



Policy: Physical Education
Reviewed: November 2017
Next Review: November 2019
Responsibility: Headteacher/Governors
Category: Curriculum

Nelson St Philip's Church of England Primary School

Policy for Physical Education

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 Child Protection Officer is: Mrs Kathryn Ellidge, our Headteacher

Mission Statement

We love to learn. We learn to love. With Christ as our Guide we love and learn together". 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.

Introduction/Objectives

Physical Education develops the individual pupil's physical competence and confidence, and their ability to use these to perform in a range of activities.

High quality PE is achieved by combining the physical activity with the intellectual processes of decision-making, selecting and applying skills, refining, judging, adjusting and adapting. PE also involves the development of such qualities as commitment, enthusiasm, fairness, integrity and the concern for quality as well as success. PE contributes to other subjects across the curriculum.

Aims:

The School's aims for Physical Education are:

- To deliver a planned and progressive scheme of work for PE for all pupils,
- To develop pupils self confidence in a range of physical environments,
- To develop physical skilfulness, physical development and a knowledge of the body in action,
- To promote positive attitudes towards active and healthy lifestyles,



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- To encourage the pupils to reflect on their actions in order to improve the quality of their actions, performance or composition,
- To provide feedback to the pupils, involving them in their learning, allowing them to plan how to improve their performance.

Teaching and Learning:

The organisation of PE in the school promotes teaching and learning. Lessons are blocked in units of work to promote greater depth of understanding, developing of skills, contextual 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. They will learn how to think in different ways to suit the different challenges. They will be given the opportunity to demonstrate their learning, using a range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and promote greater learning.

The structure of the scheme of work will promote teaching and learning as it provides both continuity and progression. This scheme of work specifies progression of skills, knowledge and understanding.

Professional Development

The provision of Inset will be in line with the school development plan and seek to meet the needs of individual teachers. The subject leader will audit, monitor and target professional development opportunities for individual teachers dependent on their knowledge, experience and confidence in teaching the various areas of PE. Through the school sports partnership the subject leader will be updated on new developments and training opportunities in PE and school sports. The subject leader will monitor any issues relating to whole staff training and seek to make arrangements accordingly. The subject leader will encourage open discussion and support for staff who wish to develop their subject knowledge/confidence in PE.

Curriculum Planning:

The national curriculum 2000 outlines the constituent part of knowledge, skills, and understanding as:

- 1) Acquiring and developing skills
- 2) Selecting and applying skills, tactics and compositional ideas
- 3) Evaluating and improving performance
- 4) Knowledge and understanding of fitness and health.

Teachers must ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas and fitness and health. Within each PE lesson there should be elements of different areas of learning.

The Curriculum is organised into units of work that are taught in blocks.

In Key Stage One the children will experience these areas of activity:

Dance, Games and Gymnastics.



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In Key Stage 2 the children will experience these areas of activity:

Dance, Games, Gymnastics, Swimming, Athletics, Outdoor and Adventurous activities.

The school uses the Lancashire scheme of work as a basis for planning in PE. Each unit of work will be based on the progressions within the scheme of work that lead up to the core tasks which provide an assessment tool for monitoring the children's attainment. The individual progressions are used as a framework to support planning but do not constitute plans for individual lessons, these should be tailored to the children, venue and equipment available. Individual lessons will be evaluated to inform planning and ensure progression.

In the appendix there is an overview of the units of work studied in each year group for each half term.

The Top cards for Games, Dance, Gymnastics, Athletics and Outdoor and adventurous activities are used to support individual lessons.

At Key Stage 2, swimming is taught by the Swimming Instructor with behavioural support from the supervising teacher. Information on progress and assessment of attainment is provided by the instructor.

Where appropriate, PE is linked to other topics in order to make links across the curriculum, particularly in Science, PHSE and Maths.

Resources:

Equipment and apparatus is recorded on the resources for PE list (See appendix). In consultation with staff the resources are reviewed in order to ensure they are appropriate to the range of ages, abilities and needs of the children in order to enhance learning.

Resources are kept in the outdoor PE store adjacent to the Kitchen. Top cards and other sport specific books are located in year group classrooms.

