



SHANKLEA PRIMARY SCHOOL

P.E. Policy

| Policy Control Details | | | |
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| Date policy approved: | January 2021 | | |
| Prepared by: | Helen Brown | Signature | Date |
| Approved for issue by: | Gareth Pearson | Signature | Date |
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Shanklea Primary School P.E. Policy

Physical Education is a practical subject based on the premise of appropriate challenge within an acceptable level of risk. PE, by its nature, cannot be entirely risk free, but we have a duty of care to identify risk and implement any precautions that will minimise or prevent harm to the children in our care (Guidance Notes for the Management of Risk in Physical Education, Northumberland County Council)

This document is designed to highlight the main areas of risk in Physical Education, and the measures to be taken to minimise these risks and to ensure that pupils take part safely in all PE lessons. Please also refer to “**Safe Practice in Physical Education and School Sport**” (afPE, Seventh Edition, 2008).

Medical Information and First Aid

- Relevant medical information is held in the school office and is accessible by individual members of staff. Staff teaching PE need to be aware of conditions which may affect safe participation in PE lessons, such as asthma, heart conditions etc.
- Pupils requiring first aid are sent to the designated first aid area for treatment. Injuries are recorded by the treating first-aider (all school staff are first aid trained). Stacey McBride, Janice Ainsley, Janice Butler, Lisa Connelly and Heather McClurry are Paediatric first aid trained.
- In instances where it may not be safe for a pupil to be moved, a pupil will be sent to bring the first-aider to the injured child.
- A first aid kit is carried when taking pupils to take part in off-school site activities.
- See afPE chapter 8 for more specific guidance referring to certain medical conditions.

Maintenance of PE Equipment

- The PE and games equipment, including all of the large gymnastics apparatus, is thoroughly inspected and maintained every year by Continental Sports.
- The subject coordinator, teachers of PE and games, and the pupils should be vigilant for damaged items of PE equipment.
- The subject coordinator has an ongoing responsibility for reporting, removing, repairing or replacing damaged or dangerous items of PE equipment.
- PE equipment is cleaned after each use and returned to the designated storage area.

Teachers of PE and Games

- Foundation Stage: Teachers will be required to provide opportunities for children in the foundation stage to participate in physical development which is one of the six areas of learning that the foundation stage includes. This learning area has been divided into a number of targets or ‘Early Learning Goals’ (QCDA, 2010). Teachers should have satisfactorily completed an initial teacher training course which covered all of the activities they will be required to teach. Those with little or no experience

should undertake appropriate professional development before being allowed to teach a full range of activities. Head teachers must be satisfied that all those who are required to teach Physical Education are able to do so in a safe environment, with a sound understanding of the needs and stages of development of the Foundation Stage pupils in their charge.” Physical development in the foundation stage is about improving skills of coordination, control, manipulation and movement. Physical development has two other very important aspects. It helps children gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active. Effective physical development helps children develop a positive sense of well-being.

The Qualifications and Curriculum Authority 2000.

- KS1: “teachers may be required to teach multi-skills, gymnastics, dance, games and athletics. They should have satisfactorily completed an initial teacher training course which covered all of the activities they will be required to teach...Those with little or no experience should undertake appropriate professional development before being allowed to teach a full range of activities. Head teachers must be satisfied that all those who are required to teach Physical Education are able to do so in a safe environment, with a sound understanding of the needs and stages of development of the Key Stage 1 pupils in their charge.” (afPE, p32)

Physical education provides opportunities to promote:

Spiritual development, through helping pupils gain a sense of achievement and develop positive attitudes towards themselves.

Moral development, through helping pupils gain a sense of fair play based on rules and the conventions of activities, develop positive sporting behaviour, know how to conduct themselves in sporting competitions and accept authority and support referees, umpires and judges

Social development, through helping pupils develop social skills in activities involving cooperation and collaboration, responsibility, personal commitment, loyalty and teamwork, and considering the social importance of physical activity, sport and dance.

