



# **PE POLICY**

## **INTRODUCTION**

Physical Education occupies an important part of the Curriculum at The Beacon, Folkestone. Substantial time is allocated within the timetable to accommodate the various aspects and activities which make up the PE curriculum. The Beacon follows the National Curriculum statutory requirements for Physical Education, though there are constraints imposed by virtue of school size, gender ratios, resourcing and specialist facilities. The Beacon, Folkestone makes every attempt to surmount difficulties caused by such issues.

The purpose of this document is to set out The Beacon's approach to Physical Education, in terms of: its aims and objectives; activities covered within the scope of this curriculum area; Key Stage provision and organisation; and other specific considerations which fall within the policy remit of the School.

## **AIMS of PHYSICAL EDUCATION at THE BEACON**

Physical Education (PE) is considered to be essential for a pupil's overall and well-rounded development in Personal, Social and Thinking Skills and does this effectively through the medium of physical activity; it is also therefore a significant contributor to physical health. The Physical Education programme at The Beacon is to:

1. Empower pupils by allowing them to take ownership and responsibility for their own learning and as a result enabling pupils to develop personal skills such as:-  
Confidence, Independence, Creativity, Determination, Courage, Excellence, Self-management and Reflection
2. Promote interpersonal skills and qualities including:-  
Co-operative team working with and for others; commitment, fairness, respect and equality which will support lifelong learning
3. Increase understanding of the benefits, and develop a positive attitude towards, leading a healthy and active lifestyle which includes a good diet along with regular exercise
4. Develop co-ordination, fine and gross motor skills, listening and perception, movement and self-control
5. Develop basic skills and abilities and where appropriate more complex skills in a range of sports, athletics, outdoor, gymnastics, dance and swimming activities
6. Promote an understanding of safe practice and develop a sense of awareness and responsibility towards themselves and others
7. Provide an inclusive Physical Education programme which is accessible to all pupils, irrespective of their ability

8. Develop physical and cognitive competence in the skills of planning, performing and evaluating physical movement.
9. Develop independence skills and communication with others in a positive way.

## **OBJECTIVES**

The objectives derived from the aims, will guide the planning of schemes of work and will help form the basis for assessment of pupils and evaluation overall.

### **Empower pupils to develop cognitive competence:**

- Encourage and support pupils to know about factors which influence efficient and effective performance.
- Encourage and support pupils to improve their own performances and that of others, through engagement in the process of reflection, selection, refinement, adapting and evaluation.
- Encourage and exhibit such personal qualities as perseverance, self-worth and well being.
- Help pupils understand and appreciate fair play and good team work.
- Support and encourage pupils to appreciate the work and performances of others.

### **Promote interpersonal skills**

- Encourage and provide opportunities for pupils to work collaboratively as individuals, pairs and members of a group.
- Express opinions and ideas

### **Develop positive attitudes**

- Express interest, enjoyment, motivation and enthusiasm for physical activity.

### **Promote physical activity and an active and healthy lifestyle:**

- Encourage and support pupils to understand the effects of exercise on the body.
- Engage in regular physical activity.
- Promote and help pupils and families become aware of opportunities in local clubs and community which offer and cater for children with additional needs.

### **Develop physical competence**

- Practise and develop movement concepts and motor skills in a variety of activities

### **Ensure safe practice**

- Help and support pupils to understand the importance of routine procedures and factors which affect safety
- Appreciate the principles of safe practice and begin to take responsibility for personal safe practice

## **TEACHING**

The School currently utilises one specialist-trained PE Teacher to oversee PE at both primary and secondary level, and who teaches a large proportion of the PE lessons that take place for those pupils based in the upstairs zones. Teachers of classes of pupils in the downstairs zones are taught PE by their individual class teachers, with an overseeing co-ordination role being undertaken by the PE Co-ordinator, a Teacher with PE as a specialism. There are also other Teachers, HLTAs and TAs who lead sessions based on their individual specialisms/expertise.

**NB: All activities which a pupil or group of pupils undertake must fall within the supervising adult's remit of skill, competency and experience.**

Specialist-trained PE teachers along with all primary-trained teachers are permitted to teach any area of PE including slightly higher risk activities, such as swimming or gymnastics using apparatus, as long as they feel confident and suitably equipped to do so.

All teachers are permitted to teach swimming so long as they have a suitable level of understanding of correct swimming technique and feel confident and suitably equipped to do so. It is preferable that they obtain a swimming teaching qualification as soon as possible. Teaching assistants with a swimming teaching qualification are also permitted and deployed to teach swimming to pupils of The Beacon, and appropriately trained staff support those pupils for whom access to the hydrotherapy pool is appropriate.

Higher Level Teaching Assistants, Cover Supervisors or Teaching Assistants are sometimes deployed to teach PE lessons. No member of staff will be deployed by the Senior Leadership Team to teach PE who is unfit, unwilling or incompetent to do so.

It is imperative that no member of staff feels under pressure to teach something they feel uncomfortable teaching due to a lack of understanding, knowledge, competency or experience. If a member of staff should ever find themselves in such a position, they should stop the lesson immediately and commence an activity more suitable to their PE teaching capability. This is the responsibility of the member of staff in charge as the safety of the pupils is paramount to their work.

Trampolining is only permitted to be taught by teachers with a Trampoline Teachers Award appropriate for the level at which they are teaching. The member of staff holding the qualification must be present at all times.

OAA (except cycling) is provided by external providers and this will be approved via the online e-go system prior to participation within such activities in order to ensure the providers are suitable to deliver the activities specified and appropriate safety measures are in place.

