

PE Policy
2014 - 2016

Signed: *Sallyanne Dunstan*
Head of School

Adopted on: October 2014

Review date: October 2016

Vision

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Through this, we hope to enable children to make informed choices about physical activity throughout their lives, whilst developing a deep understanding of team work and sportsmanship.

Aims:

- To develop and explore physical skills with increasing control and co-ordination;
- To encourage work and play with others in a range of group situations and to teach the importance of sportsmanship;
- To develop the performance of skills and apply rules and conventions for different activities and use these effectively in competition, both against themselves and others;
- To increase ability to use what they have learnt to improve the quality and control of their performance;
- To recognise and describe how their bodies feel during exercise and understand the long term benefits of physical activity;
- To develop enjoyment of physical activity through creativity and imagination;
- To develop an understanding of how to succeed in a range of physical activities and how to evaluate their own success.

Teaching and Learning Style

A variety of teaching and learning styles in are used in PE lessons. The principal aim is to develop knowledge, skills and understanding and this is done through a mixture of whole-class teaching and group activities. Teachers use good examples of individual performance

as models and peer assessment is encouraged as well as evaluation of their own abilities. Within lessons, there are opportunities both to collaborate and to compete with each other, using a wide range of resources.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies, whilst providing appropriate challenge for all involved.

PE Curriculum Planning

PE is a foundation subject in the National Curriculum. The school uses this as the basis for its curriculum planning in PE.

In Key Stage 1, the emphasis is placed on developing basic movement to develop agility, balance and co ordination. These skills are taught through activities based in games, gymnastics and dance with a strong thread of personal evaluation running through them.

In Key Stage 2, the basics from Key Stage 1 are built upon, with more of an emphasis on flexibility, strength, technique, control and balance. The children increase their level of competition and engage in peer evaluation. We teach these skills through dance, games, gymnastics, swimming and water safety, athletics and outdoor and adventurous activities.

As an Academy we still follow the expectations and guidance contained within The National Curriculum 2014, with a view to expecting the highest standards from our children in this vital area of learning. Wherever possible, the planning is linked to the topic being covered within the year group, in line with the Vaynor Creative Curriculum.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term).

- Long-term plan – this maps out the PE activities covered in each term during the Key Stage.
- Medium-term plans - these give details of each unit of work for each term, defining what is taught. They also ensure an appropriate balance and distribution of work across each term. In KS2 the games units are based around a specific sport so that children are developing an understanding of a range of games and their rules.
- Short term plans - these list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans and evaluates them accordingly.

The element of Outdoor and Adventurous activities is covered mainly by the annual Year 4 trip to a PGL centre. Here, children are encouraged to sample a variety of activities, challenging themselves and supporting their classmates. However, throughout our creative curriculum there are also opportunities to develop Outdoor and Adventurous skills within our grounds to ensure no child is disenfranchised if they do not attend the Y4 trip.

Activities are planned so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

External Links

During the course of each academic year, the school is fortunate to benefit from delivery of a range of activities from external experts. These cover games and dance . When these activities are offered, staff are involved in order to observe both the lesson being taught for their own professional development and team teach to increase their own experiences of PE delivery, and also to carry out focused observations on the children in their class.

Staff from Walkwood Middle School deliver a PE lesson each week in Year 4. This generally takes the form of a games lesson and aids the transition process from first to middle school whilst strengthening our links with the school.

The Foundation Stage

The reception class is part of the Foundation Stage of the National Curriculum. Physical Development is related to the objectives set out in the Early Years Foundation Stage Framework, which underpins the curriculum planning. Physical Development is a Prime area, and as such is a fundamental part of the EYFS curriculum underpinning all other areas, encompassing two specific strands: Moving and Handling; Health and Self-Care.

Opportunities are planned to enable children to develop confidence and control of the way they move and handle equipment and sets the foundations for making healthy life choices. Opportunities are planned to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills which relate to the PE curriculum and outdoor and adventurous activities.

Assessment and recording

Teachers assess PE by making observations during lessons. Progress is recorded against the learning objectives for the lesson. This information is transferred to Classroom Monitor and used to inform the planning of future units. These records also enable the teacher to complete the child's annual report to parents.

Staff upload photographic and video evidence of children's work to the Staff drive on the school system at the end of each unit of work, focusing primarily on three tracked children across the ability range in their class. Storage of such is covered by our ICT/e safety policy.

Monitoring and review

The PE subject leader monitors the standards of children's work and of the quality of teaching. A biannual summary report is given to the Faculty leader in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement after perusing the planning and conducting pupil interviews when appropriate.

Contribution of PE to teaching in other curriculum areas

English

PE contributes to the teaching of English by encouraging description of what they have done and to discuss how they might improve their performance.

Information and Communication Technology (ICT)

We use ICT to support PE teaching when appropriate, to record performances and activities for evidence and assessment. ICT is also used to show clips of both professional athletes and the children's own work in order to encourage discussion and evaluation further.

Personal, Social and Health Education (PSHE) and Citizenship

Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. This ensures that children gain a greater understanding of the impact of exercise and diet, giving them skills for lifelong health. The annual Outdoor Pursuits trip also allows children to develop their independence alongside carefully planned activities across the creative curriculum and the PE curriculum, and through using the range of equipment on our fields and playgrounds.

Spiritual, Moral, Social and Cultural Development

PE supports the social development through the way we expect them to work with each other in lessons. Children work in a variety of group and individual situations and have the chance to discuss their ideas and performance. They are taught to develop a respect for other children's levels of ability, and encouraged to co-operate across a range of activities and experiences. This fosters an environment that allows a better understanding of themselves and of each other.

