

**Roseberry**

**Primary & Nursery School**



**Physical Education Policy**  
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# Durham County Primary Physical Education Policy and Guidance

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## **Durham County Primary Physical Education Policy and Guidance**

### **TEACHING SAFELY and TEACHING SAFETY**

#### **Introduction**

Durham County Council (DCC) Education Development Service (EDS) has developed this policy to guide and support primary schools in the safe and challenging delivery of physical education. Schools can use this policy in its current form or adapt it to meet individual schools' needs. The policy is to be used in conjunction with other Durham County Council Children and Adult Services' (CAS) resources which support high quality physical education provision.

This policy document outlines guidance in relation to:

- the provision of physical education
- how it is taught and learned
- how it contributes to the physical, cognitive, creative, social and personal development of all pupils
- the care, guidance and support of pupils and the framework through which all school leaders, teachers, and other adults supporting learning, understand and manage their roles and responsibilities in the provision of safe practice

All advice and information contained in this policy and guidance, regarding safe practice, is taken from the [Association for Physical Education \(afPE\) handbook on Safe Practice in Physical Education and School Sport, 2012 edition](#), and [DCC Health and Safety Policy and Guidance](#).

#### **Rationale**

Physical education is a statutory requirement of the National Curriculum and an essential contributor to the development of the whole child. Through a high quality physical education programme pupils develop physical competence and confidence and are given opportunities to be physically educated and become physically literate. Through a combination of entitlement and choice of activity, the physical education provision will contribute to the personal development, health and well-being, enjoyment, success and achievement of all pupils across the whole curriculum and beyond.

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

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

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

## **Aims**

Through a high quality, safe and challenging physical education programme, the school aims to develop successful learners, confident individuals and responsible citizens who develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.

## **Objectives**

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

## **Provision** **Curriculum**

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

Pupils should have access to all components of current National Curriculum programmes of study, which should include developing fundamental movement and basic skills in a broad range of activities in both KS1 and KS2 so that a realistic attempt is made to achieve the expected levels of performance. An example of a balanced curriculum programme, based on the use of core assessment tasks, is found in [appendix 1](#) and [appendix 2](#)

The planning and delivery of each unit of work will ensure that each pupil will have the opportunity to:

- acquire and develop new skills
- select and apply appropriate skills, tactics and compositional ideas
- evaluate their own and others' performance in order to improve
- gain knowledge and understanding of how PE and sport contributes to staying physically, mentally and emotionally healthy
- experience a range of roles – performer/coach/official/leader
- Planning will provide opportunities to link with other areas of the curriculum e.g. ICT, literacy, numeracy, PSHE and SMSC

### ***Teaching and Learning***

- Lessons will be planned to provide appropriate challenge for all pupils, to extend more able and provide appropriate levels of support in order for all pupils to make progress.
- The learning environment will enable all pupils to recognise their own and others' strengths and areas for improvement and provide them with appropriate tasks to improve and succeed.
- A variety of teaching styles will be used to engage the variety learners, providing them with the opportunity to learn from visual, auditory and kinaesthetic activities.
- Lessons will provide appropriate activities which enable pupils to develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.

[Appendix 3 Safe Teaching](#)

[Refer to the PDF of Teachers' Standards 2012 included in the appendices](#)

### ***Assessment & Recording***

The attainment target for physical education sets out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each key stage.

Teachers should ensure that when evaluating and improving performance, connections are made between acquiring, developing, selecting and applying skills, evaluating and improving performance as well as demonstrating a knowledge and understanding of health and fitness and performance in different roles.

The expected attainment for the majority of pupils at the end of each phase (EYFS, KS1, LKS2, UKS2) is summarised in the Durham County Progression of Skills resource.

[Refer to appendix 15](#)

In deciding on a pupil's level of attainment at the end of a phase, teachers judge which descriptor best fits the pupil's readiness for the next phase.

### ***Assessing Progress***

Refer to appendix 2 and appendix 4

To assist in formative assessment, teachers could use the following:

- QCA core tasks, Durham County assessment tasks, Durham County Progression of Skills sheets and Durham County assessment pyramids to involve pupils in self and peer assessment, helping them understand where they are at the beginning of a unit of work, and identify what they need to do to make progress.
- Watch children work, talk to them about what they are doing and listen to them describe their work.
- Receive feedback from pupils to inform teachers and pupils of what has been successful and allow them to set their own future targets.
- Use ICT to develop portfolios of children's work in physical education to show progression and quality of performance.

- Video children at the beginning of a unit of work and again at the end, in order for the teacher to assess individual, group and overall class performance against a core task.

