



HALL GREEN SCHOOL

PHYSICAL EDUCATION HEALTH & SAFETY POLICY October 2014

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Next Review:	October 2017
Governing Committee:	Full Governing Body
Responsibility:	Mr D Adams - Headteacher Mrs S Paxton-Gault - Head of Physical Education

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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 Hall Green 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 local (Birmingham City Children, Young People and Families Services) requirements 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;
- 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 and sports festivals;
- enabling all staff and other providers of PESS in Hall Green 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
Association for Physical Education	<p><i>Safe Practice in Physical Education: 2012.</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>	In Physical Education Office above HODs desk. References to this book are made in every single risk assessment completed by the HOD
DfE (previously DfEE/DfES/DCSF)	<p><i>Health and Safety: DfE Advice on the Legal Powers And Duties, Head Teachers, Staff And Governors: February 2014</i></p> <p><i>City of Birmingham School Education Visits Policy November 2013</i></p> <p><i>Standards for Adventure: 2002. www.oead.info OEAP</i> (National Guidelines – Outdoor Education Advisors Panel website contains all relevant information and legal documentation in relation to Health and Safety with particular emphasis on outdoor & adventurous activities and trips and visits including taking pupils off site)</p> <p><i>A Handbook for Group Leaders: 2002.</i></p> <p><i>Hse.gov.uk/services/education/sensible.leadership/</i></p> <p><i>Nothing ventured....balancing risks and benefits in the outdoors (2012)</i></p> <p><i>AALA (May 2014)</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: 2014.</i></p>	<p>Trips and Visits folder in PE Office</p> <p>School Business Manager's Office</p>
Health and Safety Executive	<i>Managing Health and Safety in Swimming Pools (HSG179): 2003.</i>	
Swimming Forum	<i>Safe Supervision for Teaching and Coaching Swimming: 2001.</i>	

Many of these documents are kept in a readily accessible place or the link to online resources are made clear, so that staff may easily use them in planning their physical education activities.

Learning Beyond the Classroom Enquiries: OEAP

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Where additional guidance is required to enact local authority policy for safe practice in PESS then affPE's *Safe Practice in Physical Education and School Sport, 2012* edition is to be consulted and the guidance applied. (Kept in the PE Office above SPA's desk and quoted in each risk assessment completed in the department.)

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.

The Governing Body has been delegated the task of ensuring appropriate and adequate health and safety provision for the staff, pupils and other visitors 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 Headteacher 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:

- 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; **Only Level 2 coaches, deemed as competent through either observation/supervision of an employee with QTS will be working with pupils without direct supervision.**
- Regular, annual 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 and concerns made safe;
- gymnastic, play and fitness equipment are 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;
- 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 available to the Governors;
- 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 and monitored for progress;
- 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 and/or equipment;
- 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 Headteacher (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 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 and/or private companies, may be contracted to teach some or all aspects of the physical education and school sport programme in Hall Green 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 assist in the supervision of practical lessons for absent physical education staff. Cover staff (QTS) may supervise independently but 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

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 be seen by pupils to work on his/her own but the teacher will still be nearby and ultimately

responsible for the quality/safety of the lesson, available to take over the class at any time, should the need arise. Students are currently taken on on a supernumerary basis. There are current changes being made to ITT though and in future, levels of supervision may be more restricted.

Young sports leaders

Senior pupils provide a valuable resource for teaching younger, less experienced pupils. In Hall Green school young sports leaders from within the SSP (School Sports Partnership) are supervised at all times by staff and add to the teaching resource in school sport sessions during lessons and in extra-curricular time.

Efficient information flow

The Head of Physical Education completes a Health and Safety Policy (this document) and evaluates and considers the varying levels of risk in all areas taught in PE and all of the facilities used. This is shared amongst PE teachers and discussed and reviewed on an annual basis. Copies are checked by the School Business Manager and co-signed. Copies are available in the PE office at all times. References are made to the Safe Practice in Physical Education book which is also available in the PE Office at all times.

General Health and Safety information:

We have a whole school Health & Safety Policy that is reviewed and updated annually. This is available to all staff. Health & Safety information is disseminated via staff briefings, training sessions, e-mails and posters.

Much of this responsibility is delegated to the qualified H&S Officer, who is also responsible for alerting the Headteacher to any changes in relevant legislation or sudden and unexpected H&S risks.

