

Hampshire County Council

Hampshire Outdoors

Safety in PE and Sport

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Foreword

Research shows that placing Physical Education, [PE] and Sport at the heart of school life can bring about significant improvements in achievement, attendance and behaviour. PE and sport builds self-esteem, teamwork and volunteering and leadership skills, which can help build an inclusive society, raise levels of physical activity and positively affect the health of the nation.

Hampshire County Council's Children's Services is committed to values that relate to the health, safety and well-being of children and young people. We wish encourage children and young people to take part in a wide range of PE and sport activities, increasing inactivity levels. There is, however, an element of risk in many of the activities referred to in these guidelines. It is our aim to challenge and not over-protect those to whom we are responsible and in order to do so effectively there needs to be appropriate assessment and management of risk.

Safe practice must be an integral feature of all aspects of PE and sport delivered in all phases of education, from the very early years through to adulthood. It should be in all settings -schools, colleges, clubs and other appropriate establishments

Children and young people need to be challenged physically but at the same time properly prepared to manage any risks that they may face. Our purpose is to help them to develop skills and awareness which they can then use in physical situations to ensure their own and others safety.

To this end, we provide our PE and sport safety guidance. The purpose of this document is to advise on the self-assessment of risk and risk management strategies, and regulate safe practice across the full range of PE and sport. It aims to inform and guide headteachers/governing bodies, teachers/leaders and instructors/coaches on aspects of good and accepted safe practice developed by experience.

1 Introduction

The guidance contained in this document applies to all PE sport, recreation and play activities taking place on Hampshire County Council and Children's Services' sites as part of the curriculum, extended curriculum and out-of-hours learning within school and community education provision. Activities need to take place in a safe, supportive environment without undue risk of injury and without inhibiting a participant's natural desire to be adventurous and independent.

Charges of negligence will be easier to refute if it can be shown that the regulations and guidance contained in this document have been followed. Failure to follow these regulations may leave Children's Services, the institution and employee open to a claim of negligence in the event of an accident.

1.1 Audience

This document is intended for a wide audience within the County Council and Children's Services. The following general principles should be borne in mind when using the document:

- **headteacher:** this term is used essentially to identify the person responsible for ensuring that appropriate risk assessment and safe practice considerations are met in the establishment he or she manages. The term headteacher is used in a generic way, but the reader should substitute headteacher, head, head of centre or principal as appropriate to reflect their management role in their own institution – school, college, club or centre
- **teacher/leader:** this term is used generically for the professionally qualified adult responsible for preparing and delivering a programme of activity in their institution, be it a school, college, club or centre. This term does not include volunteers, instructors and coaches
- **coach/instructor:** this is an adult who has a nationally recognised qualification at an appropriate level from the governing body of the activity being delivered
- **volunteer and other responsible adult:** a volunteer is someone known to the educational establishment and who is considered to be a responsible adult, capable of assisting the qualified teacher/leader with supervision and care of their children or young people
- **children and young people:** these terms should be equated with pupil, student, member or participant in the differing and various educational context
- **duty of care:** the law does not expect perfection, however, it does impose on those involved in PE and sport a duty of care to identify foreseeable risks that may result in injury and to take reasonable practicable steps to reduce the risk to an acceptable level
- **competence:** anyone teaching physical education, school sports and physical activity (PESSPA) should be **competent** to do so safely.

The Health and Safety Executive (HSE) highlights four means of demonstrating **competence**.

- hold a relevant qualification
- hold an equivalent qualification
- have received appropriate in house training
- be competent through experience

These are not totally discrete Qualification, experience and training overlap to produce expertise in a particular field or aspect of PESSPA.

This document aims to support and guide practice in Hampshire schools, colleges, clubs and centres. In developing this document, Hampshire Outdoors has been supported by headteachers, teachers and other adults with specific expertise, as well as a full consultation process with potential users.

2 General guidance

Guidance within this section of the document establishes a framework for planning and monitoring the safe conduct of PE and sport activities for children and young people in schools, colleges, clubs and centres.

These pages are intended to support the development of basic PE and sport policies. Aspects of this guidance and these regulations should inform the day-to-day planning of physical activity in all County Council institutions.

2.1 Using this document

Safe practice is achieved by following good practice, having realistic expectations, and high standards of supervision and participation. An agreed acceptance of what constitutes good practice is established during appropriate specialist training, or as a result of attending appropriate in-service training which is recognised and approved by the County Council.

It is in the nature of some physical activity that there is an element of risk and personnel place themselves and their young people at greater risk if they undertake activities for which they have little or no training, or if they are not experienced at working with the age group involved. In the context of education, risk assessment requires a careful examination of what could happen to children and young people, colleagues or others in the teaching and learning situation. It also requires the identification and implementation of precautions to manage risk to prevent harm. Risk assessment is a legal requirement under the Management of Health and Safety at Work Regulations 1999, which serves to underpin good existing practice where forethought and sound planning are integral to the delivery of PE and sport at all stages of the learning process.

It cannot be over-emphasised for those working with children or young people (e.g. the teacher, youth leader, youth worker, lecturer or instructor) that they, acting within the suggested framework, must be alert to the need for taking additional precautions as appropriate based on a process of appropriate and ongoing risk assessment. For instance, young children will need more guidance and protection than adults, yet for young people in the 14 to 19 age range who are most likely to run into danger from acts of bravado. Protection and precaution are highly important in the early learning stages and may be even more necessary for highly proficient performers.

An appropriate risk assessment will enable the responsible adult to make wise and sympathetic judgements about the conduct of the activity, or the competence of those delivering the activity. Such decisions will be guided and supported by the relevant sections of this document.

2.2 Qualifications for teaching PE and sport activities

Every activity should take place under the control of a qualified person who has the training, qualification, experience and sensitivity necessary to conduct the activity in a safe and structured environment that enables those involved to participate purposefully and learn effectively.

2.2.1 Teaching PE and Sport in Primary Schools

PE lessons and extra-curricular sporting activities will only take place under the control of a qualified person who has:

- qualified teacher status (QTS)
- obtained a recognised national governing body (NGB) award qualification appropriate for the activity
- the relevant coaching qualifications and is a non-teaching staff member employed by the school.

We strongly recommend key staff involved in curriculum development should also have undertaken a Certificate in Primary School Physical Education Specialism (PESS) Level 5/6 course.

Qualified/registered primary teachers and secondary physical education teachers may be required to teach all aspects of the physical education curriculum. Having satisfactorily completed their initial training, qualified/registered teachers should look to access further learning, particularly in those specific PESSPA activities in which they feel less competent, but are required to teach.

2.2.2 Matrix of qualifications for primary school staff

Staff with QTS status

Activity	Minimum Qualification
Key Stage One/Two - PE (all aspects except formal skills in gymnastics e.g. inversion -forward roll, backward roll, cartwheel and high apparatus.	QTS
Key Stage One/Two formal gymnastics (as outlined above)	QTS which included gymnastic training (PE specialism) or British Gymnastics Intermediate Teachers Primary Award or a Hampshire County Council approved gymnastics award
Key Stage One/Two - Curriculum Lead	QTS, (plus PESS Level 6 recommended)
Swimming	QTS (Competent teaching swimming)

Staff without QTS Status (e.g. LSA, sports coach on the school's payroll)

Activity	Minimum Qualification
Key Stage One/Lower Key Stage Two - PE / basic movement including an introduction to games – striking and fielding - net games - invasion games	Multi-Skills Level 2
Upper Key Stage Two (Year 5/6) – Discrete sports (e.g., football, netball, quick sticks hockey, kwick cricket, basketball, tag rugby)	Level 1 Coach Award from the national governing body of the specific sport A RFU tag rugby course is sufficient for rugby in primary schools
Key Stage One/Two - gymnastics	British Gymnastics Primary Intermediate Teachers Primary Award
Key Stage One/Two - Curriculum Lead for PE	PESS Level 5 (Hampshire combined course to include multi skills, BG gym and L3 dance)
Swimming	Please see section 12

2.2.3 Third party providers /coaches of PE and sport activities

A database of providers of Physical Education and sport coaching has been created based on information provided by organisations working in primary schools.

A link to the database is available on the EVOLVE system, under the Resources tab.

The providers on the database meet the minimum safety management and safeguarding requirements of Hampshire County Council. It should be noted that it is for the establishment employing coaches to determine whether or not they meet individual requirements.

Primary Schools should:

- ensure contractual arrangements are in place which are compliant with HCC PE and Sport requirements (as below)
- confirm the coaches qualifications are registered with / accredited by a recognised national governing body of sport (see matrix below)
- confirm that coaches have a minimum of £10 million public liability insurance
- confirm that a current Disclosure and Barring Service (DBS) check is in place for each coach
- ensure a risk assessment for the activity is in place
- ensure an induction process is in place for the coach
- ensure that a monitoring and evaluation system is in place

When engaging or forming any contract with providers or coaches, establishments need to be aware of and adhere to the safety advice and guidance as set out in Hampshire's Safety in Physical Education and Sport document. Particular regard

should be made to the qualifications required for PE and sport coaches who are not direct employees of the school.

2.2.4 Qualification matrix for PE / sports coaches who are not school employees:

Activity	Minimum qualifications to lead	Alternatives to lead	Alternatives to support (with Teacher or Level 2 Coach also present)
Key Stage One/Lower Key Stage Two - PE / basic movement including an introduction to games – striking and fielding - net games - invasion games	PESS Level 3 + Multi-Skills Level 2	Level 2 Coach Award from the national governing body of the specific sport	Level 1 Coach Award from the national governing body of the specific sport.
Key Stage Two – Discrete sports (e.g. FA 5-11 football, netball, quick sticks hockey, kwick cricket, basketball.	PESS Level 3 + Multi-Skills Level 2, plus a minimum Level 1 Coach Award from the national governing body of the specific sport. A RFU tag rugby course is sufficient for rugby in primary schools.	Level 2 Coach Award from the national governing body of the specific sport.	Level 1 Coach Award from the national governing body of the specific sport.
Dance	Level 3 Award in Supporting the Delivery of Dance in PESS	Please contact the office with specific enquiries as qualifications are varied	
Key Stage One and Two Gymnastics	PESS Level 3 + plus British Gymnastics Primary Intermediate Teachers Award	British Gymnastics Level 2 Coach Award (minimum) (BG) Gymnastics Activity Instructor	British Gymnastics Level 1 Coach Award

Sports Degrees

Sports degrees are numerous and varied. They are, of course, of value but their syllabi do not include teacher training - hence the need for Sport graduates to continue their training via PGCE or SCITT courses in order to obtain QTS. It is for this reason that the County cannot recognise stand alone Sport degrees and graduates are advised to follow the matrix above.

2.2.8 Teaching PE and Sport in Secondary Schools

It is expected that PE lessons and extra-curricular clubs are delivered by specialist PE teachers or sports coaches with specific NGB qualifications in the activity being delivered. Occasionally where cover needs to be found this may not always be possible. In this situation the headteacher needs to ensure that appropriate safety measures are put in place and the qualified teaching staff covering the lesson are confident and competent to deliver the learning objectives in a safe environment.

It may also be useful to consider:

- combining classes and using cover staff as support staff
- allowing cover staff to deliver activities that are of less risk

2.2.9 Trainee teachers on school placements

The following regulations and guidance should apply:

- **at all times the duty of care remains with the class teacher**
- all lesson plans and units of work prepared or delivered by the student should be part of the school's National Curriculum scheme of work or its extended programme
- teachers should check a trainee's lesson plans and offered activities
- a trainee should only be allowed to take a part or the whole lesson provided the teacher is present and is satisfied that the trainee is a responsible person and that the work being attempted matches the abilities of the children/young people

2.2.10 School Centred Initial Teacher Training [SCITT] / Schools Direct Training Scheme

Trainee teachers employed under the School Centred Initial Teacher Training / Schools Direct Scheme should be inducted through a progressive programme of guidance and training planned within the institution. A lead teacher will coordinate this programme.

A suggested training continuum is:

- observation of good practice – the trainee to observe a number of lessons taught by a capable teacher/practitioner
- team teaching alongside a capable teacher/practitioner

- directly supported and supervised teaching of a number of lessons

Autonomous, independent teaching within agreed parameters formulated through appropriate risk assessment by the headteacher and/or lead teacher. This training programme may run over one or more terms depending upon the confidence and competence of the graduate trainee and applies in all institutions.

2.3 Qualifications in different phases and aspects of provision

2.3.1 Primary schools

At primary level, the expectation is that initial or in-service training has prepared the qualified person to present children with the range of work as outlined in the National Curriculum PE programmes of study at Foundation and Key Stages 1 and 2. This work should be appropriate to the age and maturity of the children and should include dance, major and minor games, and gymnastic activity throughout the two key stages. **Headteachers need to satisfy themselves of the range and quality of this training. This should be done at the time of appointment.**

2.3.2 Secondary schools and colleges

Teachers responsible for the planning and presentation of PE in secondary schools and colleges should hold a qualification from an institute of higher education or university recognised by the DfE as providing specialist courses to prepare participants for the teaching of PE.

At secondary school and college level, the qualified person is expected to have an acceptable level of knowledge and experience to teach those aspects of the subject as outlined in the National Curriculum programmes of study for PE at Key Stages 3 and 4. **Headteachers need to satisfy themselves of the appropriateness of this training which, due to the important safe practice implications, should take place at the time of appointment.**

2.3.3 Duty of care

Everyone has a duty of care not to cause harm to others. The standard of care originally expected of school staff applied only to teachers and was described as being 'in loco parentis' – in place of a parent. This standard has been updated and modified to the context of a school. Modernisation of the school workforce has broadened the scope of this level of responsibility to include all adults who work with young people. School staff are deemed to possess specialist skills in the profession of teaching and as such their actions are judged against regular and approved practice in the profession. The standard of care is thus set as that of a reasonably competent person working at an acceptable level of expertise and in the same area of activity. Duty of care exists wherever school staff are responsible for young people, whether or not the activity is part of the curriculum, and whether or not it takes place during school hours.

2.3.4 Higher duty of care

An adult with specialist expertise or qualification is expected to have greater insight and awareness of the consequences of his/her actions. Thus a 'specialist' is deemed to have a higher duty of care. This is particularly true in the area of PE and sport activities, when in which school staff are expected to be more fully aware of the potential dangers to young people.

2.4 Responsibilities for activity, policy and supervision

2.4.1 The headteacher

The headteacher is responsible for ensuring that:

- the teacher, lecturer, youth leader, instructor or coach is qualified in accordance with the advice or guidance set out in this document
- all members of staff (not solely PE staff) know, understand and apply the appropriate County Council safety guidance

2.4.2 The teacher/leader in charge of an activity

The teacher/leader in charge of an activity is responsible for:

- observing normal standards of good and safe practice
- complying with these regulations and notes of guidance
- operating within a suitably disciplined framework
- appreciating the importance and use of suitable warm-up activities
- matching carefully the competencies of the participants and the tasks and/or activities set
- knowing how to deal with emergencies, accidents and injuries in each particular activity
- co-operating in looking after accommodation, apparatus and equipment
- reporting all damage, deficiencies and problems
- exercising at least the same concern for the participants in their care as prudent parents/carers would in looking after their own offspring,
- having regard to the children's age and experience and following regular and approved professional practice
- monitoring, supervising and providing support for personnel assisting with a session.

2.5 Safe practice in PE and sport

It is the responsibility of the headteacher and governors to ensure the safety and welfare of all who use their premises. It is for each school, college, club or centre to conduct a risk assessment that is written, specific to the establishment, reasonably comprehensive and in line with the regulations and guidance contained in this

document. The risk assessment and risk control procedures should inform the day-to-day operational procedures for the site.

The following common factors contribute to good practice and safe participation in the wide range of PE, sport and recreational activities.

2.5.1 Risk assessment and risk management

Individual risk assessments and risk control procedures should take account of:

- the people involved in the physical activity
- the context in which the activity takes place, including facilities, equipment and procedures
- the organisation of the activity.

Different user groups account for different permutations of these risk factors. Well-managed risk control procedures may legitimately account for nuances that may exist in the operational procedures for specific user groups within any one single school, college, club or centre site, and between different sites. However, all should be in line with the published safe practice regulations and guidance contained in this document.

Exemplar risk assessment forms for primary, secondary and special age groups are available on Evolve.

The preparation of a risk assessment requires five distinct phases. These are:

- 1 look for hazards
- 2 decide who might be harmed and how
- 3 evaluate the risks and decide whether the existing precautions are adequate or whether more should be done
- 4 record the findings
- 5 review the assessment and revise it if necessary.

The risk assessment process underpins the day-to-day workings of schools, colleges, clubs and centres. Day-to-day working procedures are in place in all institutions – they are the common-sense decisions taken by staff and shared and developed with children and young people and members of staff. This is to ensure good and accepted practice.

- Risk assessment should be carried out wherever a foreseeable hazard or risk may occur. The role of the responsible qualified person is to decide whether a hazard is significant and, if so, to determine and implement any additional controls necessary to eliminate or manage the risks presented. Where risks are significant, the findings and subsequent action taken must be recorded.

It is the responsibility of the headteacher (and governors) to ensure that risk assessment is carried out.

2.5.2 Generic risk assessment

Activity sections in this document will make reference to considering risk in the activity and its general conduct. Such considerations will always reflect the age, (ability and experience of the participants and the competence and experience of the adult leading the activity – both in terms of the activity and of his/her experience.

Generic risk assessment – the general principles which apply to an activity wherever it takes place will need to address:

- guidelines on the activity – rules and expectations
- activity segregation and zoning
- inclusion and appropriate differentiation to meet all abilities and aptitudes
- equipment set-up and storage, including access by children and young people
- use of equipment – procedures and safe practice
- lifting and carrying procedures
- facility condition, including pitch and floor conditions and foot stability
- supervision of the activity, including grouping strategies which reflect the range of ability, aptitude, size and weight of individual children/young people, the gender and cultural diversity of the class or group of children/young people, and the expertise and confidence of the supervising adults
- organisation of the activity, including the teaching space and the equipment/resources needed
- jewellery and personal effects
- clothing and footwear
- non-participation
- inclement weather and its effect on any of the above considerations
- transport

2.5.3 Site-specific or activity-specific risk assessment

- Special attention needs to be given to risk assessment in those activities regarded as carrying a higher level of risk

Evidence of risk assessment and risk management must be an integral aspect of activity planning and there is an expectation of on-going risk assessment being carried out while an activity is taking place.

