

Physical Education, School Sport and Physical Activity Policy

Nelson St Philip's Church of England Primary School



Member of staff responsible: Miss R Moulden/ Miss Jasmine Peel

PE and sport Link Governor: Mrs Rafida Khaliq

Date Policy Reviewed: September 2022

Date Approved by Governors: Autumn 2022

Date to be reviewed: September 2023



Our Vision Statement

We love to learn. We learn to love.

With Christ as our Guide,

We love and learn together.

Our children are encouraged to respect their own faith and those of others in our caring Christian environment.

Christian values lie at the heart of all we do.

'God is love, and all who live in love live in God, and God lives in them.'
1 John 4:16

Living out our vision, we aim to:

Guide our children to prepare them for life; Respect themselves and one another; Aspire to achieve their highest potential; Care for the local and wider community; Every child is special in God's eyes.

GRACE

Guide Respect Aspire Care Each of us is special

Statement of Safeguarding Children

At St Philip's Church of England Primary School, our school community has a duty to safeguard and promote the welfare of children who are our pupils. This means that we have a Safeguarding Children and Child Protection Policy and Procedures in place which we refer to in our prospectus. All staff including our volunteers and supply staff must ensure that they are aware of our procedures. Parents and carers are welcome to read these on request.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will always ensure that our concerns about our pupils are discussed with their parents/carers first unless we have reason to believe that this is not in the child's best interests.

Our Designated Safeguarding Officer is: Mrs. K. Macdonald (Deputy Headteacher).

Rationale

At St. Philip's School, we believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. Physical education is a statutory requirement of the National Curriculum. It is the only subject whose primary focus is on the body and, in this respect, it uniquely addresses the physical development aim of the curriculum and it also makes a significant contribution to the spiritual, moral, social and cultural development of children. Through our high quality physical education teaching and learning, we aim for all pupils to be physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

Physical Education will develop pupils' physical competence and confidence through a combination of entitlement and choice of activity. 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.

Through our high quality physical education, pupils discover their aptitudes, abilities and preferences and make informed choices about how to get involved in lifelong physical activity.

Aims of NCPE (2014)

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.

School Aims (INTENT)

The School's aims for Physical Education are:

- Provide a broad, balanced and relevant curriculum that satisfies the needs of the current National Curriculum and provide pupils with appropriate challenge with acceptable risk.
- Develop a whole school approach to physical development which takes pupils through progressive stages of learning and challenge, enabling them to fulfil their potential, develop competence and control in the gross and fine motor skills that pupils need to take part in PE and sport.
- Ensure pupils have the opportunity to demonstrate that they know and understand how to apply their competence and make appropriate decisions for themselves by challenging pupils to select and use skills, tactics and compositional ideas.
- Provide pupils with opportunities to use imaginative ways to express and communicate ideas, solve problems and overcome challenges, both as individuals and as part of a team or group.
- Ensure pupils understand that PE and sport are an important part of a healthy, active lifestyle and understand the contribution physical activity has on having a healthy body and mind.
- Develop pupils' stamina, suppleness, strength and the mental capacity (determination and resilience) to keep going.
- Develop an environment in which pupils have the confidence to get involved in PE and sport and are committed to make it a central part of their lives both in and out of school.
- Provide out of school hours activities which extends and enriches curriculum provision and provides opportunity for activities to enable pupils to make sufficient progress to access curriculum sessions with greater success.
- Provide opportunities for competition appropriate to the stage of the individual pupil's development.
- Ensure that pupils enjoy PE and school sport and establish community links and pathways for pupils to engage in life-long participation.
- Provide links to other areas of the curriculum.

PE and sport premium funding:

At St. Philip's, we use the funding to make additional and sustainable improvements to the quality of PE and sport we offer. The Primary PE and Sport Premium is used to:

- develop or add to the PE and sport activities,
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

We publish details of how we spend this funding, as well as on the impact it has on pupils' PE and sport participation and attainment each year.

A breakdown of annual funding is available on our website:

<https://www.st-philips.lancs.sch.uk/page/physical-education-pe/104804>

Provision - Curriculum

All pupils are entitled to a progressive and comprehensive physical education programme which embraces current Statutory Orders of the National Curriculum and the statutory EYFS Framework and takes into account individual interests and needs.

All pupils from Year 1 to 6 have at least 2 hours' worth of planned physical exercise each week. This is delivered through

Key Stage 1 (x 2 lessons – 60 minutes duration each lesson)

Key Stage 2 (x 2 lessons – 60 minutes duration each lesson)

Foundation Stage: Physical Development

Our Reception class have an additional 1 hour of physical education each week in which the 5 fundamental skills are developed. Each topic area is covered throughout the year on a half termly basis. We follow the PE

Passport Scheme of Work to ensure clear progression throughout school. Cross curricular links are made where appropriate.

