

Loatlands Primary School



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Health and Safety in Physical Education Policy Summer 2021

Adopted by: Quality and Standards Committee

Date:

Ratified by Governing Body: 23rd March 2021

Signed

Policy Review Due Date: Autumn 2024

Loatlands Primary School Health and Safety in PE Policy

This policy statement is designed as a companion to Loatlands Primary schools' Physical Education Policy. The policy is written to encompass the main requirements of the Association for Physical Education (AfPE) guidelines 'Safe Practice in Physical Education, school Sport and physical activity 2021', 26th edition.

It is specific to Loatlands primary School but is based on a document originally drafted by the Pathfinders PE Leaders in 2016.

Persons Responsible: Head teachers, PE Coordinators, Governors

Review Date: Autumn 2024

(Policy to be updated annually to incorporate any recommendations from AfPE)

Distribution:

Governors and Staff

School Website

Duty of Care

The law does not expect perfection; however it does impose on those involved in delivering PE a duty of care to:

- Identify foreseeable hazards that may result in injury and then assess the associated risks
- Take reasonable, practicable steps to reduce any risks to an acceptable level

Recent court decisions mean that a teacher must take at least such care, as would a reasonably prudent parent in the same situation as the teacher.

When an ASL (Adult Supporting Learning) is in charge of a group, that person owes the same duty of care to the pupils as if they were a teacher. This applies to **all adults** who work with young people.

Our Duty of Care is focused solely on the children. If adults think that something is unsafe, adults are expected to use their common sense to not take part (AfPE Conference, 2020)

Competency

- Appropriate and relevant experience, expertise and/or qualifications to undertake specific responsibilities (page 17 AfPE) see also **APPENDIX 7**
- For full definition of Competence see chapter one section 5: AfPE pages 17-23, where you will find a checklist.
- Definition of a competent adult with regards to health and safety (From AFPE 1.1.12-.1.1.13)

Good Practice

To Ensure the School Fully Undertakes Its Duty of Care, the Following Will Be in Place:

- Teachers (or any adult) must be qualified to teach or instruct the activity (confident and competent)
- Appropriate supervision will be provided
- Duty of care is never handed over, e.g. if something happens in an after school club or swimming lesson, then the school/MCLP is still responsible even if an external company is delivering the activity. The external agent provides the service on behalf of the school. Therefore, duty of care remains with the school authority and CANNOT be delegated.
- All reasonable steps to ensure the safety of the working environment will be taken
- The children will be taught about the need for safety
- Suitable footwear and clothing will be worn (trainers preferably or Plimsolls) no trainers or plimsolls however in gymnastics or dance
- Practices and procedures will be put in place to avoid foreseeable accidents
- Appropriate paperwork for informing parents will be used
- Record keeping will be carried out to show what pupils have experienced and what they are capable of
- The school (teachers and governors) will be kept up to date with current health and safety procedures (latest teacher update was April 2021, following AfPE online safety update to PE leaders, and new edition of the Safe practise in PE manual, spoken about and shown)
- Appropriate risk assessments will be undertaken (Generic indoor and outdoor RA in the school hall) for other one-off events the RA will be written specifically and given to the teacher in charge.

- **Governors will be made aware of and approve all activities**

1. Qualifications (Including Swimming Provision)

- All teachers are qualified to teach physical education lessons. Specific qualifications are necessary for the teaching of swimming, there must be a qualified lifeguard (non-teaching) present at all times on poolside.
- Teachers will take the responsibility to count children onto and off poolside.
- All teachers will make themselves aware of the pool's Normal Operating Procedures (NOP) and Emergency Operating Procedures (EOP)
- Basic teacher qualification only prepares teachers to teach basic skills. These will be recognised in the school's scheme of work for PE and will not be exceeded unless the permission of the head is given. Teachers will not attempt anything that is beyond their capabilities.
- Ratio for swimming is 1:12 (Years 4-6). Although AfPE states it should never be less than 2 adults present. For Year 3 and below, teachers should risk assess and set ratio numbers as appropriate (With ratio of less than 1:12 likely, e.g. 1:10 (AFPE 2.11.194))
- There should be a swimming teacher qualified to level 2 standard of the Swim England qualification scheme on the poolside, leading the assistant teachers (class teachers, HLTA and LSA if they are deemed competent by the class teacher.) [For additional information see the NCC Guidelines for Safe Practice in Schools Swimming.]

