



Castle Tower School

Physical Education Policy

Date Ratified by Board of Governors	
Review Date	

Castle Tower welcomes pupils aged 3-19 who face a wide range of barriers to learning. Educational opportunities are provided within our Nursery, Primary, Secondary and Post 16 departments.

Our Vision

Vision:

To be a leading light in special education through educating, nurturing and inspiring all our school community.

Mission:

Castle Tower School is committed to creating a community which:

- Ensures everyone is safe and included
- Always learns
- Promotes independence and resilience
- Celebrates achievements
- Looks forward with hope to the future

Everything we do is driven by our core values:

- Child-centred
- Nurturing
- Fun
- Team work
- Inclusive
- Independence

Our Ethos

Castle Tower strives to create a caring community in which every member feels valued, supported and happy. All staff work to maintain an ethos in which fairness, tolerance, compassion and forgiveness permeate all relationships within the school community. High standards of respect, self-discipline, commitment and sensitivity are sought and everyone is encouraged to set and achieve the highest personal, academic and social goals. The safety, welfare and development of everyone in our school community is of paramount importance to all staff and Governors.

At Castle Tower, there is continued development of the quality of the teaching and learning environment. Resources are used efficiently. Opportunities are created for learning in co-operative and interactive settings. Pupils are presented with challenging as well as stimulating teaching and learning opportunities. Staff at Castle Tower seek close working relationships with other providers and services throughout each stage of our pupil's education and through the transition stage to further education and life after school.

Within the Physical Education Department, the pupils engage in activities which develop their knowledge, understanding and skills. The systematic and balanced physical education programme involves them in making decisions as well as experimenting, creating, practising, performing, repeating/adapting and improving movements.

Through the range of activities, all pupils should have opportunities to:

- experience and or participate in a range of movement activities
- develop body dexterity
- extend, refine their fine and gross motor skills
- develop personal qualities e.g. self esteem, tolerance, etc...
- interact and cooperate with others
- enjoy Physical Education
- experience and appreciate the contribution of Physical Education to the promotion of a healthy and enjoyable life style.
- provide a child centred approach to teaching Physical Education
- develop understanding of the human body.

Time allocation

At Castle Tower, it is important to recognize and acknowledge movement experience in the school curriculum. It is the school's intention to continue to ensure that every pupil will receive appropriate time allocation for Physical Education.

Time allocation is as follows;

Primary Department – 1 x 35 minute period.

Secondary Department – 1 x 50 minute period

Staff Ratio

For reasons of safety, performance as well as meeting the individual needs of the pupils, the teacher and classroom assistant to pupil ratio will always be maintained at appropriate levels. This also applies to all aspects of the movement programme e.g. swimming, horse riding etc.

The Physical Education Curriculum

The P.E. curriculum throughout the school will primarily be based on the Northern Ireland Curriculum which is at the heart of the curriculum requirements. The Northern Ireland Curriculum describes the essential content which must be taught to pupils during each Key Stage, also representing the statutory entitlement of every pupil. The Pre-School and Primary curriculum have both been divided into 6 Areas of Learning, one of which is Physical Development and Movement. To meet the needs of these younger pupils, play, social and emotional activities, and fine motor skills have been identified by the Northern Ireland Curriculum as core areas encompassed within fundamental movement and games to develop the health and well-being of individual child. This will form an important element of the P.E. curriculum at Castle Tower.

Sensory circuits will be used for pupils across key stages (with sensory processing disorders) who may otherwise struggle to access elements of the curriculum. Research shows that sensory processing and integration difficulties can contribute to an individual's difficulties in engaging in daily

living, academic success and behaviour. Sensory circuits are an active and engaging circuit exercise designed to stimulate pupils' bodies and mind by alerting, organising and calming pupils.