Swimming

At Nelson St Philip's CE Primary School, children learn swimming in Years 3,4 and 5 with a qualified swimming Instructor from Pendle Leisure Trust at Pendle Wavelengths. Swimming hats should be worn but goggles are not allowed unless a doctor's note is provided. The County Guidelines recommend appropriate swimwear i.e. a one piece costume for girls and trunks (not shorts) for boys. The aim is to ensure each child can swim 25m by end of KS2 and progress is tracked throughout the 5 stages. Booster sessions for children who have not yet met the standards are allocated in the summer term of Year 6.

Changing Provision

Pupils will have access to the changing rooms at Pendle Leisure Centre.

Provision – Physical Activity

Pupils from Reception to Year 6 also have the opportunity for physical activity during morning and lunchtime breaks on the school yards, where they can access resources from their key stage shed and access the climbing walls and clamber stack. Staff and Sports Ambassadors (trained pupils from Reception to Year 6) are on duty to co-ordinate, support and develop leadership skills in a range of active playground games. Our aim is to inspire children to be the best they can be and reach their full potential.

Provision – Out of School Hours Learning (OSHL)

The aims of the out of school hours learning programme are to extend and enrich the curriculum PE and to provide some pupils with opportunities to enable them to develop the skills they need to access curriculum PE. This learning will reinforce the importance of keeping physically active in order to lead a healthy lifestyle.

Out of school learning opportunities are developed through:

- Residential visits (opportunities in Outdoor and Adventurous Activities including walking, canoeing, climbing, orienteering, abseiling, rock-climbing and swimming).
- A range of extra-curricular clubs that adapt to meet the needs and preferences of the children (ensuring that every pupil is offered the opportunity to attend a minimum of one OSHL activity during Key Stage 1 and Key Stage 2).
- The provision of specific movement/general physical activity clubs, which develop fitness.
- Sports School Partnership which provide a balance of competitive and non- competitive activities across both KS1 and KS2.
- The PE and sport premium funding being used to increase the range of opportunities available to pupils to ensure any barriers to engagement / participation are removed. The PE subject leader will monitor uptake and report back via the PE and sport premium reporting template.

To ensure the quality and sustainability of OSHL, school will:

- Employ a range of qualified and experienced coaching staff and implement quality assurance through the link teacher/subject leader involved in the SSP programme.
- Ensure that the link teacher/subject leader takes responsibility for forging strong local community club links (club coaches visit school / pupils attend club taster days / clubs advertised on notice-board)
- Inform pupils and parents of the range of OSHL opportunities

Curriculum Planning

Where appropriate, PE is organised in themes to promote greater cross-curricular planning, teaching and learning. The school follows a progressive scheme of work provided through PE Passport. Unit plans and outcomes are available to all staff and teachers are expected to evaluate these units, feeding back to the subject leader. This allows for curriculum review in relation to content, progression, continuity, teaching and learning.

Individual lessons should be evaluated to inform planning and ensure differentiation.

Teachers must ensure that when evaluating and improving performance, connections are made between developing skills, understanding and applying these skills, tactics and compositional ideas.

The PE Passport scheme of work covers all areas of National Curriculum PE and provides content and progression for:

- Invasion games,
- Net/wall games,
- Striking and fielding games,
- Dance,
- Gymnastics,
- Athletics,
- Swimming and water safety (KS2 only),
- Outdoor and Adventurous Activities.

The PE Subject Leader devises and adapts a long term plan, as guidance for teachers, to ensure a broad and balanced coverage of the curriculum. This includes NC objectives, non- negotiables, key knowledge and key vocabulary.

Examples of how PE supports other areas of the curriculum

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, health and citizenship education (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.*

A copy of the long term plan can be accessed through the website using the link below:

<https://www.st-philips.lancs.sch.uk/page/physical-education-pe/104804>

Leadership & Management

The Subject Leader is responsible to the Headteacher and will ensure that the following points associated with the role are considered and carried out where appropriate:

- Developing good classroom practice,
- Managing the budget and PE and Sport Premium based on the needs identified through the monitoring and evaluation of the subject, staff audit and the whole school development plan,
- Reporting on the allocation of the sports premium and its impact on the school website,
- Auditing, ordering and reviewing efficiency of how equipment, learning resources and accommodation are managed to ensure pupils are well taught and protected,
- Attending courses to further own professional development and providing information and support for colleagues,
- Monitoring classroom practice and planning, auditing needs for CPD to ensure high quality delivery and impact on the children is achieved,
- Coaching alongside other teachers to upskill staff,
- Make all resources available to all staff, including policy, schemes of work, assessment materials, resources to support learning,
- Carry out risk assessments in line with local authority procedures,
- Extending relationships and contacts beyond the school and in the local community,
- Keeping up to date with and implementing any National, Local Authority and School Sport Partnership developments where appropriate.