2. Supervision

The modernisation of school workforces has led to supervision and teaching responsibilities being given to adults who may not hold a teaching qualification. In these circumstances the teacher always maintains overall responsibility for what is taught and for the health and well being of the pupils involved. Anyone teaching PE should be competent to do so safely. They should: hold a relevant qualification, hold an equivalent qualification, have received appropriate in-house training, and be competent through training.

Use of ASLs and Volunteers see – *Appendix 1*

2.1 Levels of Supervision

In the first instance it is good practice for teachers to directly supervise ASLs in order to evaluate their competence and approach to the pupils (see AfPE p20 1.5.20). Direct supervision involves the ASL working alongside the teacher whereby the teacher can intervene at any time if necessary. 'It is possible that non-qualified teachers will teach PE in academies' (AfPE 1.5.17)
HLTAs can lead PE lessons, if the Head teacher deems them as competent (AfPE)

At a later stage distant supervision may be appropriate. This would allow the ASL to work at some distance from a teacher possibly out of sight. However frequent monitoring will still be carried out.

In curriculum time, the teacher remains responsible for the planning, assessment and reporting of the subject.

Group sizes for PE need to take into account the nature of the activity; the age, experience, and developmental stage of the children; the requirements of the national curriculum and the working space available.

Pupils with special needs (temporary or long term) should be known to the teacher and any supply teacher or adult helper. This can be done using the details on the inside of the school register and/or on class SOS cards. However, the school will ensure the confidentiality of this information when provision is via external agencies. For EAL children, they again should be made known to the adult in the lesson, and all reasonable steps taken to ensure clear understanding (e.g. the use of demonstrations, visual prompts etc.)

2.2 Non-Participation

Parental notes excusing a child from a PE lessons on medical/health and safety grounds must always be followed. Should these notes persist, teachers will ask the head to contact parents and if necessary a note from the school to parents can be sent stressing the concern over the child's inactivity as well as the schools inability to be able to deliver statutory National Curriculum requirements. Failure to respond by the parents could lead to the involvement of the welfare services.

Children present but unable to participate actively are still the responsibility of the teacher and these children **should still** be incorporated into the lesson (for example as evaluators of a small group, timekeepers etc). Excusing children from lessons needs to be supported by a note from their parent/carer.

3. Safety

It is Loatlands Primary School's policy to carry out annual checks on equipment and facilities (including playgrounds and fields) and to carry out necessary repairs.

An awareness of safety is contained within the PE curriculum and involves the following:

- Knowing that we all have duty of care to each other
- Thinking before acting
- Knowing and applying the accepted techniques
- Involving children in assessing and managing risk
- Using tasks which allow for participation by pupils with different abilities
- Understanding and providing the progression of activities and teaching accordingly
- As a minimum, the registering of children in lessons (swimming) and curricular/extra curricular activities offsite (e.g. cross country, orienteering). *Where practicable lessons will be registered to keep checks on persistent "no kit".*
- Avoiding inherently hazardous activities, which cannot be reasonably managed
- Adopting a position whereby the teacher can effectively supervise the class

3.1 Warm-up/Cool down

The importance of warming up and cooling down should be explained to the children and guidelines followed. More information is provided in *Appendix 2*

3.2 Handling Apparatus

All children will be taught how to handle and site/position apparatus safely.

Apparatus can be left out to allow one group to follow on from another (e.g. the same or similar year groups working on similar units of work).

Apparatus handling skills will be taught repeatedly from reception onwards.

3.2.1 Basic Rules

- Allocate sufficient children to each apparatus dependant on pupil age, their lifting ability and apparatus size.
- Begin by demonstrating using a small number of children.
- Point out safe hand positions, which guard against toppling or premature release of the apparatus.
- Carry out larger pieces of apparatus first, mats to be laid last and put away first.
- Teach 'tandem' lifting with the child at the front leading.
- Lifting boxes etc. should be done with sufficient children spread the load.
- Four children to a mat (Two when older – to be adapted dependant on equipment).
- Trestles/ A-frames opened before being moved.
- No use of apparatus until the teacher has checked and gives command.

