



POLICY AND PROCEDURES FOR PHYSICAL EDUCATION AND SCHOOL SPORT (PESS)

Contents:	Page:
1. Introduction	2
2. Relevant national and local publications	2
3. The place of health and safety within safeguarding	4
4. Roles and responsibilities in health and safety	4
5. Risk assessments	7
6. Making situations safe	7
7. Risk education	8
8. Insurance issues	8
9. Consent forms and indemnity forms	9
10. Dealing with accidents, incidents, emergencies and medical issues	9
11. Personal equipment and other personal effects	11
12. Equipment	12
13. Facilities	14
14. Transport	15
15. Sports fixtures, festivals and tours	15
16. Swimming	15

1. Introduction:

The school believes that Physical Education, experienced in a safe and supportive environment, is a unique and vital contributor to pupil's physical, mental and social well being. A broad and balanced physical education curriculum is intended to provide opportunities for children to increase their self-confidence and to manage themselves and their bodies within a range of physical activities. It is our intention that all pupils, irrespective of their innate ability, gender, disability, cultural or ethnic background will enjoy success and be motivated to reach their individual potential.

This policy statement and guidelines for physical education and school sport:

- establishes common codes of practice for staff and pupils at New Hall Primary & Children's Centre;
- provides for physical education and school sport within a well-managed, safe and educational context;
- offers good practice guidance on the organisation and delivery of PESS;
- provides for common administrative procedures;
- ensures that statutory and local (Birmingham City Children and Young Peoples Services) requirements are followed and other national guidelines such as codes of practice are considered;
- addresses health and safety issues in a PESS context within the broader framework of safeguarding young people.

It will contribute towards:

- enabling pupils to participate in physical education and school sport that provides appropriate challenge, balanced against acceptable, well-managed risk;
- educating pupils about safe practice in order for them to participate independently in physical activity later in life;
- fulfilling the requirements of the national curriculum for physical education;
- good management in the organisation of sports fixtures;
- enabling all staff and other providers of PESS in New Hall Primary & Children's Centre to operate common safety standards;
- developing good teaching and good leadership and management within PESS.

It will help ensure:

- an environment which is safe for the activity;
- appropriately supervised activities;
- the use of regular and approved practice;
- pupils progress through appropriate stages of learning and challenge;
- forethought and sound preparation in planning, delivering and managing PESS.

2. Relevant national and local publications:

The following key documents are available in the school. These offer detailed guidance that expands on the issues addressed within this policy. All members of staff are to refer to these additional resources when and where necessary to provide a safe learning environment for the pupils.

Provider	Title	Where kept in school
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Birmingham City Council	<p><i>Health and Safety Guidance for Schools with Pools September 2010</i></p> <p><i>Swimming Guidance: Checklist for Schools with Special Needs Pupils</i></p> <p><i>Learning beyond the Classroom: Policy and Guidance for Educational Visits (Birmingham City Council)</i></p>	<p>Bursar's office.</p> <p>Bursar's office.</p> <p>Head Teacher's office.</p>
DfE (previously DfEE/DfES/DCSF)	<p><i>Health and Safety of Pupils on Educational Visits: 1998.</i></p> <p><i>Standards for LEAs in Overseeing Educational Visits: 2002.</i></p>	<p>Head Teacher's office.</p> <p>Head Teacher's office.</p>

These documents are kept in a readily accessible place so that staff may easily use them in planning their physical education activities. Where relevant guidance cannot be found in these publications, staff should consult the advisory personnel detailed below:

Specific Safety Enquiries:

Frank Sparkes, Safety Manager

Tel: 0121 303 2290

e-mail: frank.sparkes@birmingham.gov.uk

Curriculum Enquiries:

Kim Wheeler, School Effectiveness Advisor - Physical Education

Martineau Education Centre, B32 2EH,

Tel: 0121 303 8176

e-mail: kim.wheeler@birmingham.gov.uk

Learning Beyond the Classroom Enquiries:

Andy Stewart, Head of Birmingham's Outdoor Learning Service,

Martineau Education Centre, B32 2EH,

Tel: 0121 303 2646

e-mail: andy.j.stewart@birmingham.gov.uk

Safety Services:

Tel: 0121 464 4645

schoolsafety@birmingham.gov.uk

Where additional guidance is required to enact local authority policy for safe practice in PESS then afPE's *Safe Practice in Physical Education and School Sport, 2008* (or a later current edition) is to be consulted and the guidance applied (copies available from Coachwise Ltd: enquiries@1st4sport.com).

3. The place of health and safety within safeguarding (being safe and feeling safe):

OFSTED (October 2009) have set out a definition and scope of safeguarding well beyond child protection and child abuse concerns. This redefinition of what schools should consider and provide in relation to safeguarding addressed the fundamental question of what is a school doing to make pupils feel safe and be safe.

The issues OFSTED set out in the guidance on safeguarding has been extended to more fully reflect the practice and scope of PESS. At New Hall Primary & Children's Centre, procedures are in place to address:

- protecting children from deliberate harm - including bullying, racist abuse, harassment and discrimination
- pupils' health and safety (this document)
- competence to teach PESS safely
- progression in competence and skill
- use of physical intervention (including physical contact in PESS such as supporting in gymnastics)
- meeting the needs of pupils with medical conditions
- providing first aid
- educational visits (including sports fixtures, festivals and tours)
- overplay and over training in sport
- responding to weather conditions in PESS contexts
- internet safety/use of digital imagery in learning and sports events
- transporting pupils
- school security

4. Roles and responsibilities in health and safety:

Duty of Care

The Governing Body, head teacher and staff have a common law duty of care for pupils, colleagues and other visitors to the school. We all act with reasonable care to ensure the safety of pupils, ourselves, colleagues and visitors.

For pupils, this duty applies regardless of time or place so long as they have been properly involved and invited to take part in an activity in pursuit of education - whether in or out of lesson time, on or off-site or within or outside term times. This duty of care continues until the pupils are returned to the care of their parents/carers.

Parents/carers have been informed as to when and where the school's responsibility for pupils ends and parents reassume their responsibility.

The Governing Body has been delegated the task of ensuring appropriate and adequate health and safety provision for the staff, pupils and other visitors on behalf of the local authority through;

- a written school safety policy (including physical education)
- safe working conditions
- safe systems of work
- information and training
- risk assessments
- suitable and sufficient resources

The head teacher and other senior managers have been delegated the management of these tasks. Their day to day management of health and safety for PESS includes ensuring that:

- local authority and school policies, procedures, routines and standards for PESS are in place and regularly reviewed (typically annually);
- staff (those on the school roll, agency coaches and other visitors contributing to the PESS programme) are managed properly and competent to fulfil tasks to which they are deployed;
- regular inspections and assessments (monitoring) are carried out to ensure compliance and the consistent application of PESS safety standards;
- safe PESS premises are maintained;
- risk assessments for PESS are done and concerns made safe;
- gymnastic, play and fitness equipment is inspected and maintained by a specialist company and for general equipment (e.g. goalposts) to be regularly checked by school staff and maintained, removed or replaced as appropriate;
- health and safety information is passed on to the subject leader for PESS and any other appropriate people;
- staff training needs in PESS are identified and addressed appropriately;
- there is co-operation and communication with the local authority and senior school managers on health and safety matters;
- purchasing and contracting procedures are determined or monitored in relation to health and safety policy and PESS needs.
- PESS inspection and risk assessment reports are submitted to the Governors and local authority where appropriate;
- national curriculum requirements relating to health and safety in PESS are followed. This includes teaching the risk assessment process, how to recognise hazards and how to make situations safe.