Teaching and Learning

The organisation of PE in the school promotes learning through physical activities and sport. Lessons are blocked in units of work that are age appropriate and aim to promote physical skills and competency, a greater depth of understanding and application of these skills and the ability to perform reflectively. Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams.

The structure of the PE Passport developmental scheme of work will promote teaching and learning as it provides both continuity and progression. This scheme of work specifies progression of fundamental movement skills and sport specific skills, knowledge and understanding.

The planning and delivery of each unit of work in the scheme will be adapted by the individual teachers to meet the learning needs of the children of their class.

Lessons will be planned to provide appropriate challenge for all pupils, to extend more able and provide appropriate levels of support in order for all pupils to make progress.

Monitoring of Standards of Teaching and Learning

Subject monitoring and evaluating will be carried out by the Subject Leader with support from the SLT where appropriate. The school will utilise the following strategies and measures in order to evaluate standards in PE.

- Observation of teaching and learning, including support staff and coaches, to assist in the identification of strengths and development needs,
- Assessment of pupil progress and achievement,
- Pupil interviews,
- Using video and photo evidence,
- Assess core tasks to track progression and attainment,

- Self evaluation of the subject,

The additional PE Premium funding may be accessed here to release the subject leader to ensure that this happens in accordance with best practice and this policy.

Staff Development

All staff should take part in professional development to ensure secure subject knowledge, consistency and awareness of health and safety procedures and up to date knowledge, as exemplified in the teacher's standards. Staff should be comfortable and competent in the area of activity being taught.

Opportunities for the development of all staff will 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 Subject Leader and should be done in conjunction with the whole school development plan. The Subject Leader should ensure that all teaching staff and coaches are aware of the development opportunities available from the Education Development Service, School Sports Partnerships and other partners. The subject leader will ensure that any development opportunities undertaken by staff are disseminated throughout the school where necessary to further enhance the quality of PE.

Assessment & Recording

Pupils' work will be assessed throughout each unit of work using formative and summative assessment methods and unit outcomes. Pupil's progress will be monitored by the individual class teacher who will use these methods to set realistic targets for the individual pupil, based on their strengths and weaknesses. At the end of each unit an indication of the progress that they have made will be recorded. This will allow an overview of all progress made over that academic year. The attainment target for physical education sets out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each key stage.

Assessing Progress

To assist in formative assessment, teachers use the following:

- EYFS ELG and 5 Fundamental Movement Skills,
- Y1 Baseline Fundamental Movement Skills and Y2 end of KS Fundamental Movement Skills test,
- PE Passport core tasks and unit outcomes, pupil progress assessment sheets and 'I can' sheets. (Y1-Y6)
- Watch children work, talk to them about what they are doing and listen to them describe their work through oral feedback,
- Receive feedback from pupils to inform teachers and pupils of what has been successful and allow them to set their own future targets,
- Use ICT (Lancashire PE Passport App) to develop portfolios of children's work in physical education to show progression and quality of performance.

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 the lesson and used to:

- Inform future planning for themselves or a new class teacher,
- Form part of the statutory annual reporting process, and in discussions with parents,
- Make professional judgements on the attainment of children and record assessment through the PE Passport app and Target Tracker and use this to inform during transfer between classes and key stages to ensure continuity of progression.

Equal Opportunities and Inclusion

Every pupil has equal access to the Physical Education National Curriculum, resources and activities in school. This includes PE lessons, enrichment activities, inclusive clubs and competitive sports. Learning experiences are differentiated to meet the specific needs of individuals and groups of pupils, including those who have diverse special educational needs, disabilities, gifted and talented pupils and those who have English as an additional language. A 'can do' approach will be devised through discussion between teachers, support staff, parents and where relevant, specialist medical staff.

Lesson planning, delivery and assessment aims to ensure that pupils 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 access the lesson and make progress. The SENCO and PE Subject Leader will jointly advise teachers on the support which can be provided, or on individual children with particular educational needs. Specialist equipment can be purchased as required to meet specific needs where it is felt this would enhance learning.

Differentiation

Physical education at St Philip's will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. Some children may need specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists, or in exceptional circumstances, with a statement of special educational needs.

Any classroom support provided must extend into physical education lessons as appropriate. Teachers and Adults Other Than Teachers (AOTTs) working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENCO will liaise with all staff to ensure all pupils needs are met in relation to teaching and learning in PE.