Apparatus is checked by the teacher in the following way before the children commence work.

- Everything is where it should be.
- Space around apparatus units is safe.
- Mats are correctly positioned.
- All fixings are secured.

3.3 Supporting Children

Though an inherent part of certain aspects of PE, supporting should be kept to a minimum. It should be noted that whilst a teacher is supporting one child it is difficult to guarantee quality supervision of the other children. These general guidelines should be followed:

- Supporters know what is expected of them.
- Supporters should be able to undertake the task.
- The supporter and performer should be clear what type of support is to be given.
- The performer gives consent for support to be given.
- Contact, where unavoidable, should be between the same sexes if at all possible.
- Support activity often warrants the use of matting.
- Teachers should only offer support or encourage support if they are fully aware of the technique to be employed. For gymnastics and swimming this usually involves training and certification.

3.4 Safety and Risk Assessment

All equipment used at EYFS, Key Stage 1 or 2, across the PE curriculum, is appropriate for each age group and child-friendly. For example, when delivering tri-golf, equipment from a specialist tri-golf bag is used: this includes sponge balls, safety markers, etc.

It is the teacher's responsibility to ensure that Health & Safety issues that may arise during the session (eg, a pupil running to collect their ball whilst someone else is hitting one) are explained to pupils and provision is made as appropriate.

There is always an element of risk assessment in any lesson. Teachers need to be aware of the risks prior to and during any PE lesson. There is also a need for risk control for certain potentially more hazardous activities such as swimming.

Each year a risk assessment associated with swimming will be undertaken prior to the commencement of swimming lessons. It will be in line with AfPE recommendations. All risk assessments are logged and stored with the school office (Evolve system).

General risk assessments should take place prior to any PE lesson. In the halls, gymnasium and outdoors teachers should look for the following:

3.4.1 Floor

- Is it clean, free from water or food?
- Are there any slippery patches?
- Are there any signs of dangerous objects (staples etc.)
- A safe working area away from obstacles is marked out with floor tape.

3.4.2 Lighting

- Is there sufficient light?
- Are the lights positioned too low for the activity?
- Is there any sunlight likely to cause dazzling or preventing children viewing demonstration etc?
- Are any artificial lights flickering and causing 'strobing'?

3.4.3 Walls

- Is there anything protruding from the walls or likely to fall off (eg. loose display papers)?
- Are all apparatus against walls and secure?

3.4.4 Doors

- Closed and secure?
- Has space been allowed for any doors to open safely?

3.4.5 Ambient Temperature (Indoor and Outdoor)

- Not too hot or too cold (eg 15°-22°C), with adequate measures (Shade/drinks etc.)

3.4.6 Apparatus and Other Objects (see also gymnastics apparatus below)

- Is all apparatus in good condition? A visual check to be made prior to any lesson.
- Pianos, tables, chairs etc. Are they out of harm's way? Remove from the area if possible.
- Is apparatus fit for purpose and age appropriate?

3.4.7 Equipment

- Is it both stored safely and accessible?
- Storage area to be marked out and labelled.

3.4.8 Playgrounds

- Is the surface reasonably dry and free from loose materials?
- Is there any potential hazard likely to trip a child?
- Is there adequate space for the activities planned?

3.4.9 Playing Fields

- Any sign of broken glass, cans etc.?
- Any sign of animal faeces?
- Is there adequate space for the activities planned?
- Area to be checked by teacher with visual sweep and children warned to report anything they see.

3.4.10 Gymnastics Apparatus

Gymnastics apparatus is potentially dangerous. The risk of injury can be minimised by applying the following procedures:

- Make sure all apparatus is returned to its allotted place and appropriately secured.
- Assemble and dismantle gym equipment systematically beginning with the assembly of large apparatus followed by the smaller pieces of equipment and finally the mats. This process is reversed for putting away, mats away first to avoid a trip hazard.
- Visually check the safety of the equipment prior to and after use.
- Report any problems immediately to the appropriate person for disposal or repair and label the apparatus 'not to be used'.

3.4.11 Mats

The use of mats with apparatus is to act as landing zones for safe dismounts. The following points will apply:

Use mats where they are expected to cushion deliberate landings.

Do not scatter them around profusely. They can become just as much of a hazard as a safety feature.