The Subject Leader's day-to-day management of health and safety in physical education, through and on behalf of the head teacher, is to ensure that:

- a clear, up to date physical education safety policy is documented;
- procedures and systems exist for ensuring safe practice in PESS;
- PESS policy and procedures are systematically monitored and reviewed;
- all staff contributing to the PESS programme understand their roles and responsibilities;
- visiting staff are managed sufficiently to maintain a secure learning context for pupils;
- there is a smooth flow of health and safety information;
- PESS risk assessments are completed, shared with the head teacher and monitored for progress;
- the competence of staff contributing to the physical education programme is monitored.

All teachers and support staff (including other school staff, visiting coaches and any other adult supporting learning (ASL) will;

- take reasonable care of their own, pupils' and others' health and safety;
- co-operate with the senior school managers and PESS subject leader over safety matters;
- carry out their work in accordance with training and instruction;
- carry out delegated health and safety tasks;
- follow school procedure in reporting any serious risks and failures in safety arrangements;
- seek to prevent further injury occurring from any reported safety issue;
- not misuse health and safety equipment;
- participate in relevant safety training.

Support staff/Adults Supporting Learning:

The head teacher will determine and differentiate the level of support and supervision all support staff/ASLs who work in school require to ensure they have the appropriate skills to meet the school's safeguarding, teaching and class management standards.

Support staff work under the direction of a nominated teacher; are supervised and directed (i.e. managed) by that nominated teacher and the head teacher carries out a risk assessment to ensure that individual support staff have the skills to fulfil the demands of the role to which they are deployed.

The management of visiting support staff/adults supporting learning contributing to PESS programmes:

In this school, the management of visiting support staff contributing to the PESS programme includes:

- safe recruitment in line with local authority and school policy;
- an initial assessment of their competence and expertise;
- an induction programme appropriate to their commitment to the school;
- information about pupils, procedures, routines and standards,
- regular communication to enable them to maintain the school's standards and procedures effectively;
- possibly involvement in completing PESS risk assessments if appropriate to their role and time at the school;
- shared or monitored planning;
- monitoring their competence over time;
- the identification and provision of professional development according to their needs and time at the school.

Using agencies to teach physical education and school sport:

Agencies, including sports clubs and/or private companies, are contracted to teach some or all aspects of the physical education and school sport programme at New Hall Primary & Children's Centre.

The head teacher shares responsibility with the agency managers to ensure that the safety and safeguarding standards remain consistent with those set for school staff. Such visiting staff are managed and monitored effectively by the school as well as the agency.

Trainee teachers

ITTE students placed in school work under the direct supervision of a qualified teacher. Where the teacher judges that she/he need not be present at the same time as the student, taking into account the nature of the class, the activity to be undertaken and the skills of the student, then the student may work on his/her own but the teacher will still be present, available to take over the class at any time, should the need arise.

Efficient information flow

Health and Safety information is shared across the staff via staff meetings, access to notices, bulletins, newsletters etc from the LA, DfE etc. The head teacher and subject leader communicate important information via e-mail. E-mails are read and actioned on a daily basis.

Training for school staff and ASLs

Ongoing professional development is provided for all staff in PESS as necessary.

5. Risk assessments:

The written risk assessment for physical education forms an essential contribution to the whole school risk assessment. These are completed and reviewed within staff meetings and copies are held by the head teacher and subject leader. The staff involved in the risk assessment process are the head teacher, the subject leader, staff, governors and visiting coaches.

All staff are required to continually monitor the safety of activities and tasks as lessons and sessions progress. This on-going risk assessment and responses to causes of concern reflect the school's common safety standards.