2.5.4 Risk control/management

Most significant risk can be reduced to an acceptable level by appropriate management strategies. The following guidance will help to minimise and control risk.

Applying the outcomes of risk assessments to make situations safe involves **supervision**, improving **protection** and **educating** the pupils in their own safety. These three strategies will often involve the use of everyday measures to control risks, such as:

- Supervision
 - staff being present when a group is working – with any remote supervision of older pupils being introduced progressively
 - staff being competent to organise and lead the session safely
 - improving the ratio of staff to pupils
 - increasing the training and qualifications of staff
 - explaining any inherent risks
 - stopping the activity if unsafe
 - avoiding the area if unsafe
 - using a safer alternative.
- Protection
 - providing or advising the use of protective equipment or clothing
 - devising appropriate procedures
 - inspecting the facility periodically
 - placing warning notices/protective devices (such as barriers) where unacceptable risk exists
 - using good quality equipment
 - inspecting the equipment regularly
 - repairing and servicing the equipment regularly
 - using different equipment if necessary
 - amending how the equipment is used
 - changing the way the activity is carried out
 - limiting/conditioning the activity.
- Education
 - providing any necessary training to establish safe practice
 - setting appropriate discipline and control standards
 - developing pupils' observation skills
 - teaching how to use the equipment and/or facility correctly
 - teaching progressive practices thoroughly.

2.5.5 People

It is essential that all those involved in PE and sport work safely. This can be achieved by:

- ensuring that school staff, volunteers and coaches are well qualified, trained and experienced
- devising appropriate working procedures
- maintaining discipline and control

- providing appropriate supervision
- ensuring that appropriate protective equipment and clothing are used
- developing observation skills

2.5.6 Context

It is essential that PE and sport is delivered within a safe environment. This can be achieved by:

- inspecting, repairing and servicing facilities and equipment on a regular basis
- placing warning notices where risks persist
- using good quality equipment which meet British and European safety standards
- using equipment of an appropriate size and weight for the pupils concerned
- teaching pupils how to use the equipment and/or the facility safely by establishing appropriate procedures.

2.5.7 Organisation

It is essential that PE and sport sessions are delivered in a safe and organised manner. This can be achieved by:

- working to comprehensive schemes of work which address different abilities
- matching pupils' strength, experience, ability and confidence where physical contact is involved
- giving clear instructions
- explaining any inherent risks
- providing support or standing by when necessary
- when necessary amending the way in which activity is carried out
- teaching progressive practices thoroughly
- using regular and approved practice.

2.5.8 Accident care

School policies, principles and emergency procedures for dealing with accidents and emergencies should be well documented and understood by all concerned. The whereabouts of those responsible for resuscitation and first aid (if not the person in charge of the activity) and the procedures for calling the emergency services should be known. First-aid boxes and telephone access should be regularly checked. After the immediate emergency has been dealt with the school's accident policy should be followed including, as necessary, procedures for home liaison and for submission of accident report forms.

Accidents that involve emotional shock, loss of consciousness (even momentarily) a significant blow to the head or suspected spinal injury must receive the attention of a doctor or hospital as soon as possible.

2.5.9 Responding to a serious accident

In the case of a serious accident, it is essential to record the information set out below. It should remain confidential to the school and Children's Services, and should not be given to the injured person or his or her representative without the consent of the Head of Corporate and Legal Services.

The information to be recorded should include:

- a detailed plan showing the location of the accident in relation to apparatus, activity group and other children
- a description of the task and its relation to the lesson planning
- previous experience of the children and young people in this or any similar activity
- the injured child's school attendance record
- copies of previous accident records (relative to the child's time in this school) together with the current accident record/accident book
- immediate recollections of the teacher's/ leaders perceptions, the injured child's perception and other children's and young people's perceptions of the incident
- detail of the timescale for the accident, operation of procedure and involvement of parents/guardians, including time to contact parents/guardians and their time of arrival at the school or hospital
- equipment inspection records (contracted) for relevant activities, including hall apparatus, gymnasium, outdoor play areas, playground equipment including goal posts, etc.
- own in-house equipment records, including repairs to bats, sticks, etc.

2.5.10 First aid

It is expected that the school, college, club or centre will have a first-aid system that is readily available for dealing effectively with injury should it occur.

Staff who teach PE and sport activities must make themselves aware of the first-aid provision in their place of work.

When teaching PE and sport activities, an accident may occur from time to time and specialist PE staff in particular should have a good working knowledge of first aid.

All specialist PE teachers/youth leaders should know how to:

- perform cardio-pulmonary and expired-air resuscitation (external chest compression and mouth-to-mouth ventilation)
- cope initially with fractures, shock, burns, bruises, grazes, bleeding, scalds, bites, stings, excessive heat and hypothermia
- treat a severe haemorrhage
- decide whether an injured child or young person should be moved
- decide when to leave more serious injuries, such as fractures, spinal injuries or dislocations, to those properly qualified

- use the lifesaving equipment available at swimming pools, which may take the form of recovery aids or advanced resuscitation equipment.

It is vitally important that the qualified person in charge of a group of children and young people working off site has appropriate training in managing first-aid situations and first aid kit. This includes working on off-site playing fields.

2.5.10.1 *First aid equipment*

One person in any school or PE department should take responsibility for ensuring that first-aid equipment is maintained ready for use. All staff and children and young people should know where the equipment is and should have access to the telephone numbers of the nearest doctor and casualty department. These basic facts are equally important for those working off-site, away from their main teaching base. Where necessary, a first aid kit will need to be taken to such venues.

2.5.11 **Medical information**

It is important that current medical information is obtained from parents/carers and communicated effectively to staff leading activities, including supply staff and visiting coaches.

2.5.12 **Facilities and apparatus**

Where facilities and apparatus serve several purposes, there may have been some compromise on design, which may require that certain activities have to be modified accordingly.

In all locations the following regulations apply:

- no matter how restricted the space, races must never finish at a wall
- pools, fitness/weights rooms, trampolines and all rebound apparatus must be kept locked when not in use
- a final safety check must be carried out every time by the teacher before activities commence on any apparatus and this must be seen to be done by the class
- unsafe facilities, playing surfaces, surrounds and equipment must be put out of use and reported
- it is the duty of every employee to report defects that could lead to accidents
- apparatus must only be used for the purpose for which it was designed.

Additionally, apparatus should be of suitable weight and design for the age group concerned. Young children should be able to get out, fix and put away their own apparatus.

2.6 Children and young people with special or medical needs and disability

All young people, irrespective of any special need, have an entitlement to a meaningful and fulfilling experience of PE and School Sport. It not only provides enjoyment and participation in a range of physical activities, but can bring about significant gains to psychomotor and sensory development, health and well-being, and social and emotional stability, improving confidence and self-esteem.

The Equality Act (2010) offers pupils with special educational needs and their parents/guardians a fundamental right to access mainstream education and/or to ensure that appropriate provision is available to meet an individual pupil's needs.

When teachers have a child with special educational needs in their classes a differentiated teaching approach and a higher degree of care and support may be required. Just as a parent/carer will devote extra care to a child with such needs, so should the teacher.

This must be achieved without undue protection of the child which may inhibit personal development.

The SEND Code of Practice (2015) defines models for SEND provision. Any teacher working with children and young people with special educational needs must consult with the school's SEND co-ordinator to ensure effective educational, pastoral and managerial policy is followed. It is the responsibility of the co-ordinator to inform the supervising adult of any known limitations, or expectations or information relating to the child's or young person's educational needs in the context of PE and sport. Any teacher in charge of a child or young person with SEND and any non-teaching assistant, special needs assistant or special needs support assistant working in association with that teacher, must know the nature of the child's learning problem, disability, or emotional or behavioural disorder (The Equality Act, 2010)

- any constraints on physical activity as a result of the disability or of any required medication.

Such problems may include:

- poor co-ordination or balance
- lack of spatial concept or perceptions
- slow reaction time
- variable levels of concentration
- cardiovascular inhibition
- muscle spasms
- sensory loss.

Children and young people with certain medical conditions such as epilepsy, asthma or diabetes usually attend mainstream schools.

- **Teachers must know who these children and young people are and what their condition entails**
- **Participation in PE must be organised strictly according to medical advice.**

Agreement to take part is normally given if the condition is not severe, and if the child or young person can be relied on to recognise the symptoms preceding an attack. For more detailed information, particularly in the use of PE apparatus, climbing equipment and swimming, the appropriate activity section in this document should be read carefully. Certain activities will require the child or young person being directly supported by an appropriately trained special needs support person. This support need should be identified through the child's Individual Education Plan (IEP) and/or care plan.

2.6.1 Equal opportunities and inclusion

The PE programme planned in any educational establishment should take careful account of the whole-school context – pupils' age, size, ability, aptitude, gender, grouping strategies, staff competence and expertise, facilities and outdoor environment appropriateness for different activities.

In planning activities, careful consideration of organisation and resourcing should ensure that all pupils, irrespective of ability, gender or cultural background, should be able to participate successfully and enjoyably.

Those responsible for planning and delivering PE and sport programmes in schools, colleges, clubs and centres will be catering for an increasing number of young people with SEND and medical needs.

The emphasis is on offering opportunities that cater for all young people and making the activity available and accessible in some form to all young people who wish to participate or are required to take part. This would be irrespective of their special educational or medical need, disability, ethnic origin, sex or religion.

All young people should be able to participate effectively and safely. Providers need to consider a range of approaches to ensure that inclusion activity works effectively with a range of participant groups. At the core of their consideration is the need for the best quality information and advice so that a proper risk assessment can be made and the full possibilities of any context fully explored.

PE and sport-related strategies will include a consideration of:

- **open activities** – where everyone is included without adaptation or modification
- **modified activities** – where changes to the rules, area or equipment are made in order to include young disabled people
- **parallel activities** – everyone plays the same game, but different groups play the game/activity in different ways and at different levels. Participants can be grouped according to ability or according to the way in which they play, for example standing or seated
- **disability sport activities** – reverse integration, where non-disabled people have the opportunity to participate in adapted games designed for the young disabled person, e.g. boccia
- **separate activities** – where young disabled people practise an activity on their own or with disabled peers, often in preparation for a disability sport event.

2.7 Dress, jewellery and other personal effects

Head teachers (and governors) should include reference to each of these aspects of agreed school policy in the school's information for parents/carers. This information should indicate that there is an expectation of compliance, drawing parents'/carers' attention to the fact that there is an element of potential risk to the wearer and others if jewellery and clothing policies are not strictly enforced.

As this is an area that can cause tension it can be helpful to explain the policy at parents'/guardians' meetings; particularly those for new entrants.

2.7.1 Dress for PE

- **Children and young people must wear appropriate PE clothing for all PE activities** – this should be shorts and a T-shirt top or other appropriate clothing according to the activity and/or weather conditions.
- The wearing of vest and pants alone is not acceptable for PE in any context.
- Acceptable clothing is that which presents no risk of injury to the wearer or other children and young people.
- Clothing should allow unrestricted movement without being loose and, when necessary, provide protection for the activity concerned. Care should be taken to ensure that children and young people do not wear unnecessary amounts of clothing, particularly for indoor activities.
- **Long hair must be tied back.** Additionally, the use of swimming caps may be a requirement in some pools.
- The wearing of sensory aids such as spectacles or hearing aids should be guided by:
 - the nature of the activity (contact or non-contact)
 - a judgement as to whether wearing the aid constitutes greater or lesser risk to the wearer and the group.
- Children and young people must be comfortable and warm when undertaking physical activity. Inclement weather conditions will determine the need for:
 - additional clothing – there should be no objection to additional clothing or tracksuits for outdoor activity on a cold day and best practice is to include reference to this in the PE clothing policy
 - shortened lesson/activity period
 - modified activity
 - revised groupings

2.7.2 Footwear

- Barefoot working is recommended for activities such as gymnastics and dance. Where footwear is required for these or other indoor activities it should be light, pliant and close fitting
- Appropriate footwear must be worn for indoor games activities in all phases of education – and footwear should be clean and free from mud

- Training shoes must not be worn for gymnastics or dance, as their hard plastic soles are inflexible and give poor grip
- Appropriately studded boots are recommended for invasion games played on grass pitches
- The provision of appropriate footwear for outdoor activities on grass is a major issue for schools. It is essential to make sure that appropriate risk assessment is undertaken to ensure that reasonable decisions can be made about footwear and its appropriateness for the varying activities and variable ground conditions.
- **Risk assessment and school policy:**
 - a school must carry out appropriate risk assessments in relation to footwear use across the full range of PE and sport activities. Foot stability in varying ground conditions is a major factor in the safe conduct of the activity
 - it is most important to put in place policies and procedures to cover kit deficiencies where they occur
- **Plantar warts (verrucae)**
- These are caused by a virus that enters feet that have minor injuries to the skin. There is no need to exclude the child from swimming or other barefoot activities, but verrucae should be covered. **There is no need to demand that children wear protective footwear such as plastic socks.**
- **Ringworm (athlete's foot)**
- This is a fungal infection that can affect the feet, especially between the toes when it is known as athlete's foot. **The child should not be excluded from school and the patches need not be covered during treatment.** Towels should not be shared.

A school's policy for PE, particularly in the primary context, should include reference to barefoot work in specific activities as an expectation for all children.

2.7.3 Jewellery and other personal effects

- **All jewellery and other personal effects such as watches, necklaces, body piercings, etc. must be removed for PE and related activities.**

Policy should address the secure storage of valuables during PE activity.

In formulating a policy and procedure to meet an individual school's perceived needs relating to jewellery, the following advice is suggested:

- jewellery (earrings, bangles, etc.) should not be worn to school in the first place
- **where jewellery is worn it must be removed for physical activity**
- if under exceptional circumstances it cannot be removed (e.g. cultural practice or newly pierced ears), the risk of injury should be reduced where it is practicable to do so. This could be by:
 - bracelets being secured by the use of a wrist sweatband
 - studs being secured by the use of micropore

- tape or masking tape (not elastoplast or sellotape). In these circumstances care must be taken to effectively cover the spike at the back of the ear lobe
- small, hooped sleepers being secured by the use of a headband – although it is recommended that this type of ear adornment is not worn in the school. Studs are a safer option in the short-term

Such compromises are to ease particular issues of conflict – the element of risk can be reduced by such as those listed above, but the action taken needs to make the situation safe.

- Similar action may be agreed when a child or young person has had his or her ears newly pierced, but only for a short, agreed period such as four full weeks
- **It is strongly recommended that teachers and other school staff do not involve themselves in the process of earring removal or taping, other than the provision of appropriate tape**
- With very young children, parents/carers should be asked to remove earrings and studs from children's ears before they come to school each day, until such time as their child is able to remove these adornments themselves prior to a PE lesson. It is the parents'/carers' responsibility to train their children to take out and to put in earrings. Such training will support the policy of the school and enable teachers to ensure that children and young people are dressed safely for PE activity
- Medi-alert bracelets and necklaces will be worn by some children and young people. Again, during the period of participation it is sensible to remove these items (as both teacher and child/young person are aware of the special circumstances relating to that child and will know how to act should difficulties arise)
- Consideration should be given to modifying the activity for an individual child to further reduce the risk, e.g. it is inadvisable for a young person with taped studs to be positioned in the front row of a scrum in rugby

When all other avenues have been explored, under most exceptional circumstances the school may decide that:

- if it is not possible to remove the jewellery or to reduce the risk of injury to the wearer or others, **the young person must sit out and participate within the lesson in a non-active capacity** (observing, evaluating, responding to questions, etc.)
- **such action must be formally communicated to the parents/carers as the child/young person has been excluded from national curriculum statutory activity.**

2.7.4 Sun burn and skin damage

A school should formulate and implement a policy to increase knowledge, influence behaviour, and create an appropriate environment for staff and children and young people to stay safe in the sun. All are at risk when exposed to sunlight for long periods, but it is our younger children who most need to be made aware of issues relating to sun burn, appropriate action and protection.

- Consider sun protection in relation to your school uniform/dress policies and in relation to the lengths of breaks and lunchtime, the length of PE and other

outdoor activity lessons, sports days, etc. In particular avoid the midday sun and take care with the timing of PE lessons when children may be required to wear less protective clothing.

- Long-sleeved tops are recommended when children are out in the sun for long periods. Sensible, loose fitting clothing helps keep children cool
- Garments made from tightly woven fabric provide more protection.
- Dark colours generally provide better protection than light colours which can reflect ultra violet (UV) rays back onto arms and face
- Hats with bibs and peaks are recommended
- The use of sunblock creams is advised. Maximum blockage is recommended for all children irrespective of skin type
- **School policy must address who applies such sunblocks.** Creams applied to children by their parents/carers at the beginning of the day, before school, will have little effect by midday. Children applying creams to themselves may not be entirely satisfactory
- **Children must not share their sunblock cream with other children.**
- Parents/carers should be involved in the development of this policy in the same way as they are involved in developing policy for other medications that are required for children and young people
- The use of sunblock creams from reputable manufacturers is important. Particular care should be taken over the make-up of those creams, for example peanut oil allergy has been aggravated by the use a sunblock substance that was based on peanut oil
- Access to water at breaks and lunchtimes is a necessity for rehydration. It may also be appropriate during PE activity sessions
- Access to shade is important.

2.8 Supervising children and young people when changing

Children and young people's changing must be appropriately supervised.

Schools need to consider carefully their arrangements for changing and the appropriateness of teacher supervision in the upper primary years. Children in Years 5 and 6, changing in a classroom in full view of one another, is a constant issue. Direct supervision of changing by a member of staff of the opposite sex is a concern for many children and needs to be handled sensitively. It is becoming increasingly necessary for schools to consider changing arrangements for PE and other activities when there are mixed classes.

When there are no purpose-built changing rooms available schools may:

- encourage girls to wear crop-tops and shorts underneath their school clothing on the days they are timetabled for PE
- find ways to separate changing within the classroom with a curtain or other screening
- use different classrooms for each gender group

- find ways to utilise cloakroom areas for changing purposes

These strategies should ensure an appropriate level of supervision and control of changing without the need for direct supervision

Displaying a degree of trust that allows children and young people in Years 5 and 6 to change behind a screen - reserving the right to intervene should there be a concern about welfare and discipline seems entirely appropriate. This is a privilege that could be discussed with senior primary children, with an emphasis on self-discipline relevant in line with their level of maturity.