Equipment should be returned in good condition and working order. The pupils should be encouraged to:

- Look after resources,
- Use different resources to promote learning,
- Return all resources tidily and to the correct place,
- Be told of any safety procedures relating to the carrying or handling of resources.

(Staff should appoint responsible PE monitors to collect and return equipment to the PE store.)

Any damage, breakage or loss of resources should be reported to the PE Coordinator as soon as possible. Any damage observed done to a piece of apparatus which could cause subsequent



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injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

The gymnastics apparatus is checked annually by an external company.

Health and Safety:

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. The school follows the "Safe Practice in Physical Education" guidance provided by AfPE. A copy of the manual is located in the staffroom. All staff also have a copy of the AfPE Safe Practice Poster which outline some details of the risk elements of context, organisation and people related to PE activities.

Members of staff should only ever teach skills and actions in PE which are within their level of competency and experience.

All pupils must be taught how to handle and carry apparatus appropriately (for specific guidance see appendix). They should be included in the process of recognising hazards, assessing the consequent risks and taking steps to control the risks to themselves and others.

All staff are involved in generic risk assessments to identify hazards and control measures for the areas of school usually used PE sessions (hall, school yard).

Within every activity dynamic risk assessment should be made according to the context, people and equipment being used in that session and appropriate action taken to ensure that the children's safety is paramount at all times.

For specific guidance relating to gymnastics see appendix.

SEN:

Physical education in the school 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 pupils may need specialist equipment and approaches or alternative/adapted activities. This is consistent with school-based intervention along with advice and support from external specialists, or in exceptional circumstances, with a statement of special educational needs.



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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. Guidance will also be sought from the PE adviser in the case of children with significant physical difficulties.

Gifted and Talented:

Pupils who are selected to represent the town/county or school during school hours will be allowed to do so. This will include specialist sports which are not accessible in school such as equestrian events. Time will be allocated, if it is needed, to ensure that the pupil does not miss any of their key learning in school. The school will provide additional support if necessary.

Equal Opportunities:

Every pupil has equal access to national curriculum physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils.

All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

Assessment and Reporting:

Assessment is carried out by teachers in the course of the normal class activity. Formative assessment and summative assessment methods will be used. The school will utilise the core tasks identified in the Lancashire Scheme of Work to review progress at the end of each unit. These will allow a picture to be built up of the pupil's progress, any areas of strength or weakness.

Individuals will be set challenges appropriate to their attainment and will be involved in making judgements on their own progress - suggesting how they need to improve.

Pupils will be given the opportunities to provide evidence of their knowledge, skills and understanding by contextual tasks, performances and questioning. Knowledge and understanding must underpin the skills demonstrated, this is best achieved through contextual tasks and not in isolation. Pupils will be given opportunities to use ICT to review their performance and to enhance learning. The school hall projector; laptop and ipad to be used to give 'instant' feedback.

In accordance with the school's policy parents will receive a written report on all aspects of a pupil's school work at the end of the summer term. This will include PE and should indicate to the parents the range of activities covered and areas of personal strength and weakness.

Recording:

Pupils work will be assessed throughout each unit of work using formative assessment methods as well as through core tasks. These contextual core tasks will allow teachers to compare pupils



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against the expected outcomes. At the end of each unit of work a record will be kept for each child of whether the individual is working in line with, above or below expectations. These will be recorded in the same way as other foundation subjects in school.

Monitoring

As well as planning being monitored, lesson observations are carried out periodically by the subject leader across both key stages. Feedback is given to the member of staff and formal observation sheets are kept. This discussion is also an opportunity for staff to indicate where they need support and any upcoming INSET training that is appropriate.

Time Allocation:

Our school provides all pupils with 2 sessions of high quality Physical Education every week. This is delivered through timetabled curriculum sessions.

Foundation Stage

Here the lessons are structured so that there are 2 sessions per week targeted at physical development. These are approximately 50 minutes in duration.

Key Stage 1 & 2

Each class is timetabled so that they can access the hall for their two weekly PE slots of approximately an hour each, although when appropriate to the lesson content/ weather conditions the yard can be used.

