

Dovelands Primary Physical Education Policy and Guidance

Rationale

Physical Education (PE) is a statutory requirement of the National Curriculum and an essential contributor to the development of the whole child. Through a high quality PE programme pupils develop physical competence and confidence and are given opportunities to develop their physical literacy.

Physical education provides pupils with the opportunity to be creative, competitive and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards a healthy and active lifestyle. Pupils learn how to think in different ways and make decisions in response to creative, competitive and challenging activities. They learn how to plan, perform and reflect and evaluate their performance to improve the quality of their work.

PE helps pupils develop personally and socially. They work as individuals, in groups and teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, officiating and coaching.

Through high quality PE pupils discover their aptitudes, abilities and preferences; they understand the importance of leading healthy active lifestyles and are more likely to participate in physical activity for a lifetime.

Aims

Through a high quality, safe and challenging PE programme, the school aims to develop successful learners and confident individuals who have the fundamental movement skills in place to never feel afraid that they could not give any sporting activity a go.

Objectives

- Provide a broad, balanced and relevant curriculum that satisfies the needs of all the children.
- Ensure that all school staff have the opportunity to develop their subject knowledge of PE.
- Develop a whole school approach to physical development which takes pupils through progressive stages of learning and challenge, enabling them to fulfil their potential, develop competence and control in the gross and fine motor skills that pupils need to take part in PE and sport.
- Educate pupils about, and involve them in, the process of risk management, in order for them to participate in physical activity and to establish good habits and awareness of safety and personal hygiene.
- Provide pupils with opportunities to use imaginative ways to express and communicate ideas, solve problems and overcome challenges, both as individuals and as part of a team or group
- Ensure pupils understand that PE and sport are an important part of a healthy, active lifestyle and understand the contribution physical activity has on having a healthy body and mind.
- Develop pupils' stamina, suppleness, strength and the mental capacity (determination and resilience) to keep going.
- Develop an environment in which pupils have the confidence to get involved in PE and sport and are committed to make it a central part of their lives both in and out of school
- Provide an out of school hours programme of activities which extends and enriches curriculum provision and provides opportunity for activities to enable pupils to make sufficient progress to access curriculum sessions with greater success
- Provide opportunities for competition intra/inter appropriate to the stage of the individual pupil's development
- Ensure that pupils enjoy PE and school sport and establish community links and pathways for pupils to engage in life-long participation.

Changing Provision

Dignity, decency and privacy, where needed, will be maintained. The following will be taken into consideration when deciding the necessity of constant direct, intermittent direct or distant supervision:

- Age of the pupils
- Joint gender
- Behavioural issues
- Potential bullying
- Location of staff
- Safety aspects of the changing space

Safeguarding

Aspects Relevant to Safeguarding Within a Physical Education and Sport Context

Staff Development

Opportunities for the development of all staff should be provided in order to enhance the quality of PE within the school. The needs of the staff will be identified through the monitoring and evaluation of the subject which is undertaken by the designated subject Leader and should be done in conjunction with the whole school development plan. The Subject Leader should ensure that all teaching staff, ASLs and coaches are aware of the development opportunities available from the School Sports Partnerships and other partners. The subject leader will ensure that any development opportunities undertaken by staff are disseminated throughout the school where necessary to further enhance the quality of PE.

Leadership & Management

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

- Developing good classroom practice
- Managing the budget based on the needs identified through the monitoring and evaluation of the subject and the whole school development plan
- Auditing, ordering and reviewing efficiency of how equipment, learning resources and accommodation are managed to ensure pupils are well taught and protected
- Accessing any funding available that may enhance the quality of PE within the school
- Attending courses to further own professional development and providing information and support for colleagues
- Monitoring classroom practice and planning, auditing needs for CPD to ensure high quality delivery and setting future targets
- Make all resources available to all staff, including policy, schemes of work, assessment materials, resources to support learning
- Carry out risk assessments in line with local authority procedures
- Extending relationships and contacts beyond the school and in the local community
- Keeping up to date with and implementing any Local Authority and School Sport Partnership developments where appropriate

Adults Supporting Learning (ASL)

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

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

- Support the delivery of high quality PE
- Enrich or enhance an activity pupils are undertaking
- Provide training opportunities for staff

- Provide additional opportunities for OSHL
- Contribute to any LA or SSP developments e.g. support the School Games Framework

All ASL and coaches will receive appropriate access to School, LA and SSP training and support to ensure their knowledge and understanding of delivering curriculum PE is in line with current statutory requirements and recommended good practice.

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

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

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

Differentiation

Planning for differentiation should be based on the S.T.E.P. principles i.e. making changes to SPACE, TASK/TIME, EQUIPMENT and PEOPLE taking account of:

- The size of the area in which a pupil works, smaller spaces until pupils develop spatial awareness and control over themselves and equipment, larger spaces to challenge more able pupils
- Pupil activity, e.g. different task, different roles and responsibilities, different allocations of time and variations of pace within the lesson to meet needs of different levels of ability.
- Resources, e.g. different equipment for different levels of ability across the key stages.
- Pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities, the opportunity to work with adult support where needed
- Other opportunities, e.g. extracurricular activities, club links and interest groups, for the development of excellence.