The Northern Ireland Curriculum for Physical Education at all Key Stages provides many references to the required provisions needed for children with SEN. They provide Thematic Units with a number of varied teaching resources, such as "Every Sport for Everyone," "Aspire, Aim and Achieve," and "Let's get moving." Teachers may then use this as a building block on which additional elements could be added to adapt the curriculum for the pupil.

Castle Tower acknowledges that the Physical Education curriculum must be wide and varied to meet the needs of every pupil. Physical Education will range from sensory motor activities and the informal play situations of young pupils to wheelchair activities and adult leisure activities of more senior pupils. Successful experiences foster positive attitudes towards exercise and physical activity. A successful Physical Education Policy can increase a pupil's self-confidence and create a positive self-image.

The school believes that every pupil is entitled to an enjoyable experience of Physical Education, which should be challenging, vigorous and individually purposeful. Within Physical Education, pupils will be given the opportunity to perform, and self-evaluate their performances.

It is important to note that the way in which the pupils experience Physical Education and the environment in which it is taught is as equally important as the content. Fun, fitness and participation are all key factors which should be emphasised in encouraging and developing positive attitudes towards physical development. However, when trying to implement a Physical Education curriculum suitable for children with SEN, many difficulties may arise due to the need for a safe and familiar working environment.

Due to the vast range of abilities within SEN, there is not one specific programme which can be used that would help implement a Physical Education curriculum. However, to develop a Physical Education programme which is suited for a child with SEN, consultation with various outside agencies, parents or guardians, is necessary, as they can best advise on how to further a child's Physical Education experience.

It is not sufficient to assume that the promotion of qualities such as – personal qualities (e.g., self-confidence), attitudes (e.g., co-operation), personal skills (e.g., decision making) and social development will occur naturally in the pupils, but that they must be encouraged and supported through solid pupil/teacher relationships, positive teacher role models and teacher intervention where necessary. Parents should also be encouraged to take an active interest in their child's involvement and progress in Physical Education.

Why is Physical Education Important?

There are many reasons why Physical Education is important. These can be summarised under three headings-

- Healthy Lifestyle
- The Development of Physical Intelligence
- The Growth of Social, Emotional and Cognitive Skills

Healthy Lifestyle

The majority of children are said to be naturally active. It is the role of the teacher to use this as a tool in teaching Physical Education to promote learning and development. There are many reasons why Physical Education is so important in today's society, as the pupils find themselves more often in "sedentary alternatives." (Epstein, et al, 1995) For example, children travel in a car or a bus to school, have less Physical Education, watch more television and play more sedentary games such as computer games. Consequently, there is mounting evidence that young people are becoming less active and more overweight. Obesity in children is a major risk factor for several diseases (e.g., diabetes, hypertension, high blood cholesterol)

Other reasons why Physical Education is important to developing a Healthy Lifestyle include –

- Stamina – exercise improves the heart and cardiovascular system
- Growth – exercise is essential for the development of physical growth and a healthy functioning body.
- Suppleness – different physical experiences will lead to an increased level of suppleness and the responsiveness of the body to various activities.
- Strength – regular exercise helps to build greater physical and muscular strength

The Development of Physical Intelligence

Physical Intelligence is made up of physical and mental skills. It is defined as the ability to use one's body in highly differentiated and skilled ways, for both goal-oriented and expressive purposes.

Success in physical activity depends on physical intelligence skills such as concentration, judgement and close observation as well as on creativity in thought and movement. It is important that teachers develop an approach that is a thoughtful and considerate to Physical Education.

The growth of self-confidence is also an area within Physical Intelligence and is an essential tool when wanting to develop children's physical development. In making Physical Education lessons

enjoyable and satisfying and by providing the children with opportunities to succeed and develop their skills, teachers can build self-esteem and self-worth.

Through sport, pupils can practice and get better and review their performance. This approach is not only beneficial to Physical Education but can be applied throughout other curriculum subjects.