Special Educational Needs

PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Learning opportunities are designed that enable all pupils to make progress. Suitable learning challenges are set, responding to each child's needs. Assessment against the National Curriculum allows consideration of each child's attainment and progress against expected levels.

The assessment process looks at a range of factors –teaching resources, teaching style and differentiation through careful planning in order that we can take any additional or different actions to enable each child to learn more effectively. This ensures that teaching is matched to needs.

Intervention will lead to the creation of an Individual Provision Map (IPM) for children with special educational needs. The IPM may include, as appropriate, specific targets relating to PE and may lead to interventions such as Smart Moves that fosters co-ordination and spatial awareness.

For further information and guidance please refer to the Policy for Special Educational Needs.

Resources

There are a wide range of resources to support the teaching of PE across the school. These are mainly housed in the PE cupboard, and the hall contains a range of large apparatus for gymnastics. The children should be taught to help set up and put away the gymnastics equipment as part of their lesson in order to learn to handle equipment safely.

The children use the school playground and the field for games and athletics activities and the local swimming pool for swimming lessons during their time in Year 3.

Health and safety

The general teaching requirement for health and safety applies in this subject with Risk Assessments for each teaching area completed and reviewed on a two year cycle. However, should a need be identified these are amended sooner.

Children are expected to consider their own safety and the safety of others at all times. They should change for PE into the agreed clothing for each activity area, and no jewellery should be worn. Repeated lack of uniform is followed through. (*See Appendix 2 for Model letter*). Teachers set a good example by wearing appropriate clothing when teaching PE.

Health and Safety is of paramount importance. Where children are to participate in activities outside school, for example, a sports event at another school, a risk assessment is carried out prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Extra-curricular activities

The school provides a range of PE-related activities including multiskills, football, rugby and dance for children at the end of the school day. These encourage further development of skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. The take up for these is monitored to ensure a balanced take up and clubs are amended if any group is found to be misrepresented. An example would be that few boys engaged in Dance Clubs so a Street Dance club was put on.

Appendix One – School Uniform

Dear Parents,

As The Vaynor PE Co-ordinator I would like to take this opportunity to remind you about PE kits in order that children can exercise in safety and comfort.

Present Uniform

- school t shirt
- black shorts
- trainers (and black pumps for indoor activities *if desired*).

Winter additions

During the winter months we aim to use the outside environment as much as possible, therefore, it would be helpful if your child could bring in (*these are not compulsory*):

- a pair of tracksuit bottoms and a plain hoodie / sweatshirt for outdoor games

Girls wearing tights also require a pair of socks to be kept in school to wear with their trainers as tights are unsuitable

Girls or boys with long hair require a hair elastic to be kept with their PE kit to tie hair up.

Long hair is potentially very dangerous on the sports field or in the gym as it inhibits vision.

Earrings

Please ensure that one of the following happens before your child's lesson:

- remove earrings before coming to school on PE, swimming or sports club days
- train children to remove their own earrings prior to the lesson – a small container may be helpful to store them safely in their tray
- train children to cover earrings up. Please provide surgical tape or plasters for them to be able to do this. It is not a task for staff.

Thank you for your continued co-operation.

Appendix 2 – Letter to send out if uniform is missing

_____ 20____

Dear Parent/Guardian,

Your child _____ did not have PE kit in school today for the lesson. Our PE days are _____ and _____. Please could you ensure that kit is in school for use on these days.

Present Uniform

- school t shirt
- black shorts
- trainers (or pumps in Reception)

Winter additions

During the winter months we aim to use the outside environment as much as possible, therefore, it would be helpful if your child could bring in (*these are not compulsory*):

- a pair of tracksuit bottoms for outdoor games
- girls wearing tights also require a pair of socks to be kept in school to wear with their trainers or pumps as tights are unsuitable

Girls or boys with long hair require a hair elastic to be kept with their PE kit to tie hair up. Long hair is potentially very dangerous on the sports field or in the gym as it inhibits vision.

Earrings

Please ensure that one of the following happens before your child's lesson:

- remove earrings before coming to school on PE, swimming or sports club days
- train children to remove their own earrings prior to the lesson – a small container may be helpful to store them safely in their tray
- train children to cover earrings up. Please provide surgical tape or plasters for them to be able to do this. It is not a task for staff.

Clubs

In order to allow your child to be ready promptly at the end of a sports club, it is suggested that they bring in a separate kit to wear at the club which they can then wear home. This will solve the problems of PE kits being taken home or getting lost because they have not been returned to the cloakroom after a club the night before. Gym club members may want to bring a tracksuit to put on over their kit if wearing a leotard, particularly as the weather grows colder. It is also important for footballers to wear suitable footwear. Football boots and shin pads are ideal, but at the very least all participants should have trainers, not pumps or school shoes.

Thank you for your continued co operation.

Yours sincerely

Mrs J Owens

PE Co ordinator.

Appendix Three - Risk Assessments Risk Assessment Form for After School Clubs The Vaynor First School

(See also relevant risk assessment for equipment and area to be used).