2.9 Further and higher education students and sixth-form students – unsupervised activity

Small group training and recreational sessions in field, court and net games and other low risk activities may take place without direct supervision provided that:

- the responsible adult is available in a known place
- individuals are known to be trustworthy
- no individual practises alone
- only limited numbers are involved
- students are fully aware of their responsibility in an emergency
- students have been taught and are adequately proficient in the skills involved in the activity

2.10 Participation by staff

2.10.1 Teaching and coaching activities

It is not recommended that adults should join in any games with children/young people where body contact, an accelerating projectile (such as a hard ball) or weight-bearing features. In the teaching-learning situation, the teacher may consider it appropriate to join in a game for the following reasons:

- to support the flow of activity
- to make tactical or developmental input

When joining in, teachers should consider the following:

- teacher participation must not reduce the effective control of the game
- the teacher should help all children and young people to become involved and should be even-handed in the assistance provided.

When teachers/adults join in games lessons to support teaching, their natural advantages in height, weight, strength, skill and experience can easily put young people at risk. Care should be taken when demonstrating a skill or technique. In such instances, static demonstration should be the limit of an adult's involvement – and then only with the child being made aware of what is involved and with agreement that the adult make physical contact. It is also imperative that this be

done in a manner which cannot be misconstrued. Preferably a child of similar size, experience and confidence should be asked to demonstrate where dynamic physical contact is required.

2.10.2 **Competitive sport activities – children versus adults**

Adults must not participate in competitive contact games against children and young people.

When planning other games involving competition between adults and children/young people, great care should be taken in those activities where bats, sticks and hard balls are used.

For all adult v children and young people games, the following considerations are essential:

- the attitude of the adults participating is the most important factor – emphasis should be on playing with, rather than winning against, young people
- the control of the game and the atmosphere in which it is played
- the balance of size, weight, strength, skill and experience of the participants on each team

2.11 **Indemnity, negligence and insurance**

Indemnity: The County Council appreciates and values the goodwill and commitment of those who teach, coach, instruct or facilitate in the development of PE and sport opportunities for young people in Hampshire's schools, colleges, clubs and centres. There should be no doubt regarding this support. The following statement clarifies the County Council's position.

Negligence: Staff, including voluntary helpers, shall be indemnified by the County Council in respect of civil actions brought against them for alleged negligence provided that:

- the act was committed while engaged in an official duty
and
- the employee or voluntary helper was not involved in a motor vehicle accident while using his or her own motor vehicle on the authority's business

2.11.1 **Insurance for PE and school sport**

Generally the following factors apply:

- Hampshire's employees are covered by the County Council's Scheme of personal accident benefits for employees and others (1999) whenever they are in the workplace, even when engaged in out-of-school activities, including representative events on or off site
- children participating in PE or school sport do not have personal accident cover for any accident that occurs at school unless negligence can be proved in the conduct of the activity taking place at the time of the accident

- it is the responsibility of the headteacher to ensure that the qualified person or voluntary helper is a responsible adult, and is adequately trained to undertake the activity.

2.12 Transporting groups to sports events

The use of minibuses and other vehicles borrowed from schools/colleges for any school sports association activities would require additional insurance arrangements.

A school minibus operates within Hampshire County Council's insurance policy and will be registered by the institution. By loaning or even hiring that vehicle to an independent group, the existing named driver policy will need extension, and it is the responsibility of the hirer and the user to ensure that adequate insurance cover is in operation throughout the duration of use.

- This enables school sports teams or small activity groups to be taken by school minibus **by the qualified person alone**.
- This can only be seen as appropriate with known and trusted groups of children and young people. The school's risk assessment process should ensure that due and full consideration is given to the degree of risk when deciding on this lower level of supervision.
- Known groups that are trusted to work successfully in regular (or similar) contexts can be supervised by one qualified teacher in their travel to a local competition, match or training session or activity session.
- Should a 'pastoral issue' arise during transit, the driver must stop the vehicle in a safe place prior to resolving the issue. Should this not be possible, the qualified person should request assistance from their establishment.
- **Local is interpreted as within one hour of base**, but this must be considered very carefully in every case – support must be relatively accessible, must be in a known place, contactable and ready to intervene if an incident occurs. Visits involving water crossings or going beyond the one hour travel time require additional adult support.
- Parents should be kept informed of any off-site activity (simply defined as outside the school or establishment gates).
- Information on routine and local visits within walking distance of the educational establishment should be given at the start of the school year, term or session, via a communication that is known to successfully reach home. Parents are therefore informed that their child(ren) will be involved and can ask for further details if required.
- This could also involve regular trips to local venues via minibus or other means of local travel for well-established groups, e.g. sports teams, drama and music. Heads of establishment may well decide that such groups are best suited to a separate communication and consent. This would cover a number of regular visits, the specific details being given closer to the time.
- Where the visit is within the school day or normal working times, parents need to be informed in writing, and consent obtained, when:
 - travel or transport away from the site is required
 - it is an unusual or non-regular occurrence

- it does not fit into the two categories above.

Whenever the visit or venture goes beyond the normal school day or normal working times, information must be given and consent obtained from the parents.

2.13 Use of images

Since the introduction of the Data Protection Act in 1998, permission must be obtained from anyone who will appear in any photographs, videos or webcam images that might be taken. This means children/young people plus any adults – those in the forefront and possibly those in the background. Permission must be obtained before an image is taken/recorded. Normal practice in schools is for the headteacher to get blanket permission for all children/young people for a five-year period. Consent forms for both children and adults are available from the County Council or through the EVOLVE site.

These image permission requirements will apply in all situations, including taking any training images of children or young people performing specific movements or at larger sporting events. Special care must be taken to ensure that only images of pupils in suitable dress are taken. For example, avoid using full-length photographs of children in swimming costumes; instead take the shot from the shoulders up.

3 Climbing and outdoor play equipment

These notes give guidance on safe practice and advice relating to the use of climbing and adventure play areas, including the planning, provision and management of outdoor adventure, agility and play apparatus.

This section reflects emerging on-going advice to ensure schools get best value from existing equipment, while meeting current BS EN and Hampshire Standards, for example:

- equipment installed prior to 1987
- equipment installed between September 1987 and July 1998, reflecting BS and Hampshire standards
- equipment installed from August 1998 to the current day, reflecting BS EN and Hampshire Standards

Headteachers should also refer to the initiative courses and low ropes courses detailed in the County Council's Safety in adventurous activities policy document, when adventure play equipment is used for a problem-solving activity.

3.1 Reviewing existing provision

In reviewing existing climbing equipment and policy for use, the major considerations identified below should be addressed:

- **Obsolete service and public works equipment, including steam rollers, tractors, caravans, boats, etc., must not be retained or acquired by schools.**
- Traditional climbing and play equipment, including metal frames, slides, concrete structures, etc., in place prior to July 1987 (when Hampshire County Council gave advice to all schools regarding height of climbing equipment and the need to **consider fully the use of impact absorbent surfacing for all new installations**), have been used successfully in schools for some time. Where they are well maintained and the school has a good behaviour and supervision policy, they will remain satisfactory. Modification is appropriate to ensure such equipment complies with advice and guidance in this section of the document.
- The quality of the children's behaviour and the supervision policy remain the key factors in the successful use of such equipment. The supervision policy must inform all staff of their responsibility to visually check the equipment on all occasions it is used and report any concerns, putting the equipment out of use if appropriate.
- An annual inspection should take place using a PE equipment maintenance contractor recommended by Children's Services.
- Any items causing concern should be disposed of, or adapted to meet the recommended play criteria, e.g. lowered in height, impact absorbent surfacing, minimum space around equipment addressed, etc.

3.2 Upgrading existing provision

During the course of any upgrading, schools should take care when beginning the process that they do not create situations where they operate children's and young people's play activity without consistent standards – new and old provision should not operate on the same site and must meet current BS EN Standards.

3.3 Developing new equipment

Advice should be sought from Culture, Communities and Business Services (CCBS) before developing this aspect of play.

3.3.1 Outdoor climbing/play equipment

- The safety of users should permeate every stage in the provision of adventure play and in the arrangements made for regular inspection and maintenance once the equipment is installed.
- In establishing a policy for use it is important to ensure that **all potential users are informed that use is not acceptable in the periods immediately before school and immediately after school (unless it is part of a well-supervised out-of-hours play scheme)** and that this policy applies to the children of the school and any other children who are brought onto the school site.

3.3.2 Safety advice and planning regulations

- **All new equipment must comply with the European Standards which have been brought in line with the former British Standards Institute (BS) specification and guidance for play equipment.**
- Play equipment intended for permanent installation out of doors must now comply with BS EN 1176 Parts 1 + 2. Part 2 provides comprehensive guidance for installation, inspection, maintenance and operation.
- **Impact absorbent surfacing (IAS):** All new equipment over 0.6m in height must be installed with an impact absorbent surface (BS EN 1177)

3.4 Planning outdoor play provision

3.4.1 Major planning considerations

- Siting and access
- Layout and design
- Allowing sufficient space around items with moving parts
- Installation (quality control)
- Choice of surface, including impact absorbent surfacing
- Inspection and general maintenance
- Children's and young people's supervision

- Unauthorised access, use and vandalism

3.4.2 Main design and safety considerations

- In general, long low elements are preferable to those in which height is the dominant feature. **On Hampshire County Council sites:**
 - 1.5m is the maximum working height recommended for schools with children seven years of age or under
 - 2m is recommended as the maximum working height suitable for schools with children and young people over seven years of age
 - whenever there is shared provision/use of equipment, the lower infants' height (1.5m) should be used
 - **the maximum working height on any Hampshire County Council educational site must not exceed 2m**
- Apparatus should be designed to offer safe escape systems and routes. Those with such routes are more suitable than equipment with steep drops
- **Where apparatus is designed to cause a loss of balance, e.g. wobble boards, and a loss of balance can occur, then impact absorbent surfacing must be planned to accommodate a minimal fall height of 0.6m.**
- **Layout:** Movement of children in and out and around the space of the apparatus needs careful planning. The essential design consideration is the space in and around each individual item of equipment – **the minimum space around equipment and zones**. It is in relation to the space occupied by the apparatus and the area of its operation, together with an allowance for falling in free space, that the **minimum space** is applied.
- The minimum space around equipment and zones is generally accepted as 1.8m for any single item and 3.5m between two separate pieces of equipment.
- **Any recommendation from the manufacturer to increase the minimum space around equipment must be complied with.** This minimum space around the equipment should not overlap between two pieces of apparatus, nor there be any obstacles in the free space other than structures to assist or safeguard the user. **No reduction to this standard is acceptable.**
- Design should minimise the possibility of children and young people climbing on the outside of the apparatus.
- Swings are not to be included within an open-play area. The provision of a screen fence or other suitable barrier to protect children from accidental collision is a vital consideration. Absorbent surfacing for swings must include the full extent of the anticipated swing path.
- Separated **raised** stepping stones must not be included in the design brief for any Hampshire County Council site. They must be butted together to form a continuous pathway. Rubber raised stepping stones offer a safer alternative and these may be included in the design brief.

3.4.3 Outdoor Gym Equipment

- The use of outdoor gym equipment, such as cross trainers and exercise bikes is becoming more popular. Consider the following:
 - all children should have an induction to ensure they know how to use the equipment safely. This can be done as a class or small group
 - equipment should be monitored at play times by staff. Initially this will need to be close but as children get used to the equipment, this monitoring could be from a distance or even by older children as 'monitors' overseen by a member of staff
 - regular maintenance/monitoring and safety checks need to be in place in case of overnight vandalising
 - one person only on a piece of equipment at a time
 - limit time on equipment in hot weather
 - appropriate clothing/footwear to be worn

3.4.4 Impact absorbent surfaces and safer surfaces

Any installation above 0.6m in height must have an impact absorbent surfacing (IAS) to BSI standards (advice in BS EN 1177). If climbing is possible on and around the apparatus an impact absorbent surface should extend outside the apparatus to a distance of 1.8m from the outside of the base of the apparatus. If rotation around the apparatus is possible, e.g. bars, an impact absorbent surface is necessary.

Impact absorbent surfacing can be provided in a variety of materials with the depth of material complying with the regulations relating to the critical fall height. This must be considered in relation to the maximum height of the equipment.

Safer surface examples in Hampshire County Council schools include:

- mix and pour onto existing or prepared hard surface, e.g. rubber granules in various colours
- rubber tiles, a specialist platform above or sunken into the surface
- loose filled play bark:
 - schools choosing bark as their surface must ensure that it is of play bark quality, with a supplier's guarantee that it complies to this specification
 - loose filled play bark must be contained and where such material is used a wooden edging system is generally recommended rather than a pit installation. BS EN 1177 recommends that the surfacing extends 1.8m beyond the extremities of static equipment, whatever the structure of the impact absorbent surface
 - care should be taken to ensure that any raised edge is beyond this 1.8m parameter
 - loose filled play bark must be installed to a minimum depth relating to the critical fall height – 300mm is recommended as the minimum depth where equipment above 0.6m is in place
 - loose filled bark should have been screened to a particle size between 20mm and 80mm, with any twigs, whitewood pieces, or other sharp-edged material removed

- loose filled wood chip should have been screened to a particle size between 5mm and 30mm. Once again, 300mm is the recommended minimum depth for wood chip
- tiles may be used in conjunction with play bark and wood chip in heavy use areas such as at the bottom of a slide or a fireman's pole
- although grass surfaces offer a restricted impact absorbent surface they would not normally be recommended in schools because they restrict pupils' safe use of equipment in wet, damp and slippery conditions.

3.5 Maintaining outdoor climbing and play equipment

- The site manager should arrange an annual inspection using Hampshire County Council's recommended PE equipment maintenance contractor
- A daily visual check on fixings and fittings and on the condition of safer surfacing should be part of the school's policy for outdoor play supervision
- Any defect should be reported and the equipment put out of use until such time as appropriate repairs have been carried out by an agent approved by Children's Services and the equipment declared to be safe. Defective equipment should be clearly marked
- Loose filled surfaces must be maintained at all times to a depth to suit the critical fall height recommended for the equipment. This depth will have been established at the design stage
- Loose filled surfaces such as bark, wood chip and gravel will migrate from their designated area. The site manager (caretaker) must ensure that adjacent play areas and playgrounds are not made unsafe by scatterings of play surface material. Daily checking is recommended and together with regular clean sweeping.

3.6 Playground furniture, including seating, platforms, sleepers and other such constructions

Many schools have enhanced the play opportunities available to their children and young people by providing furniture or equipment that enables more imaginative play and/or quiet areas

Major considerations are:

- the siting of such furniture should be within an overall site development plan that creates a variety of play opportunities, e.g. open play, imaginative play, quiet areas and adventurous play
- no such furniture should restrict the recommended open play areas or their safety run-off zones
- cluttered play areas cause supervisory and accident problems for schools.

An overall planned use of play space is required.

- playgrounds and their safe run-off zones must be protected within concept plans for school grounds development.

- all the materials used should be purchased from a recognised supplier and constructor experienced in the use of the appropriate planning/design considerations
- any new item of equipment, including trim trails, with a height above 0.6m is, in fact, climbing or adventure equipment if children and young people could climb on them. This ruling is regardless of the intended function. Such equipment would therefore require siting within an impact absorbent surface with it surrounded with the minimum use zone extension.

3.7 Recreational use at breaks and lunchtimes

- **it is the responsibility of the headteacher to establish a policy for play** and, at his/her discretion, to make outdoor play equipment available to groups of children
- safe operational practice by children will depend upon the clear pattern of use agreed by the headteacher and his or her colleagues, including supervisory staff. The code of practice for equipment use states that the following guidelines **must** be observed:
 - close supervision of the activity is maintained throughout each period of use
 - groups of children are limited in number with all expectations clearly explained to them
 - recommended footwear and clothing are worn by all users
 - all supervisory staff, together with the children, have established a clear understanding of what is accepted as safe behaviour on and around the equipment with this being consistently reinforced
 - pupils are inducted into the safe use of the equipment during a curricular PE lesson and demonstrate their understanding of safe practice before being allowed to use the apparatus during lunchtimes and breaks

3.8 Outdoor PE lessons

3.8.1 Using the outdoor climbing equipment in timetabled PE lessons

- the movements of children using apparatus should be guided, but should not be rigidly directed by the teacher. Self-selection of movement in response to a task should be the aim at all times. Children should be able to work at their own ability level but care should be taken to avoid any 'dare' situation
- every child using apparatus should wear plimsolls or footwear with non-slip, flexible soles. Particular care should be taken to see that shoe laces are tied and elastic fastenings are secure
- appropriate clothing should be worn
- sufficient apparatus should be available so that overcrowding is avoided, particularly on the climbing apparatus

4 Athletic activities, weights and heights

4.1 General guidelines

The teaching and practice of athletics produces a number of situations that will require careful consideration. Safety will only be possible in circumstances where general discipline and behaviour are good, where class objectives have been established, where good organisation prevails, and where suitable facilities are available.

Every aspect of athletic teaching and learning should be planned in the context of appropriate risk assessment which should address:

- the running, jumping and throwing areas – condition and safety in normal and inclement weather
- the equipment – security and condition, including marking/height for appropriate age groups
- facility condition – jumping areas, run-ups, take-off boards, track markings and specialist throwing areas, including when used cages and nets
- use of specialist equipment in general, including high-jump bars, rakes and hurdles
- grouping strategies, including non-participants and those awaiting their turn to throw, jump or run - their location to ensure their own and others' safety when in limited teaching spaces
- multi-activities where direct supervision of more than one activity group is planned, including measuring and recording results
- the experience and competence of the supervising adult in relation to all aspects of the planning, supervision and delivery of the activity

4.1.1 Qualifications required for teaching/coaching athletic activities

The qualified person must be a teacher with QTS. The teacher can undertake elementary work in those simple running, jumping and throwing (using soft implements) activities that are practised by primary school children.