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 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 where needed
- Other opportunities, e.g. extracurricular activities, club links and interest groups, for the development of excellence.

S = change the space available

T = change the time allowed

E = change the equipment, e.g. softer or larger balls, different sized bats, etc.

P = change the people, e.g. size of the group

Able and Talented Pupils

At St Philip's we will ensure that able and talented pupils are supported to ensure their abilities are developed and enhanced. The PE Curriculum will be differentiated to meet pupil's needs. Outside coaches, through the support of the School Sports Partnership, can be used and children will be directed to specialist outside clubs, organisations and activities as needed. Where time off is sought to allow children to participate in competitions, the school will (where reasonable) be supportive of these requests on a case by case basis.

An exemplar generic policy statement for PESSPA

Safe-practice standards, consistently applied by staff, students and other visitors across all aspects of the school's PESSPA programme, are important. The purpose of documented safe-practice standards in PESSPA is to:

- offer PESSPA within a well-managed, safe and educational context,
- set out the responsibilities for health and safety in PESSPA at all levels,
- establish common codes of practice for staff and students,
- provide common administrative procedures,
- ensure statutory and local requirements are followed, and other national guidelines, such as codes of practice, are considered,
- ensure school health and safety policy and procedures adequately address the PESSPA context of working on and off site and outside normal lesson times,
- aid the recording and reporting of accidents and incidents,
- audit and achieve consistent safety standards.

Safety Issues – Safe Teaching, Teaching Safety

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the “Safe Practice in Physical Education, Physical Activity and School Sport” (2020) guidance provided by the Association for Physical Education (afPE). This is a comprehensive guide to safe practice and managing risk in PE and should be referred to regarding any aspect of Health & Safety

A copy of the afPE manual is located in the PE Coordinator's cupboard and is accessible at **all** times.

Risk Assessment/Managing Risk

Good teaching and therefore safe teaching in PE are achieved where a balance between appropriate challenge and acceptable risk is illustrated and the likelihood of injury occurring is minimised. Anticipating possible risks can help in the planning of effective risk management strategies. A logical and structured approach to preparation, referred to as '**forethought**', is an essential part of effective teaching, managing and learning.

Where this process reveals a risk that cannot be sufficiently managed, then the planning needs to be reviewed.

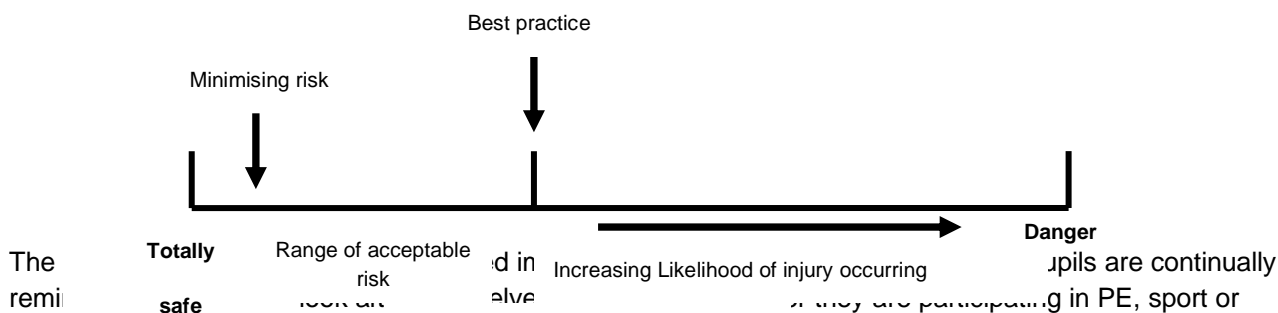


Figure 2: Managing Risk (LCC)

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

During the thorough risk assessment of the school, which is carried out on a termly basis (in line with the statutory requirements under the management of Health & Safety at work regulations 1992), significant risks will be reported to the head teacher. Risk Assessments for the hall, outside area and for swimming for PE can be found in the Appendix.

Furthermore, teachers in school are encouraged to carry out dynamic risk assessments prior to every PE lesson. This will involve a quick overview of the teaching environment and equipment, which is then matched with the planned lesson content to assess whether it is safe to proceed or use an alternative approach.

Adults Supporting Learning (ASL)

ASL include classroom assistants, teaching assistants, HLTA, learning mentors, visiting coaches, sports apprentices and volunteer parents but not trainee teachers

Additional support staff will be used during curriculum and non- curriculum time in order to:

- Support the delivery of high quality PE
- Enrich or enhance an activity pupils are undertaking
- Provide training opportunities for staff linked to PE Premium Key Indicator 3
- Provide additional opportunities for OSHL
- Contribute to any LA or SSP developments e.g. support the School Games Framework

All ASL and coaches 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.