Area / Department: After School Sports Clubs

Hazard	People Affected	Likelihood	Possible Outcome	Risk Potential L-M-H	Reasons	Precautions or	Risk Potential L-M-H	Reasons
Child does not attend relevant club	Pupil Parent Staff	Foreseeable (3)	Child in danger (3)	Medium	Foreseeable x major injury 3x3=9	<ul style="list-style-type: none"> Register taken at beginning of every club Children not in attendance investigated straight away 	Low Acceptable	2x3=6
Child is injured during a club	Pupil Parent Staff	Foreseeable (3)	Child in danger (3)	Medium	Foreseeable x major injury 3x3=9	<ul style="list-style-type: none"> First aider on site during all clubs First aid procedures applied where necessary 	Low Acceptable	2x3=6
Staff member not present to receive children into club <ul style="list-style-type: none"> Staff member absent Staff member engaged with parent 	Pupil Staff	Foreseeable (3)	Child in danger (3)	Medium	Foreseeable x major injury 3x3=9	<ul style="list-style-type: none"> Alternative staff member to cover for club leader 	Low Acceptable	2x3=6
Child goes missing at end of club <ul style="list-style-type: none"> Child leaves by alternative exit Child goes with adult other than parent 	Pupil Staff	Foreseeable (3)	Child in danger (3)	Medium	Foreseeable x major injury 3x3=9	<ul style="list-style-type: none"> All children to be dismissed by teacher in charge of club (all external clubs to be dismissed by a VFS staff member) Children to point out adult that is collecting them Children to exit by door that staff member is manning 	Low Acceptable	2x3=6

Date of assessment October 2014 Carried out by Jess Owens (signature) _____ (Name and Position) Jess Owens PE co-ordinator

Date for review October 2016 (unless change of circumstances indicate earlier re-assessment).

Risk Assessment Form for Dance at The Vaynor First School

Area / Department: PE lessons

Hazard	People Affected	Likelihood	Possible Outcome	Risk Potential L-M-H (Before control measures applied)	Reasons	Precautions or Control	Risk Potential L-M-H (After control measures applied)	Reasons
Defective flooring <ul style="list-style-type: none"> Wet floor Uneven tiling 	Parents Pupils Staff Public	Regular (5)	Fall (3) Major injury to 1 person	High	Regular x major injury $5 \times 3 = 15$	<ul style="list-style-type: none"> Repair any broken tiles Ensure spillages are mopped up and marked with wet floor cone 	Low Acceptable	$2 \times 3 = 6$
Inadequate supervision <ul style="list-style-type: none"> Children causing harm to self or others Incorrect use of props for dance 	Pupils Staff	Possible (2)	Child in danger (3)	Low	Possible x major injury $2 \times 3 = 6$	<ul style="list-style-type: none"> Teacher places themselves in full view of all children during activity Teacher establishes clear rules for use of equipment Children work within defined boundaries in the hall 	Low Acceptable	$2 \times 3 = 6$
Competence of instructors <ul style="list-style-type: none"> Staff not confident in use of all equipment 	Pupils Staff	Foreseeable (3)	Fall/come to harm (3) Major injury to one person	Medium	Foreseeable x major injury $3 \times 3 = 9$	<ul style="list-style-type: none"> All staff confident in techniques they are delivering Children supervised at all times Clear rules for use of equipment established 	Low Acceptable	$2 \times 3 = 6$
Electrical equipment & sockets / <ul style="list-style-type: none"> Fire 	Pupils Staff	Possible (2)	Electrocution (5) Death	Medium	Possible x Death $2 \times 5 = 10$	<ul style="list-style-type: none"> Ensure all electrical equipment is PAT tested and carry out visual checks prior to use. All tested appliances to be labelled showing date tested / next test date Mains isolating switches must be clearly labelled and accessible. 	Low Acceptable	$2 \times 3 = 6$

Defective Equipment <ul style="list-style-type: none"> • Injury • Electrocution • Fire 	Pupils Staff	Possible (2)	Electrocution (5) Death	Medium	Possible x Death 2x5=10	<ul style="list-style-type: none"> • Any unsafe electrical items removed from use to secure location until properly repaired / disposed of • Visual inspections of electrical equipment prior to use. 	Low Acceptable	1x5 = 5
Use of extension leads <ul style="list-style-type: none"> • Trip hazard • Overload • External use 	Parents Pupils Staff	Foreseeable (3)	Fall/Cut (2) Minor injury to 1 person	Low	Foreseeable x minor injury 3x2=6	<ul style="list-style-type: none"> • Careful location • Ensure sufficient sockets provided • Use extension leads and adaptors only when necessary, ensure they are of a suitable length (preferably no longer than 2 metres) and rated high enough for the job. • Use of cable covers where cables are a trip hazard • Use 1 adaptor per socket only, adaptors should not be plugged into adaptors. • Block adaptors should not be used. • RCD (Residual Current Device) used whenever equipment is used externally. 	Low Acceptable	3x2=6

Date of assessment October 2014 **Carried out by** Jess Owens (signature) _____ (Name and Position) _____

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Key to "Reasons":

Likelihood

- 1 = Improbable (probability close to zero)
- 2 = Possible (remote chance)
- 3 = Foreseeable (has been known)
- 4 = Likely (at least annual)
- 5 = Regular Occurrence

Possible Outcome (Degree of harm)

- 1 = Trivial
- 2 = Minor (cuts, bruises, sprains)
- 3 = Major injury – 1 person (fractures / hospital)
- 4 = Major injury - several persons
- 5 = Death

Risk Potential = Likelihood x Possible Outcome

- 1 – 6 = Low Acceptable
- 7 – 12 = Medium Action needed
- 13 – 25 = High Unacceptable