Cultural development, through helping pupils experience and understand the significance of activities from their own and other cultures [for example, folk dances and traditional games], recognise how activities and public performance gives a sense of cultural identity, and consider how sport can transcend cultural boundaries. (QCD)

- KS2: “teachers may be required to teach gymnastics, dance, games, athletics, and swimming. They should have satisfactorily completed an initial teacher training course which covered all of the activities they will be required to teach...Those with

little or no experience should undertake appropriate professional development before being allowed to teach a full range of activities. Head teachers must be satisfied that all those who are required to teach physical education are able to do so in a safe environment, with a sound understanding of the needs and stages of development of all the Key Stage 2 pupils in their charge.” (afPE, p32)

Physical education provides opportunities to promote:

Thinking skills, through helping pupils to consider information and concepts that suit the different activities and critically evaluate aspects of performance, and to generate and express their own ideas and opinions about tactics, strategy and composition.

Work-related learning, through helping pupils to run and organise sports and dance competitions and festivals, to take different roles including chair, secretary, treasurer, to manage and book facilities in school for pupils to use, and to assist teachers work with younger children in a variety of exercise, sport and dance clubs.

Education for sustainable development, through developing pupils’ knowledge and understanding of healthy lifestyles and of different, challenging environments.
(QCDA)

The standards of expertise, discipline, relationships and risk management expected of all adults working with pupils need to be consistent with providing a safe working environment (afPE, p32)

AOTT – see separate guidelines

Management of Risk in PE and Games lessons

- Generic risk assessments for each of the activity areas, site-specific risk assessments for the areas used for the teaching of PE and Games, on-going risk assessments carried out during physical education sessions by the teacher of the lesson, sharing the risks of injury with the pupils whenever appropriate.
- It is essential that physical education is delivered within a safe environment. This can be achieved by:
 - Staff ensuring equipment is of acceptable quality and fit for purpose, meeting British and European standards
 - All equipment subject to systematic and regular inspection. Any items identified as damaged or show signs of wear and tear that may cause injury must be immediately taken out of use until repaired or replaced
 - Policies in place that communicate how equipment is stored in order to maintain safe access for staff and pupils, how to use equipment correctly and

how pupils need to be involved in the safe handling and movement of apparatus and equipment
(see afPE, Ch12)

- It is essential that physical education sessions are delivered in a safe and organised manner. This can be achieved by:
 - Consistency in implementation of policies and procedures
 - Demonstrate appropriate understanding of pupils need
 - Opportunities for pupils to become involved in the assessment and management of risk
 - Staff provide progressive and structured learning experiences through a comprehensive and well-structured scheme of work and systematic recording and assessment procedures
 - Ensuring levels of supervision are appropriate for the activity and pupils in the group
 - Staff demonstrate well-developed observation skills, for example teacher position
 - Regular communication with parents/carers informing them of school procedures
 - Orderly and well organised lessons. Lack of concentration and application cannot be tolerated in physical activity
 - (see afPE, Ch5)

Lesson Routines

- There are established routines for PE and Games lessons.
 - All pupils will come dressed in their PE kit on the days when they have PE.
 - Pupils enter the school hall or the yard and line up quietly waiting for further instructions. Children are also briefed on the need for appropriate behaviour.
 - Each lesson begins with a suitable warm up activity, including stretching and other activities designed to elevate heart rate. Pupils are encouraged to understand the reasons for warming up before taking part in physical activity. Pupils are shown safe stretching, no bouncing, over extension, etc
 - Pupils do not start activities before the teacher is present.
 - Pupils may be required to assist in the carrying or moving of equipment. Pupils are shown how to do this safely and appropriately.
 - Lesson format begins with skills development, appropriate to the age and abilities of the pupils and differentiated by task, equipment, support or outcome when necessary.
 - Pupils are grouped by ability, size, and gender as appropriate for activities such as team games. Pupils progress through small-sided conditioned games.