No ASL should operate independently. They may work alone if competence has been monitored but will be managed effectively by the teacher, who remains legally responsible for the students in their care, whether through direct or indirect supervision of the ASL.

External Sports Coaches

The head teacher will always maintain responsibility for safe recruitment procedures, disclosure certification, possession of a governing body of sport licence, where relevant, and confirming authenticity of all ASL and coaches

Head teachers are advised to accept a Level 2 award as the normal baseline qualification for each activity the coach is expected to teach, diverting from this standard only if the coach is observed prior to acceptance and demonstrates good coaching qualities and is working towards a Level 2 qualification where appropriate.

The class teacher will always maintain overall responsibility for what is taught and the conduct, health and wellbeing of the pupils.

Safeguarding

All adults working with children in school are to be checked for appropriate CRB clearance. This includes coaches working for a term at a time as well as staff working on a one off basis or with clubs.

Safe Practice

See Appendix A for safety issues specific to gymnastics.

Jewellery

In line with school policy, wristwatches must be removed before PE lessons. There may be some occasions where a personal adornment cannot reasonably be removed. In such circumstances, these items must be

made safe for the activities concerned, both for the wearer and other participants. In these instances prior consent of the head teacher must be sought before an item can be worn otherwise it will have to be removed in order that PE can be undertaken.

Clothing and Footwear

For all activities, long hair should be tied back.

- Indoor games- Navy shorts, black/ navy leggings (girls), white T-shirt, black elasticated plimsolls.
- Dance/ Gym- Should be undertaken in bare feet, unless children have a foot complaint where plimsolls may be worn. Children with sensory needs can wear socks with grips (similar to trampoline) socks.
- Outdoor and athletic activities –
Winter: Black/ blue tracksuit bottoms, white t-shirt, St Philip's hooded jumper and outdoor trainers (not covering ankle),
Summer: Navy shorts, navy/ black leggings (girls), white T-shirt, plimsolls or trainers.
- Swimming - Swimming costume or trunks, named swimming cap, goggles, (parental consent).
- No jewellery or watches to be worn for any physical activity. Staff are not permitted to take out earrings and jewellery must be taken out prior to the lesson by either the child or parent. Verbal consent from parents to remove earrings is at the discretion of the Headteacher.

Glasses may be worn with parental consent

Staff Attire

When taking P.E. lessons staff should be appropriately dressed and wearing suitable footwear to enable them to move freely and easily, as well as to set a good example to the children.

Non-Participation

At all times participation of all children in PE must be viewed as essential, however for various reasons (i.e. injury, illness, inappropriate kit) there will be occasions when some children will be unable to participate in physical activities within a lesson. Non participants need to be included in the lesson as fully as possible. Examples of this may be measuring and recording performance in athletics, peer coaching, evaluating performance and suggesting improvements to gymnastics sequences, discussing tactics or strategies as part of team problem solving activity. Withdrawal from a PE session should not be given as a punishment for inappropriate behaviour. All children have an entitlement to the full curriculum.

Safety

Foul Weather

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. These may include class based activities around the activity, or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

Loss of Teaching Time / Space

Whenever it is impossible to teach the planned PE lesson, this should be recorded and teachers should endeavour to revisit the learning as soon as is practical.

Equipment & Resources

The majority of PE equipment is stored in the PE shed. All equipment is catalogued and a list is available from the PE Subject 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.

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 told of any safety procedures relating to the carrying or handling of resources.

All supporting teaching resources are located in the PE Subject Leader's classroom.

Any damage, breakage or loss of resources should be reported to the PE Subject Leader as soon as possible. Any damage observed done 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.

See appendix B for resource list

Extra- curricular provision

Our school seeks to encourage a positive attitude to physical activities and sporting challenges as a whole. We aim to supplement the curricular provision with opportunities for the children to engage in a range of after-school sport clubs. These will depend on the availability and experience of staff or coaches willing to provide these opportunities. Examples of the clubs run at school include football, netball, athletics, tag rugby, gymnastics, multi skills (for Key stage 1), cricket and bench-ball. These run for varying blocks of times through the school year and are open to children from different year groups. Participation is encouraged as well as competitive teams being entered for inter-schools fixtures/leagues/festivals in many of the sports. Often the interschool competitions are run by the school sport partnership in conjunction with the School games initiative. The school also access various coaching opportunities through the sports partnership and has direct links with some of the sports clubs based in town.

Written parental permission must be given for children to attend after school activities. Staff involved in running these clubs are aware of their responsibilities in relation to Health and Safety issues. These include keeping a register of all children attending with any relevant medical information and emergency contact numbers. Staff will notify pupils of any cancellation, rearrangements of clubs as soon as possible.