A teacher undertaking sessions for the athletics events listed in the regulations for athletic events below must:

- be a fully trained PE specialist whose college course included the teaching of the listed athletic events
- **or**
- be otherwise qualified to teach athletics by holding an appropriate UK Athletics (UKA) coaching award

4.1.2 Regulations for athletics activity

- teachers and instructors must instruct children and young people in safety procedures and supervise the practice of safety measures in practical situations
- the following athletic activities must be supervised by a qualified person:
 - track events – 1,500m and over, hurdles, steeplechase
 - throws – discus, shot putt, javelin
 - jumps – pole vault, high jump, triple jump, long jump
- during an athletics competition, e.g. sports day, the events specified above may be controlled by teachers with knowledge of the safety measures that will apply, but they must be under the overall supervision of a qualified person

4.1.3 General considerations for athletics activities

- all performers should be within visual and auditory distance of the qualified person
- children and young people should be encouraged to warm up before practice and competition
- children and young people should be taught the safe use of athletics equipment and alerted to the dangers of misusing such equipment
- the dangers of careless use of spiked footwear should be pointed out to all performers
- pupils should be taught the techniques of an activity, be competent in the technique and have recent experience of the activity before engaging in competitive situations

4.2 Jumping activities

Jumping activities have the highest incidence of injury in athletics. Risk of injury normally occurs because insufficient emphasis has been placed on teaching suitable take-off and landing techniques and because landing pits are not prepared correctly.

It is strongly recommended that junior school children be confined to the scissor high jump (which employs a foot landing technique).

All children and young people should be warned of techniques that involves them in landings that might be dangerous, e.g. side or back landings

4.2.1 Regulations for jumping activities

- Competitive triple jump activities must not be taught to Key Stage 3 girls. The English Schools' Athletic Association (ESAA) only includes triple jump for girls from Key Stage 4.
- Jump landing areas must be one of the following:
 - a purpose-built sand pit

- a purpose-made high jump landing area of minimum dimensions 5m x 2.5m x 500mm
- a purpose-made pole vault landing area of minimum dimensions 5m x 5m x 600mm.
- The Fosbury flop high jump technique is forbidden except where:
 - a purpose-made soft landing area is available
 - and**
 - the teacher/instructor holds the UKA coaching qualification (high jump, including Fosbury)
 - or**
 - the teacher has attended a Hampshire County Council in-service training course on the Fosbury technique
 - or**
 - a teacher’s initial training included a specific course in teaching the Fosbury technique.

4.2.2 Additional precautions for jumping activities

- landing pits should be constructed to the exact specification. For guidance contact Culture, Communities and Business Services (CCBS) in Hampshire County Council
- the sand in the landing area should be sharp sand that will not cake. It should be deep enough to ensure that there will be no jarring on landing.
- sand pits should be dug over with a fork or spade at regular intervals. A rake is only adequate for levelling
- care should be taken to ensure that rakes, forks, etc. used at the pits are not left in any position in which they might cause injury
- the edges of raised high jump/pole vault sand pits should be covered by sand bags
- run-ups and take-off boards/areas should be level and firm enough to prevent the risk of foot and ankle injuries
- take-off boards or areas must be positioned so that every performer can reach the landing area. For triple jump in particular, several take-off boards or areas should be provided to suit different levels of ability
- take-off boards should be painted a distinguishing colour, should be fixed and should be level with the surface of the runway
- at all times children and young people landing in sand pits should be encouraged to use foot landings as in the scissors technique, or hand and foot landings in techniques such as the straddle and western roll
- because of the hazards in horizontal travel during high jump, particularly when teaching beginners, take-off markers or zones should be placed towards the near upright in order to encourage jumpers to negotiate the bar at its mid-point

- care should be taken to ensure that high jump and pole vault stands are in good order and that the crossbar fits correctly on the shelf so that it can be dislodged when hit from any direction
- pole vault slide-ways and vaulting poles should be regularly inspected and carefully maintained
- round bars are recommended, especially for a Fosbury style of jumping
- if flexi-bars are used they should be colourful and strong and clearly visible to the athletes. Supporting stands should be secured so that they do not collapse onto the jumper.

4.3 Throwing activities

Throwing activities present the greatest risk of serious injury as, in most cases, the throwing implement is derived from a lethal weapon. The routine of a controlled line up, throw and retrieve should be clearly understood and strictly adhered to.

4.3.1 Regulations for throwing activities

- at all times throwers must be under the control of the qualified person. Throwing events must take place in an area of the field set aside for this purpose and if on open access sites clearly marked out
- throwing in all events must be in the same direction
- throwers must be trained to check, before beginning the throw that there is no-one in a vulnerable position in the area where the implement may land
- no-one shall cross the throwing line/point until all implements have been thrown. Implements must only be retrieved on a given instruction
- pair or return throwing must be forbidden
- when measurement of a throw is desired, marking of the landing point must only be undertaken by a teacher or responsible adult
- children and young people may assist in measuring throws provided they remain behind the scratch line while throwing is in progress and don't move until directed to do so
- recovering the javelin needs particular care and young people should be trained on (how to approach and retrieve the landed javelin (i.e. walk, do not run, to retrieve; approach to the left or right, not from directly behind the tail, levered into a vertical position before removal from the ground, and cover the tail of the javelin with the hand before retrieval).

4.3.2 Additional precautions for throwing activities

- The correct method of carrying implements should be taught:
- movement from the storage area to the work area should be closely supervised
- regular inspection and maintenance of throwing implements is essential
- throwing implements should be stored so that unauthorised use is prevented

- an effective procedure for checking equipment out and in should be established
- before permitting throwing, underfoot conditions must be given due consideration, particularly when conditions are damp
- left-handed throwers should work together at one end (thrower's left) of the throwing line.

4.3.3 Additional precautions for discus throwing

- for standing throws, children and young people should stand behind a scratch line and should not be within 7m of another child or young person
- throws with a turn should be made one at a time from a circle or scratch mark and with all other children and young people at least 10m behind the thrower and out of the early release sector (remember that this will be different for left-handed throwers). It is recommended that, where possible, the discus circle should be caged
- in damp conditions the discus should be dried before each throw and the surface of the throwing area checked to ensure footing is secure
- worn or pitted grass throwing areas should not be used, and new areas should be clearly marked out
- discus with cracked or damaged rims should not be used.
- returning discuses by rolling should be forbidden

4.3.4 Additional precautions for hammer throwing

Hammer throwing is not accepted in Hampshire schools and colleges except where:

- there is a throwing cage approved by the County Council
- there is a suitable hammer landing area that is not used for games
- the teacher/instructor holds the UKA coaching qualification (hammer).

4.3.5 Additional precautions for javelin throwing

- for standing throws children and young people should stand behind a scratch line and should not be within 5m of another child or young person
- running throws should be made one should be performed one at a time from a scratch mark or arc and all other children and young people should be at least 5m behind the thrower
- javelins should be carried vertically and held at the grip
- javelins with damaged grips should not be used.

4.3.6 Additional precautions for shot putting

Care should be taken when shots are being carried as severe personal injury can result if a shot one is dropped. For standing putts children and young people should stand behind a scratch line and should not be within 4m of another child or young

person. Putts with a shift should be made one at a time from a circle or scratch mark. Other children and young people should be at least 4m behind the thrower and away from the direction of the putt.

When passing a shot from one person to another it should be laid on the ground, never handed on or rolled.

4.4 Track running, hurdling and steeple-chasing

4.4.1 Regulations

- **Marathon running is forbidden.**
- **Hurdles must only be used in the correct direction.**
- **For hurdle competitions all competitors must wear spiked shoes.**

4.4.2 Additional precautions

- spiked shoes should only be worn in competitions and in the designated practice area
- hurdle weights should normally be used only in competition. Care should be taken to ensure that weights are correctly positioned
- the use of spikes is strongly advised whenever hurdles are used on grass
- in the steeplechase, hurdle bars should be checked regularly for damage and wear caused by spiked running shoes
- distance races should be appropriate to the age and ability of the children and young people. ESAA (English Schools' Athletic Association) recommendations provide a useful guideline.
- whenever it is used, the finishing tape should be a length of two-ply worsted which will break easily. The height of the tape should be adjusted so that there is no risk of its searing the necks of athletes.
- when used a finishing tape should break easily. The tape should be held at an appropriate height to ensure that there is no risk of it searing the necks of runners

4.5 Tug of war

Tug of war activities are not recommended for pupils in Key Stage 1.

4.5.1 Regulations

The following points should be considered in relation to the context in which tug of war activities take place:

- the tug of war arena should be sited on short grass, not concrete
- ideally teams should consist of 6-8 children, equally balanced in size and weight

- teams are not permitted to suddenly let go of the rope
- for competitive tug of war an area of 60m x 6m is required for each rope
- each area should be cordoned off with rope or fencing to protect participants and spectators. The centre point should be clearly marked
- tug of war ropes should preferably be made of dry sisal. They should be approximately 35m long and ideally have a diameter of 10cm (for under 15s) or 12.5cm (maximum for under 19s)
- the centre of the rope should be marked with red tape. White and blue tape markers should also be positioned at the following distance(s) from the centre of the rope:
 - under 11 years – white tape: 2m, blue tape: 3m
 - under 15 years – white tape: 3m, blue tape: 4m
 - under 19 years – white tape: 4m, blue tape: 5m
- ropes should be checked regularly for signs of wear and tear (e.g. splits, tears or fraying)
- pupils may wear shorts or tracksuit/jogging bottoms on their lower body
- apart from the anchor person, the rope should run freely past each puller and should not, under any circumstances, be tied around individual team members
- boots not studded, spiked and with no steel toe caps or trainers with a good grip may be worn. All footwear should be tied up tightly to offer maximum support
- gloves should not be worn.
- pulling should only start on the instruction of the judge, using the following commands:
 - pick up the rope (pullers pick up the rope)
 - take the strain (pullers pull the rope tight)
 - steady (judge checks rope is central, pullers lean back)
 - pull (pulling begins).

4.6 Starting pistols

4.6.1 General considerations

- firearms are not acceptable as starting devices in schools, with the exception of very small-calibre cap-firing pistols. Clapperboards or similar implements are preferred.
- **please note:** The Olympic .380 BBM Starting Pistol has been illegal from 4 June 2010. These should be handed in to a police station and an alternative system used in school. Other types of starting pistol remain legal

4.6.2 Regulations

- a starting pistol should always be fired at arm's length above the head

- a pistol should never be left loaded after use. The slide or magazine should be taken out, the ammunition removed and the gun, magazine or slide and ammunition safely locked away
- for reasons of security all starting pistols should be marked with the name of the owner or school
- **the loss of a gun or ammunition must be immediately reported to the police**
- when 0.38 blank ammunition is used, the starter should wear ear muffs.
- **ammunition and gun/slide must be stored separately in suitable locked storage**

4.7 Cross-country running

4.7.1 Regulations for cross-country running

- supervising staff must inspect the course to ensure that there are no new hazards
- all participants must be checked back in
- cross-country running can only take place during daylight hours
- organisers must obtain permission of other land owners if courses go into private property, fields or woods

4.7.2 Additional precautions

In selecting a route every effort should be made to avoid the following:

- running long distances on roads or pavements
- crossing roads – if this has to be done a member of staff should be present to supervise the crossing
- climbing over or under fences
- running across rubbish tips or waste land where grass can obscure debris, broken glass, etc.
- leaping of ditches

Additionally:

- participants should be properly dressed, having regard for weather conditions
- participants should be suitably trained for competitive events
- appropriate staffing must be in place

4.7.3 Distances

Distances for boys' and girls' competitions must not exceed those laid down by the ESAA (English Schools' Athletic Association). ESAA competition recommendations are as follows:

- under 11 years of age:

- Year 5 no longer than 1,500m
- Year 6 no longer than 2,000m
- under 13 years of age:
 - boys' maximum 3,000m
 - girls' maximum 2,500m.

4.7.4 Course markings

In competitive events in which large numbers are involved, a suitable width of starting line will be required and also a long opening straight is desirable

Competition courses should be clearly marked with a clear run-in, unimpeded by obstacles at the finish. In addition to the current safety regulations for cross-country running, the requirements given below must be observed:

4.7.5 Choice of route

Chosen routes must allow for maximum staff supervision. If there are stages where there is not sight supervision by staff, children must be instructed to keep in minimum sized groups of three. Children must never be alone unless they are on open routes where they are clearly in view. Teachers should ensure that routes relate to the age and experience of the participants and that prior to competition participants are involved in a progressive training programme.

4.8 Indoor athletic activity

- the relatively confined space requires clearly designated activity areas - well away from projections and walls
- the activities undertaken should reflect the developmental stage of participants and the available space, such as the sports halls programmes developed by UKA/British Athletics.
- sustained fast running – participants should be taught how to use 'reversa boards' safely for sustaining fast running in a confined space and given sufficient practice prior to any form of competition
- horizontal jumping – approach runs for horizontal jumps should be used to cushion landings. Safety mattresses are inappropriate for this purpose
- vertical jumping – where a complete high jump technique is involved a purpose-made high jump landing module must be used. Where a standing vertical jump (sargent jump) or 'speed bounce' are performed, mats should be used to cushion landings
- throwing implements should be appropriate for indoor use and made from plastic, foam or rubber
- the use of equipment should be well supervised and equipment stored safely when not in use.
- activity protocols should follow the safety principles of those used for outdoor athletics activity

5 Combat activities

Risk assessment for this group of activities requires:

- generic risk assessment
- very careful consideration of the target audience
- inclusion issues
- a current qualification for teaching and coaching the activity appropriate to the learning context
- experience of preparing a programme of activity for the age group
- experience of delivering the chosen activity with the age and/or gender groupings
- good knowledge of progression and a proven ability to differentiate the activity relevant to the age, experience, confidence and competence of the participants
- an understanding of all aspects of the programme: content, delivery, equipment, activity facility, protective activity surface as appropriate, clothing, and accepted good and safe practice
- adults other than teachers who are working in close proximity with children/young people must have undertaken a DBS check by the headteacher.

5.1 Aikido

5.1.1 Qualifications

This activity must take place under the control of a qualified person who will be:

- a teacher (QTS) who:
 - holds the minimum grade of 4th Kyu as recognised by the British Aikido Board (BAB)
- an instructor who:
 - holds a BAB black belt or in exceptional circumstances a BAB brown belt together with a current Level 2 BAB Coach Award

5.1.2 Regulations (Also Judo)

- The recommended ratio of children and young people to teachers/instructors must not exceed 20:1
- Aikido must only take place in an area of minimum size 33.45m² consisting of purpose-made aikido/judo mats, or, following consultation with the County Outdoor Education, PE and Sport Service, certain special gymnastic mats. Standard gymnastic mats cannot be regarded as suitable for the practice of aikido. It is recommended that mats are of a minimum thickness of 48mm.

- Children and young people must not be permitted to practise throws or holds until they have received the necessary instructions and preparation. Further considerations are given below.
- A minimum ceiling height of 3.5m is needed, with no objects hanging below this level.

5.1.3 Conditions of practice (Also Judo)

- children and young people should be required to adhere strictly to the discipline and etiquette demanded by the activity
- the rate of children's and young people's progress should be strictly controlled by the teacher/instructor
- randori or free practice should only take place when participants have sufficient experience
- the number of participants should be limited to the area of mat available. In randori it is reasonable to permit 11m² for each competing pair, but this area can be revised for class teaching in which the activity is more controlled. A minimum of 3m² is recommended per student, with more space required depending on the type of activity and intensity of the practice or randori.

5.1.4 Equipment (Also Judo)

- all performers should wear appropriate clothing that does not impose restrictions on the body, in particular around the neck
- only bare feet should be permitted on the mats
- special linked (jig-saw) mats should ideally be used
- weapons training is not appropriate in a school environment

5.2 Boxing

Is an Olympic Sport and appears on the GCSE examination syllabi. Pupils may therefore wish to have this sport assessed as part of their examination and can do so if provision is made in the club where the pupil trains. Some medical authorities have pressed the view that, if delivered with force and frequency, blows to the head in boxing can cause damage to the brain as well as injury to the eyes, ears, mouth and hands.

In view of this, and since the risk of injury cannot be eliminated in boxing, this sport is not regarded as being suitable for schools to include in their PE programme.

5.2.1 Focus Mitt punching activities

“Boxercise” and “Boxafit” are examples of business trademarks in which boxing style techniques are included in an aerobic exercise circuit to improve physical fitness. In this context they can be considered for inclusion in a physical education programme as long as the correct technique for striking pads is taught.

5.2.2 Non-contact boxing

This is similar to the exercise regime described in 4.2.1., but may use a wider range of equipment to strike (punch bags, etc). There is use of boxing style techniques in an aerobic exercise circuit to improve physical fitness. In this context they can be considered for inclusion in a physical education programme as long as the correct technique for striking pads is taught. In addition the equipment should not include a “Heavy Bag”, as its use can cause undue strain on wrists and bones in the hands.

5.3 Fencing

5.3.1 Qualifications

This activity must take place under the control of a qualified person who will be is:

- a teacher (QTS) who holds as a minimum a Level 2 Coach Award of the British Fencing Association (BFA).
- an instructor who holds as a minimum a BFA Level 2 Coach Award.

5.3.2 Regulations

- the rules of fencing and guidance on safety in fencing issued by the British Fencing Association (BFA) must be strictly adhered to (BRITISH FENCING STANDARDS AND GUIDELINES FOR SAFETY IN FENCING 18th Edition – Approved by BF Board January 2018)
- fencing must only take place under the direct supervision of a qualified person
- The fencing environment must fully meet BF requirements
- “pistes” (both competition and practice) must be well spaced out, at least 1.5m apart, and comply with BF recommendations
- the ratio of children/young people to teachers/instructors must not exceed 12:1 and must reflect the personal indemnity insurance policy of the instructor. This should be noted clearly in a risk assessment undertaken by the school.