Risk Assessment Form for PE lessons on the field at The Vaynor First School

Area / Department: PE lessons

Hazard	People Affected	Likelihood	Possible Outcome	Risk Potential L-M-H (Before control measures applied)	Reasons	Precautions or Control Measures	Risk Potential L-M-H (After control measures applied)	Reasons
Defective floor surface <ul style="list-style-type: none"> • Potholes • Uneven surface 	Parents Pupils Staff Public	Regular (5)	Fall (3) Major injury to 1 person	High	Regular x major injury $5 \times 3 = 15$	<ul style="list-style-type: none"> • Warn children of risks • Mark any known holes and arrange for them to be filled • Cancel event if heavy rain has preceded 	Low Acceptable	$2 \times 3 = 6$
Broken glass <ul style="list-style-type: none"> • Glass on floor 	Parents Pupils Staff Public	Foreseeable (3)	Cuts (2) minor injury to one person	Low	Foreseeable x minor injury $3 \times 2 = 6$	<ul style="list-style-type: none"> • Area with broken glass coned off and cleared • Any visible glass shards cleared immediately 	Low Acceptable	$3 \times 2 = 6$
Defective sports equipment <ul style="list-style-type: none"> • Wall equipment not secure • Broken equipment still out for use 	Parents Pupils Staff Public	Foreseeable (3)	Fall/cause harm (3) Major injury to one person	Medium	Foreseeable x major injury $3 \times 3 = 9$	<ul style="list-style-type: none"> • Inspection and maintenance carried out regularly • Defectives items removed and clearly marked so not used 	Low Acceptable	$2 \times 3 = 6$
Inadequate supervision <ul style="list-style-type: none"> • Child absconds • Incorrect use of equipment • Stranger on premises 	Pupils Staff	Possible (2)	Child in danger (3)	Low	Possible x major injury $2 \times 3 = 6$	<ul style="list-style-type: none"> • Teacher places themselves in full view of all children during activity • Teacher outlines area of field to be used for activity • Teacher makes contact with any unknown adult to enter field and calls for back up if needed 	Low Acceptable	$2 \times 3 = 6$

<p>Competence of instructors</p> <ul style="list-style-type: none"> Staff not confident in use of all equipment 	<p>Parents Pupils Staff Public</p>	<p>Foreseeable (3)</p>	<p>Fall/come to harm (3) Major injury to one person</p>	<p>Medium</p>	<p>Foreseeable x major injury 3x3=9</p>	<ul style="list-style-type: none"> All staff confident in using wall equipment Children supervised at all times Clear rules for use of equipment established 	<p>Low Acceptable</p>	<p>2x3=6</p>
<p>Inadequate kit</p> <ul style="list-style-type: none"> Not wearing suitable footwear Jewellery being worn Long hair not tied back 	<p>Pupils Staff</p>	<p>Foreseeable (3)</p>	<p>Fall/come to harm (3) Major injury to one person</p>	<p>Medium</p>	<p>Foreseeable x major injury 3x3=9</p>	<ul style="list-style-type: none"> Staff to ensure that all children are wearing suitable equipment Long hair to be tied back Jewellery to be removed or covers (earrings) 	<p>Low Acceptable</p>	<p>2x3=6</p>
<p>Insufficient and/or unsuitable first aid cover</p> <ul style="list-style-type: none"> Child becomes injured during lesson 	<p>Pupils Staff</p>	<p>Possible (2)</p>	<p>Fractures/hospital (3) Major injury to one person</p>	<p>Low</p>	<p>Possible x major injury 2x3=6</p>	<ul style="list-style-type: none"> First aid equipment on site and close to use Designated qualified first aiders available Access to telephones available in school Mobile phone available to use outdoors 	<p>Low Acceptable</p>	<p>2x3=6</p>
<p>Tripping on manholes covers on football pitch</p>	<p>Pupils staff</p>	<p>Possible (2)</p>	<p>Slipping over; bruising, cuts (3) Major injury to one person</p>	<p>Low</p>	<p>Possible x major injury 2x3=6</p>	<p>During cross country</p> <ul style="list-style-type: none"> either a member of staff stands there or a cone is put over the manhole. 	<p>Low Acceptable</p>	<p>2x3=6</p>
<p>Ditch – Bottom of Vaynor field</p>	<p>Pupils staff</p>	<p>Possible (2)</p>	<p>Tripping and falling. Twisted ankles, fractures. (3) Major injury to one person</p>	<p>Low</p>	<p>Possible x major injury 2x3=6</p>	<ul style="list-style-type: none"> Instruct children to walk down side of Vaynor field to avoid ditch. 	<p>Low Acceptable</p>	<p>2x3=6</p>

Goal posts <ul style="list-style-type: none"> • misuse of them • broken parts 	Pupils	Possible (2)	Hanging on goal posts-falling, bruising, broken bones. (3) Major injury to one person	Low	Possible x major injury 2x3=6	<ul style="list-style-type: none"> • Practice away from goal posts. • Warn children about misuse of posts. • Inform caretaker of any broken part and keep pupils away. 	Low Acceptable	2x3=6
Fences <ul style="list-style-type: none"> • Broken sections • Chn climbing on them 	Pupils	Possible (2)	Grazing on fence posts if climbed, falling (3) Major injury to one person	Low	Possible x major injury 2x3=6	<ul style="list-style-type: none"> • No climbing. • Anti climb paint. • Warn pupils of dangers 	Low Acceptable	2x3=6

Date of assessment October 2014 **Carried out by** Jess Owens (signature) _____ (Name and Position) _____

Date for review October 2016 (unless change of circumstances indicate earlier re-assessment).