6. Making situations safe:

Applying the outcomes of risk assessments to make situations safe involves supervision, providing protection and involving the pupils in their own safety (education). Staff use everyday measures within these three categories to control risks identified during lessons, such as:

Supervision

- being present when a group is working - with any remote supervision of older pupils being introduced progressively
- developing staff competence to organise and lead the session safely
- amending the way the activity takes place in order to improve direct supervision
- improving the ratio of staff to working pupils
- increasing staff qualifications and expertise
- explaining any inherent risks to pupils
- emphasising playing within the rules
- 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
- warning the pupils and using protective devices (such as additional space/ cones to identify unsafe areas etc) where unacceptable risks exist
- 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 to maintain safety

Education

- providing any necessary information and education to the pupils 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

7. Risk education – pupil involvement in their own safety:

All pupils' awareness of, and competence in, safe practice principles is developed according to their age and abilities. Such safety education will include:

- the risk assessment process – identifying hazards, evaluating risk levels, controlling risks
- the use of space
- choosing, carrying, siting, checking equipment
- checking the facility – secure and safe footing, protected lighting, clear work area
- progression according to their individual ability, experience, confidence – and selecting alternatives where necessary
- preparation for activity – applying safe exercise principles, thorough warm up
- the development of techniques, skills and tactical awareness
- knowing and applying the rules of a sport – as participant, official or leader
- a positive attitude, the importance of good behaviour and consideration of others
- language – understanding instructions and signs

8. Insurance issues:

The local authority makes no provision for pupil personal injury. Personal injury insurance for pupils is a parental responsibility and parents are informed of this.

Parents are provided with details of the scope and level of any insurance provided for events organised through school, such as ski trips or sports tours. They are informed that where no insurance or limited insurance is provided then it is a parental responsibility to determine whether they wish to take out individual insurance for their children participating in the event.

School staff are covered by Birmingham City CYPS insurance. Visiting coaches are required to provide their own insurance to a minimum of £10 million public liability.

9. Consent forms and "participation agreements":

Consent forms (a participation agreement) are a school requirement to indicate that parents are happy for their child to take part in optional activities. Relevant information is provided and parents return a signed consent form prior to the event taking place. No pupil can take part in an optional activity without the agreement of parents.

Where a parent/carer deletes or excludes any part of a participation agreement (such as not providing medical information or deleting agreement to emergency treatment) then the pupil does not take part in the activity.

10. Dealing with accidents, incidents, emergencies and medical issues:

The school's procedures for dealing with illness and emergency on and off-site are applied within PESS.

All staff are acquainted with the procedure to follow in the event of an accident / incident or emergency situation and are routinely reminded of these. Pupils are also taught what they should do in the event of an injury or emergency.

Accidents / incidents

If a serious accident / incident should occur, the school's procedures for emergencies must be carried out. Requirements include:

- knowing and understanding the school's procedures for action in an emergency
- focus at all times on human safety
- keeping calm - reassuring the casualties
- assessing the situation - making any danger safe/not moving any casualty unless in immediate danger
- ensuring the rest of the group is safe - stopping all activity and carrying out regular head counts
- managing the safe evacuation of the pupils from the premises to an agreed assembly point (if relevant to the situation)
- sending for help - sending a pupil with a 'red card' to fetch another member of staff
- where there is more than one casualty they should be monitored/treated/managed in the following order:
 - i. unconscious
 - ii. severe bleeding
 - iii. broken bones
 - iv. other injuries
- regularly checking consciousness of casualty/ies - inform paramedic if consciousness lost (also inform of any relevant medical issues)
- get others to help where possible and safe
- ask pupils what happened if the full incident was not seen
- when telephoning for assistance in an emergency, give information clearly
- record details as soon as possible after incident

“ **On-site:** responsible pupil to take 'red card' to another member of staff to signal that emergency

assistance is required (during PE lessons, 'red card' should be taken from the classroom to the part of school being used for the lesson), school emergency procedure to be followed.

“ **Off-site:** activity to be stopped and group to be kept calm and contained, first-aid to be administered, paramedic ambulance to be called if necessary, head teacher to be contacted by telephone as soon as possible. A list of participants and their emergency contact numbers is compiled and taken to each fixture/event in order for parents to be contacted. It is agreed as to which member of the Leadership Team can guarantee to be successfully contacted in the event of an emergency out of school office hours.