5.3.3 Conditions of practice

- children and young people should be required to adhere strictly to the discipline and etiquette demanded by the activity
- the rate of children’s and young people’s progress should be strictly controlled by the teacher/instructor
- the qualified person must ensure that all fencers are always safely attired and equipped before activity may commence
- children under the age of 10 should fence with weapon blades of size 0 and children under the age of 14 should normally fence with weapon blades of size 3 or less. This is what they would be required to use in competitions for their age
- children and young people should be taught the basic safety requirements. that they **never**:

- run in the venue (sale); unless under the direction of the qualified person and never with a weapon
 - point a weapon at anyone not wearing a mask and correct clothing
 - mishandle equipment
 - use a blade that shows signs of 'softness' or is badly bent or kinked
 - fence against anyone whose blade shows signs of 'softness'
 - carry a weapon other than by the pommel with the point towards the floor or alternatively by gripping the point with the weapon hanging down vertically, other than when practising or fencing
 - remove masks until told to do so by the coach.
- **Almost all serious injuries in fencing are caused by broken blades. Therefore it is essential that only swords that are in good condition are used; others should be condemned or taken out of use for repair. Frequent checks are essential both between and during sessions.**

5.3.4 Equipment

- the points of swords should be covered with **purpose made protective tips**
- all **swords should be checked regularly** by qualified school staff/coaches
- any **electrical equipment** used for scoring should be stored safely and observed carefully while in use
- **adequate body protection is essential.** Pupils should only be allowed to participate in fencing activities if they are wearing the following items of protective clothing/equipment as set out in the BFA rules:
 - a plastron
 - a mask complete with bib and an effective head clip, which fits correctly (substandard masks are unacceptable); all masks must be fitted with safety back straps
 - a jacket long enough to cover the waistband of the trousers (the official requirement is a 10cm overlap when in the en garde position)
 - gloves with a gauntlet to cover the cuff of the jacket sleeve and protect wrist and arm (the gauntlet should extend halfway up the forearm to ensure a safe overlap)
 - breeches (optional during practice, mandatory during competitions) If trousers are worn openings/pockets need to be zipped, sewn or taped closed
 - knee length socks (if wearing breeches) that are always covered by the bottom of the breeches so that no bare skin is showing
 - shoes with a sole that grips the floor, which should be replaced if the soles are worn
 - additionally, it is compulsory for women to wear breast protectors and it is recommended that girls wear breast protectors from the start of Year 10 or from the onset of puberty.

- right-handed fencers need to wear right-handed garments which have openings on the left-hand side. The opposite applies to left-handed fencers
- protective clothing needs to be marked with an appropriate label denoting a safety rating in Newtons (N) – this document can be found by contacting the appropriate governing body

*Non-electric foil blades do not mean dummy electric foil blades fitted with a button. To qualify for this level of clothing standard, both fencers need to be using the traditional lightweight 'steam' foil blade, used universally before the invention of the electric foil

5.3.5 Go Fence

Go Fence is the soft form of the sport using foam or plastic swords and a simple face mask. The regulations and conditions of practice outlined in sections 4.3.2 and 4.3.3 should be applied to this form of the sport, which can be performed as a safe learning progression towards the later use of steel blades

5.3.6 Qualifications required for teaching/coaching Go Fence

This activity must take place under the control of a qualified person who is:

- a teacher (QTS) who holds the BFA Go Fence Leaders Award
- an instructor who holds a BFA Level 2 Coach Award and also the Go Fence Leaders Award.

5.3.7 Equipment

- BFA Go Fence foam or plastic swords and face mask
- all participants should wear a long-sleeved top and tracksuit or jogging bottoms
- all participants should wear a cloth-covered foam protective tabard for the chest

5.4 Judo

5.4.1 Qualifications

This activity must take place under the control of a qualified person who is:

- a teacher (QTS) who:
 - holds as a minimum the green belt (3rd kyu) grade of the British Judo Association (BJA)
- an instructor who:
 - holds a BJA black belt and current Level 2 BJA Coach Award.
- submission, punching, kicking, high or heavy throws, or any moves that put pressure on the neck or twists it, are not allowed. This includes any form of full-nelson and half-nelson that involves holding the chin by the other hand.

5.5 Ju-jitsu, Kung Fu, Kendo, Wu Shu and Tang Soo Do

As the potential harm in these activities is high, school staff are recommended to discuss implementation in more detail with Hampshire Outdoors. Where this activity is being assessed as part of GCSE or A-Level provision it is recommended that this is done at the club where the young person trains.

Karate and Taekwondo

5.5.1 Qualifications

Supervising adults who deliver taekwondo should be suitably qualified taekwondo black belts, sanctioned by the British Taekwondo Council (BTC). There are many different karate organisations within the UK and it is essential that only coaches from an **approved organisation** be appointed to lead karate sessions in schools. Details of approved organisations can be obtained from the national sports council.

5.5.2 Regulations

The following points should be considered in relation to the context in which Taekwondo activities take place:

- **in the context of safe and acceptable practice only the body area is considered a target during sparring. It is essential that kicks to the head be avoided**
- no punching is allowed
- if mats are used, they should be of the interlocking (jig-saw) variety so they do not move apart. 3 square meters is required by students when practising fundamental techniques (kihon) and 4 meters squared per student when practising formal exercises (kata)
- taekwondo is practised barefoot, or with specialist taekwondo shoes. Taekwondo must not be practised in socks as the risk of injury is greatly heightened
- taekwondo is usually practised indoors, however if taking place outdoors the practice area must be dry and free from any sharp or loose objects as these may cause injury or discomfort to the pupils
- pupils should wear the following protective equipment when sparring:
 - head guard
 - body protector
 - arm guards
 - leg guards
 - groin guard
 - gum shield
- all equipment must be kept clean and dry and be the correct size. Guidelines for body protector:
 - Size 2 = 45-55kg

- Size 3 = 55-70kg
- Size 4 = 70kg+
- **the head guard and body protector must conform to Central European (CE) standards and must be approved by the World Taekwondo Federation (WTF).**

5.5.3 Organisation

The following points should be considered in relation to the organisation of Taekwondo activities:

- when pairing pupils for sparring (especially freestyle), particular care should be taken to match pupils by:
 - gender
 - size
 - weight
 - age
 - experience
 - ability
 - and confidence
- pupils should be made aware of the potential for injury and should be taught to perform the moves safely
- pupils should strive for technical competence

5.6 Wrestling

5.6.1 Qualifications

This is an Olympic activity which requires specialist knowledge and experience and should only take place under the direct control of a qualified:

- teacher (QTS) who holds:
 - as a minimum, the British Wrestling Association Level 2 Coach Award of the English Olympic Wrestling Association
- instructor who must hold:
 - the British Wrestling Association Level 2 Coach Award and be approved by the headteacher.

5.6.2 Regulations

- all wrestling must be under the direct supervision of a qualified teacher/instructor
- the safety requirements laid down by the British Wrestling Association must be fulfilled

- a child or young person must not be expected to participate in wrestling against his or her wishes
- parents/guardians/students must be made aware and accept the risks involved before a child or young person is permitted to wrestle

5.6.3 Conditions of practice

- submission, punching, kicking, high or heavy throws, or any moves that put pressure on the neck or twists it, are not allowed. This includes any form of full-nelson and half-nelson that involves holding the chin by the other hand.
- children and young people under 17 years of age are not allowed to use any form of nelson or any form of bridging.
- wrestling should stop immediately if it is thought that any move or hold is causing or likely to cause pain.
- a child or young person must be matched for contest according to his or her weight and age.

5.6.4 Equipment

- Clothing should be close fitting without being too restrictive.
- In training, a person may wear protective arm or knee pads.
- light shoes with smooth soles and no metal lace tags or eyelets should be worn. No outside footwear should be worn.
- the wrestling area may be of any size but it should be at least 12m².
- mats should fulfil the requirements laid down for judo and be at least 40mm thick.

6 Games activities

6.1 General guidelines

These **general guidelines** are for **all** games activities and also relate to those games activities detailed later in this section that have additional specific considerations.

Every aspect of games should be planned in the context of appropriate risk assessment which should address:

- the playing area – condition and perimeter safety
- the equipment – security and condition
- grouping strategies, including non-participants and those awaiting their turn on court, in games such as basketball, handball, netball and tchouk ball. This is particularly important when played indoors or in limited teaching spaces
- multi games where direct supervision of more than one playing group or of more than one playing pitch is planned
- appropriate footwear must be worn for indoor games activities in all phases of education, and should be clean and free from mud
- very careful consideration must be made when mixed standards of footwear are permissible in games indoors – barefoot, etc.; outdoors – studded, non-studded, etc.
- the experience and competence of the supervising adult in relation to all aspects of the planning, supervision and delivery of the activity

6.1.1 Qualifications

All games will take place under the direct control of an appropriately qualified person who has either:

- QTS and has the competence to teach the activity with confidence
- or
- obtained a recognised NGB coaching award appropriate to the activity

6.1.2 General considerations

- The headteacher needs to carefully plan for all situations in which games activities are played, both formally and informally, to ensure that the duty of care expected and exercised during the conduct and supervision of games can be met.
- any teacher or voluntary helper who is asked to supervise a practice game or match must, by their previous training or experience, be able to teach, organise, manage and officiate in the activity in a way that enables children to play safely
- the qualified person should be able to plan and implement the session properly, including providing training in the basic knowledge, skills and

understanding appropriate to the game, before engaging in any competitive play

- the qualified person should be able to develop, control and referee practices and games within agreed or accepted rules
- within the structured teaching and learning of mixed-gender groupings, careful risk assessments are needed, taking careful consideration of the specific activity and young people's age, maturity, ability and experience

6.1.3 Safety precautions

- headteachers and teachers, in determining the size of teaching groups in PE, need to take account of the nature of the activity, the age, experience and developmental stage of the children and young people and the requirements of the National Curriculum
- when allocating classes for teaching-headteachers should have due regard for the safety and learning processes of the children and young people
- the ratio of children and young people to teachers should typically reflect normal classroom organisation. However due to the additional risk in PE more favourable staff to pupil ratios, may, in some circumstances, be necessary

6.1.4 Clothing and personal equipment

- a check should be made of all personal equipment prior to play – boot studs should be examined for undue wear and items of personal protection such as long socks for field games, shin pads, where appropriate mouth guards, where appropriate, and other such equipment should be checked
- **The wearing of mouth guards in rugby and hockey:**
 - the wearing of an individually fitted mouth guard is strongly recommended as a valuable means of protection when taking part in hockey and rugby
 - head teachers should advise parents/guardians and children/young people that the wearing of mouth guards, when fitted properly, can afford a measure of protection against mouth, teeth and jaw injury
 - when mouth guards are not worn, teachers should modify the games in such a way that the risk of injury to the mouth is minimised
- a school would be acting wisely if this advice was contained in their information to parents/guardians and reinforced regularly through PE department policy and also during lessons
- competitive practices and games of, for example football, rugby, lacrosse or hockey should not take place with some children and young people in boots and pads while others are in plimsolls and ankle socks. In a similar way indoor games should not be played with some children and young people wearing footwear while others are in bare feet
- appropriately studded boots are recommended for invasion games played on grass. Pimple-soled footwear is recommended for use on artificial grass turf pitches
- teachers need to be sensitive to issues such as cultural considerations and weather conditions, e.g. the use of warm clothing/tracksuit in cold weather

- if equipment such as footwear is to be loaned to children and young people it needs to be carefully checked for any flaws that could be dangerous
- the handles of hockey sticks, cricket bats, etc. should be in such condition that they can be gripped safely. Splintered equipment should not be used, or be available for use
- rounder's bats and softball bats should be kept in good condition. Rough, splintered or cracked bats should be taken out of use and disposed of immediately faults are detected
- badminton, squash and tennis rackets should be maintained in good condition and those with damaged frames should be removed from use until repaired. Plastic and wooden bats should be checked prior to play

6.1.5 Regulations relating to general equipment

- a check of all equipment should be made before the activity commences
- poor equipment should not be used, or be available for use. Care is needed in destroying and disposing of such equipment
- corner flags or improvised goalposts should be a minimum of 1.2m in height, and measure at least 2.5cm in diameter. Such posts should have tops that are smoothly rounded. Plastic cones/discs are recommended to mark out flexible teaching areas, grids or mini-pitches
- all portable goalposts must be secured to prevent them from tipping over
- goalpost and crossbar fixings and supports should be checked visually before the commencement of any play
- socketed and weighted posts should be checked carefully before use to ensure they are safely erected and secure
- weighted volleyball posts should be tied back to the wall and not left free-standing
- rounder's posts should be constructed of light alloy, PVC or wood sheathed in plastic (where they are less than 90mm in circumference). **Steel and other heavy metal posts must be taken out of use immediately**
- in addition any posts that are damaged or rough edged should be repaired or taken out of use. Any repair should not reduce the post height to anything less than 1.2m above the ground
- rounder's posts should be supported in a base and not fixed to the ground
- ropes used to provide a net or net extension should be clearly visible with coloured tags hanging at distances along its length or a similar sighting method used.
- broken wire surround fencing is particularly hazardous and pupils should maintain a safe distance until it is repaired
- suitable pitch/court safety clearance margins should be observed (advice from the DfE or County Outdoor Education, PE and Sport Service) and with care required when setting up small games and practices that are in close proximity to

- pitches and court surfaces should be free of dangerous objects and, when necessary or when in doubt, a sweep system of checking should be used.
- pitches and court surfaces should have be no large depressions or loose material that make it difficult to maintain a secure foothold
- **the playing or practising of field games should not take place where or when the ground is unsuitable, or is made so by adverse weather conditions.**
- player and teacher foot stability is a vitally important element of safe conduct in any games or athletic activity.

7 Invasion games

7.1 Basketball

7.1.1 Safe conduct of the activity

7.1.1.1 Court area

- the playing surface should be even, clean and non-slip
- **any protruding obstruction closer than 1.05m to the side or end lines must be removed or padded. This is important at the ends that are in close proximity to the backboards.**
- where gymnastics benches are used for team location, the supervising adult should adjust the side play lines to ensure that participants on court or waiting to go on court are not likely to make contact with the benches

7.1.1.2 Backboards and rings:

- BS EN standards apply to the construction, provision and installation of basketball equipment. Schools, colleges, clubs or centres purchasing basketball backboards, rings, nets and outdoor posts should use approved suppliers and only purchase equipment which meets BS EN standards
- match basketball backboards should normally be 1.8m x 1.05m and be positioned 1.22m in front of the basketball court end line with the rings at 3.05 m above the finished floor level
- practice basketball backboards should normally be 1.22m x 0.91m and be fixed or hinged 1.1m from the wall. Height above the floor can vary from 2.44m to 3.05m above the finished floor level
- practice basketball rings should only be used for practising shots and conditioned games. They must not be used for fully competitive games where in which the risk of injury could be high due to the restricted run-off distance between the ring and the back wall
- outdoor posts, wherever possible, should be permanently fixed, especially those for recreational use outside normal school time and without appropriate supervision. Padding is recommended
- **Where portable outdoor posts are provided, security arrangements must ensure that the posts are adequately stored or fixed to wall or fencing to prevent movement and access in anything other than organised and supervised sessions**
- regulation pattern rings and baskets should be used. The basket should be no deeper than 0.4m and be of fine mesh nylon or cord
- the basketball should be inflated to manufacturer's recommendations and should be checked regularly for damage or undue wear. Worn or damaged basketballs should be removed from use

7.2 Football – Association

7.2.1 Playing facilities

- playing areas should be inspected before the session starts for dangerous objects such as glass or cans
- grass should be inspected in severe weather contexts – frozen and water-logged grounds will pose greater risk for all participants and play in such conditions should be considered
- indoor facilities with intrusive equipment low level windows and door glass should not be used for football play
- any protruding obstruction close to the side or end lines should be removed or padded
- the positioning of non-participants and players waiting their turn to play should be considered carefully with the pitch perimeter identified and communicated clearly to all participants
- goal posts should be robust, well -constructed and secure at the junctions of the uprights and the cross bar
- portable goals must be firmly anchored during play to prevent them from collapsing or falling over if contact is made with them
- the use of plastic markers and cones for mini goals is recommended – corner flags and other improvised posts are not to be used to create goals

7.2.2 Footwear and clothing

- footwear should be appropriate to the playing surface
- movement to and from pitches on hard surfaces in studded footwear should be considered carefully and restricted when uneven terrain is crossed or distance is an issue. This applies equally to movement in corridors and changing areas
- nylon and metal studs should be inspected regularly by the participants themselves and by the supervising adult. Unduly worn or rough-edged studs should be replaced
- in match play and competitive practices, players should wear long socks and shin pads
- to prevent friction burns tracksuit bottoms and long-sleeved shirts are recommended for match play or match practices on artificial surfaces

7.3 Hockey

In addition to the general guidelines risk assessment for the teaching and learning of hockey should address:

- grouping strategies
- whenever a goal keeper is deployed in a match situation there should be provision and full use of protective equipment, including abdominal protectors,

body and leg guards, body and arm protectors, gauntlets, goal keeping helmet and face masks with throat guard

- the hardness of the ball used with participants of varying ability and experience- the game format e.g. how competitive – and if there is a goal keeper in match play

Hockey is a physical contact game with many dangers which can be reduced significantly by using a soft ball. Good teaching, coaching, firm control, care of equipment and the use of good facilities will also help to eliminate dangers.

Hockey must take place under the direct control of a qualified person with good background knowledge of the game. Please see qualification requirements in section 2.2.

7.3.1 General considerations

Particular attention should be paid to the rules of hockey governing:

- dangerous play
- the use of the stick
- body interference and obstruction.

Great care should be taken during introductory stages of lessons in which more than one ball may be in use in developing individual, partner or small group skills and competencies

In developing teaching programmes with children and young people, emphasis should be placed on the development of stick and ball control

It is recommended that the mini-hockey game should be the basis of any curricular and extra-curricular experience for primary children and young people. In working with children and young people in this age group the emphasis should be on the control and use of the stick. For younger children in particular the use of a push- type game enables more control of the ball and the hockey stick

7.3.2 Goalkeeping

- extreme care should be taken whenever the goalkeeping position is identified and used during curricular PE lessons
- appropriate protective equipment should be used to ensure safety
- goalkeepers in match play must always be properly equipped with pads, kickers, gauntlets gloves, body and arm protectors and a full helmet with mask and throat guard

7.3.3 Equipment and clothing

- footwear should be appropriate to the particular playing surface and should be regularly checked for safety. Particular attention should be given to the quality of footwear when playing on hard surfaces. Poor footwear may result in stress injury to ankles, knees or to the lower back.