Cycling may be delivered by a trained member of staff holding a recognised qualification suitable for the level at which they are teaching (usually 'Cycling for Schools' training or a Level 2 qualification from British Cycling or BikeAbility instructor training).

## **ORGANISATION**

Because facilities are shared between a great number of demands; hall, swimming, trampoline and outdoor PE time allocations are thoughtfully considered before being agreed for the start of the new academic year. It is always intended that all allocations are

designated as fairly as is possible between all pupils concerned. Most pupils have the opportunity to participate within the hall, swimming, trampolining and outside on the playground at some stage throughout the academic year.

The total amount of time allocated to the whole range of Physical Education activities across the four Key Stages varies, but falls within the national targets as set by the government:

Key Stage 1, 2, 3 and 4	2 hours (including, for some pupils, walking to and from the Sports Centre, but not including changing time)
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In the Primary and Secondary phases, specialist PE teaching takes place, and appropriate activities are timetabled for Key Stages 1-4 as stated in the Programme of Study for PE. Schemes of work are developed to compliment the timetable for Key Stage 1-4.

## **PLANNING PE**

Key Stage 1 programmes include:-

Athletics activities, Games activities, Dance activities, Gymnastics activities and Swimming

Key Stage 2-4 programmes include:-

Athletics activities, Games activities, Dance activities, Gymnastics activities, Swimming and Outdoor and Adventurous activities (OAA).

Parents will be asked to make a voluntary contribution to the cost of swimming and OAA activities.

Parents will also be required to provide additional consent prior to their child's participation in any OAA activities. NB: This should usually be in the form of a signed reply slip from the bottom of a letter detailing the OAA on offer.

Our policy is to enable our pupils to experience success, not failure. Sensitive and informed grouping of pupils will help ensure that all pupils have the chance to contribute, be actively and physically involved and be challenged appropriately. Resources should also be appropriate for the range of abilities.

## **QUALIFICATIONS at KEY STAGE 4**

There are awards provided by many different bodies. Whenever possible we use awards from official bodies; for example Amateur Swimming Association swimming awards, British Gymnastic awards for Trampolining and the Royal Life Saving Society's Rookie Lifeguard Award.

Several pupils in Key Stage 4 do not participate within mainstream PE lessons or take part in PE based qualifications on site and instead attend 'Spearhead' and complete a BTEC qualification throughout their time there.

Some KS4 pupils who remain at school for their core PE lessons also enrol onto the Physical Education Entry Level qualification and pupils are expected to achieve Level 1, 2 or 3 by the

end of KS4.

Some students are given the opportunity to complete the Level 1 Sports Leader Award. The Sports Leader Award is a national accredited award. Throughout the year, pupils are expected to complete coursework and coach other pupils (of any age) for at least one hour in a preferred sport or activity of interest. This is an excellent course which promotes confidence, self-esteem and independence.

Alternatively, some pupils who stay on the school site have the opportunity to complete the Young Leaders Award (which is a lower level to the Sports Leader Award).

### **QUALIFICATIONS at KEY STAGE 5**

If their timetable permits, some pupils at Key Stage 5 may have the opportunity to obtain further awards in PE and Sport. If they have not yet obtained them, they may work towards their Young Leaders Award, Sports Leader Level 1 Award or alternatively we can offer them the opportunity to work towards their Sports Leader Level 2 Award.

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### **FACILITIES and SPACE**

For Year 10 and 11 pupils, the School has a timetabled morning at the local Sports Centre where pupils have access to swimming and the dry sports areas such as the sports hall, fitness gym, trampolining, pitch and putt foot golf course and ski slope. This has provided older pupils with opportunities to participate in activities which would otherwise be inaccessible at the school site.

Pupils in Key Stage 1 and P3 swim for a session every week. The rest of the primary pupils swim in alternate term blocks. This means pupils in P4, P5 and P6 swim for a session a week for 2 terms, trampoline for 2 terms and access the sports hall for 2 terms. The School makes use of the facilities at the Folkestone Sports Centre, where each primary class has a weekly session lasting between 30 and 45 minutes depending on the activity and taught by appropriately trained Highview and Foxwood Staff.

Key Stage 3 pupils also swim in alternate term blocks which equates to 2 terms out of 6. This means pupils in years 7, 8 and 9 swim for a session a week for 2 terms, trampoline (or access the fitness gym if the trampoline is unavailable) for 2 terms and access the sports hall for 2 terms.

### **DIFFERENTIATION**

It is an aim of the School to ensure that all children are presented with programmes and tasks which fall within the individuals capabilities; yet encourage pupils onto more challenging and extending activities. Within every group, all pupils operate with different levels of personal experience, co-ordination, self confidence and actual comprehension of what is expected of them. It is the teacher's responsibility to consider all these factors within their group and organise their lesson and resources accordingly to best meet the needs of every individual within the group. Perceptive and professional use of learning support assistants available for PE activities helps to instil greater confidence and success in all group members.