See appendix C for risk assessments and guidelines relating to sports fixtures/practices.

Emergency procedures

In the event of an accident during a PE session all activity must be ceased immediately and the unaffected children instructed to sit at one side of the area while the person in charge deals with the injured party/ies. If the incident is serious then the office must be informed by another adult or two children straight away in order that the injured party can be monitored. There are red cards in each room around school for such an eventuality. Staff will need to take a red card on the yard when doing PE outdoors as well as their medicine boxes. If required one of the school first aiders must be sent for. Any accidents must be logged in the accident book kept in the school office.

First Aid

There are named first aiders in the school in case of emergencies, who are displayed in the staff room

Review of Policy: September 2023

Member of staff responsible: Miss R Moulden/ Miss Jasmine Peel

PE and sport Link Governor: Mrs Rafida Khaliq

Appendix A

Safety issues specific to gymnastics

Matting

In gymnastics, mats should be used for certain rolling and balancing activities as well as when a planned landing is intended (i.e. jumping from a table.) Children must be taught explicitly how to land safely when leaving apparatus.

School policy is that when working on the climbing frames the adjacent floor should be matted AS A PRECAUTIONARY MEASURE. It must be emphasized to the children and strictly enforced that, in this instance; they are NOT for jumping down onto or from the frame.

Working at height

Careful spotting is of paramount importance when children are working at any height, in particular on the climbing frame. The teacher should have a planned specific learning objective for the use of such apparatus and be confident that any actions the children are performing are appropriate to that equipment. They should limit the number of children working on apparatus at any one time and give them clear direction as to how it should be used.

Skills taught

In gymnastics the teacher will only teach skills which they are competent/qualified to teach.

Within curriculum time backward rolls and head stands should not be taught due to the amount of pressure put on the neck. Forward rolls may be taught in small groups/individually but not as a whole class activity since the children need closer supervision to ensure correct technique.

Lifting and handling

Children should always be taught to lift apparatus and equipment correctly. This is particularly important when lifting larger apparatus such as mats and benches, which should be lifted by keeping a straight back and bending the knees. For Key stage 2 children (dependent on their size) it should be sufficient to have two to a mat or bench with the front person facing in the direction of travel. For Key Stage 1 children 4 would normally be more appropriate especially with the larger mats. Children should never lift any tables, mats or benches alone.

Movement of Apparatus

Throughout their development in PE, children will be taught how to assemble, lift, rearrange, dismantle and store apparatus safely. Development of these skills is given in the following table, but it should be realised that this is intended as a basic guide and may not be appropriate for all children.

<u>Year</u>	<u>Equipment</u>	<u>Notes</u>
R	Various	Large apparatus will be assembled by staff. Children may start to learn techniques for carrying mats and small items of equipment.
1	Mats (when appropriate)	4 to each mat, 1 on each corner.
2	Mats and Benches	4 to each mat, 2 to a bench (all children to face the direction of travel).
3	Mats, Benches, Planks, Ladders and Light Boxes	4 to each mat and box, 2 to benches, planks and ladders (all children to face the direction of travel).
4/5/6	All Apparatus (size appropriate)	2 to each mat and lighter apparatus, 4 on heavier or more bulky apparatus (all children to face the direction of travel).

Although it is desirable that children should be responsible for their own equipment, it is realised that for the children to set out and put apparatus away every lesson, is not a realistic target, bearing in mind the restrictions of time allocated to PE and the restrictions on hall use. The children should, however, receive enough practice and guidance to be able to do it safely and efficiently.

Children will be taught about the appropriate use and placement of apparatus to ensure safety. When lifting and carrying apparatus children should face the way they are going in order to minimise the risk of collision. Children will be taught where to place their hands and to lift together on the leader's signal, by bending and straightening the legs and keeping their backs straight.

Appendix B

Resource list:

Hoops

Marker cones

Coloured sponge balls

Sponge rugby balls

Small sponge balls

Coloured bean bags

Skipping ropes

Hoops

Plastic skittles

Team bibs

Rockets

Batons

Parachute

Hall

3 benches

Nest of gymnastics tables (3 sizes)

Large gym mats

Large TV/ computer with PE Passport access

CD player/ speakers

Tennis rackets

Tennis balls

Skipping ropes

Netball posts

Netballs

Hockey sticks

Goal posts

Rugby tags

Rugby balls

Footballs

Basketballs

Rounders posts

Rounders bats

Ball pump

Agility ladder

Javelins

Tennis nets

Cricket balls, bats and wickets

Equipment for outdoor education activities: Maps of school grounds, Orienteering punches, control markers,