- **players should be advised to wear mouth guards and shin pads whenever a hard ball is being used**
- sticks must be kept in good condition and should not remain in use when they become splintered or potentially dangerous through roughness or other faults.
- stick handles must be adequately gripped at all times and such grips should be checked frequently for wear or looseness
- on synthetic surfaces, plastic and similar artificial grass compounds, players should be encouraged to wear knee and elbow guards and protection for the hands is also advisable.
- on tarmac surfaces, hockey practice and play should take place with balls that stay low when struck

7.4 Lacrosse

7.4.1 General considerations

- it is recommended that lacrosse in the school context is played as a non-contact game
- children and young people must wear gloves. It is recommended that these are close fitting
- players should be advised to wear mouth guards
- goalkeepers should wear leg pads, body pads and a helmet. Abdominal protectors are recommended, as are throat guards where appropriate
- pop lacrosse is a recommended introduction to this fast-moving game. In this form it is a non-contact game and the more flexible rules ideally suit the teaching situation

7.5 Rugby

- **all aspects of planning and delivery must be set in the context of the Rugby Continuum** which establishes a coaching pathway through which each young person acquires, by gradual degrees, those skills required to participate in the full 15-a-side game.

7.5.1 General considerations

- rugby is a robust physical contact game and the safety of participants must be the prime consideration for those introducing this activity to young people
- prior to any competitive activity the responsible qualified person must check the condition of each player's specialist clothing and equipment – helmets, shoulder pads and studs – in line with current RFU regulations
- the headteacher should be satisfied that the qualified person has good background knowledge and understanding of the game, including adequate experience of teaching the age group involved

- non-contact rugby should be the basis of any curricular or extra-curricular experience for children in primary schools
- in secondary schools contact rugby must be in line with RFU guidelines on the Contact Tackle Continuum
- **mixed gender non-contact rugby (i.e. touch or tag rugby) is suitable for all age groups, however mixed gender contact rugby must not take place in Hampshire schools, colleges, clubs or centres**

7.5.2 Teaching and coaching

- those teaching and coaching rugby football must ensure that they are aware of any changes in RFU laws, as, for safety reasons these are often modified for safety reasons
- any mismatch of size and experience should be avoided so that children and young people of different weight and stature do not play together in game situations. This will require careful consideration of grouping strategies in teaching/coaching sessions
- participants should be prepared physically for the demands of the game. Special exercises for certain positions are vital, such as neck and shoulder exercises for front row players
- no player should be expected to play outside their age group unless he or she demonstrably more able than others of his or her own age, and is also physically and mentally capable
- accident figures suggest that most injuries occur in robust open play in which there are badly executed tackles .It is therefore essential for there to be an emphasis on teaching tackling correctly so that all players master the basic technique
- **Tackling games must be restricted until the teacher is satisfied that all players involved can execute tackles consistently and successfully.**

7.5.3 Clothing and protection

- **in competitive game situations players should be strongly advised that:**
 - **shin guards should be worn by the forwards**
 - **mouth guards should be worn**

8 Net/wall games

8.1 Racket games – including badminton, racketball, squash, table-tennis and tennis

8.1.1 Safety precautions

- the playing environment should be free from avoidable hazards, obstructions, dust and dampness
- bags and other loose items, including clothing, should be removed from the playing area
- lighting should ensure clear visibility of the ball or shuttle in flight
- differentiated equipment such as lighter rackets, short-handled rackets, slower shuttlecocks and balls, should be considered to enable less experienced children and young people to play more effectively

8.1.2 Squash considerations

As squash takes place in a confined space, children and young people need to understand the basic rules of conduct in the court areas:

- that entry to the court space is always by knocking and then waiting to be admitted by one of the court players
- that deliberate impeding of another player is not acceptable
- that great care in the use of racket and court space is an integral part of safe, successful squash play
- that players are encouraged to use eye protection

8.1.3 Tennis considerations

- broken wire surround fencing is particularly hazardous and pupils should maintain a safe distance until it is repaired.
- when posts are removed, caps should be used to cover the holes, particularly on multi-use areas.

9 Striking/fielding games

9.1 Cricket

Cricket, when played outside with a soft ball such as a tennis or sponge ball, is not considered to present any special risk. When taught or played with a hard ball cricket presents a number of potential hazards and so cricket activities should be planned in the context of appropriate risk assessment which should address:

- the use of cricket net practice related to the age and experience of the participants
- grouping strategies and waiting areas for non-participants and those waiting their turn to bat, etc.
- the provision and use of protective equipment, including abdominal protectors, batting helmets and helmets for close fielders, including the wicket-keeper

9.1.1 Facilities

- pitches should have a reasonable boundary and should be located to avoid the possibility of balls being hit onto paths or roadways, into private property or public places
- care should be taken when organising cricket on school sites to ensure that children involved in other activities (other than spectating) are not at risk from cricket balls coming in their direction

9.1.2 Participation

- **Hard ball play**
- the use of a composition leather or solid plastic ball that is hard and remains so throughout play requires special consideration in match play, match practices and net practices. The following advice and regulations apply to the use of protective equipment in all cricket in England and Wales:
 - **the key regulation applies to the wearing of a cricket helmet when any child or young person is batting in a match or in a net practice situation against a hard ball. It also applies when any child or young person is standing up to the stumps when wicket-keeping in a match or net practice situation against a hard ball**
 - no young player in the under-15 age group or younger shall be allowed to field closer than approximately 7.3m (8yards) from the middle stump, except behind the wicket on the offside, until the batsman has played the ball
 - for all players in the under-13 age group and below, the distance is 10m (11 yards)
 - these distances apply even if the fielder is wearing a helmet
 - should a young player in these age groups come within the restricted distance, **the supervising adult/umpire must stop the game immediately and instruct the fielder to move back**

- in addition, any young player in the under-16 or over age groups, **should wear a helmet, and for boys an abdominal protector (box), when fielding within 5.5m of the bat, except behind the wicket on the offside**
 - players should wear appropriate protective equipment whenever they are fielding in a position where they feel at risk
 - batsmen and wicket-keepers should wear leg guards and the appropriate gloves. As stated above, abdominal guards should be used where appropriate
 - all group coaching practices and games should be sited in such a way as to avoid a ball being struck hard into another playing area
- **Dress**
 - on grass or artificial wickets and net bases, suitable footwear is recommended – boots or shoes with a grip on the soles
 - spectacles should be secure and lenses whenever possible made of shatterproof glass or plastic wherever possible
 - **Equipment**

bats, balls and protective equipment should be suited in size, weight and design to the age, strength and ability of the players and should be of good quality and in good repair

9.1.3 Conduct of net coaching

- cricket net practices should be conducted by suitably experienced and appropriately qualified persons. Specialist training and/or appropriate coaching qualifications are required
- direct supervision of a net practice must be maintained at all times
- protective netting should be inspected prior to each use and kept in (a good state of) good repair.
- net design should afford protection to players practising in adjoining bays.
- bowlers at net practice should be sure that their fielders and batsmen are alert and ready to play.
- the bowler should call “Play” before bowling the first ball and at any time when this seems necessary due to a break in play.
- dead balls should only be retrieved when all bowling has ceased. Players retrieving any dead balls should be made aware of the dangers arising from practice in adjoining nets, and the batsman in particular, must be made aware of the safe method for retrieving a ball from side netting using his or her bat to aid protection
- the batsman must remove any ball lying on, or rolling onto, the pitching area
- non-participants, and those waiting their turn to bat, should remain in a safe place
- six players per net is the recommended number and teachers (coaches etc) should not allow this number to be exceeded unless they can ensure the safe participation of all involved. No more than 12 players per net is acceptable

9.1.4 Artificial wickets

- if a true grass wicket cannot be provided a suitable artificial wicket should be available. All artificial wickets should be kept in good repair and, if matting is used it should be securely fastened so that the whole provides a true surface.
 - all artificial wickets will be lifted and re-laid as appropriate to the manufacturer's recommendations. Specialist maintenance contractors should carry out this work on an annual basis. Artificial wickets must be maintained regularly in order to provide a safe facility.

9.2 Rounder's, softball and stoolball

9.2.1 General

- risk assessment and careful organisation are required when a number of mini-games are played at the same time
- the batting team should remain 10m back from the batting base at all times
- the rounder's bat should be carried by the batters at all times during their turn
- the softball bat should be dropped rather than thrown back as the run begins.
- players should watch the ball at all times – having smaller teams often helps ensure greater individual involvement and better levels of concentration
- consideration should be given to the use of head and body protection for backstops
- catching mitts/gloves should, as appropriate, be worn for softball and baseball
- **poor equipment should not be used, or be available for use.** Care is needed in destroying and disposing of such equipment
- **socketed and weighted posts should be checked carefully before use to ensure that they are safely erected and secure**
- **pitch surfaces should be free of dangerous objects and when necessary or when in doubt, a sweep system of checking should be used**
- there should be no large depressions or loose material in pitches which would make it difficult to maintain a secure foothold.
- the playing or practising of field games should not take place where or when the ground is unsuitable, or is made so by adverse weather conditions.

9.2.2 Rounder's posts

More specific considerations:

- **rounders posts must be constructed of light alloy, PVC or wood (sheathed in plastic if they are less than 90mm in circumference)**
- posts should not shatter, splinter or break in a manner that could cause injury
- posts should be cylindrical in shape
- wooden posts less than 90mm in circumference should be sheathed in plastic
- flexible posts should be avoided due to whiplash effect

- **steel and other heavy metal posts must not be used**
- posts that are tapered to fit the base should not be tapered to less than 20mm in diameter
- each of the four posts should be vertical and 1.2m above the ground
- the four posts should be supported in a base and not fixed to the ground
- in addition, any posts that are damaged or rough edged should be repaired or taken out of use. **Any repair must not reduce the height to anything less than 1.2m above the ground.**

9.3 Golf

Golf activities should be planned in the context of appropriate risk assessment, which should address:

- the practice area – condition and perimeter safety, especially where the participants are playing on a school site
- the provision of appropriate matting and stop netting for indoor practices
- the equipment – security and condition
- appropriate spacing and positioning of participants and when they apply ball retrieval systems
- the etiquette of golf should be thoroughly taught and encouraged, one advantage being that it is an aid to players' safety

9.3.1 Regulations

- the ratio of children and young people to teachers/instructors must not exceed 16:1
- when handling clubs, players must be at least 3m apart
- when hitting balls, players must remain behind a designated zero line
- children and young people may only advance in front of the zero line on a signal given by the teacher/instructor
- children and young people should leave clubs behind when collecting balls.
- players should not practise out of sand if any other child or young person is near the line of shot
- left-handed players should be grouped together at one end of the hitting line. If for any reason a left-handed player must be positioned between right-handed players, the space interval should be 6m
- club grips should be kept dry at all times.
- all equipment should be inspected regularly and kept in a good state of repair

9.3.2 Indoor lessons

- air-flow plastic balls must be used unless golf netting is provided

- a golf net must be used if golf balls are being hit. The net must be a minimum of 2.5m high and should hang clear of any supports from which balls could rebound
- players must not hit towards opposite sides of a net at the same time.

9.3.3 Additional considerations

- golf mats, must be used for indoor tuition and practice. Gymnastic mats must not be used under any circumstances
- when hitting from brush mats the ball should be placed at the forward end of the mat rather than the centre, thus eliminating the chance of hitting the back edge of the mat or the floor behind the mat
- before playing on a golf course players should be well acquainted with the etiquette of the game and the rules of golf
- tri golf and golf xtreme are adaptations of the game that use purpose made equipment that comprises lighter clubs, reduced flight balls and velcro targets

10 Gymnastic activities

Risk assessment for gymnastic activities requires consideration of the following factors:

- generic risk assessment
- the facility and its size in relation to the activity and the size of the group
- the gymnastic teaching approach(es) to be used by the qualified person
- equipment deployment including storage, movement to and from the working area, equipment set up and set down, the size and weight of the equipment relative to the age and experience of the children and young people and the importance of teaching and monitoring manual lifting techniques
- the use of gymnastic mats – as an extension of the apparatus – to deliberately cushion controlled landings
- the use of landing modules (sometimes referred to as safety mats) in formal gymnastic activity and, when assisted flight equipment is being used, trampettes and Reuther boards (both secondary only)
- progression for the development of prescribed skills, e.g. forward and backward rolls, including and training in the use of take-off and landing on assisted flight equipment
- training procedures for children and young people in situations in which they will lift, carry or fix/fasten equipment. In addition the degree of autonomy allowed
- inclusion issues and special educational needs that will require special consideration, such as epilepsy when for example climbing or working at height
- age and experience of the group, including skills previously learnt
- support for particular skills as appropriate to the teaching approach and the skill of the performer.

10.1 General guidance

Five types of gymnastics teaching are considered:

- informal/indirect or educational gymnastics
- formal/general gymnastics
- rhythmic gymnastics
- sports acrobatics/tumbling
- artistic gymnastics.

The different forms of gymnastics are not mutually exclusive, but the informal/indirect or educational gymnastic activity will generally be the approach used in the curriculum as being appropriate to all children and young people. This is the style of teaching and learning that is used predominantly in all initial teacher training.

The more formal approaches (formal/general, rhythmic, sports acrobatics/tumbling and artistic gymnastic activities) are more suited to those children and young people with the skill and ability to benefit from these more directed and prescriptive activities. Those working in formal gymnastics will require an appropriate British Gymnastics (BG) coaching award

In the same way, the more formal gymnastic approaches require a higher level of competence from the supervising adult.

10.1.1 General considerations

The following need to be taken into consideration in relation to the teaching of gymnastic activity within the National Curriculum PE programme:

- in the primary context there is an assumption that the primary generalist trained teacher will have been trained using the principles of educational gymnastics
- staff lacking this initial teacher training and education training should receive in-service training provided by either Hampshire County Council or BG prior to teaching gymnastics independently
- **there is no expectation of a more formal teaching approach being adopted unless the teacher has specialist PE training or an appropriate BG coaching award**
- **the generalist trained primary teacher will not teach formal closed skills such as forward roll and cartwheel. There is no requirement in the national curriculum for these skills to be taught**
- common sense and accepted good practice suggests that 35:1 is the maximum pupil to teacher ratio. This figure is significantly reduced if a school has a small hall – anything less than 150m² is seen as small
- The prevention of accidents depends primarily on the skill and knowledge of the teacher/instructor. Good class or group control is fundamental.

10.1.2 Clothing and effects

For additional advice see Section 2.7.

- wearing suitable clothing is an important safety factor.
- where the floor is clean and in good condition, barefoot work is preferred for educational gymnastics. Bare feet provide the safest floor contact and allow the feet and ankles to function and develop naturally
- bare feet, light plimsolls or purpose-made footwear should be worn for formal, artistic and rhythmic gymnastics and also for tumbling or acrobatics
- because of the risk of injury during landing, thick soled footwear, e.g. training shoes, should not be worn during gymnastic activities of any kind
- children and young people must never be permitted to work in socks, tights or stocking soles on wooden or metal surfaces

long hair should be tied back

10.1.3 Use of equipment

- unauthorised use of equipment must be prohibited
- children and young people should be trained in the care and handling of equipment. Where several teachers use the same apparatus, a common method of handling and storing should be agreed
- **children and young people must not be permitted to use apparatus until it has been checked to ensure that it has been correctly erected and that all clips, pegs and safety catches are secure**
- **best practice requires the qualified person to check the equipment before it is used by the children/young people and to ensure that they see the check take place**
- the layout of apparatus should help to ensure that children and young people do not collide with walls other obstructions, or with one another.
- overcrowding on apparatus is dangerous and must be avoided
- **pirates and other chasing games on gymnastic equipment are banned**

10.1.4 Equipment maintenance and installation

- The County Council's gymnastic equipment inspection, repair and maintenance scheme provides for one annual visit by trained equipment fitters for all primary and special schools and for two visits per year to secondary schools and colleges
- between inspection visits, teachers should be watchful for:
 - metal equipment: weakness at welded joints, rust, broken or faulty safety clips and catches, binding, etc
 - wooden equipment: faulty or weak joints, loose screws, splitting, splintering, rough edges, etc
 - damaged or faulty equipment, which should be taken out of use immediately to await the fitters' visit, or an additional visit arranged to enable repair
- **equipment designated unfit for further use or condemned must be taken out of use immediately and destroyed**

10.1.5 The use of mats

The placement of gymnastic mats is at the discretion of the teacher, coach - qualified person etc. As such placement will relate to the task, the apparatus arrangement and the previous experience of the children/young people. The following considerations are necessary when decisions are made regarding the deployment of gymnastic mats:

- **mats must be used where there is an anticipation that children/ young people will need to cushion deliberate landings, such as when descending high apparatus**
- mats should not be placed indiscriminately as this can produce a real danger of children/young people accidentally tripping over them and possibly falling onto apparatus or the floor

- teachers should not place mats in places under or adjacent to apparatus because of a concern that there is a high risk of a child/young person falling from said apparatus. It is much more important to arrange the apparatus and to set tasks for the children so as to ensure safe performance
- it is important to understand that gymnastic mats are an extension of the apparatus and so organise the placement of mats in the light of personal experience and one's expectations of the children/young people under normal circumstances
- the use of mats is recommended where:
 - there are threshold rotation activities, e.g. rotation around a pole, or bar on the frame. Where disorientation is a possibility the mats should be placed appropriately
 - formal gymnastic movements are taught, e.g. forward rolls. Other linking movements, such as sideways rolls or diagonal rolls (forward or backward) used as part of floor-work sequences do not require mats to be a necessity. The use of mats in such circumstances will be at the discretion of the teacher, coach etc

The use of safety landing modules should be reserved for closed skill acquisition within the club situation in which the movement has been chosen by the teacher and in which the children/young people have been trained in successful landings on such modules

10.1.6 Climbing frames/wall bars in school halls

- as a guidance it is recommended that Year R children are inducted into a safe climbing pattern, with them having a minimum of three points of contact at all times - with initial height barriers set – a height each child does not go above with his/her hands until the teacher has, on more than one occasion seen the child going up and coming down safely
- **the initial safety height recommended is 1.5m**
- this height should be clearly marked using tape and should be used for all children. The maximum height remains in operation until individual children can climb up and down safely and consistently
- **the next height for individual children/young people is recommended as 2m (or as near as possible to this height) with the same procedure used as above**
- when children/young people are seen to be successful at this second control height, then individual children/young people can be released to go to the top of the wall bars
- **teacher approval to climb higher must be recorded in some way**

Note: Consider carefully the top horizontal rail height and proximity of lights or ceiling substructure with regards to a child/young person going **over the top** of wall bars. In general, it is not recommended children go over the top of the frame.

