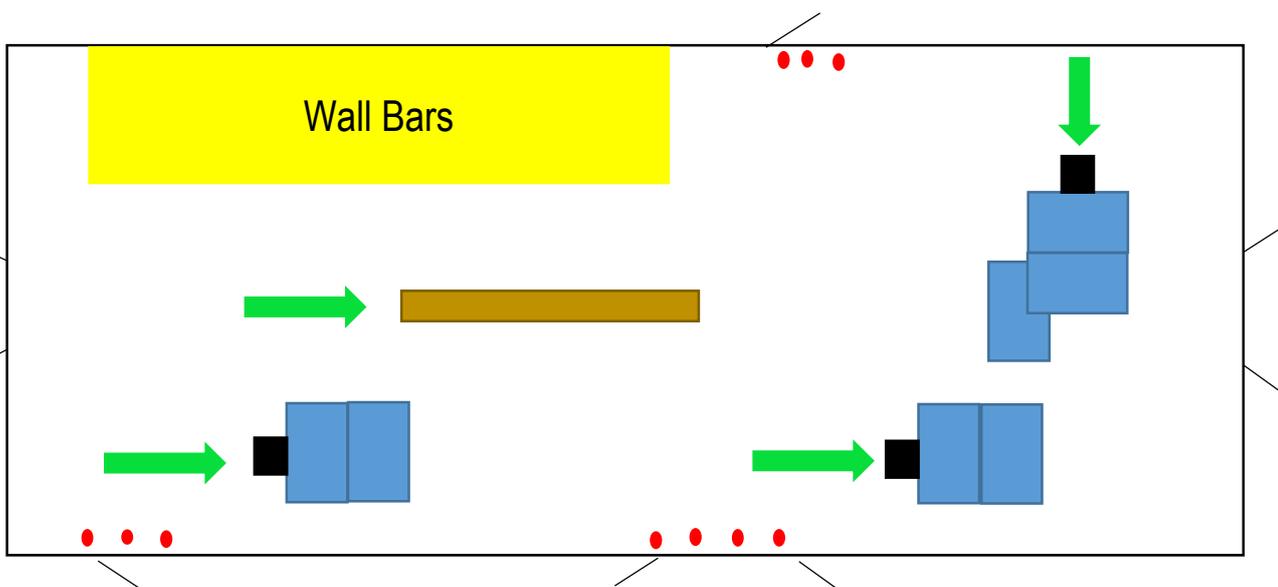
queries from teachers should be discussed with the Physical Education co-ordinators directly. When equipment is positioned for activities it is essential that it is located safely away from obstacles including walls, fixtures and fittings.

### **Organisation of Apparatus**

All gymnastic apparatus has to be stored in an organised manner, spread around the hall for children to safely handle. Below are a few health and safety practices for when children are getting out and returning the gymnastic apparatus. The diagram also shows some of the guidelines to how the apparatus should be set out:

- When carrying the blue gymnastic mats, there needs to be at least 4 children, 2 children at each end of the mat. It should be carried along the side of the mat and not carried above the head.
- When carrying and moving benches, agility tables or vault boxes, there needs to be at least four children involved in this process. A child needs to be positioned on each side of the apparatus, walking with the equipment and carrying it low to the ground, not up high.
- When accessing the Gymnastic Wall Bars, the Teacher and LSA need to demonstrate to the Class how to safely set them out, before allowing the children to do this with supervision. You will need four people/children. The first two position themselves next to the two handles that push and wheel the Wall Bars out whilst the other two are guides and spotters to make sure they move the Wall Bars smoothly and that there is nothing for them to trip or fall over. On the Teacher's command, the handles are pulled down simultaneously, then the two children walk and pull the Wall Bars out slowly and equally together. When they get to the pinholes on the floor, then very carefully lower the handle down. The Teacher or LSA will then connect the tension rope and wires to the wall.
- No mats should be placed under or next to the Wall Bars. Children need to remember to climb down off the Wall Bars, not to jump off them.

The following diagram is an example of setting up the gymnastic apparatus. The three internal doors need to be coned off to make children aware of these areas. The apparatus needs to be at least 1 metre away from the walls. Blue gym mats are placed at exit points off the apparatus, the other end is where children mount the apparatus.