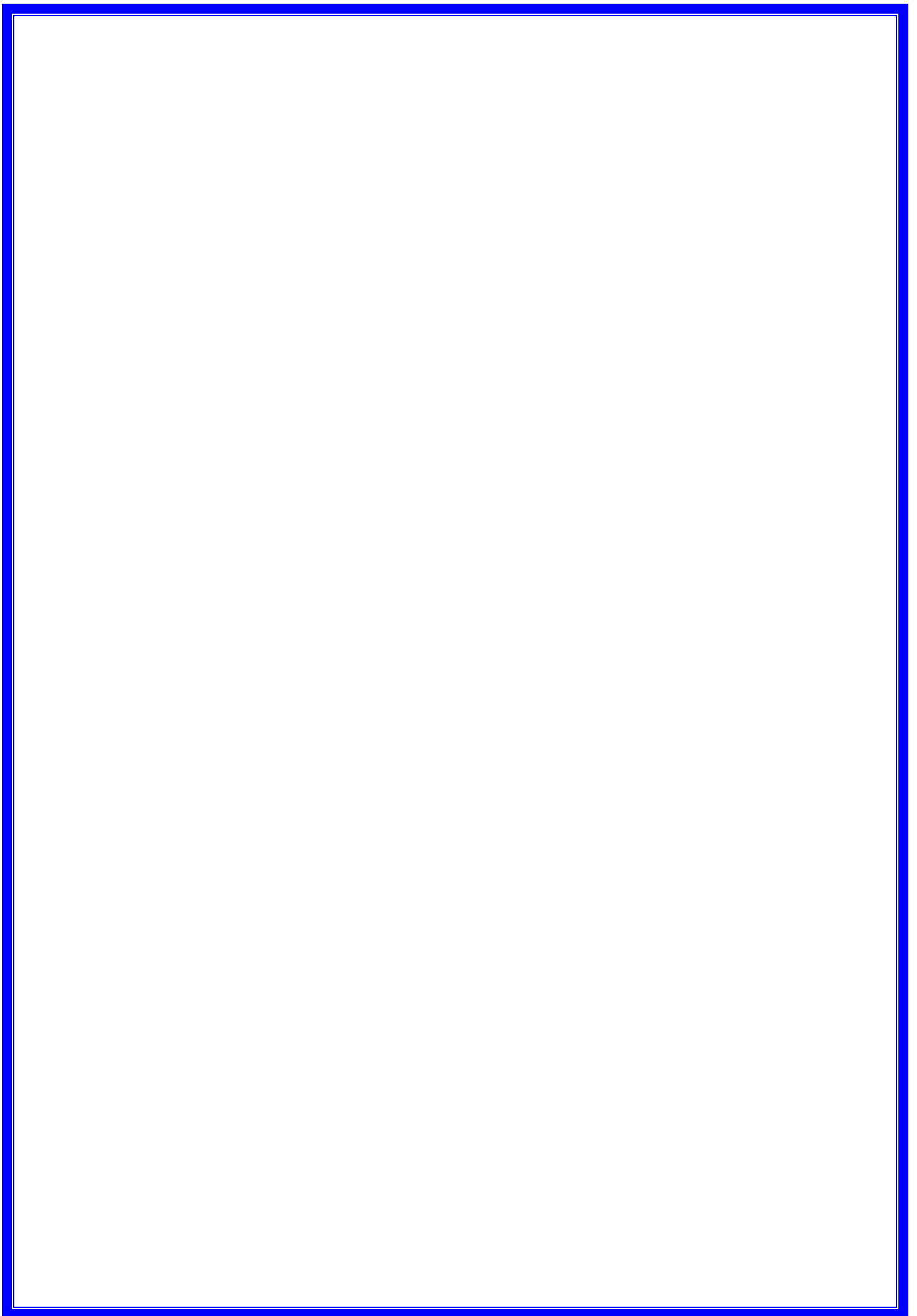
Appendix C

Risk assessments and specific guidance:

- Risk assessment for PE on the Yard
- Risk assessment for swimming
- Staff guidelines for sports fixtures
- Staff guidelines for extra-curricular sports clubs/activities

Risk assessment for PE on the school yard

Aspect to consider	Hazard	Who is affected?	Control Measures	Level of risk
Medical	Known medical conditions	P	Class teacher must take any medicine etc in a marked container. Always take the red/ yellow disks out for PE in case of emergencies.	L
Dip in yard	Falling over when running at speed or chasing a ball etc.	P	Ensure that the children are aware of the danger. Alter the areas in which the children are working.	L
Yard surface	Slips trips and falls when the surface is wet.	P	Don't use the yard for PE when it is raining or the surface is still wet or slippy (in winter).	L
Climbing wall	Children swinging/climbing on the wall and falling.	P	Ensure close supervision of the children. No more than 3 allowed on the wall. Follow emergency procedures.	M
Benches/ flower bed stacks	Children colliding with the benches/ flower stacks when running at speed or chasing a ball etc.	P	Ensure that the children are aware of the danger. Alter the areas in which the children are working.	L
Gate	Traffic/ unknown adults	P	During the lesson ensure that the gate is locked so that children do not go to retrieve a ball which has gone over the wall. Teachers will retrieve any lost balls equipment after the session.	L