The recommendations given above and the procedures of approval and release to go higher, also apply to ropes and to tubular bar equipment.

10.1.7 Using the hall climbing frame/wall bar system

The main focus when using the wall bars is on climbing up and climbing down safely. There is no requirement to use mats with this task.

- where the wall bars are used in conjunction with other equipment or such as with benches and planks linked to tables, mats are needed to cushion controlled dismounts.
- where rotational activity around a bar or a pole is the focus or a potential response to the teacher's task, a mat or mats should be located adjacent to, or under the working area

10.1.8 using the ropes during the PE lesson

- if the directed teacher task is for children to climb up and climb down the ropes there is no requirement for the teacher to use mats
- if the children are exploring the ropes in answer to a theme such as flight, travelling and balancing, the use of mats is advised to cushion controlled dismounts
- it is important to understand that gymnastic mats are an extension of the apparatus. With this in mind placement of the mats should be an expected response to the task
- mat use is paramount if threshold rotational activity is being encouraged and children may be circling using a rope or ropes.
- there is an increased risk of tripping when swinging in a wide arc with mats placed below the ropes lowest point – this should be avoided.

10.2 Educational gymnastics (informal/indirect)

- in this form of gymnastics each child or young person works at his or her own level within the framework of the task set by the teacher
- the most important safety factor is the good judgement of the teacher in selecting suitable and appropriate tasks for children and young people
- while maintaining the physical challenge and affording the opportunity for spontaneous and inventive response, **the demands of the task made upon children and young people must present the prospect of success**

10.2.1 Qualifications

This activity requires specialist knowledge and experience, and should take place under the control of a qualified person who will have:

- QTS and who have the competence to teach the activity with confidence
- **or**
- a coach who has the appropriate qualifications (See matrix section 2.2)

10.2.2 Regulations

- Educational gymnastics must only take place under the supervision of a qualified person.
- the generalist trained primary teacher must not introduce formal closed skills such as forward roll or cartwheel (unless they have successfully completed additional training – minimum BG Intermediate Teachers Award).
- the ratio of children and young people to teachers should reflect normal classroom organisation but, because of the risk element in physical education, a more favourable staff to pupil ratio is necessary in this gymnastics context.
- **the ratio of children and young people to teachers should not exceed 35:1**

10.3 Formal/general gymnastics

In this form of gymnastics, children and young people will be required to perform stylised vaults and agilities.

10.3.1 Qualifications

This activity requires specialist knowledge and experience and should only take place under the direct control of a qualified person who is:

- a teacher/lecturer whose specialist PE training course included the teaching of artistic or formal gymnastics
- or**
- a coach who has the appropriate qualifications (See matrix section 2.2)

10.3.2 Regulations

- formal/general gymnastics must only take place under the supervision of a qualified teacher or instructor
- the ratio of children and young people to teachers/instructors must not exceed 30:1
- teaching must proceed by accepted stages of progression.
- correct supporting techniques must be understood by the teacher/instructor.

Additional precautions:

- **The instruction of children and young people in approved supporting techniques should be regarded as a necessary part of their training**

10.4 Rhythmic gymnastics, sports acrobatics and tumbling

These forms of gymnastics are an extension to the formal/artistic gymnastic programme, providing more specialised aspects of the sport for the purpose of competition display

10.4.1 **Qualifications**

These activities require specialist knowledge and experience and should only take place under the direct control of a qualified person who is:

- a teacher/lecturer whose specialist PE course included the teaching of artistic or formal gymnastics, or specifically the teaching of rhythmic gymnastics or sports acrobatics
- or
- A coach who has the appropriate qualifications (See matrix section 1.3.4)

10.4.2 **Regulations**

- rhythmic gymnastics, tumbling or acrobatics must only take place under the supervision of a qualified teacher or instructor
- the ratio of children and young people to teachers/instructors must not exceed 20:1 for tumbling and acrobatics, and 35:1 for rhythmic gymnastics
- teaching must proceed by accepted stages of progression.
- appropriate supporting techniques must be understood by the teacher/instructor

10.5 Artistic gymnastics

Artistic gymnastics is a discipline of gymnastics where (in which) gymnasts perform short routines on different apparatus, including floor, vault, beam, pommel rings and bars

10.5.1 **Qualifications**

These activities require specialist knowledge and experience and should only take place under the direct control of a qualified person who is:

- a teacher, lecturer or instructor who holds an appropriate BG coaching award; the minimum qualification is the BG Coach Level 2 (Artistic Gymnastics).

10.5.2 **Regulations**

- artistic gymnastics must only take place under the supervision of a qualified teacher or instructor
- the ratio of children and young people to teacher/instructor must not exceed 20:1
- appropriate supporting techniques must be understood by the teacher or instructor

10.6 Cheerleading

Cheerleading involves the coaching of children and young people in a range of basic gymnastic skills, arm movements, jumps, cheers and chants

10.6.1 Qualifications

This activity requires specialist knowledge and experience, and should only take place under the direct control of a qualified person who is:

- a teacher/lecturer whose specialist PE course included the teaching of cheerleading
- or**
- a teacher, lecturer or instructor who holds an appropriate coaching award; the minimum qualification is the UK Cheerleading Association (UKCA) Level 2 Basic Cheer Skills Award, endorsed by BG.

10.6.2 Regulations

- cheerleading must take place under the supervision of a qualified teacher or instructor
- when teaching stunts, the ratio of children and young people to staff must not exceed 30:1
- teaching methods must proceed by accepted stages of progression.
- appropriate supporting techniques must be understood by the teacher/instructor
- the instruction of children and young people in correct supporting techniques should be regarded as a necessary part of their training
- teachers/instructors must only coach movements covered by their level of qualification.

10.7 Parkour

This activity, sometimes known as free running, involves potentially high risk gymnastic-style skills, and is **not regarded** as being suitable for schools to include in their PE programme.

10.8 Trampolining

Risk assessment for trampolining activities requires a consideration of the following factors:

- generic risk assessment
- the facility's height and size in relation to the activity, the number in the group and the number of trampolines available
- equipment deployment including storage, movement to and from the working area, equipment set up and set down, and the size and weight of the equipment relative to the age and experience of the children and young people
- training procedures for children and young people in the safe movement of trampolines and how to lower and fix the sides and the supporting legs. Over time, children and young people who demonstrate skill and understanding, and

who hold a degree of trust, may undertake this work but the adult must be actively involved

- planning progressive stages of trampoline set up and set down will give increasing responsibility to the participants – but trampolines should not be moved or set up without the supervising adult being actively involved
- the use of mats – to deliberately cushion landings as the children and young people progress to rotation and twisting movements
- progression for the development of prescribed skills and individual check sheets and routines
- inclusion issues and special educational needs, which will require special consideration
- age and experience of the group, including skills previously learnt
- the numbers of participants and the involvement of any non-participants
- support for particular skills as appropriate to the teaching approach and the skill of the performer
- the use of an overhead supporting rig is strongly recommended for those learning full rotational and twisting movements

10.8.1 **Qualifications**

This activity requires specialist knowledge and experience, and must only take place under the direct control of a qualified person who is:

- a PE specialist trained teacher/lecturer/instructor, who must hold as a minimum accepted qualification the BG Teacher's Trampoline Award
- or**
- a teacher/lecturer/coach who must hold as a minimum accepted qualification the BG Coach Grade Trampoline Award appropriate to the level of skills being taught

In every case the qualified person must update their qualification and experience by attending regular updating courses – an approved refresher course – normally undertaken on a three-yearly cycle.

10.8.2 **Regulations**

Activity:

- trampolining must only take place under the supervision of a qualified teacher/instructor
- the ratio of children and young people to teachers/instructors must not exceed 12:1 on one trampoline, or 20:1 on a maximum of two trampolines
- correct mounting and dismounting procedures must be taught and observed
- all trampolining must take place in accordance with the safety procedures recommended by BG, including the use of 'end decks' and matting
- clothing with heavy zips or toggles should not be worn for trampolining
- spectacles must be safely secured and the lenses unbreakable

- feet must be covered at all times. The recommendation is for cotton socks or trampoline slippers
- teachers/instructors must only coach movements covered by their level of qualification.

Environment:

- overhead safety rigs or spotting rigs must be used in accordance with BG trampoline recommendations. Users should practise supporting simple skills, i.e. tuck jump and other basic bounces, prior to use for somersaults
- when the trampoline is not in use it must be kept secure with lock and chain to prevent unauthorised use. This is the responsibility of the qualified teachers and/or instructors
- the teacher/instructor must check that, when unfolded, the trampoline is safe for use
- no instructor/teacher may take responsibility for more than two trampolines
- safety frame pads must be used, and should be checked regularly for wear
- ball games must be separated by netting. All other distracting activities must be well separated by distance
- the space beneath and around the trampoline must be clear of obstructions. There must be at least 3m clearance between the trampoline and walls or obstructions unless the overhead safety/spotting rig is in use
- the minimum overhead distance for a 2.54cm woven bed from floor to the lowest hanging/fixed object is 5m; for a 1.27cm woven bed the minimum distance is 5.5m
- children and young people involved in setting up and setting down equipment should be fully trained and carefully supervised. It is recommended that they wear footwear when handling trampolines

It is important that children and young people at somersaulting stage have performed 50 somersaults with support before any attempt is undertaken unaided. This will be five or so weeks of practice for an average performer (basic BG advice).

10.9 Trampettes

Risk assessment – as for gymnastic activity in Section 10.

10.9.1 Qualifications

This activity requires specialist knowledge and experience, and should only take place under the direct control of a qualified person who is:

- a teacher/lecturer whose specialist PE course included the use of this specialised item of apparatus
- or**
- a teacher/lecturer/instructor/coach who has successfully completed an appropriate BG award and has had experience in the use of this apparatus. The minimum acceptable qualification is BG Coach Level 2.

10.9.2 Regulations

- use of trampettes must only take place under the supervision of a qualified person.
- the ratio of children and young people to teachers/coaches must not exceed 30:1.
- the qualified person must check the apparatus for safety before use.
- great care must be taken to present a safe landing area that is of a minimum 5.08cm thick. Where possible, a landing module (safety mat) should be used, following appropriate training in safe landings.
- a progressive teaching approach must be used when introducing the trampette in PE lessons, whether formal or informal (educational) gymnastics:
 - introductory practices must be formally taught and never left to student exploration
 - introductory practices must include a slow approach run of not more than five paces
 - changes in body shape must be introduced slowly as children and young people adjust to the assisted flight.
- the qualified person must ensure that each stage is consolidated before moving on to the next
- the qualified person must not take responsibility for more than two trampettes at one time unless they are being used without other apparatus and without the children being involved in forward or backward rotation
- the qualified person must ensure that support is appropriate for the skill being practised
- under no circumstances may a beginner be allowed to perform a forward roll after a front somersault
- leaping over a distance to swing on a gymnastic beam is very dangerous and must not be allowed
- trampettes must be stored so as to prevent unauthorised use. Good practice is to remove the leg braces or chain together when stored
- when a private gymnastic club operates on a primary school site, trampettes must be locked and stored to prevent any unauthorised use by the school

11 Health and fitness activities

Risk assessment for all fitness activities requires a consideration of:

- generic risk assessment
- the age and experience of the group
- planning a progressive programme of activity which builds upon earlier experiences
- the facility condition, size and perimeter security relative to the activity
- lighting and heating of the activity area
- storage and movement of specialist equipment – mats and steps
- checking of electrical equipment and trailing leads
- good models for preparation for activity and for recovery after activity
- the specialist nature of some of these activities in the context of group ability and experience
- inclusion issues
- the competence of the supervising adult in preparing an appropriate and successful activity programme.

11.1 Qualifications

These activities should take place under the control of a qualified person who will be:

- a PE teacher whose initial teacher training or subsequent in-service training has covered the activity being taught
- or**
- a teacher or instructor who has gained the appropriate national governing body qualification

11.2 Regulations

- all participants should wear appropriate clothing and footwear.
- obstacles in the movement space should be carefully sited and stored to avoid collisions
- electrical wires should not cross the movement space and electrical equipment must be in good order
- careful attention should be given to warming up and cooling down and to the content and pace of the session. Taking into account the physical abilities and attributes of the participants
- aquarobic activity requires appropriate lifesaving cover, either through the teacher/leader, or separately provided by the pool

For those fitness activities using resistance/weights equipment, refer for information to the use of weight training equipment and the use of multi-gym equipment in Section 13.

12 Swimming, including diving

12.1 Risk assessment for these activities requires that every aspect of swimming should be planned in the context of:

- the Pool Safety Operating Procedure (PSOP) as laid out in the Health and Safety Executive's document HGS179 and BSI document PAS81:2011
- the PSOP consists of two sections the Normal Operating Plan (NOP) and the Emergency Action Plan (EAP) for the pool, changing facilities, plant room and equipment
- your staff, at every level, should understand what these plans are for, what is in them and what part they have to play, as individuals, in their implementation. As part of your routine staff training you should regularly check their: knowledge and understanding of the content; competence in applying the plans
- each staff member who uses the pool should sign to say they have received, read and understood the PSOP before their first visit to the pool.
- where a pool is hired by organisations, such as other schools, swimming schools and clubs, make sure they understand the relevant sections of the PSOP. Not all the sections of the NOP and the EAP will be relevant but hirers should be completely familiar with the sections that apply to them. It is particularly important that they are aware of the arrangements for dealing with emergencies
- each outside hirer should be sent and should confirm they have received, read and understood your PSOP before their first use of the pool. The hirer must abide by the master PSOP ratios and lifesaving cover as a minimum but may also revise the PSOP to meet their unique set up, staffing and ratios as long as it remains within the master PSOP's boundaries. The school may ask for a copy of the hirers PSOP.
- procedures should also be in place for ensuring any contractors working on site are aware of the parts of the NOP and EAP which may affect their work or which their work may affect, for instance policy and procedures for working at height or in confined spaces.
 - **the NOP details how the pool is going to run under normal day to day circumstances and should cover the following:**
 - details of the pool, pool hall and changing area – including dimensions and depths, features and equipment and a plan of the building and pool
 - potential risk factors – A full risk assessment should be carried out for the pool, pool hall, surrounds and changing rooms. The risk assessments should take into account;
 - the competence and, where required, the qualifications of the adults involved in the teaching and in the supervision of swimming and diving activities

- the provision of adults to reflect the number of swimmers and the competencies of those swimmers
- water temperature (approx. 29°C) to ensure that pupils are comfortable in lessons
- the depth of the pool should be displayed adjacent to the pool
- the design of the pool in relation to visibility of all areas of the water space
- pool safety equipment location and accessibility
- the use of a pool divide (usually a rope) when non-swimmers are present
- pool and group safety rules and behaviour expectation/standard for all participants
- potential risks and the need to identify and explain the risks and expectation of avoidance for all users
- the security of the pool building and the surrounding environment – locking of doors, etc. when the pool is not in use

Please note - It is a legal requirement that a body making premises available to non-employees must take all reasonable measures to ensure that the premises are safe and present no risk to health. This applies when a school hires out its pool facilities to another school or to outside agencies, groups or individuals.

- dealing with the public – arrangements for communicating safety messages, customer care, poolside rules and controlling access
- pool Supervision – safety cover, ensuring learner safety in the water and pool security
- safe systems of work – class supervision, use of pool equipment and admissions policy
- operational systems - controlling access to the pool basin when in or out of use, including the safe use of any pool covers
- details work Instructions – swimming pool cleaning procedures, safe setting up, storing and checking of equipment, setting up of the pool for each unique class, diving procedures, daily site inspection checks, staff ratios for each unique class, safety cover, qualifications required
- first aid supplies and training – location of first aid supplies and defib, first aiders/lifesaving qualifications and training
- details of alarm systems and emergency equipment – alarm and equipment operation, locations, action to be taken on hearing alarm, testing and arrangements for maintenance
- insurance
- condition of hire to outside organisations

12.1.1 The EAP lays out what will happen in an emergency situation and should cover a number of scenarios laying out clearly and concisely how to respond effectively to accidents and other emergencies.

- most pool EAPs should address the same basic requirements: to get people away from immediate danger; handle casualties; deal with the non-injured; summon, direct and help the emergency services; protect property
- make sure all workers, no matter what their normal role, understand and are competent in what to do in an emergency, for example the location of exits, emergency equipment, how to raise the alarm and who will give them instructions. The EAP should make it clear how to clear the water and evacuate the building
- bear in mind that pool users may require protection from the weather (cold/sun) if evacuated outdoors. You should test your emergency plan as often as is necessary to ensure competence is maintained

12.1.2 The EAP should cover the following:

1. overcrowding
2. disorderly behaviour
3. lack of water clarity
4. bodily contaminants such a faecal release, vomit and blood
5. chemical imbalance
6. emission of toxic gases
7. missing person(s)
8. outbreak of fire
9. bomb threat
10. lighting failure
11. structural failure
12. serious injury to a young person
13. discovery of a casualty in the water

12.2 Responsibility for children and young people swimming

12.2.1 Care for their welfare and discipline (Class Teacher)

This must be the responsibility of a qualified person employed by the school.

- children/young people should be appropriately supervised when changing
- children/young people should be under control at all times
- a head count should be taken before, during and after sessions
- children enter and exit the pool with permission
- The NOP around poolside and in the pool are enforced
- emergency action plans are rehearsed

12.2.2 **Responsibility for swimming tuition in the water (Instructor)**

This can be undertaken by the teacher who holds the relevant qualifications. It can also be shared with, or delegated to, a swimming teacher. A swimming teacher holds a swimming teaching qualification but is not necessarily a fully qualified teacher.