### **Recording & Reporting**

Refer to appendix 4

Records are selective and brief and teachers should have a clear reason for recording information. Significant achievements or weaknesses may be noted on an evaluation of the lesson and used to:

- Inform future planning for themselves or a new class teacher
- Form part of the statutory annual reporting process, and in discussions with parents
- Help children as a basis for future target setting
- Inform during transfer between classes and key stages to ensure continuity of progression

### **Out of School Hours Learning (OSHL)**

The aims of the out of school hours learning programme are to *extend* and *enrich* the work being done during curriculum PE and to provide some pupils with opportunities to *enable* them to develop the skills they need to access curriculum PE. The programme should also inform any assessment of pupils. The programme will reinforce the importance of keeping physically active in order to lead a healthy lifestyle.

A diverse weekly programme will be provided which suits the needs of all pupils. Out of school hours learning takes place both before and after school, and at lunchtime, in conjunction with the extended schools programme.

All out of school learning opportunities are developed in consultation with pupils and the programme will:

- Provide a balance of competitive and non-competitive activities through intra and inter school events
- Provide specific movement/general physical activity clubs, which develop fitness
- Ensure that every pupil is offered the opportunity to attend a minimum of one OSHL activity each week (Key Stage 1 and Key Stage 2)
- Ensure that the school regularly participates in SSP and County-wide events which promote physical activity and support links to community clubs

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

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

All issues relating to safe practice during off-site activities and on-site 'adventures' can be found on the EVOLVE system and in the afPE Safe Practice in PE handbook, 2012 edition, Section 5.

Also refer to appendix 5 Exemplar Code of Conduct for Students

### **Equality, Diversity and Accessibility**

All pupils can access a broad and balanced PE curriculum, which meets the specific needs of individuals and groups of pupils, including those who have diverse special educational needs, disabilities, gifted and talented pupils and those who have English as an additional language.

A 'can do contract' will be devised through discussion between teachers, support staff, parents and where relevant, specialist medical staff (Refer to appendix 19 - Students with SEND, appendix 6a, 6b, 6c - 'On Gard' can do contract, appendix 7- Inclusion Spectrum and appendix 8 - STEP principles for inclusion)

Lesson planning, delivery and assessment tries to ensure that pupils are provided with appropriate and effective opportunities to actively participate and succeed in the whole range of learning opportunities offered within and outside the curriculum.

The needs of individuals are met by providing dedicated support staff, a range of equipment, appropriate groupings, safe spaces in which to work and differentiated tasks which enable all pupils to make progress

### ***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.

Refer to appendix 8 STEP principles for inclusion

### **Adults Supporting Learning (ASL)**

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

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

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

Refer to appendix 16

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

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

Refer to Appendix 17 Safe Practice in Workforce Planning Poster

### **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**

Refer to appendix 10: 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 Education Development Service, School Sports Partnerships and other partners. The subject leader will ensure that any development opportunities undertaken by staff are disseminated throughout the school where necessary to further enhance the quality of PE.

### **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 (sports premium) based on the needs identified through the monitoring and evaluation of the subject and the whole school development plan.
- Reporting on the allocation of the sports premium and its impact on the school website
- Auditing, ordering and reviewing efficiency of how equipment, learning resources and accommodation are managed to ensure pupils are well taught and protected
- 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 National, Local Authority and School Sport Partnership developments where appropriate

## Monitoring & Evaluating

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

- Observation of teaching and learning, including support staff and coaches, to assist in the identification of strengths and development needs.
- Assessment of pupil progress and achievement
- Pupil interviews
- Self evaluation of the subject in relation to The 10 high quality outcomes for PE.
- The opportunity for EDS / SSP high quality sampling visit

Refer to appendix 11a, 11b

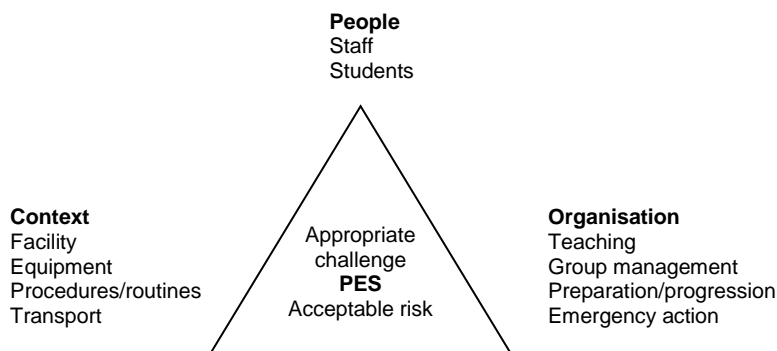
## Safety Issues – Safe Teaching, Teaching Safety

Safe Practice in Physical Education & School Sport (afPE 2012 edition) is a comprehensive guide to safe practice and managing risk in PE and should be referred to regarding any aspect of Health & Safety