Headteacher meets with Subject Leaders on a regular basis. Departmental monitoring by senior staff includes an attention to H&S matters.

Training for school staff and ASLs

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

A training log is kept by A Simson where quality and impact of training is assessed.

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

Any physical contact between staff and pupils should be in the context of **meeting a student'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. The teacher should warn a pupil, (prior to making contact) that it may be necessary to touch them in some way to support (safety) or to help them to learn a skill.

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 DSP or another member of the leadership team (if the DSP is unavailable) 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/rounders 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.

No member of staff is to 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

Hall Green School seeks to maximise all pupils' participation in physical education and school sport. Staff and ASLs working with SEN pupils are informed of the nature of the pupils learning difficulty, disability or emotional or behaviour 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

Personal injury insurance for pupils is a parental responsibility.

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 whole school 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 if it is occurring during normal school hours. No pupil can take part in an optional activity without the agreement of parents. For activities offered after school hours, consent forms may be required but all details of the event and the pupils involved will be available in the school office and pupils will be expected to share information with their parents and the teacher organising/leading the activity will be available to be contacted by parents with questions/needing clarification.

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.

Hall Green School applies a code of conduct (behaviour) to all pupils at all school events. This code of conduct 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

- 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/walkie-talkie/ pupils to school First Aid office.
- Where there is more than 1 casualty they should be monitored/treated/managed in the following order:
 - (a) unconscious
 - (b) severe bleeding
 - (c) broken bones
 - (d) 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
 - **On-site:** School First Aider takes over management of the injured person.
 - **Off-site:** (as above plus) – A mobile phone should be taken in order to allow communication with emergency services/school/parents. All pupils' emergency contact details should be taken with teachers if after school hours. If school office is closed, the member of staff must have a contact number for a member of SMT.

Minor injuries are to be recorded by completing an accident form (available from the school office).

Health and safety is a standing agenda item on PE department meetings. Minutes of these are recorded and show regular updates and considerations relating to safe practice or evidence of analysis as standard practice.

First Aid

Hall Green School has suitable and sufficient first aid arrangements in place that take into account, and manage effectively, the needs of physical education on-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. This is ensured by relevant first aid training being provided for all PE Staff.

Hall Green School has a Lead First-Aider with a designated base. There are also a number of trained first-aiders in school who can be contacted via the Lead First-Aider or LINC office

All staff are able to manage the initial injury situation and know how to summon first aid assistance. Annual training in-school relates to H&S procedures, medical intervention and an appropriate level of support.

When going off-site, staff members are first aid trained and carry a mobile phone in order to make communication if required. Staff have access to phone numbers for all senior team members in case communication with the school is difficult.

Regular analysis of physical education-related accidents/incidents to identify causes and consider remedial action are undertaken.

Adequate supplies of suitable first aid materials are 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 are aware of and able to apply the school’s procedures for dealing with accidents/incidents and emergencies.

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.

Medical Information

Medical information is communicated to all staff on at least an annual basis. Staff are provided with hard copy information relating to every student with a medical need. Training includes the use of Epipens. All PE staff are provided with class registers indicating individual needs. Updates on medical conditions should be passed on immediately from pastoral/medical staff so that the PE registers can be updated on the hard copies that accompany us off site. We can only work on the information that we are given and emails are not the best way to communicate changes to the department as they are not seen immediately. Sheena Harvey (School First Aider) should be our direct link to medical changes and SIMS should be updated as soon as information changes and communicated to us directly.

All pupils being taken off-site for a PE related activity will have their medical needs assessed, planning will be carried out to ensure essential care is provided and any Epipens/Anti-Histamine products prescribed to them will be taken with them by the teacher in charge of the activity. Trips and sporting competitions out of school hours, will require letters sent out for parents to sign with any new information that may be relevant that the school may not have been informed of.

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. 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 part.

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.

Religious artefacts must be removed or made safe. Health and Safety law overrides all other equality/discriminatory law because staff 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.

If pupils do not bring their own PE kit, spare kit will be provided by the school and must be worn. If kit is repeatedly forgotten/incomplete, parents will be contacted.

In Hall Green School, gymnastics is 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”.

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/swimming socks.