Minor injuries are to be recorded in an accident book. An 'Accident Note' (or 'Bumped Head' notes if relevant) is filled in and sent home with the child. Major injuries that the local authority needs to report to the Health and Safety Executive under RIDDOR Regulations are to be recorded on the LA's injury report forms.

An analysis of the incident report is made termly with an attempt to identify any pattern in the causes of injuries in PESS - such as a particular aspect of the scheme of work, a particular item of equipment, a particular member of staff, a particular activity, a particular off-site event. This informs safe practice in PESS.

First Aid

New Hall Primary & Children's Centre has suitable and sufficient first aid arrangements in place that take into account, and manage effectively, the needs of physical education both on- and off-site. Staff and pupils are entitled to - and provided with - access to first aid provision at all times they are operating within or on any school activity, including away sports fixtures.

Staff are kept informed of who the current, qualified first aiders are through notices displayed around school, including at first aid stations and in the staff room. All staff are aware of the role of the member of staff responsible for managing first aid.

Staff are trained in the use of epi-pens and this training is repeated annually.

Regular analysis of physical education-related accidents/incidents to identify causes and consider remedial action is undertaken.

Adequate supplies of suitable first aid materials are readily available whenever and wherever physical education is taking place. This includes in the playground or on the playing fields. A minimum of a "travelling first aid kit" (as well as personal medication of participants) is taken on any off-site activity. All staff responsible for groups of pupils going off site are aware of and able to apply the schools' procedures for dealing with accidents/incidents and emergencies.

Infectious disease control

Standard precautions exist, and are applied, which reduce the risk of blood-borne viruses such as hepatitis and HIV, when dealing with blood or other body fluids;

- exposed cuts and abrasions are covered by a dressing
- plastic gloves are worn when blood or other body fluids are mopped up
- cloths used for mopping up are sealed in plastic bags before disposal
- spillage areas are wiped with a suitable disinfectant after mopping up

Medical Information

The school has an effective system enabling all teaching staff to be fully up to date on all known medical issues relating to pupils they teach. This system includes the use of a card featuring the child's name, photograph, details of their condition, what actions are to be carried out in the event of an incident and the locations of inhalers or epi-pens if appropriate. These cards are displayed in the child's classroom, at first aid points and in the staff room.

All visiting staff are also informed of relevant medical issues, on a need to know basis, for all pupils they teach.

11. Personal equipment and personal effects

What is stated below is Birmingham City CYPs policy and has to be followed.

Jewellery and other personal effects (such as spectacles, hearing aids etc)

Jewellery is to be removed by pupils and staff, including ear rings/studs, when engaged in physical education or school sport. The same principle applies to other personal effects wherever possible.

Where it is not possible to remove the item (for example where removing spectacles or hearing aid would make the situation less safe than wearing the item) then the adult teaching the class will consider what and how the lesson or that aspect of it can be amended to enable participation with the item being worn. This may involve conditioning the rules of a game, changing the equipment (such as to a soft ball instead of a hard one).

Where amendment to make the situation safe is not possible then the pupil does not take part.

Religious artefacts must be removed or made safe. Health and safety law overrides all other equality/discriminatory law because staff and the local authority can be criminally implicated under the Health and Safety at Work Act where reasonable anticipation of a health risk is ignored. Where possible, articles may be made acceptably safe by taping, padding or covering. Where this is not possible the activity and involvement of the pupil needs to be suitably modified to mitigate undue risk.

Clothing and footwear

A full description of the PE kit required can be found in the school prospectus.

Pupils who do not bring their PE kit are still required to take part in curriculum activities. Parents are reminded about ensuring that their children have PE kit in school at all times through school newsletters, specific letters and at parents' evenings.

At New Hall Primary & Children's Centre, dance and gymnastics are taught in bare feet because it is the safest where the floor surface is suitable and because this achieves the best grip on floor or apparatus. Children are not allowed to work in socks on floors or apparatus other than where carpeted. Where barefoot work is not possible children should wear plimsolls or similar soft-soled footwear that is "fit for purpose".