## **HEALTH and SAFETY**

Health and safety awareness plays an integral part of pupils' learning in PE and should be encouraged and pupils should be alerted to safety issues whenever necessary. Teachers and support staff should plan and deliver their lessons with safety in mind and refer to the "Safe Practice in Physical Education", produced by BAALPE. All staff responsible for the delivery of PE are encouraged to communicate any safety concerns they may have to one another, consulting the PE coordinator in the first instance, who may wish to consult a member of the Senior Leadership Team in exceptional circumstances. The member of staff who is delivering the PE lesson is responsible for ensuring that risk assessments are in place and adhered to and if they have do have concerns regarding the safety of the pupils or staff during a particular activity then they should cease delivering that activity immediately and consult the PE coordinator at their earliest convenience. The PE coordinator will support other members of staff, the executive head teacher and governors in monitoring the risk assessment of activities and planning INSET for staff if and when required

It is imperative that whatever activity a child undertakes, all reasonable steps are taken to ensure his or her safety, and to predict dangers before they occur. This means that:-

## **SUPERVISION AND CHANGING**

1. All children must be appropriately supervised at all times. This includes times when they are getting changed, collecting, returning and moving apparatus as well as when they are taking part in directed activity. Various Teaching Assistants (TAs) have been assigned to specific Swimming and PE lessons for KS2, KS3 & KS4. It is preferable that at least two members of staff (teacher and TA) are supervising when a class PE activity is taking place.
  - a. It is not always essential that pupils are directly supervised during periods of changing but a member of staff must be located nearby. Pupils are entitled to privacy when changing and staff must use their discretion in deeming what is an appropriate level of supervision. For example, a member of staff of the same sex as the pupils, opening the changing room door at 1 or 2 minute intervals to check that they are continuing to change could ne appropriate supervision. Alternatively, if a member of staff uses changing periods to discuss previous lessons or the upcoming lesson then their presence in the changing rooms for the entire duration of the time spent changing is required and therefore appropriate.
  - b. It is extremely important that all pupils know that there is a member of staff nearby at all times and know how to access that member of staff immediately

if they want to.

- c. The Intimate Care Policy strongly recommends that when supervising pupils in a state of undress another member of staff is present. Staff should avoid ever being left alone with a single pupil while they are changing and instead should wait outside the changing room door.
- d. Staff should however be cautious at public changing facilities and ensure that no pupil is left alone in a changing room with a member of the public.
- e. From year 5, boys and girls are to change separately from each other with adult supervision, with use being made of changing room facilities if required.

### MEDICAL INTERVENTION

2. Pupils with asthma inhalers should have access to them upon request during PE lessons. All staff teaching, leading or supporting PE lessons should know which pupils have asthma and will know where and how to access their inhaler speedily should they require it during the lesson. If a pupil has asthma symptoms while exercising, allow them to stop, take their reliever inhaler and when they feel better allow them to return to the activity (most pupils with asthma should wait at least five minutes).
3. Staff teaching, leading or supporting PE should know which pupils have epilepsy, asthma or another condition. Staff teaching, leading or supporting PE are also responsible for identifying changes in any pupils physical or mental condition. Any changes, regardless of how minor, should be reported to the teacher or member of staff in charge and if any member of staff feels strongly that it is necessary, irrelevant of whether all staff agree, that pupil should be given medical assistance by a qualified First Aider or other medically trained member of staff as appropriate.
4. Accidents and injuries which occur during the course of a PE activity must be reported and recorded in line with current First Aid Procedure document which can be found within the First Aid policy.

### SHOWERING

5. At the end of a PE session, children in the secondary part of the School should be encouraged to shower when these are available.. Showering is possible at the Folkestone Sports Centre and is encouraged after wet and dry sports. The School is not able to insist on this, but the reasons for recommending this are explained clearly explained to pupils as part of their PE curriculum entitlement.

### VALUABLES

6. The safekeeping of valuables such as phones, watches and jewellery are pupils (or, for some pupils, their parents') own responsibility and if they choose to bring them to lessons then staff have no obligation to accept responsibility for valuables which should and can be stored safely at reception for the duration of the school day.

### SAFETY OF EQUIPMENT

All gymnastic equipment is checked annually by external specialists in line with KCC policy. Any equipment found to be below the required standard is condemned and removed. Bicycles are serviced regularly by external specialist bicycle mechanics. A bicycle mechanic is able to ensure that the bicycles are at a very good state of repair at the time of the service.

All equipment used within PE lessons should be checked by a member of staff prior to its use. It is the responsibility of the teacher or staff member in charge to ensure that any resources and/or equipment used in their lesson is correctly set up and/or fit for its intended purpose on a lesson by lesson basis.

In line with the School Health and Safety Policy, any faulty or broken equipment must be reported to the PE coordinator and the Health and Safety Co-ordinator and it should then be removed from the store. If this is not immediately possible, it should be appropriately marked as faulty to ensure that it is not used.

Where a member of staff is using equipment which they are unfamiliar with and which may pose a risk if used incorrectly, they should seek advice from the PE coordinator before commencing use for the first time. It must always be remembered that: "All activities which a pupil or group of pupils undertake must fall within the supervising adult's remit of skill, competency and experience."

### LEARNING ENVIRONMENT

The gym is cleaned daily and is suitable for barefoot work in gymnastics and dance. The outside grounds are inspected on a regular basis by the site team and any hazards are removed or reported. Staff should carry out a visual inspection of the working area before each lesson to look for any new hazards and report them if required.

### PE CLOTHING and KIT

The School has a recommended PE kit which includes:-

House coloured T-shirt (red, green or yellow);  
Black shorts;  
White socks;  
Trainers (or plimsolls for indoor activities);  
Towel and swimming costume/trunks

All parents are notified about kit requirement in the School Prospectus and by regular contact. Parents are told on which days their child should bring kit at the beginning of the school year when timetables are set.

Children are not permitted to take part in PE activities without the appropriate footwear as a minimum requirement. Footwear is considered of greater importance and in some exceptional circumstances pupils with the correct footwear are allowed to participate without wearing their entire PE kit. It is the responsibility of the member of staff in charge to ensure that their clothing will not restrict the movement they will be required to make throughout the lesson.