Be wary of placing a mat where there is a high probability of a child falling from an apparatus. It is better to limit the apparatus or the expectations on the child.
Teachers and children should check mats throughout PE lessons and rectify unwanted movement.

Further guidance on the use of mats can be found in *Appendix 3*

3.4.12 Goal Posts and Netball Posts

- Goal posts must be secured either in the ground or to the ground. Sandbags are available for this.
- No-one should be allowed to swing on the posts.
- Netball posts should be carried with the utmost care. One child at each end of the post.

4. Clothing, Personal Effects and Protection

Clothing is an important aspect of safety in PE. We will be asking the children to arrive at school in clothing appropriate for PE. A black tracksuit and red PE top. Trainers or plimsolls, they will also bring a pair of black shorts or alternatively be already wearing them under their tracksuit bottoms, so that they can be easily ready for indoor or outdoor pe expectations.

Chin length hair and a fringe that restricts vision when upside down will also be tied back.

All jewellery will be removed.

In line with the Loatlands uniform policy

4.1 Gymnastics and Dance

- Bare feet unless a specific ailment such as verruca is diagnosed. (This is to protect the sufferer, if the verruca is sore, **not** the other children from infection). See *Appendix 4* on dealing with verrucas.
- Trainers and plimsolls are not acceptable under any circumstances (unless medically required) because they lack sensitivity to the apparatus and are prone to cause accidents.
- Leotards, shorts and close fitting t-shirts are acceptable.
- Full tracksuits may be too warm and tops should only be worn with the teacher's permission.
- Loose fitting t-shirts can be dangerous and must be tucked into shorts or tracksuit bottoms.

4.2 Games

- Children are encouraged to bring warm clothing (eg, tracksuits, gloves) for outdoor winter activities.
- Football/Rugby boots are not to be worn in lessons. Only trainers can be worn, but they should not be footwear normally worn day to day.
- Football/Rugby boots are only to be worn during club sessions and matches on grasses, with all children expected to also wear shin pads for football only.

4.3 Swimming

- Trunks and full bathing costumes are acceptable – not bikinis or long Bermuda type shorts. (Alternative clothing may be worn by Muslim girls, in discussion with parents/carers and in accordance with AfPE guidelines 2.14.35, 2.14.16).
- Eye goggles may only be worn after written permission is received from the parents and only in exceptional circumstances. Children must be able to swim a minimum of 10m to wear goggles, unless there is a specific medical requirement. Pupils **MUST** be able to put on and take off their goggles by themselves (AfPE 2.13.36-2.13.46)
See *Appendix 5* for more information and guidance on the use of goggles.

5. Personal Effects

Any jewellery or personal adornment must be removed prior to PE, by both staff and children, with the exception of wedding rings. This is to help ensure the safety of the child and of other children and adults. Pupils should be asked at the beginning of the lesson whether or not they are wearing any jewellery or personal adornment. If the response is negative then the lesson may proceed as planned. If however, the teacher becomes aware that body jewellery is being worn the lesson must be stopped while this is removed. The school's policy on jewellery in PE can be found in *Appendix 6i* and more information on teacher's accountability is also included in *Appendix 6ii*. Disclaimer letters offered by parents or carers have no legal status and cannot be accepted.

6. Personal Protective Equipment (PPE)

The only pieces of personal protection likely to be used by a child in the primary school are shin pads for football and hockey (only during clubs/matches rather than curriculum). Head-contact sports are not curricular activities so do not require head protection. Cricket pads are not used at Key Stage 2, nor are they allowed at District & County festivals as softer balls are used. Tag-Rugby is taught at Key Stage 2 and is non-contact so mouth-guards are not used. See *Appendix 5* for more information on swimming goggles, where allowed.

7. Exposure to Heat and UV Light

Total protection is not possible, but there are measures that will be taken to minimise any risk.

- The amount of exposure time will be reduced by limiting outdoor lessons to no more than 45min.
- Children will be encouraged to wear sun protection clothing e.g. hats, long sleeves where practicable and provided the risk of 'heat stroke' is assessed (eg, long sleeves protect against UV light but prevent the body from dissipating heat).
- The use of sun-tan lotion or sun screen is allowed but only if applied by the children to themselves. However in exceptional circumstances Teachers/ adults are allowed to apply sun cream if the child cannot in order to lower the risk to the child's over exposure to the sun. (AfPE 4.2.60-4.2.62)
- Lessons can also be moved to the morning slot (when temperatures are usually cooler) rather than the afternoon.