- they are responsible for outlining pool rules and regulations and for pointing out any breaches
- they are responsible for teaching the lesson content and advising other members of staff of any problems as they arise – this could be in terms of behaviour or lifesaving
- the pool's PSOP must be consulted and adhered to when organising and employing swimming teachers

A swimming teacher should hold a valid qualification from one of the following bodies:

Swimming Teacher Association (STA):

- STA Level 2 Award in Teaching Swimming- this qualifies the teacher to instruct non swimmers from 3 years old through to improvers with a max ratio of 6:1 if teaching in the water with appropriate safety cover on poolside or 10:1 in teaching poolside. An STA Level 2 Award teacher can also teach advanced swimmers if being supervised by an STA Level 2 Certificate teacher.
- STA Level 2 Certificate in Teaching Swimming- this qualifies the teacher to instruct none swimmers from 3 years old through to advanced swimmers with a max ratio of 6:1 with appropriate safety cover on poolside or 12:1 non swimmers or beginners poolside, 20:1 improvers poolside, 20:1 advanced swimmers poolside. An STA Level 2 Certificate teacher can also supervise an STA Level 2 Award teacher in instructing improver and advanced lessons for which they are not yet qualified
- STA Level 2 Award in Aquatic Teaching – can teach those with disabilities with a maximum ratio or 1:1 or 1:4 depending on the learners needs and appropriate safety cover available

Amateur Swimming Association (ASA)/Swim England:

- ASA/Swim England Level 2 Swimming Teacher- this qualifies the teacher to instruct non swimmers through to advanced swimmers with a max ratio of 12:1 for non-swimmers and children under the age of 7, 20:1 for improvers,

advanced and mixed ability groups. 8:1 with 1:1 support in the water for people with disabilities

- The ASA/Swim England also have a Level 1 Assistant Swimming Teaching qualification but it is important to understand that this is only an assistant swimming teaching qualification and anyone holding this qualification must only work with a Level 2 teacher and not teach a group of swimmers on their own

It is desirable swimming teachers also hold a safety/lifesaving qualification. These are:

- STA Level 2 Safety Award for Teachers
- Royal Lifesaving Society (RLSS) National Rescue Award for Swimming Teachers and Coaches.

Full Lifeguard qualifications are:

- RLSS National Pool Lifeguard Qualification
- STA Level 2 Award for Pool Emergency Responder

12.2.3 **Responsibility for children's safety (lifesaver/safety cover)**

This may be provided by the teacher or instructor already taking the lesson if they are qualified to do so, or this can be provided on pool-side by a lifeguard. The pool's PSOP must be consulted and adhered to when ensuring safety cover/employing lifeguards.

The lifeguard must hold a valid

- STA Level 2 Safety Award for Teachers
- RLSS National Rescue Test for Swimming Teachers and Coaches
- RLSS National Pool lifeguard Qualification
- STA Level 2 Award for Pool Emergency Responder

All lifesavers need:

- a thorough knowledge of the pool's PSOP
- the skills to effect a prompt rescue from the water. This requires good observation skills, recognition of casualties and an ability to use any emergency aid equipment provided by the pool operators
- to be able to enter the water safely and retrieve a casualty from the bottom of the pool
- to be able to perform expired air resuscitation in the pool when necessary
- to be able to land a casualty safely, with assistance
- to be able to carry out cardio-pulmonary resuscitation combined with external chest compressions and give emergency first aid.

The lifesaver should advise either the teacher or the instructor if the safety requirements of the pool are not being observed, and must cover safety from the pool-side

The qualified person, who is also responsible for lifesaving, must not work alone. A responsible adult should be readily available to assist the qualified person with a rescue and first aid, as well as looking after the rest of the children/young people in the event of the teacher having to deal with a rescue

If a swimming teacher or teacher is instructing in the water there should be adequate safety cover on the poolside.

12.2.4 **Children and young people to staff ratio guidelines:**

The ratio of children and young people to instructor must not exceed 20:1. If the number of pupils exceeds 20, the number of teachers/instructors must increase however the number of lifeguards would be dependent on the pool's ratio restrictions

In classes of very young children, or when a large proportion of the children are non-swimmers, consideration should be given to reducing the 20:1 ratio to 12:1.

The pool's PSOP must always be adhered to with regards ratios

12.3 Children with Special Needs

Regarding supervision each situation must be considered independently. Care must be taken to ensure there are sufficient helpers in the water to provide a 1:1 ratio for those needing constant support. There should also be a sufficient number of other helpers to provide the necessary support according to the range of disabilities within the group.

The following considerations should be taken into account

- the child's doctor and parents/guardians should be consulted and in full agreement, indicating any particular activity that should not be allowed or any procedures that need to be followed
- 1:1 spotters may be required to physically follow the child from the pool-side (e.g. they must not be at one end of the pool while the child is at the other)
- emergency plans should be discussed within the team of staff
- in-water helpers may be required in addition to teachers/instructors on the pool-side. An in-water helper may be any appropriate adult.

12.4 Swimming pool regulations

- a PSOP and risk assessment must be produced and it is desirable for it to be clearly displayed by the pool
- the entrance to school pools must always be locked when the pool is not in use
- safety equipment as identified by the risk assessments should be available.

- depth markings should be shown in metric and imperial units
- an emergency telephone must be accessible all the time the pool is in use. This telephone, giving access to the emergency services, should ideally be sited in or close to the pool area, with a notice giving the number to be called in an emergency. If an emergency telephone is not clearly visible from the pool-side, a notice should inform users of its location. A mobile telephone is an acceptable alternative.
- swimming must not take place in temperatures of less than 70°F (21°C), and time in the water should be reduced for temperatures lower than 75°F (26°C).
- the recommended pool temperature for children's lessons is 29-31°C (84-87°F). For hydrotherapy pools 30-35°C (86-95°F). For babies over 3 months and people with disabilities 30-32°C (86-89°F).
- no child or young person may enter the pool area or pool without the permission of a teacher/instructor
- a child's swimming ability must always be tested and judged in shallow water before he or she is permitted to swim out of his or her depth
- there must be no running on the pool-side.
- "bombing" and rough play must be forbidden
- the whistle (or agreed signal) should mean stop, look and listen. It must be instantly obeyed by all children and young people
- before any underwater swimming is attempted, the dangers of hyperventilation must be explained to children and young people
- spectacles, if worn in the water, must have unbreakable lenses and be suitably secured.

12.4.1 **Pool and administrative precautions**

- rules and procedures should be prominently displayed
- first-aid equipment and a blanket should be to hand
- floats and other swimming aids should be provided and regularly checked for defects
- throwing aids, e.g. life belts, should be available
- where there are non-swimmers in a pool, deep water must be roped off
- bottles and other glass items should not be allowed in the pool area, changing rooms or showers

12.4.2 **Sponsored swims**

- there should be a limitation on the distance to be swum dependent on age and known experience.
- careful consideration should be given to increase staffing, first aid and incident management

12.4.3 **Swimming galas and races**

A gala or race should be a challenge/celebration of known experience and competence.

- children should be trained in how to dive before being permitted to do so in any shallow water pool
- ideally diving should only take place in a pool with a min. depth of 1.8m and forward clearance of 7.6m. The freeboard should not be higher than 0.38m from the water level.
- only competent divers should be allowed to dive into less than 1.8m depth and this should be no shallower than 1.5m. A qualified person should assess this
- only swimmers who have been trained competitively and have proven good technique into 1.5m of depth will be allowed to dive into a depth of less than 1.5m. This should never be less than 0.9m. A qualified person should assess this
- race starts: consideration should be given to all participants using an alternative start, e.g. start in water
- starting blocks for races must not be positioned in the shallow end of a pool. Blocks should have a max height of 0.75m above the water level. Depth of water should be at least 1.35m for the distance of 1.0m to 6m from the wall. Only swimmers who have trained in diving from blocks should use them. A qualified person should assess this

12.4.4 **Hydrotherapy pools**

An unaccompanied qualified person, occupational therapist or an adult approved by the head teacher may be in charge of one child or young person provided that:

- he or she could administer cardio-pulmonary resuscitation in an emergency
- there is a bell or other device for summoning help
- The PSOP is adhered to

12.4.5 **Changing-room supervision**

- Children/young people should be supervised whilst changing:
 - if they are using a mixed-sex changing area with cubicles – a member of staff of either gender may supervise
 - if they are using open-plan single-sex changing areas – only staff of the appropriate gender should enter the changing room- unless in an emergency
- teachers sometimes have to operate a remote supervision procedure when gender balance is not appropriate. This can only happen where the children are responsible and mature enough to take on significant personal responsibility whilst changing. In the event of an incident or emergency, staff should warn those changing that they are about to enter and deal with the situation as required. Whenever possible staff should attempt to work in pairs

12.4.6 **In public pools**

- ideally children/young people will change in separate school changing areas, as it is not desirable for members of the public to share changing provision with school pupils
- pool operators should be asked, wherever possible, to make arrangements for separate areas or to arrange times to enable this to happen. Where this cannot be achieved, appropriate supervision arrangements need to be agreed between the pool and the school
- where changing takes place in open-plan single-sex public changing rooms, and the school is unable to provide staff of each gender, a specific arrangement must be made with the pool management to provide a suitable member of staff to patrol the changing area whilst children/young people are present. This member of staff must have child protection training. To ensure that the allocated member of staff is not left alone with a single child, all children/young people must wait until everyone is together before moving off

12.5 Teaching diving

12.5.1 **Regulations**

- the pool freeboard (the distance from the poolside to the water surface) should be less than 0.38m. Starting blocks should have a max height of 0.75m above the water level
- the min depth for teaching diving should be 1.8m with a forward clearance of 7.6m.
- prior to any dives being taught, students should have developed their shallow water practices which lead to diving. These are water confidence activities including submerging and breath control, floating practices, push and glides, rotation practices including handstands, jumping and springing activities
- where diving provision is made in a main pool rather than a diving pit, the designated diving area should be clearly defined and other swimmers discouraged or prohibited from entering that area
- diving blocks should always be fitted at the deepest end of the swimming pool and by a properly trained person
- raised starting blocks for racing dives should only be used by capable swimmers who have received instruction on the techniques required and with the approval of staff. Depth of water should be at least 1.35m for the distance of 1.0m to 6m from the wall. Only swimmers who have trained in diving from blocks should use them. A qualified person should assess this
- it is recommended that raised blocks are not used for school swimming instruction
- only competent divers should be allowed to dive into less than 1.8m depth and then no shallower than 1.5m. A qualified person should assess this
- only swimmers/divers who have been trained competitively and have proven good technique into 1.5m of depth should be allowed to dive into a depth of

less than 1.5m. This should never be less than 0.9m. A qualified person should assess this

- vertical poolside dives and dives from a board should not form part of mainstream school swimming and should only be delivered in a specialist environment by a qualified diving teacher
- where vertical plain header dives are taught, the water should be a minimum of 3m in depth

In teaching diving, special precautions are necessary. The Amateur Swimming Association and the Swimming Teachers' Association advocate that for both adults and children/young people the water depth should ideally be at least their full standing height plus arms and fingers fully extended above the head. However, this advice must be considered as exemplary because very few existing pools can provide water of sufficient depth to meet this requirement with adults or tall children. Many modern pools have a deep end of only 1.8m or 2m and no diving pit

- the minimum depth for diving is 1.8m and forward clearance of 7.6m
- teaching diving also requires reduced staff to pupil ratios **and evidence of specific training**

12.5.2 Additional considerations

- swimmers/divers should check the diving area is clear before commencing any dive
- prolonged underwater swimming after a dive should be discouraged
- care should be taken with feet-first entry jumping, which may cause damage to the ankles, arches of the feet or lower spine from striking the bottom of the pool with force in shallow water
- The recommended depths are:
 1. 4-8years old 1m
 2. 8-12 years old 1-1.5m
 3. 12 years old plus min 1.5m

The qualified person should consider the following before allowing diving to be done:

- extent of knee bend
 - water depth
 - freeboard height
 - size and weight of pupil.
-
- dives should be taught in the following order –
 1. sitting dive
 2. kneeling dive
 3. squat dive

4. crouch/standing dive
 5. lunge dive
 6. plunge dive
 7. competitive dives – grab, track, swing, back crawl start.
- pupils should be familiar with the water space and environment in which they learn to dive
 - to avoid the risk of collision there should be:
 - sufficient pool space
 - sufficient forward clearance
 - no underwater obstructions
 - clearly understood exit routes from the entry area on resurfacing from a dive
 - **divers should not wear goggles**
 - toes should be curled over the pool edge for each dive or jump
 - dives should be performed from a stationary position
 - arms should be extended beyond the head with the hands clasped for a safe entry and should remain in front and together during the transition and until the diver glides back up to the surface
 - the dangers of diving should be taught

13 Use of weights

Risk assessment for the different weight training/weight lifting activities requires the following considerations:

- generic risk assessment – see section 2.5
- the facility height and size in relation to the activity, the number in the group and the amount of equipment available for active working arrangements
- equipment deployment including storage, movement to and from the working area, equipment set up and set down, and the size and weight of the equipment relative to the age and experience of the children and young people
- the lighting, heating and ventilation of the weights facility
- training procedures for children and young people in the safe handling and use of the weights equipment – training and monitored supervision of children's and young people's experience of setting up the bars, discs and check collars, and adjusting the cam or weight stacks
- planning progressive stages of training giving increasing responsibility to the participants – but weight use should not be allowed without the supervising adult being present
- the use of mats in free weights training and in weight lifting contexts
- progression for the development of lifting and exercising techniques and individual training check sheets
- inclusion issues and special educational needs, which will require special consideration
- age and experience of the group, including previously learned skills
- the numbers of participants and the involvement of any non-participants
- the competence and confidence of the supervising adult.

In every case, the qualified person must update their qualification and experience by attending regular updating courses – an approved refresher course – normally undertaken on a three-yearly cycle

13.1 Weight training

13.1.1 Free weights

It is vital that the qualified person in charge should understand the relevant techniques and the anatomical and physiological factors involved. Without such knowledge, dangers and unreasonable risks may arise.

13.1.2 Qualifications

This activity requires specialist knowledge and experience and should take place under the control of a qualified person who is:

- a teacher whose specialist PE course included the techniques and procedures for weight training with free weights
- or**
- a teacher or instructor/coach/activity leader who has successfully completed the British Weight Lifting (BWL) Coach Award.

For more precise detail about qualifications for teaching PE and sport activities, refer to section 2.2.

13.1.3 Regulations

- the ratio of children and young people to staff or instructor must not exceed 30:1
- the maximum number of working stations must be limited to 10, with a minimum of 3m between each station
- no person may work alone. There must be a minimum of three at each station, with one exerciser and two stand-in spotters
- weight training must only take place under the direct supervision of a qualified person
- teachers and instructors must instruct children and young people in safety procedures and supervise the practice of safety measures in practical situations
- teachers and instructors must ensure that overload work is developed through progressive resistance training with good style and technique before more competent performers attempt close to maximum loading
- weight training as a class activity should not be introduced before Key Stage 4. Very careful precautions are necessary to take account of children's and young people's age, standard and level of physical development

13.1.4 Equipment

- metal parts must not be sharp. The ends of the bars should be rounded and the discs should be checked for any roughness
- collars should be checked for wear and damage to metal threads
- collars should be checked for security before each exercise
- equipment should always be stored in a lockable apparatus store
- particular care should be taken when carrying weights to and from the store and exercise station
- for care of the floor, free weights should always be placed on suitable mats (quilted agility mats are not suitable as with constant pressure they rapidly deteriorate)
- mats should be positioned to allow the lifter to stand on the floor while the weights are supported by mats.

13.2 Weight lifting

Weight lifting includes the two Olympic lifts:

- snatch
- clean and jerk.

Weight lifting can be high risk for adolescent children and young people whereas there is a particular danger of injuries to the spine.

13.2.1 Qualifications

All staff teaching weight lifting in school should have a relevant qualification. The 1st4sport Level Two Awards in Instructing Weight lifting can be accessed by:

- specialist qualified physical education teachers
- physical education trainee teachers.

All staff teaching weight lifting who are not qualified teachers should have at least a 1st4sport Level Two Certificate in coaching weight lifting.

13.2.2 Regulations

- class organisation should be similar to that for weight training with free weights, but there is a greater need to work in groups with trained spotters. The emphasis in the early stages should be on skill and fitness
- the qualified person must ensure that overload work is developed through progressive resistance training with good style and technique before more competent performers attempt close to maximum loading
- weight lifting must not be introduced to young people before Key Stage 4, and even then very careful precautions are necessary to take account of children's and young people's age, standard and level of physical development.

13.3 Multi-gym and other resistance equipment

The qualified person in charge must understand the relevant techniques and the anatomical and physiological factors involved. Without such knowledge, dangers and unreasonable risks may arise.

13.3.1 Qualifications

This activity requires specialist knowledge and experience and should take place under the control of a qualified person who is:

- A qualified teacher whose specialist PE course included the techniques and procedures for weight training with multi-gyms
- or**
- a teacher or instructor/coach/activity leader who has successfully completed a BWL Instructors' Certificate or YMCA Certificate in fitness instructing/gym-based exercise.

For more precise detail about qualifications for teaching PE and sport activities, refer to section 2.2.

13.3.2 Regulations

- the ratio of children and young people to staff/instructors depends on the type of group, the exercise equipment and the space available in the working environment. The County Outdoor Education, PE and Sport Service will confirm the permitted ratio for each location on request
- weight training with multi-gym equipment must only take place under the direct supervision of a qualified person
- teachers/instructors must instruct children and young people in safety procedures and supervise the practice of safety measures in practical situations
- no person may work alone. There must be a minimum of two people in the facility at any one time before an activity can begin
- students aged 16 years and over may be permitted to train unsupervised provided that:
 - they observe the necessary code of safety and behaviour, and work in a minimum group of two
 - the responsible qualified person is in a known place throughout the activity period and is easily accessible in the event of an incident
- teachers/instructors must ensure that overload work is developed through progressive resistance training with good style and technique before more competent performers attempt working with weight close to maximum loading.
- when establishing work patterns very careful precautions are necessary to take account of children's and young people's age, standard of ability and level of physical development
- It is acceptable for an exercise programme to be introduced as part of a health-related exercise (HRE) programme at Key Stage 3, in which equipment is used to create an understanding of the effect of exercise in raising pulse rate and in increasing cardio-vascular fitness. The emphasis in this type of work is on timed repetitions (sets) using very low weights

13.3.3 Equipment

- all fixed station equipment must be checked by the teacher/instructor prior to use. Particular attention must be paid to cables, pulleys, welds, wires, rotating sleeves and weight stack pins
- weight stack pins should be stored in a locked room and not left in the stack when not in use
- machines using the weight stack system must be checked to ensure that the inserted pins will not fall out. To help prevent this, children and young people should be taught to lower the weights using muscular control
- care must be taken to ensure that obstacles or inappropriate equipment/furniture do not obstruct or impede the safe use of the equipment

- careful consideration needs to be paid to learners warming-up, particularly when multi-gyms are housed in areas that have inadequate space