An alternative kit will be issued to pupils who fail to bring their own. Any alternative kit issued will be clean and dry. Further action is sometimes required on the part of the teacher to take all reasonable measures to ensure such an incident does not happen again. This may include sanctions and contact with parents or carers.

Jewellery including rings and ear-rings must not be worn by children or staff during PE lessons. Long hair should be tied back to avoid restricted vision and hair whipping into their

own eyes and face and others around them. The wearing of appropriate watches during PE sessions is permitted for staff and if required for the lesson, sometimes permitted for pupils as well. Timing is vital throughout PE lessons and a watch is a necessity on the playground where clocks are not readily available and the stopwatch facility may be required. Watches measuring heart rate are also a valuable learning tool and are therefore sometimes permitted to be worn by pupils and staff during lessons.

The clothing and footwear of staff should also be appropriate for the activity. Once again, footwear is considered to be of the greatest importance and staff members wearing inappropriate footwear should be discouraged from taking part in physical activity themselves. Members of staff are strongly encouraged and should be regularly reminded by the PE teacher to wear flat fitting trainers or plimsolls for PE lessons along with an appropriate outfit. Staff should also keep long hair tied back during PE lessons.

### **CHILD PROTECTION**

Child protection is an important element of our work at The Beacon, Folkestone. If concerns arise during a PE lesson regarding the safety of a child, for example when a child is changing for PE or swimming, then the procedure outlined in the Safeguarding Policy should be followed and adhered to. This involves recording the incident on a 'Safeguarding Concern form' and passing this information on to the Designated Child Protection Coordinator as soon as possible.

The supervision of children changing must be undertaken with utmost attentiveness and caution. Pupils may require intimate care due to the fact they are getting dressed and undressed. Staff must be aware of the school's Intimate Care Policy which states that any individual member of staff should inform another adult when they are going alone to assist a pupil with intimate care. It states that where an Intimate Care Plan is not in place for a pupil prior to the requirement for it, parents or carers should be informed the same day via phone call or sealed letter home. It also strongly recommends that when supervising pupils in a state of undress another member of staff is present.

### **NON PARTICIPANTS WITHIN PE**

All children should be encouraged to take part in PE activities. However, there are a limited number of exceptional circumstances when children do not take part.

It is the responsibility of the member of staff in charge to notify all their colleagues of pupils not taking part in PE. If any member of staff is unsure as to why a particular pupil is not taking part within the lesson and/ or is unsure as to whether the teacher or member of staff in charge is aware, they must consult the teacher or staff member in charge at the earliest possible opportunity and before they make any other enquiries on the issue. If a member of staff knows of a reason why a particular pupil is not able to participate within a PE lesson, they must inform the teacher or member of staff in charge at the earliest possible stage.

It is expected that if a child is not physically fit enough to do PE, then a note or telephone call, or message in the home/ school book will indicate this. If a pupil fails to produce a note or message from their parents they will be encouraged to join in with the lesson as best they can so long as it doesn't cause them any discomfort or pain or undue embarrassment. The

member of staff in charge may use their discretion and accept the reason they have provided (without a note or letter from their parents) but may still request them to change for PE as usual, as long as the process of changing does not cause them discomfort or pain or undue embarrassment. This means they will be expected to change for PE as usual but will not be required to join in if they are not able to do so without discomfort. Alternatively, the staff member in charge may accept their reason (without a note or letter from their parents) and not request them to change if they feel that the process of changing serves no benefit to that particular pupil or the rest of the class.

If the non-participation is frequent it is expected that the condition be confirmed via letter from a Doctor or Consultant as to what the child is or is not able to do. For various reasons, some pupils wish to 'opt out' of PE and persistent instances of non-compliance may require further action to be taken by the teacher in charge. This may include sanctions and contact with parents or carers.

Non-participants are still expected to participate within the lesson and join the group for all teacher-led learning sections of the lesson. During group or individual tasks they may adopt a role such as peer assessor, coach, mentor, facilitator, assistant, time keeper or referee.

### **ADDITIONAL PARENTAL INVOLVEMENT**

Home/ school books may be used to communicate any issues with kit, and a phone call home may also be necessary.

Parents are invited to Sports Day and are sometimes invited to other sporting events where their child is participating. Parents are informed if their child is taking part in competitions and they are consulted regarding after school activities and clubs.

### **EQUAL OPPORTUNITIES**

All pupils regardless of race, gender, ability, social origins or size are entitled to be included and be successful in PE. All pupils should have equality of opportunity in respect of curriculum balance, curriculum time, extra-curricular involvement and use of resources and facilities.

Sensitive and informed grouping of pupils help to ensure that all pupils have the chance to contribute, be mentally and physically involved and be challenged appropriately. Resources should also be appropriate for the range of abilities.

The school is committed to ensuring that all pupils experience a broad and varied PE curriculum and, therefore, enable all pupils to experience different aspects of PE. All children are encouraged to participate equally regardless of their gender, race, ability and social background in all activities. Measures are taken to ensure that girls and boys, high and low ability pupils, experience a fair competition through differentiation when appropriate. Like many special schools, The Beacon has a ratio imbalance of boys to girls with around 4 boys to every 1 girl. This means that care has to be taken to ensure that the girls, though fewer in number have equal opportunities to boys; eg that girls are permitted to play sports 'mixed', that they are not overwhelmed and discounted by the numbers of boys; that they have equal chances for praise and reward, and that issues of motivation should be addressed as much to girls' needs as to boys.