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 during physical Education lessons/activities. 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. Wherever possible, they should be tied behind the neck to prevent choking hazards.

“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.

All jewellery should be removed during PE. Earrings (even studs) are still not acceptable and still pose a serious risk of injury to the wearer or others around them. If parents wish to provide plasters/tape to fully cover studs, they accept any risk to their own child that would be associated with that act.

Teaching staff must be wearing appropriate clothing for the activity being taught.

Personal protective equipment

The provision of personal protective equipment such as shin pads or mouth guards is a parental responsibility. Hall Green School informs parents of the need for such equipment as appropriate and strongly recommends that the item is made available for the pupil (this information is included in the parent booklets available on the school website or a hard copy if ordered through school).

Where pupils do not have protective items that cannot be shared (cricket helmets or shin pads for example are/can be shared as common provision by school) 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.

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:

CHECKING EQUIPMENT		
When	Person responsible	Reporting mechanism
Every lesson	Teacher/ASL teaching the class	Not formally recorded or reported unless faulty equipment is identified. This is then reported to HoD/Headteacher/Site Manager for rectification/repair.
Annually	Specialist Maintenance Engineers	Contractor prepares report for Headteacher/Head of Physical Education

Electrical equipment

Portable electrical items, including any personal items brought from home for use in school, must be maintained regularly to prevent danger to users by checking to ensure they are safe for use. The leadership determine what items are to be tested and how frequently based on the environment in which it is used, the type of appliance and the range of users. All relevant equipment is PAT tested annually and a record is kept. The checks are carried out by an external expert who attaches a current PAT certificate (portable appliance test).

It is the responsibility of individual members of staff to check whether electrical items they use require current PAT certification by consulting the leadership team. They should also check the regularity of PAT testing.

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.

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.

Safety mattresses (weight absorbing mattresses) in secondary schools should be used only for high momentum, advanced vaulting. They must never be used singly as a substitute landing area in high jump.

9. Facilities

A risk assessment of each of the teaching areas used for Physical Education lessons is completed on an annual basis and disseminated amongst members of the department.

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

Adequate supervision of changing rooms must be provided according to the age, behaviour and gender of the pupils.

Appropriate levels of safeguarding are met where changing areas have to be shared with members of the public by ensuring that a member of staff is present.

All work areas need to be free of obvious hazards, with no obstructions, safe run-off areas and a clearly identified, maximum work area established. Floors are to be 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/Headteacher.

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. Equipment needs to be secured when not in use.

An annual inspection of gymnastic, fixed play and fixed fitness equipment will be completed on an annual basis. A report on the repair and removal of damaged equipment is provided to school by the company. 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

Mats are stored securely and are checked to ensure the fire risk is reduced.

All fire exits will be left clear of equipment.

We have in place 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. Suitable fire extinguishers that are regularly checked annually inspected are located in many places around the school including the PE areas (see Fire Safety and Evacuation instructions 2014/15 document).

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

Formal arrangements are in place for dealing with fire emergencies including the evacuation of the premises and regular practices are carried out to ensure their effectiveness.

10. Transport

A "Section 19" permit is displayed in the windscreen of the minibuses.

Appropriate child restraints are provided and used according to the legal requirements. Any child less than 135cm in height and under 12 years of age must be provided with a booster seat if transported in a car or van. It is the responsibility of the school to ensure that no pupil is carried in a car or van for a school event without this requirement being met.

Staff taking groups off site are competent in discipline, control, organisation and dealing with any crisis that may arise. They 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 is carried out, as well as additional assessments for any special event involving travel.

Risk Assessment for minibus travel is in T&V folder on staff shared area on the school network (last updated by J Sheard February 2013).

Where large groups go off-site, they are 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. Information and advice about use of the minibus is available from the School Business Manager.

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.
- 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.

In exceptional circumstances, a booster seat may be deemed necessary in a school minibus. The child, driver and parents will be involved in making the decision.

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. Swimming

The requirements set out in the City Guidance on teaching swimming and participating in the LA swimming programme are followed by all groups in school. We use Fox Hollies Leisure Centre (a

council owned operation) for our swimming lessons and we adhere to their health and safety instructions whilst in their building.

12. 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.

13. 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. 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. Permanent members of staff are always on hand to support.

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.

14. 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

15. 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

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