8. Pupils with Special Needs

Pupils with special needs of any kind will not be discriminated against in the PE lesson. Their programme of activity will be as near normal as possible and this will be the guiding principal. The following procedure is necessary to ensure this principal is adhered to:

- Consultation: between parents, teachers, doctors (if applicable) and children as to what is and what is not possible.
- Adaptation: provide lessons, which will differentiate and allow a child with special needs to take as full, and safe, a part as possible.
- Use of PE session for therapeutic/physiotherapy session
- The coordinator will also be aware of children's individual needs and can offer advice or locate advice on the behalf of the teacher.

9. Accidents and Emergencies

9.1 Inhalers

- When activities take place off the school site inhalers must be taken. Pupil's inhalers are held in each classroom in a labelled grab bag. Two Emergency inhalers are held in the school office and one should be made available to take on trips or off site activities. Use of inhalers off-site will be logged as per normal procedures within school hours.
- If a child should become breathless during a PE lesson, ensure they are given their inhaler immediately and let them rest quietly until the condition eases. Should their condition worsen, send for assistance.

9.2 Minor injuries:

- These will be dealt with without interrupting the lesson. The child can sit out to recover for a while, and then re-join the lesson. If treatment is necessary, send for assistance. The class will not be left unattended.

9.3 Serious injuries:

- The class will be stopped and will sit down and a message sent immediately to a qualified first-aider. The teacher needs to stay calm and think and act quickly. If off-site, teachers should have a school mobile phone.

The order for dealing with injuries:

1. Unconscious
2. Severe Bleeding
3. Broken Bones
4. Other injuries

*** Teachers will ensure each class understands the procedure for any emergency at the beginning of the academic year. This is particularly important for activities using large apparatus and swimming sessions. Loatlands use the key words 'frozen beans' to stop an activity, in an emergency and 'baked beans' for the whole class to sit or lay down on the floor/ sit on side of pool. The children stop for any other reason upon hearing the instruction 'ready position'. This way the difference is clearly defined between the teacher wanting to teach further and an emergency.**

Accidents and accident prevention are also covered in detail in the school's Health and Safety Policy.

10. Transporting Children

When transporting children to sporting fixtures using staff or parental cars, the following applies:

- Staff must have business insurance and have completed an additional check list detailed in the transport policy (See school policy on staff transporting children)
- Parents should be used as an exception ~ evidence of adequate insurance must be seen prior to the event.
(Parents are encouraged to organise transport independently of school requests).
- Parents/carers must give their permission for their children to be transported in staff/parental cars. This will be logged.
- Consideration must be given to appropriate safeguarding arrangements
- Children must wear seat belts at all times and can only be carried in the back

- Booster seats must be used where children are less than **135cm in height**. These are to be provided by parents/carers when travelling in a car
- Children must not be transported on their own: there should be a minimum of 2 children in a car or if one child is taken then 2 adults should be present
- Coaches follow provider guidelines (these guidelines will be checked annually by the school).
- Coaches and minibuses will ensure all children are strapped in prior to departure
- If children are taken out of school for a tournament, guidance from the visit and trip policy is followed.

Appendix 1

Can an adult volunteer help run different sports teams and activities such as playground games in lessons or after school?

Do they need qualifications and DBS checks?

All adult volunteers need to be in possession of cleared fully enhanced DBS and complete a disqualification declaration. It is recommended that initial delivery has been alongside a teacher to assess **confidence and competence**, qualifications have been checked by the school or employing agency where the volunteer is leading an activity. For some activities a relevant NGB will be required.

Appendix 2

Warm-up and cool-down activities should be incorporated into all lessons. The warm-up prepares the body for activity, as well as helping to prevent injury to muscles, which can be more susceptible to injury when cold, initially this should be a dynamic (moving) activity not standing doing static stretching. The cool-down helps the body clear lactic acid that builds up during any activity. Less lactic acid means less soreness and stiffness the next day!

What is the ideal warm-up?