Site-Specific Risk Assessments: (see also afPE, Ch15)

Changing Rooms

| Aspects to Consider | Risk Rating | Who Is Affected? | Action Required to Reduce Risk |
|---------------------|-------------|------------------|--|
| Cloakroom | L | P | <ul style="list-style-type: none"> Pupils do not put on studded footwear until outside. Pupils warned that the elements may make the flooring wet. Caretaker and cleaning staff report or address any damage. |
| Classroom | L | P | <ul style="list-style-type: none"> Pupils do not put on studded footwear until outside. Caretaker and cleaning staff report or address any damage. |

School Hall

| Aspects To Consider | Risk Rating | Who Is Affected? | Action Required to Reduce Risk |
|---------------------|-------------|------------------|---|
| Flooring | M | P/S/V | <ul style="list-style-type: none"> Cleaning should not leave a slippery surface Floor carefully checked by teacher in afternoon lessons to ensure residual wet mopping after lunch is dealt with (dried off or clearly marked with safety cones, pupils are aware of any hazard) All unnecessary equipment or potential risks removed from the hall or clearly marked with safety cones. |
| Lighting | L-M | P/S/V | <ul style="list-style-type: none"> Curtains/blinds used to reduce risk of pupils or staff being dazzled by sunlight Ceiling lights have unbreakable covers Lights used to illuminate the working area Flickering lights are turned off and reported Any item not working correctly to reported at the end of the day to the school caretaker. |
| Windows | L | P/S/V | <ul style="list-style-type: none"> Glass in doors and windows is reinforced and resistant to impact fracture Cracked panes are reported and replaced as soon as possible |

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| Heating | L | P/S/V | <ul style="list-style-type: none"> • Provide an adequate working temperature |
| Storage of Equipment | M | P/S/V | <ul style="list-style-type: none"> • Equipment should not be left lying around where someone may step on or fall over it. Each item has a safe designated site for storage, all equipment should be returned to this place after use. • Ensure gymnastics apparatus is well spaced, stable and readily accessible for use in lessons. • Exits should be left unblocked • Pupils are taught how to safely move the equipment • Pupils aware of the hazards around the outside of the hall when taking part in activities |
| <ul style="list-style-type: none"> • Clothing | <ul style="list-style-type: none"> • L-M | <ul style="list-style-type: none"> • P | <ul style="list-style-type: none"> • Suitable clothing should be worn • Bare feet or trainers tied properly- no socks on the school hall! • Hair tied back • Jewellery removed • Any clothing removed during the session is not left on the floor • No food or chewing gum • Drinks bottles sealed and placed away from working area |

School Field

| Aspects To Consider | Risk Rating | Who Is Affected? | Action Required to Reduce Risk |
|---------------------|-------------|------------------|---|
| Surface | M | P/S/V | <ul style="list-style-type: none"> • Caretaker, teachers and AOTTs to be aware of risks from broken glass and other litter • Deposits of cat or dog faeces • Grass is cut regularly • Any holes are filled as soon as possible • Be aware of objects which have passed through the blades of the grass-cutter as these can leave very sharp edges • Field should not be used during or following very wet weather • Assessments of risk of slipping on damp or frosty mornings • Pitch size is suitable for age and ability of pupils • Ensure adequate run-off areas around working area • If field is wet, move around the field rather than using the same area, which may become muddy and slippery • All equipment that is not required has been removed or marked clearly with cones |
| Line markings | L | P | <ul style="list-style-type: none"> • Marked out so playing surfaces remain level • Have adequate space at ends and sides of pitches |
| Clothing | L-M | P | <ul style="list-style-type: none"> • Suitable clothing, suitable for the activity and temperature • Trainers or studded footwear properly tied, no bare feet or wearing just socks. • Long hair tied back • Jewellery removed • No food or chewing gum |
| Extremes of Weather | L | P | <ul style="list-style-type: none"> • Position and brightness of the sun can impact upon performance and should be taken into account • Teacher position to ensure pupils can see without being dazzled • Appropriate assessment of risk in extremes of weather, e.g. suitably dressed in cold weather, hats/sun protection/water in hot weather |