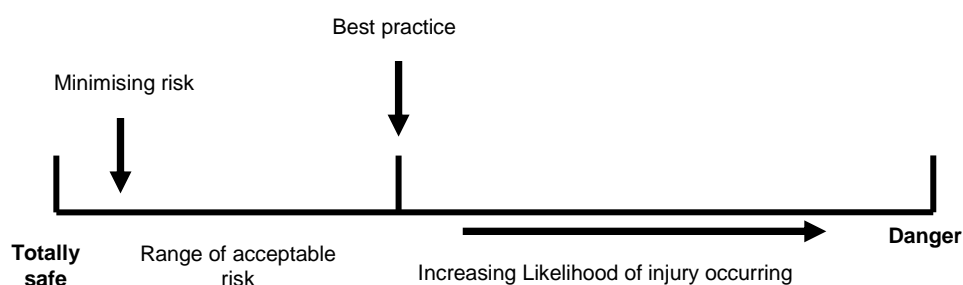
The PE policy is in line with school, EDS and DCC guidance. The subject leader should work alongside any staff responsible for health and safety within school.

Governors must be involved in the process – it is the governing body that is held responsible. Any policy must be agreed by staff and approved by the head teacher and governors.

## **Risk Assessment/Managing Risk**



**Figure 1: The triangle model for safe practice/managing risk in PES**  
(courtesy of Beaumont, Eve, Kirkby and Whitlam)



**Figure 2: Managing Risk**

The importance of safety in PE is stressed immediately pupils enter the school and pupils are continually reminded of the need to look after themselves and others whenever they are participating in PE, sport or playing in the playground. Planning includes opportunities for explicit teaching of safe practice, particularly in potentially dangerous areas like the swimming pool, gymnastics hall and playground.

Teachers *and pupils* help to identify possible hazards in lessons. Teachers discuss with pupils how much risk the hazard is and what can be done to reduce the risk so nobody gets harmed. This process of risk control is reinforced in the classroom through the production of posters that can be pinned to the wall to highlight these dangers.

During the thorough risk assessment of the school which is carried out on a termly basis (in line with the statutory requirements under the management of Health & Safety at work regulations 1992), significant risks will be reported to the head teacher. Also teachers are encouraged to carry out informal risk assessments prior to every PE lesson. This will involve a quick overview of the teaching environment and equipment which is then matched with the planned lesson content to assess whether it is safe to proceed or use an alternative approach.

A PDF poster entitled “The Triangular Model for Safe practice/Managing Risk” can be found in appendices

In summary, schools should consider the following process:

- Decide what requires a risk assessment
- Identify the hazard – anything that can cause harm
- Decide who is at risk
- Evaluate the risk
- Record the findings
- Devise control measures to minimise the risk (risk management)
- Inform those affected
- Periodically review the assessment

Example risk assessments and prompts can be found in appendix 13

### ***Pupils’ involvement in, and responsibility for, their own safety***

From the youngest age, pupils will be encouraged to look around them and identify what they perceive could harm them. Continuously, the teacher needs to identify general considerations and question with the pupils, whether a situation is safe and what considerations have been addressed. The pupils will have learning experiences, appropriate to their age, that enable them to plan and manage their own activities safely. These will, of course, be managed remotely by the teacher who maintains duty of care.

Pupils will be made aware that chewing and eating during an activity is not acceptable.

Refer to Section 4 in Association for Physical Education (afPE) handbook on Safe Practice in Physical Education and School Sport, 2012 edition

## **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 maybe 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 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.

### **Outdoor footwear**

- Whatever the type of footwear worn to give participants stability on outdoor playing surfaces, systematic maintenance is essential. *Rule 4 in the FA laws of the game clearly states: A player must not use equipment or wear anything which is dangerous to himself or another player.* Although this reference applies to appropriate conduct in football, the principle embodied in this rule is universal. Security of footing is again an essential requirement, along with consideration as to whether the outdoor footwear presents any foreseeable risk to other participants.
- Systems need to be in place whereby staff, officials and participants regularly check the safety of the footwear. Procedures also need to be applied whereby participants avoid, wherever possible, walking over hard surfaces to gain access to the playing area. This can result in studs and other traction devices becoming unacceptably rough and sharp, proving hazardous to opponents in competitive games and practices.
- There is an ongoing debate about the safety, or otherwise of bladed boots, with some authorities deciding that they present an unacceptable risk. As yet there exists no conclusive proof, through well documented research that bladed boots present any greater risk than traditional studded versions, providing that adequate care and attention is given to their maintenance.
- Where a group presents a variety of footwear for outdoor lessons, the adult with the group has to determine whether the lesson can proceed as planned or whether some conditions need to be applied to enable maximum participation in safety.

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 cupboard, with the exception of smaller equipment, which is kept in the hall. All equipment is catalogued and a list is available from the PE coordinator. The equipment suitability is reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning.

Pupils are encouraged to:

1. Look after resources
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 resources.

All other resources are located in the staff room or with PE coordinator.

**For a recommended list of equipment see appendix 14 in this document.**

### **Policy review and update**

**Last reviewed.....June 2017**

**Date of next review.....June 2019**