## **EXTRA-CURRICULAR ACTIVITIES**

Within the mainstream primary schools and special schools networks, The Beacon takes part in a great deal of sporting activities with other schools. Where The Beacon's pupils compete against pupils in mainstream education, pupils selected to attend may be higher in age than their mainstream opponents in order to provide an acceptable level of competition. Such events are usually non-contact sports or events and therefore size or strength differences are not likely to put other competitors at risk. However, when competing against younger mainstream pupils in contact sports, the size of the pupils competing from The Beacon is always considered. A 1 year difference is always acceptable, for example year 7 pupils from The Beacon will always be permitted to compete against pupils in years 5 and 6 of mainstream education. Where the age of pupils selected to take part in contact sports exceeds 1 year, only small to average size pupils 2 years above will be considered for entry. For example smaller sized year 8 pupils will be permitted to take part in a year 5 and 6 contact sport tournament against mainstream opponents. These experiences are always enjoyed by and are helpful to, those involved.

After school sports and physical activity clubs are held daily, most of the pupils who attend the school attend at least 1 club on offer. After school activities are varied and some clubs change their sport, theme or focus from one term to the next.

Breakfast Club is held daily and allows pupils free access to a healthy breakfast along with providing an opportunity for pupils to take part in wake-up dances.

Lunchtime Clubs and Competitions provide opportunities for all pupils to take part. Less active pupils are encouraged to take part in Change4Life activities. Pupils are otherwise encouraged to take part in inter-house competitions.

The Primary PE and School Sport funding has been used to promote and increase before, during and after-school physical activity clubs with increasing success.

The "PE funding action plan" details the Primary PE and School Sport funding expenditure.

The "PE Achievements Spreadsheet" lists all clubs that pupils are involved in.

## **SWIMMING and the HYDRO POOL**

All children are encouraged to swim when timetabled at the Folkestone Sports Centre Swimming Pool and Hythe Swimming Pool.. As they become more proficient, children will acquire ASA Level Awards and distance certificates. Additionally Rookie Lifeguard is taught to pupils who can swim 50 metres or greater. This is a national qualification. The School has to pay to use the Pool on a per capita basis from within its own funds. Parents are asked to make a voluntary donation to help us meet the cost of this activity, though no child will be prevented from swimming by an inability or unwillingness to pay. Teaching staff must ensure that a correct account of the numbers of children due to swim in a session are handed in to the Pool Reception before the start of the session to avoid the School being incorrectly charged. Use of Instructors is an extra cost.

Travelling to and from swimming the class teacher must ensure that the necessary risk assessments are in place. Life guards at the pools used and the class teacher are in charge of the emergency action plans.

All adults involved in the teaching of swimming must be trained according to current Kent

guidelines. The individual teaching swimming should do so from the side of the pool where he/she has a clear view of all the pupils.

Those involved in sessions at the hydro pool should hold the necessary training and recognised rescue test qualification.

## **RECORDING and REPORTING ATTAINMENT**

A number of children at The Beacon have within their Statements of Special Need/EHCP a reference to specific programmes requiring physical/ co-ordination work. For these children, specific targets and programmes may be set by the Occupational Therapist and so long as these targets are realistically achievable within their usual PE lesson and don't compromise other learning targets in PE, then the child's PE teacher may be required to report on their progress towards them.

For other children the system of reporting on each child's achievements applies as with every other curriculum area. Assessments are made throughout and at the end of each module using BSquared/Pupil Asset and in accordance to National Curriculum requirements. Teachers report on each child's progress yearly in their Academic Report. Within this framework, teaching staff maintain their own on-going notes as they pertain to each child.

## **SPIRITUAL, MORAL, SOCIAL and CULTURAL DEVELOPMENT**

The Beacon will support pupils to develop Spiritually, Morally, Socially and Culturally by giving them opportunities in the following areas:

### SPIRITUAL

- Explore creativity through producing dance and gymnastic routines
- Creating and developing solutions to problems during team games
- Reflecting and critiquing their own and others performances
- Displaying emotions, thoughts and ideas through their dance and gymnastics routines
- Considering open questions throughout lessons, considering their own ideas

### MORAL

- Showing fair play and team work in lessons
- Showing respect through good sportsmanship and good sporting etiquette
- Showing respect for equipment both when using it and when storing it
- Showing respect for their facilities and the environment they are active in
- Receiving rewards for good behaviour
- Listening attentively to others including the teacher and peers input
- Trusting peers through team building activities

### SOCIAL

- Creating a sense of community in lessons and clubs
- Recognising and respecting differences in peoples interest
- Celebrating success both in and out of school
- Acting as leaders running clubs and activities in different Sports Leaders Awards
- Taking part in extracurricular activities

- Using team work throughout lessons

### CULTURE

- Exploring and respecting a variety of different cultural dances
- Recognising similarities and differences in dance and sports performance across different cultures
- Gaining an understanding of different sports and their foundations
- Studying international examples of different athletes and their achievements

### **Policy for Walking pupils to the Sports Centre to take part in PE activities**

- Obtain consent to take pupils off site
- A designated First Aider must take a First Aid kit and any medication required for pupils
- Lead member of staff to carry mobile phone and medical consent forms
- On the day, check number of pupils and inform office and staff and sign out before departure
- Ensure that pupils with mobility issues are pushed in wheelchairs by staff or travel by minibus
- A member of staff must walk at the front of line, a member of staff must walk at the rear and a member of staff to float up and down the line, pupils walk in pairs, with vulnerable pupils holding hands
- Ensure group is kept together by walking at the pace of the slowest walker
- When crossing roads, the whole party crosses together on the command of a lead member of staff
- The lead member of staff will wait until the road is clear before instructing the pupils to cross i.e. there will be no cars on the road at the time when the group begins to cross and therefore the group crossing will have 'right of way' over any vehicles
- The group continues walking
- Report numbers to sports centre staff
- If the group is split into smaller groups and attends different areas of the