Risk Assessment Form for PE lessons in the Hall at The Vaynor First School

Area / Department: PE lessons

Hazard	People Affected	Likelihood	Possible Outcome	Risk Potential L-M-H (Before control measures applied)	Reasons	Precautions or Control Measures	Risk Potential L-M-H (After control measures applied)	Reasons
Defective flooring <ul style="list-style-type: none"> • Wet floor • Uneven tiling 	Parents Pupils Staff Public	Regular (5)	Fall (3) Major injury to 1 person	High	Regular x major injury 5x3=15	<ul style="list-style-type: none"> • Repair any broken tiles • Ensure spillages are mopped up and marked with wet floor cone 	Low Acceptable	2x3=6
Broken glass <ul style="list-style-type: none"> • Cracked pane • Glass on floor 	Parents Pupils Staff Public	Foreseeable (3)	Cuts (2) minor injury to one person	Low	Foreseeable x minor injury 3x2=6	<ul style="list-style-type: none"> • Regular check of windows • Area with broken pane not used until mended • Any visible glass shards cleared immediately 	Low Acceptable	2x3=6
Sports equipment storage <ul style="list-style-type: none"> • Injury • Dust • fire 	Parents Pupils Staff Public	Foreseeable (3)	Fall/trapped under (3) Major injury to one person	Medium	Foreseeable x major injury 3x3=9	<ul style="list-style-type: none"> • Equipment safely stacked • Regular inspection of area • Areas kept clean and tidy • Children supervised at all times 	Low Acceptable	2x3=6
Defective sports equipment <ul style="list-style-type: none"> • Wall equipment not secure • Broken equipment still out for use 	Parents Pupils Staff Public	Foreseeable (3)	Fall/trapped under (3) Major injury to one person	Medium	Foreseeable x major injury 3x3=9	<ul style="list-style-type: none"> • Inspection and maintenance carried out regularly • Defectives items removed and clearly marked so not used 	Low Acceptable	2x3=6

<p>Competence of instructors</p> <ul style="list-style-type: none"> Staff not confident in use of all equipment 	<p>Parents Pupils Staff Public</p>	<p>Foreseeable (3)</p>	<p>Fall/come to harm (3) Major injury to one person</p>	<p>Medium</p>	<p>Foreseeable x major injury 3x3=9</p>	<ul style="list-style-type: none"> All staff confident in using wall equipment Children supervised at all times Clear rules for use of equipment established 	<p>Low Acceptable</p>	<p>2x3=6</p>
<p>Inadequate kit</p> <ul style="list-style-type: none"> Not wearing suitable footwear Jewellery being worn Long hair 	<p>Pupils Staff</p>	<p>Foreseeable (3)</p>	<p>Fall/come to harm (3) Major injury to one person</p>	<p>Medium</p>	<p>Foreseeable x major injury 3x3=9</p>	<ul style="list-style-type: none"> Staff to ensure that all children are wearing suitable equipment Long hair to be tied back Jewellery to be removed or covers (earrings) 	<p>Low Acceptable</p>	<p>2x3=6</p>
<p>Manual handling of equipment</p> <ul style="list-style-type: none"> Children picking up equipment by self 	<p>Pupils Staff</p>	<p>Foreseeable (3)</p>	<p>Fall/come to harm (3) Major injury to one person</p>	<p>Medium</p>	<p>Foreseeable x major injury 3x3=9</p>	<ul style="list-style-type: none"> All staff and children to be aware of numbers required for moving each piece of equipment Remind children before asking them to set up any equipment Adequate maintenance of equipment 	<p>Low Acceptable</p>	<p>2x3=6</p>

Date of assessment October 2014 **Carried out by** Jess Owens (signature) _____ (Name and Position) _____

Date for review October 2016 (unless change of circumstances indicate earlier re-assessment).

Risk Assessment Form for use of Invasion games equipment at The Vaynor First School

Area / Department: PE lessons

Hazard	People Affected	Likelihood	Possible Outcome	Risk Potential L-M-H	Reasons	Precautions or	Risk Potential L-M-H	Reasons
Defective flooring <ul style="list-style-type: none"> Wet floor Uneven tiling 	Parents Pupils Staff Public	Regular (5)	Fall (3) Major injury to 1 person	High	Regular x major injury 5x3=15	<ul style="list-style-type: none"> Repair tiles Ensure spillages are mopped up and marked with wet floor cone 	Low Acceptable	2x3=6
Defective sports equipment <ul style="list-style-type: none"> Wall equipment not secure Broken equipment still out for use 	Parents Pupils Staff Public	Foreseeable (3)	Fall/cause harm (3) Major injury to one person	Medium	Foreseeable x major injury 3x3=9	<ul style="list-style-type: none"> Inspection and maintenance carried out regularly Defectives items removed and clearly marked so not used 	Low Acceptable	2x3=6
Inadequate supervision <ul style="list-style-type: none"> Incorrect use of equipment 	Pupils Staff	Possible (2)	Child in danger (2)	Low	Possible x major injury 2x3=6	<ul style="list-style-type: none"> Teacher places themselves in full view of all children during activity Teacher establishes clear rules for use of equipment 	Low Acceptable	2x3=6
Competence of instructors <ul style="list-style-type: none"> Staff not confident in use of all equipment 	Parents Pupils Staff	Foreseeable (3)	Fall/come to harm (3) Major injury to one person	Medium	Foreseeable x major injury 3x3=9	<ul style="list-style-type: none"> All staff confident in using wall equipment Children supervised at all times Clear rules for use of equipment established 	Low Acceptable	2x3=6
Sports equipment storage <ul style="list-style-type: none"> Injury Dust 	Parents Pupils Staff	Foreseeable (3)	Fall/trapped under (3) Major injury to one person	Medium	Foreseeable x major injury 3x3=9	<ul style="list-style-type: none"> Equipment safely stacked Regular inspection of area Areas kept clean and tidy 	Low Acceptable	2x3=6

Manual handling of equipment <ul style="list-style-type: none"> Children lifting or carrying equipment incorrectly Staff setting out posts for netball/basketball incorrectly 	Pupils Staff	Foreseeable (3)	Fall/come to harm (3) Major injury to one person	Medium	Foreseeable x major injury 3x3=9	<ul style="list-style-type: none"> All staff and children to be aware of numbers required for moving each piece of equipment Remind children before asking them to set up any equipment Adequate maintenance of equipment Staff to follow lifting procedures when erecting posts 	Low Acceptable	2x3=6
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Date of assessment October 2014 **Carried out by** Jess Owens (signature) _____ (Name and Position) _____

Date for review October 2016 (unless change of circumstances indicate earlier re-assessment).