Clothing & Personal Effects – (afPE recommendations)

Introduction

- Clothing and correct attire for a particular activity represent important features of safe practice that apply in equal measures to both staff and pupils.
- Staff should always endeavour to change for physical education, wear suitable footwear and clothing for practical activities and remove their personal effects, such as jewellery, to minimise the likelihood of causing or receiving injury.
- Pupils from the earliest ages should change into suitable clothing for PE so that they can participate safely. Although vests and pants were in the past, an acceptable option for the youngest children, contemporary views on safeguarding, personal development and hygiene mean this is no longer advisable practice. In addition, changing is an important life skill.
- Clothing for PE and school sport should be well suited to its function. It should be light and allow good freedom of movement, but will also need to offer some insulation from cold weather in the winter months. It should be remembered that pupils who are insufficiently warm and experiencing discomfort will not be sufficiently focused and may lack concentration.
- Footwear that is fit for purpose is essential. It should demonstrate effective grip, support and reasonable protection for outside work and games, contrasting with lightness and flimsiness for indoor activities such as gymnastics and dance, if worn.
- Personal effects, such as jewellery, religious artefacts, watches, hair slides, sensory aids etc, should always be removed by pupils before participating in physical activity. Staff also need to be mindful of their own adornments. The wearing of rings for instance, has been responsible for unnecessary injury in the past and represents a hazard to both staff and pupils involved in the lesson. Any exception to the recommendation of complete removal needs to be carefully considered and always comply with a suitable risk assessment.
- Clear expectations should be established throughout the school and with parents, about the management of personal effects.

Jewellery and Personal Adornment

- The wearing of non-essential personal effects continues to pose difficulties in many schools since such items should ideally, always be removed in establishing a safe working environment. Staff have a duty of care to ensure that pupils are able to actively participate without unnecessarily endangering themselves or those working around them. Systems and procedures need to be in place within the changing area to check that pupils fulfil this obligation prior to participation.

The following procedure should be applied at the start of every lesson:

1. All personal effects should be removed. Staff should always give a verbal reminder to pupils and, where necessary, visually monitor the group. Particular vigilance may be required when dealing with body jewellery.
2. If they cannot be removed, e.g. medical bracelets/necklaces, staff need to take action to try to make the situation safe. In some situations, this may mean adjusting the activity in some way or, where a risk assessment allows, protecting the item with tape, padding or wristband. Taping over ear studs, for instance may offer a measure of protection in some physical activity situations where individuals are required to work within their own personal space. The amount of tape needs to be sufficient to prevent the stud post penetrating the bone behind the ear should an unintentional blow be received from someone or a piece of equipment. This would not be acceptable, however, in swimming lessons where exposure to water can easily dislodge the tape, magnifying the hazards involved, nor is it satisfactory in situations where close contact is foreseeable. Where taping is utilised, the adult supervising the group maintains the duty of care to ensure that the taping is effective in its purpose.
3. If the situation cannot be made safe, the individual pupil(s) concerned should not actively participate. Alternative involvement in the lesson may be possible.

The wearing of sensory aids such as spectacles or hearing aids will usually be determined by:

1. The nature of the activity
2. A balanced judgement as to whether wearing the item constitutes a greater or lesser risk to the wearer in those activities where physical contact is absent

Where sensory aids need to be worn for safe participation by the individual then the staff need to apply the procedure set out above in order to determine whether participation with the sensory aid is safe for the wearer and for the others in the group.

Long hair worn by both staff and pupils should always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent obscuring vision.

Disclaimers from parents about the wearing of any item of jewellery by a pupil should be declined. Such indemnities have no legal status. The duty of care remains firmly with the school on such matters.

Indoor footwear

- Suitable indoor footwear is crucial to safe participation and supervision. Security of footing is essential. Staff may need to respond quickly to prevent a potential injury to a pupil, making effective mobility essential. Pupils need footwear that is capable of transmitting feel for the movement and the surface they are working on.
- Many practitioners believe that bare feet offer a better alternative for indoor activities such as gymnastics and dance (unless movement includes e.g. lots of skipping actions), providing the floor is of good quality and clean. Where any doubt exists about the suitability of the working surface, however, appropriate footwear becomes a requirement.
- Pupils should never participate in socks on polished surfaces. Well-fitting socks may be applicable on a carpet surface if traction is not affected.
- Training shoes on which the soles provide good traction, will often prove effective for a range of indoor games, but should not be worn for gymnastics or dance activities for the reason of feel described above.
- Some form of footwear is preferable for indoor games activities due to the higher frequency of sudden stopping and changing direction quickly.

- Staff need to avoid situations often found in games lessons when organising wet weather indoor activity in which some pupils wear training shoes and others are obliged to resort to bare feet.

Pupils should know that:

- Clothing used for PE and school sport should be suitable for the activity and designed with safe participation in mind
- Personal items of physical education and sports clothing should be kept clean and serviceable
- Physical education and sports footwear should be regularly checked and well maintained, this is particularly applicable to studded and bladed football boots
- Jewellery should always be removed before active participation; any exception to this rule must always be sanctioned by a member of staff.

Equipment & Resources

The majority of PE equipment is stored in the PE cupboards. All equipment is checked and reviewed to ensure firstly it is safe to use and is appropriate to the range of ages, abilities and needs of children in order to enhance learning.

Staff and pupils are encouraged to:

1. Look after the equipment
2. Use different resources to promote learning
3. Return all resources tidily and to the correct place (Staff to supervise)
4. Be told of any safety procedures relating to the carrying or handling of equipment.

All other resources are located with the PE coordinator.

Policy review and update

Last reviewed.... September 2016

Date of next review.... September 2017