Activity - specific footwear, such as studded boots, running shoes or trainers are to have laces tied and no activity allowed where such footwear is loose because of laces not being tied.

Children with verrucae should keep them covered and wear suitable footwear.

Pupils are to wear appropriate clothing to enable them to participate safely in physical activity. Loose or free-flowing clothing is not appropriate for most physical activities, such as gymnastics, but may be acceptable in

particular dance contexts. Appropriate alternative clothing that meets safety requirements, such as tracksuits for gymnastics, is allowed where agreement is made with parents on cultural grounds.

Long hair is to be tied back when necessary. Chewing gum and sweets are not allowed.

Headscarves, worn for cultural reasons, must be secured safely and be sufficiently tight fitting to prevent any part being caught on equipment or interfere with vision at any time.

"Disclaimer letters" offered by parents/carers have no legal status and cannot be accepted. No disclaimer is to be accepted in order to allow any pupil to wear an item the staff believe to be unsafe for the particular activity.

Staff should wear appropriate clothing during PE lessons. As an absolute minimum staff need to change into trainers or similar and remove jewellery that is loose or may cause injury. Trousers are more practical than skirts/dresses.

Personal protective equipment

The provision of personal protective equipment such as shin pads is a parental responsibility. New Hall Primary & Children's Centre informs parents of the need for such equipment as appropriate and strongly recommends that the item is made available for the pupil.

Where pupils do not have protective items that cannot be shared (cricket helmets or shin pads for example can be shared as common provision by school) then the teacher will consider whether the lesson can proceed as planned or whether some amendment can be made to enable safe participation without the item. Where this is not possible then the pupil cannot take part.

There should be no situation in curriculum activities where an activity cannot be amended for an individual or group to allow safe participation without personal protective equipment. In full games situations there are contexts in which safe participation will require the particular protective item.

Pupils with special education needs

New Hall Primary & Children's Centre seeks to maximize all pupils' participation in physical education and school sport. Staff and ASLs working with SEN pupils are informed of the nature of the pupils learning difficulty, disability or emotional or behavior disorder; made aware of any constraints on physical activity as a result of the disability or regime of medication; are able to provide the emergency treatment necessary if the physical activity exacerbates the disability.

Wet Weather Policy

Lessons normally outdoors will be moved inside only when there is potential risk to the children's safety, the surfaces are too slippery or the pupil's do not have appropriate footwear and clothing; the weather will prevent effective learning and teaching or there is a potential risk to health.

12. Equipment:

Equipment maintenance

The equipment and facilities are routinely checked to identify any signs of wear and tear that may cause injury. Any defective items are immediately taken out of use until repaired or replaced. An established routine for checking equipment and reporting faults is in place.

CHECKING EQUIPMENT		
When	Person responsible	Reporting mechanism
Every lesson	Teacher/ASL teaching the class.	Issue reported informally to subject leader. Not formally recorded.
Termly	Subject Leader and/or Governing Body Health and Safety Committee representative/s.	To Headteacher.
Annually	Specialist Maintenance Engineers.	Contractor prepares report for Headteacher.

A record of termly and annual PE safety checks is maintained by the subject leader.

Purchasing and storage of equipment

All items purchased comply with the appropriate British Standards (CE, BSI, BSEN etc), where relevant) taking into account the nature of the usage, age of pupils and so forth.

All items donated or borrowed from home undergo suitable and sufficient checks before being used. Any equipment provided by visiting support staff (ASLs) must comply with the appropriate British Standards (CE, BSI, BSEN etc). Where this cannot be shown then the item/s will not be used.

All equipment must be stored safely and securely. Storage areas are to be kept tidy by all staff using the equipment and allow safe access for staff and pupils.

Disposal of equipment

Equipment deemed to be in a defective state and/or unserviceable ("condemned"), must be reported to the subject leader, taken out of use immediately and will be correctly disposed of as soon as possible to prevent inappropriate usage.