Risk Assessment Form for Net and Wall games at The Vaynor First School

Area / Department: PE lessons

Hazard	People Affected	Likelihood	Possible Outcome	Risk Potential L-M-H (Before control measures applied)	Reasons	Precautions or Control Measures	Risk Potential L-M-H (After control measures applied)	Reasons
Defective sports equipment <ul style="list-style-type: none"> Broken equipment still out for use 	Pupils Staff	Foreseeable (3)	Fall/cause harm (3) Major injury to one person	Medium	Foreseeable x major injury 3x3=9	<ul style="list-style-type: none"> Inspection and maintenance carried out regularly Defectives items removed and clearly marked so not used 	Low Acceptable	2x3=6
Inadequate supervision <ul style="list-style-type: none"> Incorrect use of equipment Children causing harm to self or others 	Pupils Staff	Possible (2)	Child in danger (3)	Low	Possible x major injury 2x3=6	<ul style="list-style-type: none"> Teacher places themselves in full view of all children during activity Teacher establishes clear rules for use of equipment 	Low Acceptable	2x3=6
Competence of instructors <ul style="list-style-type: none"> Staff not confident in use of all equipment 	Pupils Staff	Foreseeable (3)	Fall/come to harm (3) Major injury to one person	Medium	Foreseeable x major injury 3x3=9	<ul style="list-style-type: none"> All staff confident in using equipment Children supervised at all times Clear rules for use of equipment established 	Low Acceptable	2x3=6
Sports equipment storage <ul style="list-style-type: none"> Injury Dust Fire 	Pupils Staff	Foreseeable (3)	Fall/trapped under (3) Major injury to one person	Medium	Foreseeable x major injury 3x3=9	<ul style="list-style-type: none"> Equipment moved around safely Children not to collect or replace equipment in cupboard Regular inspection of area Areas kept clean and tidy 	Low Acceptable	2x3=6
Manual handling of equipment <ul style="list-style-type: none"> Children lifting or carrying equipment incorrectly 	Pupils Staff	Foreseeable (3)	Fall/come to harm (3) Major injury to one person	Medium	Foreseeable x major injury 3x3=9	<ul style="list-style-type: none"> All staff and children to be aware of procedures for moving each piece of equipment Remind children before asking them to set up any equipment Adequate maintenance of equipment 	Low Acceptable	2x3=6

Date of assessment October 2014 **Carried out by** Jess Owens (signature) _____ (Name and Position) _____

Date for review October 2016 (unless change of circumstances indicate earlier re-assessment).

Risk Assessment Form for PE lessons on the playground at The Vaynor First School

Area / Department: PE lessons

Hazard	People Affected	Likelihood	Possible Outcome	Risk Potential L-M-H (Before control measures applied)	Reasons	Precautions or Control Measures	Risk Potential L-M-H (After control measures applied)	Reasons
Defective flooring <ul style="list-style-type: none"> Wet floor Uneven surface 	Parents Pupils Staff Public	Regular (5)	Fall (3) Major injury to 1 person	High	Regular x major injury 5x3=15	<ul style="list-style-type: none"> Report broken surface Cone off area which is unsafe 	Low Acceptable	2x3=6
Broken glass <ul style="list-style-type: none"> Cracked pane Glass on floor 	Parents Pupils Staff Public	Foreseeable (3)	Cuts (2) minor injury to one person	Low	Foreseeable x minor injury 3x2=6	<ul style="list-style-type: none"> Regular check of windows Area with broken pane not used until mended Any visible glass shards cleared immediately 	Low Acceptable	3x2=6
Defective sports equipment <ul style="list-style-type: none"> Wall equipment not secure Broken equipment still out for use 	Parents Pupils Staff Public	Foreseeable (3)	Fall/trapped under (3) Major injury to one person	Medium	Foreseeable x major injury 3x3=9	<ul style="list-style-type: none"> Inspection and maintenance carried out regularly Defectives items removed and clearly marked so not used 	Low Acceptable	3x2=6
Inadequate supervision <ul style="list-style-type: none"> Child absconds Incorrect use of equipment Stranger on premises 	Pupils Staff	Possible (2)	Child in danger (3)	Low	Possible x major injury 2x3=6	<ul style="list-style-type: none"> Teacher places themselves in full view of all children during activity Teacher makes contact with any unknown adult to enter playground and calls for back up if needed 	Low Acceptable	2x3=6
Competence of instructors <ul style="list-style-type: none"> Staff not confident in use of all equipment 	Parents Pupils Staff Public	Foreseeable (3)	Fall/come to harm (3) Major injury to one person	Medium	Foreseeable x major injury 3x3=9	<ul style="list-style-type: none"> All staff confident in using equipment Children supervised at all times Clear rules for use of equipment established 	Low Acceptable	3x2=6

<p>Inadequate kit</p> <ul style="list-style-type: none"> • Not wearing suitable footwear • Jewellery being worn • Long hair not tied back 	<p>Pupils Staff</p>	<p>Foreseeable (3)</p>	<p>Fall/come to harm (3) Major injury to one person</p>	<p>Medium</p>	<p>Foreseeable x major injury 3x3=9</p>	<ul style="list-style-type: none"> • Staff to ensure that all children are wearing suitable equipment • Long hair to be tied back • Jewellery to be removed or covers (earrings) 	<p>Low Acceptable</p>	<p>3x2=6</p>
<p>Insufficient and/or unsuitable first aid cover</p> <ul style="list-style-type: none"> • Child becomes injured during lesson 	<p>Pupils Staff</p>	<p>Possible (2)</p>	<p>Fractures/hospital (3) Major injury to one person</p>	<p>Low</p>	<p>Possible x major injury 2x3=6</p>	<ul style="list-style-type: none"> • First aid equipment on site and close to use • Designated qualified first aiders available • Access to telephones available in school • Mobile phone available to use outdoors 		<p>Pupils Staff</p>

Date of assessment October 2014 **Carried out by** Jess Owens (signature) _____ (Name and Position) _____

Date for review October 2016 (unless change of circumstances indicate earlier re-assessment).