## **Promoting Pupils' Spiritual, Moral, Social and Cultural Development through PE**

Physical Education provides opportunities for children to develop:

- self reliance
- self discipline
- a spirit of adventure and enterprise
- a sense of responsibility
- an ability to work co-operatively with others in teams and groups
- the ability to recognise and value physical differences, abilities and aptitudes and to find ways of accepting and including all
- a sense of fair play based on rules and conventions.

### **Cross-Curricular Links**

#### Literacy

P.E. contributes to the development of Speaking and Listening skills by encouraging children to:

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

#### Numeracy

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

#### ICT

In Key Stage 1, children can use videos of their own movements and actions to develop their ideas, and use concept keyboards to record the order of specific actions in their sequences.

In Key Stage 2, children can use video recordings of their sequences and dances to compare ideas and quality, and use videos of actions, balances and body shapes to improve their performance.

#### Geography

Orienteering activities covered within geography sessions both Key Stage 1 and 2 as well as on Year 5 and 6 residential visits.

#### PSHE

Children are taught the benefits of exercise, healthy eating, and how to make informed choices about their lifestyle. In P.E. children are encouraged to work co-operatively across a range of activities and experiences. They learn to respect the views and abilities of others.

### **Extra-Curricular Activities**

The overall aim of extra-curricular activities is to provide children with further opportunities to develop their skills and knowledge in physical education through activities of their choice. These after school clubs are offered at different times of the year:

- Football (boys and girls)
- Netball (boys and girls)
- Athletics
- Cross Country
- Cheerleading/Dance
- Dodgeball
- Tag Rugby
- Cricket
- Rounders

The school is now in partnership with Active Sports, a company which specialises in teaching extra sports activities. The school has morning and after school clubs which all children can attend.

There are also varying opportunities for pupils to participate in extra-curricular activities within and outside of school through the SSCo and District Associations.

The School also links in with Notley High School who help organise Level 2 competitions between other schools.

The school actively promotes different external club links within the wider community. An up to date contact list of these is available by request at the school office.

### **Health and Safety**

All teachers are responsible for safety in their own lessons and should, therefore, be familiar with the procedures associated with the teaching of particular activities.

Common sense safety precautions should be observed at all times. Facilities, apparatus and equipment should be checked at the start of each lesson, e.g. wall bars secured properly, no mats overlapping, etc. children should be taught to set out and use apparatus safely. Pupils have to be taught to identify potential hazards within the working environments, being shown how to address, manage and report risk where required.

Teachers should be aware of any disabilities/medical condition that could affect the child's performance and differentiate sessions accordingly.

White Court School follows the Safety Guidelines set out in Safe Practice in Physical Education and School Sport by AFE (found in Physical Education resources area in the staff room) as recommended by Essex County Council Physical Education advisory team and SSCo scheme.

### **Swimming and water safety**

White Court Primary School uses Braintree Swimming Centre on a Friday morning to teach swimming. 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.

### **Subject Leader and Staffing**

The role of the Subject Leaders is to be:

- responsible for completing a P.E. Policy
- responsible for the organisation, care and ordering of P.E. equipment
- able to act as a guide on curriculum matters and planning
- prepared to take part/deliver in service training when necessary
- regularly consult with staff on planning and revise units of work as appropriate.

At White Court there are 3 classes to every year group. Physical education lessons for each class take place twice a week, with the teacher taking the lesson.

There are 105 members of staff at White Court. Mr C. Hopgood has a Sports Science Degree, a Level 1 coaching badge in football and cricket. Mrs H. George and Mrs N. Boden are both qualified Swimming instructors, with Mrs Boden in charge of running the Swimming at White Court.

## **Adults Other Than Teachers**

When AOTTs help with classes and clubs, these adults should follow the guidelines of the Physical Education Policy. They should also be supervised by a member of White Court Staff if not familiar with the school's policy. If a trainee student is attending any physical education lessons, then they should not be left unattended at any time with the class or small groups of children.