Yard Areas

| Aspect to Consider | Risk Rating | Who Is Affected? | Action Required to Reduce Risk |
|--------------------|-------------|------------------|---|
| Surface | M | P/S/V | <ul style="list-style-type: none"> Surfaces should be maintained in good condition, free from grit or vegetation which may lead to the surface being slippery in wet weather Assessments of risk of slipping on damp or frosty mornings Caretaker and Teachers to be vigilant for litter, broken glass etc on teaching area |
| Drainage | M | P/S/V | <ul style="list-style-type: none"> Do not use yard when standing water may cause surface to be slippery Report missing, broken or blocked drain grids |
| Line markings | L | P | <ul style="list-style-type: none"> Positioned so there is adequate space at the ends and sides of the pitches |
| Equipment | M | P | <ul style="list-style-type: none"> Equipment being carried onto the yard should be carried by appropriate number of pupils and in the way they have been shown Pupils should tell the teacher when a ball or other equipment leaves the yard Equipment should be collected at the end of the lesson, and teacher ensures no equipment has been left outside All equipment must be returned back to its designated space by a member of staff, this includes no children in the sports cupboard. |
| Doors and Windows | L | P/S/V | <ul style="list-style-type: none"> Glass is unbreakable, and resistant to impact fracture. |
| Traffic/Car Park | M | P/S/V | <ul style="list-style-type: none"> No children should retrieve any equipment from the car park |
| Clothing | L-M | P | <ul style="list-style-type: none"> Suitable clothing worn, suitable for the temperature and the activity Trainers correctly tied Long hair tied back Jewellery removed No food or chewing gum |
| Boundaries | L | P | <ul style="list-style-type: none"> The plant and shrubs used as boundaries around the perimeter fences and between the yard and classroom should be well maintained and tidy. Children should not attempt to get any equipment from the boundary fences. No activities should incorporate these boundaries. |

Activity Area Risk Assessments:

Refer also to specific activities guidance in afPE 2008 Edition, Part Two

Athletic Activities: (afPE, Ch19) (see also school field)

| Aspects to Consider | Risk Rating | Who Is Affected? | Action Required to Reduce Risk |
|---------------------|-------------|------------------|---|
| Equipment | M | P | <ul style="list-style-type: none">● Regularly checked during use● Equipment used must be appropriate, of the correct type, size, weight, to the age and abilities of the pupils |
| Space | M | P/S/V | <ul style="list-style-type: none">● There must be adequate space for the activities with no chance of any overlap, especially in the throwing activities. These zones should be clearly marked and procedures for entry well understood and reinforced. |
| Weather | M | P/S/V | <ul style="list-style-type: none">● Care must be taken when the ground is wet. Throwing with a run up and hurdling should not be attempted in wet weather or when the grass is wet. Pupils must be able to have secure footing before attempting activities |
| Supervision | M | P/S/V | <ul style="list-style-type: none">● Pupils must be adequately supervised, organised and controlled during athletic activities● Safe routines must be followed for the throwing and jumping events● Spectators should be in specific safe zones and not crowding the edge of the track or event areas |
| Throwing Events | M | P/S/V | <ul style="list-style-type: none">● A routine of lining up, throwing and retrieving must be strictly enforced● Javelin: Primary School appropriate equipment<ul style="list-style-type: none">○ -Foam javelins are used.○ -If the ground is wet and footing insecure then throwing should be from a standing position.○ -When the grass is damp, it is not safe to allow run- ups <p>Shot Putt: Primary School appropriate equipment</p> <ul style="list-style-type: none">○ -Shots are carried securely in two hands, held close to the body and placed, not dropped, onto the ground○ Rotational methods are not introduced <p>Discus: Primary School appropriate</p> |