The Growth of Social, Emotional and Cognitive Skills

The developmental needs of the pupils vary across the different age ranges, and this should be considered when planning a Physical Education programme. It is important that the content is appropriate and well presented to all pupils. Teaching approaches should allow the children to develop at their own rate, but at the same time should encourage the children to work at their full potential.

It is often said, “children learn through movement,” (Elliott, E. & Sanders, S.). In addition to the health benefits of physical activity, movement is an important part of a child’s life and education, for it is through this movement that children can develop social, emotional and cognitive skills. For young children, movement can be a means through which they communicate, express themselves and learn. It is important that children are given enough time to be physically active.

For children to become independent learners, it is important that they are given the opportunity to solve problems or tasks that they may encounter within Physical Education. To develop and promote positive attitudes, pupils should be given the chance to practice fair play and good sporting conduct. They should also be aware of the consequences of their actions on fellow pupils and on the surrounding environment.

Pre-School/Foundation and Key Stage 1

The early years of a child’s development are vitally important in laying the foundations for competency in physical activity. Pupils at this stage of their education should experience a wide selection of activities that will help to develop their own personal skills. It is essential that at this stage, there is a real sense of enjoyment and fun incorporated in all Physical Education lessons.

At the pre-school and foundation stage, most pupils will experience physical development and movement through a vast range of play experiences both in and outdoors. They revel in the freedom of movement that is both adventurous and stimulating. Throughout Pre-school and foundation, pupils participate mostly individually, on a child-led basis, rather than in pairs or groups. A core focus is gross motor skills, often reiterated through music, action rhymes and stories.

At the start of Key Stage 1, the main emphasis is placed on structured exploratory play in which pupils will have a lot of interaction with fellow pupils and staff in various setting such as individually,

partnered or in small groups. The pupils should be allowed time to develop confidence and there should be an opportunity to develop listening skills and respond to guidance from other pupils or the teacher. The children at this stage should be given opportunities to talk and share their experiences in Physical Education lessons. It is at this stage that pupils will start to develop their fundamental movement skills.

It is advised that the programme of study for early years be taught frequently as integrated lessons, using various movement themes in different contexts.

Key Stage 2/3/4

Building on the experiences that the pupils gained during KS1, pupils should be given the opportunity to develop their fundamental movement skills and be able to apply them in more complex situations as they progress through the Key Stages. They should be given enough instructions to cope and deal with these challenges. There should also be an opportunity for the pupils to experience a sense of success as this will help reinforce a positive attitude towards Physical Education

(Appendix Two – Physical Education Statutory Requirements)

The Role of the Physical Education Co-ordinator

The co-ordinators role has been changed from writing schemes of work to supporting the development of effective teaching.

Co-ordinators are expected to:

1. Manage the Programmes of Study.

- Ensure teachers are familiar with the Framework and help them to plan lessons.
- Liaise with groups of staff to –
 - Organise the Physical Education timetable
 - Utilise available expertise in any particular area
 - Coordinate the efforts of the staff
 - Provide motivation
 - Carry out an evaluation of the delivery of Physical Education lessons.
- Support the headteacher in carrying out an annual audit and action plan with staff and governors
- Occasionally observe colleagues' teaching, with a view to identifying the support they need.

2. Managing Colleagues

- Team Training – make staff aware of professional development courses.
- Collaborate with other member of staff making sure that they are teaching Physical Education in an effective manner.
- Evaluate staff teaching methods and help them learn from their weaknesses

- Use and manage the various talents of the staff to make Physical Education as effective as possible.

3. Manage Outside Agencies

- Support from parents, Leisure Centres, Local Clubs and Sports governing bodies.