Sports Centre then any pupil medication should go with a member of staff in the same group as the pupil it belongs to i.e. a child's asthma inhaler should be given to their swimming teacher if they are swimming

- A First Aid Kit is available in every area of the Sports Centre and provided by the Sports Centre
- Supervise pupils suitably during periods of changing and during participation within PE
- Follow the Centre's Normal Operating Procedures in event of any medical issue; inform the school, follow school procedures
- Good behaviour is encouraged at all times

**Risk Assessment for walking pupils to Folkestone Sports Centre and carrying out activities at the centre**

<b>Hazard</b>	<b>Risk</b>	<b>Risk Rating</b>	<b>Control Measures</b>	<b>Outcome</b>
Traffic	Getting run over	medium	Close supervision, staff to control traffic	low
Dog mess	Walking /trip/slip	medium	Staff to alert pupils	low
Public	Interaction with pupils	medium	Staff to reinforce health and safety procedures and supervise pupils at all times	Low
Animals	Being bitten/attacked/scaring pupils	low	Staff to interact with public and reassure pupils	low
Water	Falling in stream/pond (knee high)	medium	Group to walk on other side of path	low
Slip/trip/fall	Falling over	low	Supervision, staff to point out potential hazards on ground	low
Weather	Getting wet/burnt	medium	Staff to ensure appropriate clothing is worn	low
Wandering off at	Losing a pupil	medium	Close supervision	low

sports centre			at all times	
Faulty equipment	Injury to pupils	low	All areas and equipment checked by staff prior to use	low
Swimming	drowning	medium	Qualified staff to supervise; life guards available, following all Normal Operating Procedures and Emergency Action Plans	low
Tobogganing/skiing	injury	medium	LA approval, close supervision, follow correct procedures, specialist consent forms completed	Low
Purchasing drinks in cafe	Spillage/burn/fall	medium	Close supervision, encouragement and encouraging sensible behaviour	low

### **Risk Assessment for PE Hall**

<b>Hazard</b>	<b>Risk</b>	<b>Risk Rating</b>	<b>Control Measures</b>	<b>Outcome</b>
Chairs and Benches etc. around the outside of the hall	Chairs falling onto pupils, pupils falling onto chairs	medium	Chairs and benches pushed back against the wall and neatly and safely stacked. Pupils made aware of the risk and told to stay away from the edges	low
Wall bars (when out)	Pupils falling off high equipment or running into it	medium	Pupils always monitored when climbing and never put under too much pressure, pupils encouraged to take their time and to be safe Avoid activities taking place in other areas of the hall that involve running	low
Equipment including apparatus, benches and mats	Pupils falling off or landing in an unsafe manner when jumping from. Pupils tripping over mats when running on and off of them	medium	Pupils taught and encouraged to land safely and in a controlled manner under supervision. Pupils praised when they do it correctly. Pupils encouraged to look where they are going and to be aware of their surrounding on light feet	low
Moving around the hall	Pupils bumping into other pupils or falling over, spillages may be present	medium	Pupils encouraged to look where they are going and to be aware of their surroundings moving on light feet. Any spillages mopped	low

### **Risk Assessment for Swimming Pool**

<b>Hazard</b>	<b>Risk</b>	<b>Risk Rating</b>	<b>Control Measures</b>	<b>Outcome</b>
Deep water	Drowning	Medium	Fully trained and qualified lifeguards on poolside at all times Displaying safety signs Lifeguards on rotas Non swimmers must stay in the shallow end Weak swimmers should stay in a depth where they can put their feet down	Low
Slippery floors, equipment left on floor	Slips, Trips and Falls	Medium	Store equipment properly after use Pupils encouraged to walk at all times	Low
Jumping into water or onto steps	Collision with others or objects in the water	Medium	Good level of supervision at all times including that provided by lifeguards who ensure that users of the pool act safely and responsibly. Lifeguards and staff correct poor practice around the pool	Low
Hazardous substances	Ill health as a result of poor water quality	Medium	Pool staff carry out routine checks of the pool water's quality and condition including chlorine and chemical levels	Low

### **Risk assessment for playground/ outdoor PE lessons**

<b>Hazard</b>	<b>Risk</b>	<b>Risk Rating</b>	<b>Control Measures</b>	<b>Outcome</b>
Moving around the playground safely	Bumping into walls/ fences/ other pupils	medium	Pupils encouraged to look where they are going and to be aware of their surroundings. Playing boundaries in place should be a short distance from walls or fences i.e. the lines of the playground should be used as boundaries for activities rather than walls and fences to allow pupils to slow down before running close to them	low
Weather	Pupils getting wet, cold or sun burnt	medium	Appropriate clothing to be worn i.e. coats in cold or wet weather. If the playground is wet and very slippery as a result then PE outside should be moved inside. Sun cream to be worn if necessary.	low
Open space	Pupils wandering off	low	Supervision and teaching techniques demonstrating a teachers presence and awareness of every pupil in every position on the playground i.e. encouraging pupils a long distance away	low