Risk assessment for swimming

Aspect to consider	Hazard	Who is affected?	Control Measures	Level of risk
Travel to Pendle Wavelengths/ walking across.	Traffic	P S	Count children and walk in partners. Correct staff ratio. Staff to supervise crossing the roads. Remind children of safety measures before each visit.	L
Changing rooms	Ensure that the children are separate from members of the public in the open changing area.	P S	Children get changed in allocated area. Place the barrier across the end of the isle when and after the children are changed. Ensure that there is an isle between the girls and boys area. Position a member of staff at the end of each isle. Use the group changing facilities if possible. Where possible take a Male/Female staff member. A member of staff should wait outside the toilets when children go.	L L L L
Wet floor on the poolside	Slips, trips and falls	P S	Close supervision of the children and reinforcement of no running.	L

At all times, the teacher has overall responsibility for the safety of the children in the lesson, even if another adult (i.e. external coach) is leading the activity. As well as making the children explicitly aware of hazards the class should be actively involved in dynamic risk assessment, both identifying and addressing any safety issues around equipment, people or environment.

Staff guidelines for sports fixtures

Before the fixture

- Put on initial permission slip information related to medical issues and emergency contact number.
- Ensure that all children have suitable transport to and from fixtures.
- Ensure that the children have appropriate kit/footwear/equipment.
- Ensure that the accompanying staff knows the important medical information related to the children.
- Staff take responsibility for medication of the children taking part.
- Staff establish and reinforce boundaries of appropriate behaviour including briefing the children prior to fixtures.
- Ensure that contact at school has a list of children participating, venue, times and organisation of the event.
- Ensure that the children have had appropriate coaching/guidance in order that they can participate safely.
- Advise the children on appropriate accessories for their well-being. (I.e. Drinks, tracksuit etc.)
- Ensure that there is sufficient staffing for the number of children participating.
- Confirm in person transport arrangements with drivers and fill in applicable consent/declaration forms.

At the fixture

- Staff assess the safety of the venue and equipment/apparatus linked to the activity.
- Assess dangers in the environment surrounding the fixtures (i.e. roads etc)
- Take the school mobile phone on off-site visit. (or have a personal mobile)
- Staff take emergency contact details with them on any of site activity.
- Have a register of the children participating.
- Take first aid kit to fixtures.
- Have an established clear meeting point on arrival.
- Make clear to the children where they can and can't go at the site and arrangements for toilets etc.

After the fixture

- Ensure that all children are accounted for upon leaving and that the dropping off points are clear to the drivers.
- If appropriate ask drivers to ring school mobile to confirm safe arrival home.

Staff guidelines for extra-curricular sports clubs/activities

At all times the teacher has overall responsibility for the safety of the children in the lesson, even if another adult (i.e. external coach) is leading the activity. As well as making the children explicitly aware of hazards the class should be actively involved in dynamic risk assessment, both identifying and addressing any safety issues around equipment, people or environment.

Before practices

- Put on initial permission slip information related to medical issues and emergency contact number.
- Ensure that all children have suitable transport to and from venue.
- Ensure that the children have appropriate kit/footwear/equipment.
- Complete a register of all children participating, including emergency telephone numbers.
- Ensure that the accompanying staff knows the important medical information related to the children.
- Ensure that the sports equipment being used is fit for purpose and appropriate to the age/competency/experience of the children participating.
- Ensure that the children have had appropriate coaching/guidance in order that they can participate safely.
- Ensure that there is sufficient staffing for the number of children participating.

At practices

- Staff assess the safety of the venue and equipment/apparatus linked to the activity.
- Assess dangers in the environment surrounding the practice (i.e. roads etc).
- Staff establish and reinforce boundaries of appropriate behaviour.
- Staff take emergency contact details with them on any off site activity.
- Have a register of the children participating.
- Take first aid kit off site.
- Have an established clear meeting point on arrival, if not on school premises.
- Make clear to the children where they can and can't go at the site and arrangements for toilets etc.

After practices

- Ensure that each participant has a lift with the appropriate adult and establish the arrangements for where/ to whom they are returning.
- If appropriate ask drivers to ring school mobile to confirm safe arrival home.