The ideal warm-up will depend on the sport, the level of competition and the age of the participants. The warm-up should incorporate the muscle groups and activities that are required during training or competition. The intensity of the warm-up should begin at a low level gradually building to the level of intensity required during training or competition and should last about 5-10 minutes.

The warm-up aims to:

- prepare the body and mind for the activity
- increase the body's core temperature
- increase heart rate
- increase breathing rate

Sessions start with a few minutes of stretching through a game-based activity and the warm-up will then continue with an activity linked to the key objectives of the past or current session. The procedure is similar/reversed with the cool-down.

What about the cool-down?

Too many teachers neglect the cool-down at the end of a session. It is just as important, especially after vigorous exercise because the body needs time to slow down and it is an important step in aiding recovery. The cool down should occur immediately after training activities and should last 5 to 10 minutes.

The cool-down can be the same sort of exercise as the warm-up but with low intensity body movement such as jogging or walking substituted for running. Stretching after activity helps to ensure maximum flexibility, relax the muscles, return them to their resting length and helps develop long-term attitudes to maintaining healthy lifestyles.

Stretching

Stretching activities should be included in the warm-up and cool down. There is now less emphasis on static stretching during the warm-up, so stretches should move the muscle groups through the full range of movement required in the activity being performed (active stretching).

Static stretching is still appropriate during the cool-down and can be used to improve flexibility. Static stretching is used to stretch the muscles while the body is at rest. Children should hold each position for 10-15 seconds.

Some rules when stretching:

- warm-up the body prior to stretching i.e. do not stretch at the start of a warm-up
- stretch before and after exercise (active stretching during the warm up, static stretching during the cool down)
- stretch all muscle groups that will be involved in the activity
- stretch gently and slowly, never bounce or stretch rapidly
- stretch gently to the point of mild discomfort, never pain
- do not hold your breath when stretching; breathing should be slow and easy
- do not make stretches competitive

Appendix 3

What is the role of mats and their effective use?

Mats are designed for very specific purposes.

Gymnastic mats, for example, are designed to cushion landings from a height and provide a comfortable work surface for rolling and other gymnastic skills. Should someone fall, mats may reduce the likelihood of injury rather than preventing it. Teaching the technique of safe landings is essential.

Safety mattresses (high impact absorbing surfaces) are designed for gymnasts working on high momentum landings experienced in advanced vaulting. They should only be used by appropriately experienced and qualified staff. At level 2 of the British Gymnastics association Qualification scale. Loatlands do not have a safety mattress.

Safety mattresses may be used in combination for high jump practice only when effectively attached together, have sufficient depth (i.e. thickness) to avoid bottoming out and under a coverall sheet.

Please note that mats can be a trip hazard themselves – place with care and consideration.

Appendix 4

Is it necessary to cover a verruca in PE?

Verrucae are caused by a viral infection. Many young people get a verruca at some point in their lives and are more likely to get them than adults. They are often caught from public changing rooms and swimming pools. Getting verrucae has nothing to do with poor hygiene. Children with immune system problems may have an increased risk. The virus is found throughout the environment and is infectious. Most disappear without treatment after a few months or years - 20 per cent of growths disappear within three months.

Verruca's must be covered with a plaster or pad. Keep to minimum area so foot 'still has grip' on the floor.

See Public Health England: 'Guidance on infection control in schools and other childcare settings' (2014), Section 2, page 6 which states that exclusion is not necessary and verrucae should be covered in swimming pools, gymnasiums and changing rooms
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/353953/Guidance_on_infection_control_in_schools_11_Sept.pdf

Plimsolls MUST NOT be worn when using gymnasium equipment. [See earlier comment on suitable footwear]

Appendix 5

The AfPE guidance on goggles is straight forward.

Goggles are **not normally recommended** for swimming lessons, or where swimmers have poor control in the water. The adult's attention can be distracted by constantly having to help children adjust goggles etc, and limbs that are not controlled can often knock faces and goggles in crowded swimming conditions. Equally, the pupil's attention can be compromised by the need to adjust and replace goggles.