**Changing Rooms including Public Changing Rooms at local Sports Centre**  
**Risk Assessment**

<b>Hazard</b>	<b>Risk</b>	<b>Risk Rating</b>	<b>Control Measures</b>	<b>Outcome</b>
Members of the public	Perverts and paedophiles	Medium	When there are members of the public there with them a member of staff must always be present with pupils in the changing rooms. Where possible, pupils should change in a separate area to adults changing	Low
Wet floors	Slips and falls	Medium	Walking praised Running not accepted	Low
Pupil on pupil contact in a state of undress	Inappropriate contact with other pupils  Fighting and arguing	Low  High	Larger groups should change together, small groups changing together on a regular basis avoided A member of staff will always regularly monitor pupils during periods of changing- all pupils know that a member of staff is likely to enter at any stage Any previous reports from staff or other pupils regarding a particular pupil causing fights, arguments or making contact with them in the changing rooms are taken very seriously and will be taken into account by the member of staff in charge, separating that pupil from the rest of the group where required. Some pupils may wish to, or be directed by the member of staff in charge, to change in a cubicle on their own. As long as they are alone then this is permitted. Staff should be cautious when pupils make specific requests to change with or near another specific pupil. Any and all safeguarding concerns should be submitted on the relevant form to the safeguarding coordinator.	Low
Staff on pupil contact in a state of undress	Inappropriate contact from staff with pupils	Low	CRB checks in place for all staff No physical contact to be made with pupils who are undressed unless absolutely necessary for either intimate care (as part of an agreed intimate care programme) or as an intervention to protect pupils from harming themselves, others or committing a criminal act.	Low

**Risk assessment for using the Folkestone Academy School Field**

<b>Hazard</b>	<b>Risk</b>	<b>Risk Rating</b>	<b>Control Measures</b>	<b>Outcome</b>
Glass, broken bottles, broken cans, sharp objects	Cuts and Infections	Medium	Make a visual check of the areas of use prior to each use Do a full check of the entire field (by walking around the outside of the field) prior to large events	Low

			requiring use of the whole field	
Rabbit or fox holes	Trips and falls, physical injuries to ankles	Low	Visual check of the area prior to use	Low
Strangers	Abduction	Low	Gate kept locked both when pupils are inside and outside the field premises Alternatively the gate is monitored by a member of staff	Very low
Away from the immediate school site	Medical needs and emergencies may not be met as immediately as they would be on the school premises next door	Medium	Mobile phone carried by member of staff in charge (essential if on their own) 2 members of staff present where possible Asthma inhalers or other emergency medication to be carried by lead member of staff or pupils themselves First Aider present where possible	Low

### **Risk assessment for Cycling (on school site)**

<b>Hazard</b>	<b>Risk</b>	<b>Risk Rating</b>	<b>Control Measures</b>	<b>Outcome</b>
Cycling collisions	Collision with other bicycles, staff or pupils when taking part in lesson activities	Medium	Adequate briefing re safe distance, considerate cycling and correct cycling technique including fingers over brakes and riding at an appropriate speed considering stopping distances. Plenty of space given to pupils learning a new skill i.e. cornering, descent and brace position Cycle helmets to be worn at all times when riding. First Aider always present for cycling lessons	Medium
Inability to ride	Falling off bicycles or failing to stop leading to a collision	Medium	Training carried out at a suitable pace by qualified 'cycling for schools' instructors. Cycle helmets to be worn at all times when riding. First Aider always present for cycling lessons	Low
Mechanical Failure	Falling off bicycles or failing to stop leading to a collision	Medium	All bicycles checked by trained 'cycling for schools' instructors prior to use on each day of their use. Any bicycles found to be unfit for purpose will not be used until fixed Any faults or complaints reported by pupils regarding their bicycle throughout the lesson will be checked by a 'cycling for schools' instructor asap.	Low
Inappropriate course or route, extremely	Falling off bicycles	Medium	Check appropriateness of the area and course prior to use Check that the routes are appropriate for the level of the pupils taking part	Low

uneven surfaces			Many bumps, hills and dips are appropriate to ride on, however correct technique must be taught and encouraged to prevent falls	
Steps at the corners of the playground	Falling down the steps	Medium	Clear boundaries set for riding Correct techniques taught for cornering Good speed control when riding ensured through verbal support Good behaviour ensured throughout	Low
Slippery surface when wet	Losing control and falling off	Medium	In wet weather pupils will be prompted to think about the surface condition and adjust their speed, cornering, braking and space between riders accordingly. A tyre check for a reasonable amount of tread will also be carried out.	Low

### **Risk assessment for Trampolining at Folkestone Sports Centre**

<b>Hazard</b>	<b>Risk</b>	<b>Risk Rating</b>	<b>Control Measures</b>	<b>Outcome</b>
Unauthorised use or use without an instructor	Dangerous bouncing or play on the trampoline bed leading to serious injury	Medium	Staff always present in the sports hall when pupils are in there	Low
Falling off the trampoline	Serious injury	Medium	Spotters in place and clear technical guidance given every lesson to pupils on positioning themselves in the centre of the bed when bouncing. Only moving pupils on to more difficult and complex skills when they have mastered positioning at all easier skills. Teachers or staff only with the correct level of qualification are permitted to teach on the trampolines	Low
Improper dismount	Serious injury- broken bones	Medium	All pupils directed to sit down before dismounting and regularly reminded in every lesson to dismount safely	Low
Jumping from trampoline to trampoline	Serious injury as a result of loss of control and falling/ bouncing off the bed	Medium	Not allowed- Pupils given clear rules and boundaries when using the trampoline, close supervision by staff at all times.	Low
More than one person bouncing on the same trampoline	Serious injury as a result of collisions or loss of control	Medium	Not allowed- Pupils given clear rules and boundaries when using the trampoline, close supervision by staff at all times.	Low
Injuries already carried by participants	Aggravating existing injuries resulting in serious injury i.e.	Medium	People with back or neck or joint pain or ongoing medical intervention in these areas are advised not to	Low