4. Review the Provision of Resources

- Organise and order PE resources within annual budget
- Manage the upkeep of equipment
- Monitor how equipment is stored and evaluate if it can be stored more efficiently

5. Be a Good Role Model

- Lead by example in the way they teach in their own classrooms.
- Work co-operatively with the SENCO in providing advice and support for staff.
- Teach demonstration lessons occasionally.
- Discuss regularly with the headteacher the progress of implementing the Physical Education in the school.
- Keep up to date records of information and disseminate to staff
- Must keep up to date with current issues

ROLE OF THE SENCO/OTHER KEY TEACHER

The role of the SENCO should include:

- Supporting and working co-operatively with the coordinator to implement and develop Physical Education.
- Advising staff on how best to support children with varying needs during Physical Education lessons so that they meet the expectations of the annual IPP
- Advising staff on the inclusion of Physical Education objectives in individual progression plans for children with special difficulties in this area.
- Advising the headteacher and staff on the effective use of teaching assistants, and helping support staff to become familiar with the Physical Education Policy

Teaching Methods

Differentiation

Successful differentiation in the PE lesson requires that the tasks set by the teacher challenge all members of the class to perform at their optimum level. This can be achieved in several different ways and, to a certain extent, will depend on the nature of the task being undertaken. This will mean making provisions for groups of children with similar needs and for those pupils who need individual help.

The differentiated instructional model encourages the teacher to respond to the needs of all learners, with consideration of their existing readiness and interest level.

It is through a child centred approach that Castle Tower aims to meet the needs of all pupils so that they have achievable and realistic targets to work towards. It will be the job of the teacher to adapt the lesson in an appropriate way to meet these needs. Three main approaches to differentiation have been identified. These are differentiation by task, differentiation by outcome and differentiation by support.

Differentiation by task

This is when individuals or groups will work on material appropriate to their individual level of ability. These may be linked to the same theme but will be set at differing levels depending on the pupil's ability.

Differentiation by outcome

Differentiation by outcome is an area that is managed by the pupils themselves. In this case, the same task is set by the teacher, but pupils can show what they are able to do through a variety of outcomes e.g., creating a different dance to the same piece of music, producing various floor movements in gymnastics. The learning content is open ended, and the emphasis is on the pupil to show their level of understanding. To deliver the content of the curriculum, resources are necessary, and tasks must be designed to enable pupil to acquire knowledge and understanding.

Differentiation by support

This means that the teacher or assistants will give certain groups or individuals more time or support in certain tasks, to help them and move forward in their physical development.

Castle Tower is committed to using a variety of teaching styles, to allow flexibility for the teachers and to provide different experiences for the pupils. There will not always be a range of styles used in any one lesson, but across the range of activities covered, there clearly exists scope for a variety of different styles and methods to be used.

Strategies that help in meeting the needs of pupils with Special Educational Needs

- Tell the child what should be done rather than what should not be done.
- Give the child an opportunity to explain things from his/her point of view.
- Use visual clues to help explain things, e.g., when it is time to get ready for P.E. you could show a picture(s) illustrating this.
- Use simple language when giving instructions and keep them brief.
- Do not use sarcasm or idiom as the child may not understand it.
- Puppets or stuffed animals can be used to encourage interaction. A child may find it easier to communicate through these toys. Action rhymes can encourage eye contact or facial expression.
- Breaking down an activity into small achievable steps.

Cross-Curricular Aspects of Physical Education

Physical Education offers various links to other curriculum subjects such as –

English/Language

- Describing dances and movements would allow children to use synonyms and alternative vocals to convey different shades of meaning
- Extending descriptive and expressive vocabulary
- Using specialist vocabulary when involved in invasion games
- Discussing rules
- Following instructions

Maths

- Repeating patterns and sequencing
- Learning to count when scoring, learning about space and shape
- Estimating distance, collecting and storing information when taking part in Athletics
- Comparing time/distance

Science

- Understanding the body
- Naming body parts, understanding the body's needs, exploring forces and motion
- Investigating pulse and breathing rates
- Investigating propulsion with arms and legs, exploring forces when swimming
- Understanding the benefits of exercise and good nutrition

Geography

- Map skills (Outdoor Education)
- Use of a compass

History

- PE in relation to historical events/periods e.g., Victorian games

Art

- Designing and creating sports equipment
- Making medals/trophies

Music

- developing awareness of rhythm
- understanding world music, celebrations and religious festivals
- Being able to adapt and use various music for dance

Health Education

In PE important health matters arise in a variety of ways, not least through the focus on body management and control.