## **Assessment**

Class Teachers will conduct assessment for Physical Education during lessons and an evaluation form given to the children to assess their learning. Photographs of the activities during the lesson should be taken and then displayed in the 'Class P.E. Journal'. Alongside this, P.E. evaluation forms will need to be completed by each child after a unit, which will be files in their Top Folders. A copy of one child's evaluation form will need to be placed in the 'Class P.E. Journal' as well. In addition, any videos of activities will need to be saved onto the School server in the P.E. File. The Subject Leaders will evaluate these journals every term to assess coverage of Physical Education in each Year group.

## **Recording and Reporting**

To record where pupils are at, Monitoring Made Easy is used. The teacher will make a judgement as to whether a pupil is working at the expected age related standard, above the expected age related standard or below the expected age related standard each term and record it using the Monitoring Made Easy sheets found on the server. Pupil's names will be recorded if they are above or below the expected standard and a number recorded for pupils working at the expected standard. At the end of the year, an overall judgement will be reported to parents.

## **Monitoring and Evaluation**

The Governing Body, in partnership with the Headteacher and Physical Education Subject Leaders, determine the school policy for Physical Education. The Headteacher and Physical Education Subject Leaders are responsible for working with staff to devise, monitor, evaluate and review procedures for Physical Education.

- Subject monitoring and evaluating will be carried out by the P.E. teacher with appropriate support from the head teacher.
- The school will utilise the following strategies and measures in order to evaluate standards in P.E.
- 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.

## **Review**

This policy will be reviewed as part of the policy review cycle. It will also be monitored for its effect on pupils with protected characteristics.

**Policy discussed and ratified at the Governing Body meeting Autumn Term 2016**

**Signed .....**

**Chair of Governors**

**Generic Risk Assessment**  
**Physical Education Primary School**  
**Athletics**

<p><b>Activity:</b> Primary school, including Foundation Stage, curriculum <b>athletics</b></p>
<p><b>Significant hazards / risks</b></p> <ul style="list-style-type: none"> <li>• Injuries such as broken bones, sprains, strains, contusions caused by unintended collision with other players or item of equipment, being struck by a hard implement, poor application of technique such as when jumping, hazardous substances in landing areas</li> <li>• Sprains from manual handling</li> <li>• Slips, trips and falls related to surface or weather</li> <li>• Head injury or spinal damage from being struck by a hard implement</li> <li>• Injuries to or from other players, spectators or passers by inadvertently wandering in to the line of throw/activity</li> </ul>
<p><b>Who could be harmed?</b></p> <ul style="list-style-type: none"> <li>• Employees, children, Adults Supporting Learning (ASL), volunteers</li> </ul>
<p><b>Competence Requirement:</b></p> <ul style="list-style-type: none"> <li>• Teachers in primary schools <b>must only</b> teach to the National Curriculum requirements, unless they are competent to teach to a higher level and the activity has been approved by the Head Teacher.</li> </ul> <p>Further advice and support on health and safety competency can be obtained from the Essex Schools Service (SIEY) PE Advisory Team</p> <p><b>* For advice re continual professional development contact the Essex Schools Service CPD Team</b></p>
<p><b>Control measures which should be in place:</b></p> <ul style="list-style-type: none"> <li>• Clearly defined signal to inform class to stop working and pay attention to teacher</li> <li>• Boundary working area clearly marked and defined, e.g. use of spots / cones and areas to designate particular roles, such as during throwing events</li> <li>• Teacher able to see the whole class / group at all times and position self near area of greater risk</li> <li>• Adequate time and appropriate area / space for class to change in to and out of P.E. clothes to prevent risk of injuries associated with rushing, e.g. tripping over clothes</li> <li>• Appropriate warm up and cool down periods</li> <li>• Careful consideration of weather and surface conditions</li> <li>• Clear space to run off the area without danger of collision with objects or people</li> <li>• No use of 'bleep tests'</li> <li>• Sprint racing limited to 80-100 m for the oldest aged children in primary schools and much less for younger children, sustained running must be appropriate for the age, experience and maturity of children as per Association for P.E. (AfPE) guidelines</li> <li>• Throwers should throw in a well managed way, e.g. away from others, be well spaced taking in to account if left or right handed, others remain behind the line of throw, implements must be carried and never thrown back</li> <li>• Pupils must wear appropriate kit: tucked in t-shirts, shorts, trainers, (tied and with gripping soles), track suit, shoulder length hair tied back with soft 'scrunchie'. In accordance with National Governing Bodies (NGB) / Association for P.E. (AfPE) guidelines footwear with sharp or jagged studs must not be used or worn.</li> <li>• Some events require particular attention to personal matters, for example, in passing implements such as a baton, fingernails should be short to prevent injury to self and others</li> <li>• All jewellery to be removed</li> </ul> <p><u>Equipment:</u></p> <ul style="list-style-type: none"> <li>• Equipment must be annually checked by a competent company and half yearly by a competent member of staff</li> <li>• Visual inspection of environment and equipment, with class, at start of lesson</li> </ul>