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| | | | <p>equipment</p> <ul style="list-style-type: none"> Discuses are carried securely in two hands, held close to the body and placed, not dropped, onto the ground. Use appropriate weighted discus disks. <ul style="list-style-type: none"> Rotational methods are not introduced Hammer: Primary School appropriate equipment <ul style="list-style-type: none"> Hammers are carried securely in two hands, held close to the body and placed, not dropped, onto the ground. |
| Jumping Events | L-M | P | <ul style="list-style-type: none"> Running and standing jumps: <ul style="list-style-type: none"> Ensure pupils have appropriate footwear. All jumps should be feet-to-feet style with good techniques If the grass is wet jumping events should be avoided as landing would be an issue. |
| Track Events | L-M | P | <ul style="list-style-type: none"> Check surface for hazards Pupils race sprint races in lanes Hurdles are positioned to allow them to fall forwards if pupils hit them while running Pupils only ever hurdle in one direction Non-runners stand/sit clear of the track |

Multi Skills: (See school hall, yard and field)

| Aspects to Consider | Risk Rating | Who Is Affected? | Action Required to Reduce Risk |
|---------------------|-------------|------------------|--|
| Equipment | L-M | P | <ul style="list-style-type: none">• Ensure all children are confident using each piece of equipment safely• Due to the young age of those who participate in multi skills ensure that every task has been explained prior to it commencing. |

Dance Activities: (afPE, Ch21) (see also school hall)

| Aspects to Consider | Risk Rating | Who Is Affected? | Action Required to Reduce Risk |
|-----------------------|-------------|------------------|--|
| Lifting or supporting | L-M | P | <ul style="list-style-type: none">• Correct techniques should be emphasised to maximise associated benefits and minimise any risks.• Group sizes should be organised in relation to the space available and the levels and techniques being taught.• Activities requiring pupils lifting or supporting each other require pupils to have worked through progressive practices and be shown how to carryout the activity safely |

Games Activities: (afPE, Ch22) (see also school hall, school field, school yard)

| Aspects to Consider | Risk Rating | Who Is Affected? | Action Required to Reduce Risk |
|---------------------|-------------|------------------|---|
| Space | M | P/S/V | <ul style="list-style-type: none"> • Ensure the space and surface available is suitable for the activities planned without overcrowding • Allow adequate space between pairs/groups when working |
| Equipment | L-M | P | <ul style="list-style-type: none"> • All equipment should be suitable to the age and abilities of the pupils • Equipment in lessons should be removed from the playing area when not being used • Teachers should be vigilant that balls do not roll across playing areas causing a hazard |
| Competition | L-M | P | <ul style="list-style-type: none"> • The rules and etiquette of the game should be known and applied by all • The competitive element should be kept in perspective • Conditioned or modified games are appropriate for beginners and mixed ability groups • Pupils should be taught basic skills and rules before competitive play begins |
| INVASION GAMES | | | |
| Football | L-M | P | <ul style="list-style-type: none"> • Plastic marker cones are to be used as improvised goals • Pupils should wear appropriate footwear including maintaining studded and bladed boots to an appropriate safety standard. • Tackling and contact should be introduced carefully at appropriate stages of maturity and ability. • Shin pads should be worn for competitive matches and whenever there is a risk of injury |
| Basketball | L | P | <ul style="list-style-type: none"> • Must be played as a non-contact game from the very early stages of learning • Basketballs should not be over inflated and free from splits and tears. • Encourage pupils to catch with two hands using good technique to minimise risks of finger injuries |

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| Hockey | L-M | P/S/V | <ul style="list-style-type: none"> • Check sticks for excessive wear and tear causing splinters • Pupils use a stick suitable for their height and a ball appropriate for the surface. • Pupils are highly recommended to wear shin pads and mouth guards for match play and competitive practices • No goalkeepers allowed as don't have the suitable protective clothing. A small undefended goal is used instead • Pupils taught rules relating to safety, e.g. use of stick, obstruction etc • Group organisation for passing practices |
| Netball | L-M | P | <ul style="list-style-type: none"> • Posts must be stable and not projecting onto the area of play • Gloves should not be worn • Netball is a non-contact sport • Players on team should keep fingernails short and well-trimmed |
| Rugby | M | P | <ul style="list-style-type: none"> • Pupils generally play tag rugby • Small sided games are used • Pupils are matched by height, gender and ability • Mixed gender competition is suitable for children of a primary age |
| NET GAMES | | | |
| Badminton | L-M | P/S/V | <ul style="list-style-type: none"> • There should be sufficient space to accommodate the pupils without undue risk of a pupil hitting other pupils with their racket • Damaged rackets, or rackets with broken strings are not used • Nets should be in good condition and free from holes and tears. • Pupils taught not to attempt to hit the shuttle if there is risk of colliding with another pupil, the net or posts |
| Volleyball | L | P | <ul style="list-style-type: none"> • Lighter and softer balls are used for beginners • Group organised to allow necessary space for practises to reduce risks of colliding with another pupil • Game rules regarding the net are enforced • Balls are rolled back under the net to the serving team • Balls not in use are stored in the bag/behind a bench |