Many aspects of Health Education are automatically covered within PE classes, e.g., aspects of hygiene, appropriate clothing, footwear, etc...

The PE Department, in consultation with the Health Co-ordinator covers a wide variety of the other aspects of Health Education, e.g., the need for and the effect of exercise, physical and emotional development associated with puberty, emergency and first aid, effects of smoking and use of leisure time.

PE fits into the science curriculum and the unit Food and Digestion and Body Maintenance. It also links with Maths with calculation of pulse rates, target rates and timing.

While many of the aspects of health education to be covered lend themselves to informal discussion in the changing rooms, other aspects are taught in the classroom on days that no facilities are available.

Education for Mutual Understanding

As this theme is about self-respect, respect for others and the improvement of relationships between people of differing cultural traditions it is perhaps here that PE can make the most significant contribution.

The games programme involves pupils co-operating with one another and understanding the role and value of rules in competition. They learn to share apparatus, work safely in a defined space work together within small and larger groups. As they learn to apply rules, they may have to consider why certain rules have evolved – whether it is to promote safety or to make the game more acceptable to others.

Both girls and boys play in Inter-school competitions against other schools. We feel this provides excellent opportunities to compete against others from different areas and cultures.

Cultural Heritage

The programmes of study in PE contribute quite considerably to the delivery of the aims of Cultural Heritage. The participation in various games develops an awareness and understanding of the culture and traditions of other countries as well as their own. The development of national games and their value is of relevance. As dance is part of history of human culture and human communication, pupils are given opportunities to develop an understanding of the culture and traditions of other countries. At Key Stage 3 pupils will learn a variety of selected dances from various countries.

Economic Awareness

At Key Stage 3 there is informed discussion about the value of money regarding equipment, training shoes, etc... and the influence of designer labels. The pupils are encouraged to join the local associations and view them as a healthy economic way of using leisure time.

At Key Stage 4 pupils are encouraged to continue activities outside the school curriculum. They are provided with the opportunity to participate in the use of leisure facilities in the Ballymena area in terms 1 and 2 and in different areas in term 3. Through informal discussion they are encouraged to make informal judgements of the cost and the benefits of the various ways of taking exercise.

Information Technology

Pupils are required to monitor and improve personal performance and performance of peers. They are involved in using stopwatches, tape measures, etc... They have also the opportunity to use digital cameras and video equipment.

Careers Education

At Key Stage 4 there is considerable input from the PE programme into the area of Careers Education. The pupils are given a broad understanding of the links between PE and post 16 educational, training and employment opportunities of interest to them. They are made aware of the contribution of PE to a healthy lifestyle and that through PE they can develop qualities, skills, interest and fitness that is an advantage in a variety of occupations. Pupils are made aware of the reality of shorter working hours and increased public awareness of the importance of a healthy lifestyle to the leisure industry and the creation of more career opportunities. They are encouraged to look at the limitations of paid employment for self-fulfilment and realise that purposeful use of leisure time is a valuable aid to satisfying personal needs. They are encouraged to become involved in clubs and societies.

Assessment Procedures

In general terms, assessment is concerned with pupils' performance. It is the making of an informed professional judgement and its communication to others. It is important that a clear understanding of assessment procedures is achieved, by both the teacher and the children, if adjustments to learning situations and the recording and reporting of achievements are to be meaningful, building upon the existing practice of setting objectives, this school would identify two attainment targets as long term aims and statements of attainment to be considered when defining more immediate objectives. These would be appropriate to the level of the individual pupil.

Attainment Targets

- 1) Performance
- 2) Evaluating and Appraising Performance

The two attainment targets are separate for the purposes of assessment only, while for teaching purposes they are to be complementary and to be achieved through participation across the complete range of activities in the programme.