- Equipment to be checked prior to use to ensure its appropriateness for purpose, e.g. jumping area is stable and if appropriate equipment is fixed
- Use of primary age appropriate throwing implements, e.g. light, soft throwing implements, hurdles low and made preferably from soft, user friendly materials and the number of hurdles restricted to five, use of ropes to practise high jumping
- Equipment stored safely and appropriately to minimise distance carried and children shown how to use and carry equipment safely and appropriately
- Appropriate positioning of curriculum equipment, e.g. not near walls, sufficient space to work, and progressive / differentiated use of equipment, e.g. size, weight or shape of implements
- Sand pit areas should be covered when not in use
- Sand pit areas need to be thoroughly checked for safety appropriate for use and raked to avoid a hard and impacted surface. Such areas are only suitable for horizontal jumping and low level jumping for height with feet to feet landings. Runways must be checked for any slip or trip hazard and must be safe and appropriate for use.
- Inspection records must be kept for two years from the date of inspection.

**Additional Control Measures: Hints / tips for what needs to be considered as part of local /specific assessment:**

- **Surface / flooring type need be considered**
- **Pupils with medical or special needs**
- **Outdoors - protection from the sun, heat exhaustion**

**Generic Risk Assessment**  
**Physical Education Primary School**  
**Dance**

**Activity:** Primary school, including Foundation Stage, curriculum dance

## Significant hazards / risks

- Injuries such as broken bones, sprains, strains, contusions
- Sprains from manual handling
- Electrocution from electrical equipment
- Fall from heights from ropes, large apparatus
- Contact burns from ropes
- Splinters from benches
- Slips, trips and falls
- Toxic fumes and burns from inflammable mats with cellular (polyurethane) foam in the event of a building fire.
- Injuries of falling onto poorly maintained mats

### Who could be harmed?

- Employees, children, Adults Supporting Learning (ASL), volunteers

### Competence Requirement:

- Teachers in primary schools **must only** teach to the National Curriculum requirements, unless they are competent to teach to a higher level and the activity has been approved by the Head Teacher

Further advice and support on health and safety competency can be obtained from the Essex Schools Service (SIEY) P.E. Advisory Team

**\* For advice re continual professional development contact the Essex Schools Service CPD Team**

### Control measures which should be in place:

- Clearly defined signal to inform class to stop working and pay attention to teacher
- Boundary working area clearly marked and defined, e.g. use of spots
- Teacher able to see the whole class / group at all times
- Adequate time and appropriate area / space for class to change in to and out of P.E. clothes to prevent risk of injuries associated with rushing, e.g. tripping over clothes
- Appropriate warm up and cool down periods
- No actions involving weight on heads, e.g. headstand actions, to be permitted
- Pupils to wear appropriate kit: tucked in t-shirts, shorts, leotards, soft rubber soled plimsolls, bare feet, shoulder length hair tied back with soft 'scrunchie'
- Teaching staff to wear appropriate kit, especially if demonstrating. The bare minimum would be bare feet, flat shoes, plimsolls or trainers
- All jewellery to be removed

#### Equipment:

- Electrical equipment to be checked as part of the establishment Portable Appliance Testing programme
- Equipment must be annually checked by a competent company and half yearly by a competent member of staff
- Equipment to be visually checked prior to use to ensure appropriate for purpose, fixed and stable
- Equipment deemed to be condemned or requiring repair must be marked, reported and removed from usage immediately, repaired / disposed of as appropriate
- Equipment stored safely and appropriately to minimise distance carried, e.g. benches, trestle tables, stools, and children shown how to use and carry equipment safely and appropriately
- Appropriate positioning of curriculum equipment, e.g. not near walls, sufficient space to work, and progressive use of equipment, e.g. floor, spots, ropes, mats, benches, low tables, mid-level tables, stools, large apparatus
- Mats used as exit areas from apparatus. 'Impact' mats used as exit areas and to provide a cushioned area and protection from descent from apparatus
- Use of tape on large apparatus to restrict the height that children work to, e.g. 'feet no higher than here...', and in line with the height of other equipment used
- Trampettes and trampolines not to be used
- Inspection records must be kept for two years from the date of inspection