Risk Assessment Form for use of striking and fielding equipment at The Vaynor First School

Area / Department:

PE lessons

Hazard	People Affected	Likelihood	Possible Outcome	Risk Potential L-M-H (Before control measures applied)	Reasons	Precautions or Control Measures	Risk Potential L-M-H (After control measures applied)	Reasons
Defective sports equipment • Broken equipment still out for use	Pupils Staff	Foreseeable (3)	Fall/cause harm (3) Major injury to one person	Medium	Foreseeable x major injury 3x3=9	<ul style="list-style-type: none"> • Inspection and maintenance carried out regularly • Defectives items removed and clearly marked so not used 	Low Acceptable	2x3=6
Inadequate supervision • Incorrect use of equipment • Children causing harm to self or others	Pupils Staff	Possible (2)	Child in danger (3)	Low	Possible x major injury 2x3=6	<ul style="list-style-type: none"> • Teacher places themselves in full view of all children during activity • Teacher establishes clear rules for use of equipment 	Low Acceptable	2x3=6
Competence of instructors • Staff not confident in use of all equipment	Pupils Staff	Foreseeable (3)	Fall/come to harm (3) Major injury to one person	Medium	Foreseeable x major injury 3x3=9	<ul style="list-style-type: none"> • All staff confident in using equipment • Children supervised at all times • Clear rules for use of equipment established 	Low Acceptable	2x3=6
Sports equipment storage • Injury • Dust • fire	Pupils Staff	Foreseeable (3)	Fall/trapped under (3) Major injury to one person	Medium	Foreseeable x major injury 3x3=9	<ul style="list-style-type: none"> • Equipment moved around safely • Children not to collect or replace equipment in cupboard • Regular inspection of area • Areas kept clean and tidy 	Low Acceptable	2x3=6
Manual handling of equipment • Children lifting or carrying equipment incorrectly	Pupils Staff	Foreseeable (3)	Fall/come to harm (3) Major injury to one person	Medium	Foreseeable x major injury 3x3=9	<ul style="list-style-type: none"> • All staff and children to be aware of procedures for moving each piece of equipment • Remind children before asking them to set up any equipment • Adequate maintenance of equipment 	Low Acceptable	2x3=6

Date of assessment October 2014 **Carried out by** Jess Owens (signature) _____ (Name and Position) _____

Date for review October 2016 (unless change of circumstances indicate earlier re-assessment).

Risk Assessment Form for Swimming lessons at The Vaynor First School

Area / Department: PE lessons

Hazard	People	Likelihood	Possible Outcome	Risk Potential L-M-H (Before control)	Reasons	Precautions or Control	Risk Potential L-M-H (After control)	Reasons
Defective flooring <ul style="list-style-type: none"> • Wet floor • Uneven tiling • Slip hazard • Collision 	Pupils Staff	Regular (5)	Fall (3) Major injury to 1 person	High	Regular x major injury 5x3=15	<ul style="list-style-type: none"> • Group members to be briefed regarding safety rules, expected behaviour (no running) and emergency procedures • Slip resistant surfaces in evidence • Non-formal swim teaching activities to be specifically risk assessed e.g. 'recreational' time, use of inflatables etc. 	Low Acceptable	2x3=6
Sudden / unexpected immersion	Pupils Staff	Foreseeable (3)	Drowning Death (5)	High	Foreseeable x death 3x5=15	<ul style="list-style-type: none"> • Group appropriately briefed regarding: - <ul style="list-style-type: none"> ○ safety rules and regulations ○ behaviour required / agreed sanctions (e.g. about running, jumping, diving and it will be made clear that pushing, dragging or ducking others is unsafe and unacceptable) All non swimmers/weak swimmers will be identified and be directed to areas suitable to their ability	Low Acceptable	1x5=5
Unsafe / inappropriate use of equipment	Pupils	Foreseeable (3)	(3) Major injury to 1 person	Medium	Foreseeable x major injury 3x3=9	<ul style="list-style-type: none"> • Group members will only use extra equipment (e.g. snorkels, masks etc.) permitted by the pool management • Floats and teaching / play equipment will be used only in accordance with pool management rules and procedures 	Low Acceptable	2X3=6