Attainment Target 1. As previously stated, every pupil at Castle Tower will have the opportunity to access the Physical Education curriculum.

Attainment Target 2. Where possible, pupils at Castle Tower will be encouraged to evaluate their own performance and those of their peers by:

- 1) Demonstrating positive/negative responses.
- 2) Demonstrating pleasure/dislikes.
- 3) Observing.
- 4) Making preferred choices.
- 5) Giving simple descriptions.
- 6) Making comparison.

These can be expressed through speech, Makaton, facial expression, body language, etc..., as appropriate to the individual pupil.

Assessment will be on going with subjective assessment made by the class teacher.

What form will this assessment take?

- Observation – by teacher and pupils
- Pupil Tracking
- Use of Video – used to encourage children to make self-assessment, allowing the teacher to reinforce individual assessments. N.B. it should be used in conjunction with the schools Child Protection Policy

Evaluation is also vitally important as this will inform the teacher of their teaching but also detail what approach they should take when planning and teaching the next lesson. This can be achieved by several methods firstly the teacher can self-evaluate but they may wish to use the pupils and ask question of how they thought the lesson went. E.g. Did they enjoy the lesson? What part did they find most difficult? Would they like further practice in any area? We are reflective practitioners.

Extra-Curricular Policy

Castle Tower School is involved in many activities outside school these include –

- Football Tournaments
- Dodgeball Tournaments
- Athletics Field & Track Events
- Special Olympic events
- Sports Hall Athletics Competitions
- Tag Rugby Events

Excellence & Sportsmanship

Excellence and sportsmanship are celebrated by:

- Displays to the class or school
- Participation in sporting competitions
- Certificates
- Participation in award schemes
- Presentation of annual trophies

Resources Management

Most Physical Education equipment will be kept in the store which is situated within the multi-Purpose Hall. Some Physical Education equipment is stored in a small store behind the small hall, used for Primary Physical Education Lessons. An inventory will be drawn up, as this will make it easier for teachers to see what equipment is available for use in Physical Education lessons. This will also enable the Physical Education Co-ordinator to keep an up-to-date record of the equipment available and ensure that the inventory is accurate.

Human

Castle Tower School aims to maximise the use of all its resources. Several individuals contribute to the Physical Education experiences which the pupils receive. These include class teachers, classroom assistants, and specialist coaches.

Facilities

Castle Tower School has the following facilities on site. A sports hall, a multipurpose hall, a 3G pitch, two MUGAs, a top roped climbing wall, a hydro pool, fitness suite, archery equipment, various nets for racquet sports, and football nets.

Safety

Castle Tower considers safety to be the most important aspect of Physical Education and it must be always the priority of the teacher. Various parts of the school may be used for Physical Education. These include the multipurpose hall, the multipurpose outdoor pitch, the climbing wall and the grass area around the school.

General Safety Notes

- Make sure that all pupils are wearing the appropriate clothing to take part in the activities
- Ensure that the space used is appropriate for the activity, the size of group and the age of the pupils
- Make sure the defined play area is clearly marked.
- Be aware of any medical conditions which may need special attention during Physical Education for example –
 - Epilepsy – one-to-one supervision
 - Atlanto-axial Supplication – All pupils with Downs Syndrome should be screened for this condition and medical advice with respect to physical activity strictly considered
- Use self-demonstration as part of your teaching approach
- Recognise the importance of a warmup and a cool down exercise
- Make pupils aware the importance of appropriate physical contact and only when told to do so
- When outside, take into consideration general hazards such as the weather, hard or uneven surfaces, rubbish on playing surface, etc.

Before a Physical Education Lesson

Before a Physical Education lesson, two areas of safety must be considered – preparing the pupils and preparing the activity area.

When preparing the pupils for Physical Education, take into consideration the following things.