**Additional Control Measures: Hints / tips for what needs to be considered as part of local /specific assessment:**

- **Surface / flooring type need be considered**
- **Pupils with medical or special needs**

**Generic Risk Assessment**  
**Physical Education Primary School**  
**Games**

**Activity:** primary school, including Foundation Stage, curriculum games

## Significant hazards / risks

- Injuries such as broken bones, sprains, strains, contusions caused by unintended collision with other players or item of equipment, being struck by a hard object such as a bat / stick or ball, poor application of technique such as when tackling
- Sprains from manual handling
- Splinters from equipment
- Slips, trips and falls related to surface or weather
- Head injury or spinal damage from being struck by a hard object, ball or collision with other pupil
- Injuries to or from other players, spectators or passers by inadvertently wandering in to the line of shot or collision with players or equipment being used e.g. ball.

## Who could be harmed?

- Employees, children, Adults Supporting Learning (ASL), volunteers

## Competence Requirement:

- Teachers in primary schools **must only** teach to the National Curriculum requirements, unless they are competent to teach to a higher level and the activity has been approved by the Head Teacher

Further advice and support on health and safety competency can be obtained from NGBs and the Essex Schools Service (SIEY) PE Advisory Team

**\* For advice re continual professional development contact the Essex Schools Service CPD Team**

## Control measures which should be in place:

- Clearly defined signal to inform class to stop working and pay attention to teacher
- Boundary working area clearly marked and defined for organised sporting activity, e.g. use of spots / cones and areas to designate particular role, such as batting in small sided games
- Teacher able to see the whole class / group at all times and position self near area of greater risk
- Adequate time and appropriate area / space for class to change in to and out of P.E. clothes to prevent risk of injuries associated with rushing, e.g. tripping over clothes
- Appropriate warm up and cool down periods
- No heading the ball to be permitted or taught
- Careful consideration of weather and surface conditions
- Clear space to run off the area, pitch or court without danger of collision with objects or people
- Pupils must wear appropriate kit: tucked in t-shirts, shorts, trainers tied and with gripping soles, track suit, shoulder length hair tied back with soft 'scrunchie'. In accordance with National Governing Bodies (NGB) / Association for P.E. (AfPE) guidelines footwear with sharp or jagged studs must not be used or worn
- Teaching staff to wear appropriate kit especially, if demonstrating an activity. The bare minimum is to wear appropriate footwear, which would be plimsolls or trainers
- Some games require particular attention to personal matters, for example, in passing games, fingernails should be short to prevent injury to self and others and should be checked before the activity commences
- A number of games activities if in competitive situations, on the advice of NGBs, require specific personal protective equipment to be worn. Safety equipment should be fit for purpose and in good repair, e.g. shin pads
- All jewellery to be removed

## Equipment:

- Equipment must be annually checked by a competent company and half yearly by a competent member of staff
- Equipment to be visually checked prior to use to ensure appropriate for purpose, fixed and stable. e.g. goal posts
- Larger items of non fixed equipment, such as netball posts, portable football goals, that can not be stored inside the building need to be secured at all times, correctly located and have protective coverings, where relevant, taking in to account NGB guidelines
- Equipment stored safely and appropriately to minimise distance carried and children shown how to use and carry equipment safely and appropriately
- Appropriate positioning of curriculum equipment, e.g. not near walls, sufficient space to work, and progressive / differentiated use of equipment, e.g. size, weight or shape of implements, lighter weight equipment for primary aged children
- Inspection records must be kept for two years from the date of inspection.

**Additional Control Measures: Hints / tips for what needs to be considered as part of local /specific assessment:**

- **Surface / flooring type need be considered**
- **Pupils with medical or special needs**
- **Outdoors - protection from the sun, heat exhaustion**