<p>Inadequate supervision/ Competence of instructors</p> <ul style="list-style-type: none"> Children causing harm to self or others 	<p>Pupils Staff</p>	<p>Possible (2)</p>	<p>Child in danger (3)</p>	<p>Low</p>	<p>Possible x major injury 2x3=6</p>	<ul style="list-style-type: none"> Party leader will be a member of staff with appropriate leadership experience and competence, and knowledge of the group An appropriate number of other competent leaders will also accompany the group in a supervisory capacity All staff accompanying swimming groups to be briefed on normal operating procedures prior to departure by Year group colleague or PE co-ordinator. Briefing of emergency procedures to take place at poolside by lead swimming teacher. The gender mix of staff will take account of the group's gender mix (normally at least one member of each gender in mixed groups), wherever possible A member of staff (of appropriate gender where possible) will be available to supervise group members in the changing rooms (as necessary) Staff members to remain present and immediately available to assist (i.e. with behavioural / pastoral issues) whilst group is under supervision of instructors at the pool. Staff will have an established emergency procedure in the event of a group member being injured and needing hospitalisation Meeting points will be agreed for the start and end of sessions Only group members whose parents have given permission will be allowed to swim 	<p>Low Acceptable</p>	<p>2x3=6</p>
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<p>Poor hygiene arrangements</p> <ul style="list-style-type: none"> infections 	Pupils	Foreseeable (3)	Major (3)	Medium	Foreseeable x major 3x3=9	<ul style="list-style-type: none"> Group leaders will check that: <ul style="list-style-type: none"> Group members use appropriate, clean swimwear, Group members with medical conditions that are infectious do not participate, or have sufficient protection to be no risk to others Group leaders to satisfy themselves, and the pool operator informed immediately where there are concerns, about the following: <ul style="list-style-type: none"> changing and showering facilities safe and clean the water appears clear and is regularly tested for quality water temperature is appropriate / acceptable 	Low Acceptable	2x3=6
Child protection issues	Pupils Staff	Possible (2)	Major – several people (4)	Medium	Possible x major 2x4=8	<ul style="list-style-type: none"> Swimming sessions will be arranged for the group’s exclusive use Care, sensitivity, and sensible precautions will be taken regarding changing facilities and assistance in the pool to protect young people (and safeguard leaders from allegations) 	Low Acceptable	1x4=4
Confrontation with members of public	Pupils Staff Public	Possible (2)	Major- One person (3)	Low	Possible x major one person 2x3=6	<ul style="list-style-type: none"> Appropriate briefing of staff on expected behaviour Appropriate briefing to students on required behaviour / Code of Conduct <ul style="list-style-type: none"> young people will operate buddy system - each responsible for named other(s) and must accompany each other at all times (inc. visits to the toilets) Young people will be briefed regarding their response if approached inappropriately by a stranger, or if they are offered anything by a stranger 	Low Acceptable	2x3=6

Transport to and from venue <ul style="list-style-type: none"> Defective seatbelts Coach not to standard 	Pupils Staff	Possible (2)	Coach involved in accident and chn not adequately protected Death (5)	Medium	Possible x death 2x5=10	<ul style="list-style-type: none"> Use reputable coach company / minibuses in accordance with HCC guidance All children's seatbelts to be checked before coach moves Staff to report any issues with coach and call for assistance 		
Car Park and Road Traffic Issues <ul style="list-style-type: none"> Cars moving as children get off bus 	Pupils Staff					<ul style="list-style-type: none"> Hazards known and addressed in pre-planning, including allocation of staff management and briefing of young people All children to use pavements at all times 		

Date of assessment October 2014 **Carried out by** Jess Owens (signature) _____ (Name and Position) _____

Date for review October 2016 (unless change of circumstances indicate earlier re-assessment).

Risk Assessment Form for use of Gymnastic equipment at The Vaynor First School

Area / Department: PE lessons

Hazard	People Affected	Likelihood	Possible Outcome	Risk Potential L-M-H (Before control measures applied)	Reasons	Precautions or Control Measures	Risk Potential L-M-H (After control measures applied)	Reasons
Defective flooring <ul style="list-style-type: none"> Wet floor Uneven tiling 	Parents Pupils Staff Public	Regular (5)	Fall (3) Major injury to 1 person	High	Regular x major injury 5x3=15	<ul style="list-style-type: none"> Repair tiles Ensure spillages are mopped up and marked with wet floor cone 	Low Acceptable	2x3=6
Defective sports equipment <ul style="list-style-type: none"> Wall equipment not secure Broken equipment still out for use 	Parents Pupils Staff Public	Foreseeable (3)	Fall/cause harm (3) Major injury to one person	Medium	Foreseeable x major injury 3x3=9	<ul style="list-style-type: none"> Inspection and maintenance carried out regularly Defectives items removed and clearly marked so not used 	Low Acceptable	2x3=6
Inadequate supervision <ul style="list-style-type: none"> Incorrect use of equipment 	Pupils Staff	Possible (2)	Child in danger(3) Major injury to one person	Low	Possible x major injury 2x3=6	<ul style="list-style-type: none"> Teacher places themselves in full view of all children during activity Teacher establishes clear rules for use of equipment 	Low Acceptable	2x3=6
Competence of instructors <ul style="list-style-type: none"> Staff not confident in use of all equipment 	Parents Pupils Staff Public	Foreseeable (3)	Fall/come to harm (3) Major injury to one person	Medium	Foreseeable x major injury 3x3=9	<ul style="list-style-type: none"> All staff confident in using wall equipment Children supervised at all times Clear rules for use of equipment established 	Low Acceptable	2x3=6
Sports equipment storage <ul style="list-style-type: none"> Injury Dust fire 	Parents Pupils Staff Public	Foreseeable (3)	Fall/trapped under (3) Major injury to one person	Medium	Foreseeable x major injury 3x3=9	<ul style="list-style-type: none"> Equipment safely stacked Regular inspection of area Areas kept clean and tidy Children supervised at all times 	Low Acceptable	2x3=6

Manual handling of equipment <ul style="list-style-type: none"> Children lifting or carrying equipment incorrectly 	Pupils Staff	Foreseeable (3)	Fall/come to harm (3) Major injury to one person	Medium	Foreseeable x major injury 3x3=9	<ul style="list-style-type: none"> All staff and children to be aware of numbers required for moving each piece of equipment Remind children before asking them to set up any equipment Adequate maintenance of equipment 	Low Acceptable	2x3=6
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