- Are the pupils wearing the appropriate clothing for the activity? Shorts, tracksuit bottoms, T-shirts and soft trainers to be worn for indoor work – no work to be done in socks.
- Are the pupils wearing suitable footwear?
- Has all jewellery been removed?

- Has long hair been tied back?
- Have any glasses been removed/Is it appropriate for the young person to remove their glasses?
- Encourage children to label all clothing and footwear to ease identification.
- Has personal hygiene been attended too? i.e., toileting
- Are you wearing the appropriate clothing for the activities?

When preparing the area which is being used for Physical Education, take into consideration the following things.

- Has all unnecessary equipment or furniture been removed or been safely set aside?
- Is the floor or ground clean, clear and dry (not slippery)?
- Have you assessed other hazards such as radiators, door handles, posts, walls, steps, etc...?
- Are the exits secured?
- Is the equipment placed correctly and safely for the activities that have been planned?
- Is there enough space?

When teaching the various areas of the curriculum, different subjects require different safety requirements.

When teaching Gymnastics, ensure that:

- All fixed and portable equipment is erected properly and safely, and that it is in a serviceable condition.
- There is sufficient space for each piece of equipment.
- The appropriate mat is used with the appropriate piece of apparatus.
- The choice of apparatus that is being used suits the age, ability and size of the pupils.
- The pupils are clear about –
 - How the equipment should be used.
 - The direction in which the movement should occur.
 - The number of pupils allowed on the equipment at any one time.

When teaching Games, ensure that:

- The rules have been understood by all pupils and have been enforced.
- There are clear guidelines for the safe use of the small equipment and that the pupils understand them.

When teaching Athletics, ensure that:

Running

- There is a well-defined start and finish line.
- There are clear and simple rules for the activity.

Throwing

- There are clear rules for the direction of the throwing.
- There are clear rules for the number of pupils throwing at any one time.

- There are clear rules for the method of retrieval of the thrown objects.

Jumping

- The landing sites are free from any hazardous objects.
- The pupils are clearly instructed how to jump – i.e., take-off and landing techniques.

When teaching Dance, ensure that:

- There is a sufficient warm up and a cool down.
- The pupils are aware of a correct body position.
- The pupils are aware of the dangers of collisions when moving at speed.
- There isn't excessive jumping or jogging on hard surfaces.

When teaching Swimming, ensure that:

- You have obtained written consent from parents and if necessary, from family doctors before taking any pupil swimming.
- Any pupil with a specific medical problem is identified and the appropriate action is taken.
- The staff-pupil ratios are sufficient to cope with all eventualities.
- Pupils are wearing the appropriate clothing.
- Buoyancy aids are used appropriately.
- The children are counted on and off the bus if they go to the local leisure centre.
- All valuables are to be left in school.
- Pupils with Verrucas, Athletic's foot etc... should wear a protective sock.

When Teaching Outdoor/Adventurous activities

- A fully qualified member of staff must be leading the session
- All equipment must be checked before every session
- Pupils must have a full safety brief before any activity

For further information on safety refer to the BAALPE publication

"Safe Practice in Physical Education"

All children will be encouraged to:

- Participate in Physical Education bringing in a signed note from a parent or guardian if unable to do so.
- Develop a positive attitude to Physical Education.
- Work to the best of his/her ability and take part in all aspects of Physical Education.

- Develop a positive attitude towards fair play and competitiveness.
- Appreciate physical differences and attributes in each other and make allowances for them.

Accidents

Should an accident occur, the teacher should carry out the normal school accident procedures.

These procedures are as follows –

1. Stop all activity and ensure that the rest of the class are seated, giving the injured party room.
2. If the injury is minor first aid will be administered. The parent/Carer will be informed.
3. If the injury is deemed to be more serious, the emergency services and parents will be contacted.
4. If there is cause for any doubt the injured party will not be moved from the scene.
5. Every effort will be made to prevent further injury and aid recovery. All accidents will be reported and recorded.