Key stage 2 children (primarily year 3) will go swimming for one term in the year, this counts as part of the time allotted to PE. There will also be provision made for children who are still working towards achieving their 25m badge in upper Key stage 2.

Loss of Teaching Time / Space or Bad Weather:

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

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. Importance must be given to the planned learning intention wherever possible, as opposed to the children just being active.

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Policy agreed by Staff:
Governors:

Date:
Date:

Review Date: November 2019



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Appendix A

Venues

At present the main areas for PE activity are the hall and the school yard. Due to the present surface of the yard, if it is raining or the yard is still wet, it is unsuitable for use and alternative arrangements must be found.

Swimming lessons take place at Wavelengths Leisure Centre for children in Key stage 2.

Dress

The recommended PE kit is dark blue shorts (not Bermuda or cycling), white T-shirt, Black elasticated plimsolls for outdoor games (Key Stage 1) or trainers for outdoor games (Key Stage 2). Tracksuits are not appropriate for PE activities. For Dance and Gymnastic activities it is preferable for all children to participate in bare feet to give freedom of movement. Any child unable to participate in bare feet will need an explanatory note from parents.

Jewellery of any kind is not to be worn during PE activity.

Non-participants

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, evaluation performance and suggesting improvements to gymnastics sequences, discussing tactics or strategies as part of team problem solving activity.

Withdrawal from a PE session should never be given as a punishment for inappropriate behaviour. All children have an entitlement to the full curriculum.

Extra curricular provision

Our school seeks to encourage 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, 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. 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.



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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 B 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 or member of SLT 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 first aid kits. If required one of the school first aiders must be sent for. Any accidents must be logged using CPOMs or appropriate First Aid paperwork.

First Aid

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

Adults other than teachers

All PE activities should be carried out under the supervision of a teacher. Support assistants will not take PE lessons in PPA time or as cover. However, they should be used appropriately to support group activities and especially when children have special educational needs.

Parent volunteers with experience of a particular sport may be a useful resource to enhance PE and extra curricular sessions. They should always be supervised when working with the children and only if the class teacher is confident that they are competent and can manage the children should they have any part in leading activities.

Coaches from outside organisations

The school views coaches from outside organisations (i.e. football clubs, sports development teams and governing bodies) as a valuable resource to enrich the children's learning. The school will follow the BAALPE guidance for use of volunteers and paid coaches in PE and school sport. A copy of this book can be found in the staff room and should be referred to before any group or organisation works with children from the school. It highlights the roles and responsibilities of the different parties in relation to supervision, child protection, and competence. It is of paramount importance that teachers remember that although coaches may have a good knowledge of their sport, they have the best understanding of the environment and the children in their care. The teacher maintains overall responsibility for what goes on in a coaching session, even if they are



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not leading it, and must ensure that the safety and well being of the children is maintained at all times. If the teacher feels that a coach is not competent or there is any safety issue with an activity then they must stop the session immediately.

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 apparatus 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 apparatus.

Working at height

Careful spotting is of paramount importance when children are working at any height, in particular on apparatus. 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.



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Appendix B

Resource List

This is a list of present resources and will be supplemented with additional equipment and apparatus as required. Any equipment that is damaged or lost will be replaced. All equipment which is boxed up in the indoor store is colour coded so that it can be placed back on the correct shelf. Any equipment which is foam should be in the indoor store to prevent damage from damp.

Outdoor Store

Skipping Ropes	Potato Sacks
Cones	Hurdles
Golf Set	Table Tennis
Trampolines	Footballs
Basketballs	Rugby Balls
Rounder's bases	Running ladders
Parachutes	Tennis Balls
Basketball Hoops	Water Bottles + carrier
Cricket	Balance board
Badminton Kit	Football Kit
Electric Pump	Olympic Batons
Bibs	Hockey Kit
Rounders Bats	

Hall

3 benches
Nest of gymnastics tables
Mats on trolley

Subject Leader

Various books with ideas and activities linked to gymnastics, games, dance, athletics and problem solving located in the staff room.
Tops gymnastics, Tops dance, Tops sports and Tops outdoors cards.
Laminated resources to support the Tops card