| STRIKE AND FIELD | | | |
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| Cricket | L | P/S/V | <ul style="list-style-type: none"> • Cricket is played with a soft ball • Organisation of groups when practising, ensure they have enough space • Pupils waiting to bat wait at a safe distance from the batter • Pupils running carry the bat • If cricket is played using a hard ball, further precautions apply, see afPE p175 |
| Rounders | L | P/S/V | <ul style="list-style-type: none"> • Rounders generally played with a soft ball. If using hard ball, pupils must firstly have suitable throwing and catching skills • Ball not bowled until all players, esp. batter are ready • Rounders bats must be carried when running • Pupils waiting to bat wait at a safe distance from the batter • Backstop positioned to avoid being struck by back swing • Fielders do not stand where they risk obstructing the runner |
| OTHER GAMES | | | |
| Tag games and relay races | L | P | <ul style="list-style-type: none"> • Lines or markers used as turning points • Games are contained within clear boundary, ensuring sufficient run-off areas • Skills where pupils might fall should not be used in relay races |
| Golf | L | P | <ul style="list-style-type: none"> • Suitable equipment for age and ability • Group organised so all pupils have sufficient space • Players taught about possible risks and individual players ensure they have sufficient personal space to swing safely • Balls only retrieved on a given signal after all players have completed their shots |

Gymnastic Activities: (afPE, Ch23) (see also school hall)

| Aspects to Consider | Risk Rating | Who Is Affected? | Action Required to Reduce Risk |
|---------------------|-------------|------------------|---|
| Equipment | M | P | <ul style="list-style-type: none"> • See separate guide to equipment checks before use (afPE p88/91) • Use of trampette is not recommended in curriculum PE |
| Mats | M | P | <ul style="list-style-type: none"> • Mats are used for planned landings to reduce impact shock (not where pupils may fall) • Mats should be suitable for the activities • Mats should be carried carefully to avoid folding and damage to the cover and core • Mats should be checked to ensure no pins, stones etc are concealed in the surface • Mats are checked in annual maintenance inspection by Continental Sports • Pupils should be briefed on the limitations of mats if the dismount is not performed safely • Sliding mats should not be used underneath ropes or other areas where pupils may be landing from a travelling movement • Once pupils have perfected landing techniques, mats may not always be necessary |
| Space | L | P | <ul style="list-style-type: none"> • Pupils must have adequate space for the activities set • Ensure mats are spread with space at each side and end • Mats are not placed close to walls |
| Clothing | M | P | <ul style="list-style-type: none"> • Pupils should wear shorts with t-shirt tucked in. • Very loose clothing should not be worn on apparatus • Pupils should work in bare feet • Long hair must be tied back with soft ties • Jewellery must be removed |
| Supervision | L-M | P/S/V | <ul style="list-style-type: none"> • Pupils are trained to stop immediately when asked, including getting quickly and safely from apparatus • Pupils with suspected head or spinal injuries should not be moved • Pupils should not be left unsupervised during gymnastic activities |

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| Activities | L-M | P | <ul style="list-style-type: none"> • Lessons typically involve warm up, development or consolidation of skills or task using floor/mats, application of skills to apparatus or through partner/group work, cool down • Activities should be progressive and take into account the range of abilities • In teaching prescribed movements, teachers must be aware of correct techniques and teaching methods • Pupils need to be taught safe techniques for landing when performing jumps |
| Support | L | P/S | <ul style="list-style-type: none"> • On occasions when pupils require physical support, staff should provide support that allows pupils land on their feet and that compensates of under- or over- rotation • Staff should continue to provide support until pupils are able to consistently land in control on their feet without being held. Support should then be reduced to <i>standing by</i>. • The support offered must firstly be explained fully to the pupil so they know what to expect |