However assuming that water balance is correct, it is reasonable to expect that when delivering a lesson where children spend a considerable amount of time under the water, or with their face in the water, such as when training for competitive swimming, that they may wear goggles if approved by the adult in charge and provided written permission has been given by the parent/carer (see 4.3). The adult with the group is responsible for determining whether any pupil wearing goggles is using them safely and for a positive purpose. If they are not then the goggles should be removed

Pupils with special eye conditions may also need to be allowed to wear goggles. Knowledge about individual children's needs remains critical in determining the wearing of goggles.

All relevant risk assessments are logged and stored with the school office (Evolve system).

Appendix 6

Policy regarding the wearing of jewellery (AfPEp212 2.14.7-2.14.57for very specific guidance)

Practice regarding the wearing of jewellery can raise emotive issues, which should be handled sensitively at all times. The safety of the children is paramount for example; Jewellery including religious jewellery must be removed for safety.

Jewellery and earrings are known to be potentially dangerous. Northamptonshire County Council and National Safety Documents all state that earrings and jewellery should be removed for PE/Games activities.

- Rings, bracelets or necklaces must not be worn by children at any time.
- If stud earrings are worn, they must be removed for PE/Games activities.
- The school cannot accept any responsibility for watches or jewellery worn by the children.

- Staff will remove their watches and any other personal jewellery, which might be hazardous when taking PE/Games lessons (except wedding rings).
- Long hair should be tied back for PE/Games activities. Loatlands deems hair that is longer than the jaw line and /or covers the line of sight during exercise/upside down in gymnastics must be tied back. This is supported by our whole school clothing policy and our induction to Reception paperwork.

Risks which may be incurred:

Stud Earrings - Impact on side of head by a ball or by a teacher moving to assist a child or preventing an accident etc. Spike can enter mastoid area - at worst can cause deafness or, at least, impaired hearing.

Ring Earrings - Can cause torn ear lobes, possibly leading to scarring or disfigurement; at the very least, it could be distressing and painful.

Use of plaster to cover earrings -

The guidelines provided by Northamptonshire County Council states that earrings **must** be removed and **may not be covered by tape or plasters under any circumstance.**

Procedures

Inform parents of this policy, outlining the reasoning behind it, via newsletters, School Prospectus, etc. and enlist their support in putting it into practice.

Ask parents to teach their children to remove and put in their own earrings. Loatlands plan to suggest that the child will arrive at school without earrings on a PE designated day.

Parents will be asked to provide:

- “Scrunchies” or similar tie-backs for children with long hair to use during PE/Games lessons
- A small named box for them to put their earrings in during PE/games lessons. These boxes will be kept in the children’s drawers. The children will be responsible for them

General Guidelines

Children cannot “sit out” of PE/Games lessons because they are wearing earrings. Children should be actively (but not physically) involved in the session and work as assessors, evaluating performance of groups.

Loatlands Primary School will not accept disclaimer letters which have been signed by parents. Since we are in loco parentis, we would be putting the children at risk. A letter is held in both offices to give permission to staff to remove earrings by exception.

How accountable is the teacher if pupils have been asked to do something like remove jewellery and despite checks from the teacher they either don’t remove it or put it back on?

Procedures should be in place to ensure the removal of jewellery prior to activity taking place. Staff should, in addition, visually monitor the group to make sure Jewellery has been removed. The member of staff is accountable for the safety of the pupils and thus school policy and safety procedures need to be enforced by not allowing the offending pupil to continue participating. Where pupils persist in ignoring what is school policy then the system for school sanctions will be initiated.

Appendix 7

Table of competency: AfPE 1.5.1, page 17 onwards

An effective **assessment of competence** to teach PESSPA (Physical education, school sport and physical activity) establishes that a member of staff;

- Understands the importance of considering forethought in their planning
- Can teach the relevant techniques, tactics or compositional skills safely, accurately and at a level that is appropriate to the ability, confidence and previous experience of the students involved
- Provides appropriate progressive practices to enable and support student improvement
- Effectively applies the safety issues relevant to the specific activity
- Has a secure knowledge of, and can appropriately apply, the rules if the activity is a sport
- Know the abilities, confidence and particular needs of students
- Has well-developed observational and analytical skills to ensure that what is going on is safe, and amend or stop anything that is deemed unsafe.
- Has effective class control.

Related policies:

Equality
Health and Safety
PE Policy
Safeguarding & Child Protection

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