Appendix C

Curriculum Overview

Key Stage 1

Year	Autumn		Spring		Summer	
Reception	Gross motor/ fine motor – cutting/ dough/ threading/ keeping healthy/ letter formation					
Year 1	Ball skills	Team Games	Parachute	Athletics	Gymnastics	Multi-Skills
Year 2	Dance	Games (throwing/catching) Y2 Dance (Blackpool)	Gymnastics	Gymnastics with Dance	Games	Athletics

Key Stage 2

Year	Autumn		Spring		Summer	
Year 3	Swimming Invasion	Swimming Invasion	Swimming Dance	Swimming Dance	Swimming Athletics	Swimming Athletics
Year 4	Gymnastic Partner Work	Gymnastics Partner Work	Net/Wall Games	Net/Wall Games	Striking/fielding Games	Striking/Fielding Games
Year 5	Invasion Games	Dance (Blackpool)	Gymnastics	Net/wall core task	Striking/fielding Core task cricket	Athletics Core task
Year 6	Hockey	Gymnastics	Dance	Dance	Rounders/Cricket	Athletics

Appendix D

Risk assessments and specific guidance:

- Risk assessment for PE in School Hall
- Risk assessment for PE on the Yard
- Risk assessment for Swimming
- Staff guidelines for Sports fixtures
- Staff guidelines for extra-curricular sports clubs/activities (see after school clubs policy).

Risk assessment for PE in School Hall

(to be read in conjunction with General School Risk Assessment – displayed outside Marsden)

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 card for PE in case of emergencies.	L
Running into obstacle around the room.	fire extinguishers, piano, handles on cupboards, chairs, laptop trollies, tuck shop trolley, lunchtime trolley	P	Class teacher monitors the children carefully and warns them that they need to be aware of the hazards. Ensure appropriate behaviour and class management.	L
Balls/equipment hitting lighting and equipment stored on the cupboards.	Falling parts of the lights/ equipment.	P	Ensure equipment is stored correctly. Teacher monitor where/ how high the children are using the balls.	L
Wet floor	Children slipping on wet/dirty floor after dinner.	P	Cone off the area or use another area to do PE.	L
Unlocked door	Safeguarding children	P	Ensure that the door is locked at all times. Red Card to be taken outside in case of emergencies.	L

At all time 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.

Risk assessment for PE on the 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 card out for PE in case of emergencies.	L
Steps	Falling down the steps 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
KS1 and KS2 yard areas (including Pitch)	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
Railings/wall	Children swinging/climbing on the mushrooms/outdoor furniture.	P	Ensure close supervision of the children. Ensure that the children are aware of the danger.	L
	Children colliding with the wall when running at speed or chasing a ball etc.	P	Alter the areas in which the children are working.	L
Gate	Traffic	P	During the lesson ensure that the front and rear gates are locked so that children do not go to retrieve a ball which has gone over the wall/under the gate. Teachers will retrieve any lost balls equipment which on the street.	L

At all time 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.

Risk assessment for Swimming

Aspect to consider	Hazard	Who is affected?	Control Measures	Level of risk
Walking to Wavelengths	Leaving children behind.	P	One member of staff counting the children out of the building and back into the building (including Wavelengths). Insist on walking when disembarking from the coach.	L
	Falling en route.	S	One member of staff to attend to the child on entry to the Leisure centre/ school building.	L
	Crossing the road into the car park.	S P	One member of staff leads the children to the top of the steps under close supervision. Ensure that the children are not running and are on the right hand side, away from the road before entering into the road to cross. One adult in the middle of the road as the children are crossing.	L
Changing rooms	Ensure that the children are separate from members of the public in the open changing area.	P	Children get changed in allocated area.	L
		S	Ensure that there is an aisle between the boys and girls changing areas.	L
			Position a member of staff at the end of each isle.	L
			Whenever possible take a Male/Female staff member. A member of staff should wait outside the toilets when children go.	L
Wet floor on the poolside	Slips, trips and falls	P	Close supervision of the children and reinforcement of no running.	L
		S		

At all time 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 time 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.