Swimming Activities: (afPE, Ch26)

| Aspects to Consider | Risk Rating | Who Is Affected? | Actions Required to Reduce Risk |
|--------------------------|-------------|------------------|--|
| Travel to/from Concordia | M | P/S/V | <ul style="list-style-type: none"> • Appropriate staff: pupil ratio • <u>Evolve must be completed by school office</u> • Register taken before leaving. Head counts before, during and following movement of pupils • Pupils reminded of appropriate behaviour • Adults take lead and back of group • Group only crosses roads at designated crossing points |
| Environment | M | P | <ul style="list-style-type: none"> • See also risk assessment provided by Concordia • Pupils walk on pool surround |
| Clothing | L | P | <ul style="list-style-type: none"> • Swimwear must be suitable for purpose. Shorts must be above the knee, and no tankinis/bikinis • Goggles should only be allowed exceptionally, when chemicals in water may adversely affect eyes (afPE, p271) • Long hair must be tied back (swimming caps are recommended) • Jewellery removed • No food or chewing gum |
| Staffing and supervision | M | P | <ul style="list-style-type: none"> • Specialist swimming teachers are used, but school staff remain on poolside to provide an assisting role and duty of care remains at all times with school staff • Changing areas supervised by staff • Staff should be able to see all pupils throughout the lesson • Bottom of the pool should be clearly visible • Teaching should be from the poolside • Teaching position should allow observation of maximum numbers and maximum space • Fatigue, stress, fear, coldness and activity levels should be monitored by staff • Staff walk around pool at end of lesson to ensure pool is clear • Pupils do not enter water unless told to by a responsible adult |

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| | | | <ul style="list-style-type: none"> • Pupils are aware of safety signs and their meanings • Pupils are aware of where changes in water depth occur • Pupils report to an adult if they feel unwell during the lesson • Any pupil leaving poolside for any reason is accompanied by a member of staff |
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Health-Related Exercise: (afPE, Ch24) (see also school hall and school field)

| Aspects to Consider | Risk Rating | Who Is Affected? | Actions Required to Reduce Risk |
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| Activities | L | P | <ul style="list-style-type: none"> • Teacher should be aware of exercises which may be damaging to pupils such as straight-legged sit ups, burpees, full head circles, hurdle stretches, standing toe touches, deep knee bends • Activities offered should be appropriate to the age, ability and fitness levels of pupils, taking into consideration pupils who may be low fit, low active, obese, asthmatic or unwell or recovering from illness • Pupils should be shown how to do activities with correct technique, and offer versions for different intensity where appropriate • Primary children should be involved in a wide range of weight bearing activities for upper and lower body. Older primary children (Y4-6) can also be involved in appropriate low-level exercises involving their own body weight (such as curl ups and push ups) |

Outdoor and Adventurous Activities: (afPE, Ch25)(see also school hall, school yard, school field)

| Aspects to Consider | Risk Rating | Who Is Affected? | Actions Required to Reduce Risk |
|---------------------|-------------|------------------|---|
| Equipment | L | P | <ul style="list-style-type: none">• Equipment being used for uses other than that for which it was intended should be checked that it is safe for the new purpose |
| Activities | L | P | <ul style="list-style-type: none">• Problem-solving activities should be clearly presented, including explaining potential hazards• Time limits should not cause activities to be rushed or lacking control• Problems should be suitable for the age and ability of the pupils and should be supervised appropriately |

Any other activities: will be thoroughly assessed, referring to afPE, before taking place

Risk Ratings:

H = High: Fatality or serious injury (needing hospital treatment, leading to disablement or death)

M = Medium: Minor injury

L = Low: No injury

Who is affected?

P = pupils

S = staff

V = visitors