	broken bones and muscle strains		participate. People with downs syndrome require doctor's permission before being allowed to participate due to the risk of atlanto-axial instability	
Pupils with an inability to follow instruction and/ or acting in an inappropriate manner	Incorrect practice resulting in serious injury	Medium	Not allowing pupils with an inability to follow instructions onto the beds and providing the correct level of support and manual support to pupils who require it. Gauging the mood and current state of pupils to identify potential dangers. Clear behaviour management strategies used, one warning and then asked to dismount safely.	Low
Clothing, footwear and jewellery	Falling or snagging or catching resulting in serious injury including deep cuts and strangulation	Medium	All jewellery to be removed by participants before getting onto the bed. Staff to remind pupils every lesson. Staff to check pupils visually for jewellery. Hair tied back and correct attire worn.	Low
Distractions including lighting, noise, other pupils, other sports and games	Loss of concentration resulting in poor practice and potential higher risk of injury	Medium	Staff to encourage pupils to concentrate at all times. Distractions minimised by staff members where possible i.e. reducing noise by telling other pupils to be quieter and moving other activities to an area more distant. Drawing curtains to other areas of the sports hall. Participants must always be able to hear the teachers instructions.	Low
Damaged or faulty equipment and hazards around the bed	Serious injury	Low because centre staff are responsible for checking equipment during set up	Check equipment prior to use and ensure that all shoes and loose equipment is put well clear of the bed or tucked underneath so it can't be landed on.	Low
Spotting	Serious injury	Medium	Teacher to ensure that spotters are appropriately informed of their job, they are of sufficient size and ability and they are paying due care and attention to the job in hand	Low
Pupils going underneath trampolines	Serious injury including head injury	Medium	Close teacher supervision at all times and clear boundaries given	Low

# GENERIC RISK ASSESSMENT FOR SCHOOLS

The generic risk assessments for schools contained within this guidance have been developed using the formulas below. It is unlikely that the generic assessments will be totally appropriate for each individual school which may have different circumstances. They should therefore be modified by each school by applying the criteria below to the generic assessment, making that assessment specific to the school.

For example:

The risk rating in the generic assessments is calculated using the formula

Likelihood X Severity

e.g. something 'unlikely' to occur in your opinion (2) multiplied by severity rating of 'significant' (2) would result in a risk rating of 4 which is 'Tolerable' and only requires the control measures to be monitored and reviewed.

This calculation must be made with your school's existing precautions (control measures) in place. If you do have all, or more, of the existing precautions in the generic assessment operating at your school then the risk factor may be lower.

If however, you have identified a particular hazard covered by a generic risk assessment and you do not have all, or any, of the existing precautions listed in place, then your risk factor will be higher and will require further action on your behalf to reduce the risk. This may involve adopting some, or all, of the 'existing precautions' listed and listing them as 'additional precautions' which are in effect further measures you need to implement to control the risk. You may also have other control measures in mind that are not listed and which are equally valid in controlling the risk. It is important that a person (or organisation e.g. ELB) is identified as the person (body) responsible for the remedial measures. A feasible date for implementation should also be recorded and no action by this date should prompt a reminder to the responsible person (body).

When the 'additional precautions' are implemented and the risk assessment is reviewed then the 'additional precautions' become 'existing precautions' and the risk factor is recalculated.

<b>Probability Rating - Likelihood</b>		
very likely	Likely to occur immediately or in the short term	4
likely	Could occur in time, or if repeated enough	3
unlikely	Though unlikely, may occur over time	2
very unlikely	Unlikely to occur	1

<b>Severity Rating</b>		
very serious	Single or multiple fatalities, widespread illness, large scale property/equipment damage	4
serious	Serious injury or illness, serious property/equipment damage	3
significant	Significant injury or illness, significant property/equipment damage	2

minor	Minor injuries and/or illness, minor property/equipment damage	1
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## Risk Assessment Matrix

<b>X</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1</b>	1 Insignificant/ Trivial	2 Low/ Trivial	3 Tolerable	4 Tolerable
<b>2</b>	2 Low/ Tolerable	4 Low/ Tolerable	6 Medium/ Substantial	8 Medium/ Substantial
<b>3</b>	3 Low/ Tolerable	6 Medium/ Substantial	9 Medium/ Substantial	12 High/ Intolerable
<b>4</b>	4 Low/ Tolerable	8 Medium/ Substantial	12 High/ Intolerable	16 High/ Intolerable

Risk Level Description	Numerical Value
High – Intolerable. Immediate action required. Activity should be stopped until control measures can be implemented to reduce risk	12 - 16
Medium – Substantial. Activity can proceed, but with caution, ensuring control measures are maintained. Efforts should be made to control/reduce the risk.	6 - 9
Low – Tolerable. Activity can proceed. Control measures must be monitored and reviewed as required to ensure they remain suitable and sufficient.	2 - 4
Insignificant – Trivial. Monitor activity/task for future changes that would increase the risk	1

Hazard	Risk	Risk Rating	Control Measures	Outcome


## UPDATE SCHEDULE

<b>Version</b>	<b>Reviewed</b>	<b>Reason for Update</b>	<b>Next review date</b>
1	Sept 2016	Transfer to single school	Sept 2018