"Condemned" items of equipment are not used for other non-PE purposes.

Lifting and carrying apparatus and equipment

Pupils are taught the safe methods of lifting, carrying and placing equipment in a manner appropriate to their age, size and strength. Staff teaching lessons will supervise pupils carrying equipment and check that the place, area and any linkage of items are safe for use before pupils begin work.

Using mats

Gymnastic mats are to be used selectively. Their purpose is to provide comfort and confidence when working on the floor and landing from a height, to encourage changes in direction during sequence work and as a target area for landings. They are not intended to prevent injury from a fall so their placement for such a purpose is meaningless. Safety mattresses (weight absorbing mattresses) should not be used in primary schools.

13. Facilities:

Consideration is given to adequate supervision according to the age, behaviour and gender of the pupils. Where staff cannot be present to supervise changing (such as at a public swimming pool where staff of one gender accompany the class) then the pupils are told how to contact a member of staff in an emergency. Supervising staff, if not in the changing area, are close by. Pupils are not left unsupervised in areas of specific danger or when engaged in hazardous activities. Where necessary, all activity stops and group safety is assured where a member of staff has to leave a group.

All work areas are free of obvious hazards, with no obstructions, safe run-off areas and a clearly identified, maximum work area established. Floors are clean with a surface that provides secure footing - i.e. level, grit-free, dry.

The work spaces used for PESS at New Hall Primary & Children's Centre are sufficient for the size of the groups and planned activities are organised such that they can take place safely in the available area. Where the area is judged to be inadequate in size, following adjustments to the organisation of the lesson, then alternative arrangements are made.

Facilities provide access for those with disabilities with reasonable adjustments made where access is a problem.

Safety signs for emergency evacuation are in place and easily identified. Facilities are secured when not in use, particularly where higher risk equipment is stored.

Birmingham City CYPS has delegated responsibility for individual schools to establish an annual inspection of gymnastic, fixed play and fixed fitness equipment with specialised maintenance companies. A report on the repair and removal of damaged equipment is provided to school by the company. Action is then taken to maintain an adequate standard and range of facilities and equipment for the safe teaching of PESS according to budget allowance.

Fire precautions

New Hall Primary & Children's Centre have a current fire risk assessment that takes into account the risks presented by the facilities and activities undertaken within the school, including those associated with physical education. In particular, halls, gymnasiums, changing rooms and equipment stores are equipped with suitable fire extinguishers that are subject to regular, routine checks and annual inspection.

The Fire Safety Regulations 2010 demand that an employer (or the employer's agent such as the head teacher) in entrusting tasks to members of staff, take into account their capabilities as regards health and safety so far as those capabilities relate to fire.

Mats are stored away from heat sources.

Escape routes and emergency exits are adequately signed and kept clear of all obstructions.

Formal arrangements are in place for dealing with fire emergencies including the evacuation of the premises and regular practices are carried out to ensure their effectiveness.

Consideration is given to circumstances where pupils particularly may need to evacuate the premises during cold/poor weather and wearing limited clothing.

14. Transport:

All PESS activities involving transport need to satisfy the guidance set out in *'Learning beyond the Classroom: Policy and Guidance for Educational Visits'*. This document is available online at www.outdoorlearningbham.org.uk - from the home page, click on Educational Visits then EVC pages where a link is provided to download the document. Section 11, p.171 'The Transport of Young People by Minibus, Car and Coach' has all the required information.

15. Sports fixtures:

Anyone taking groups to off-site sports fixtures, festival or tours follows the guidance set out in then afPE's *Safe Practice in Physical Education and School Sport, 2008* (or a later current edition), plus *'Learning beyond the Classroom: Policy and Guidance for Educational Visits'*. Available online at www.outdoorlearningbham.org.uk

16. Swimming:

The requirements set out in the City Guidance on teaching swimming are followed by all groups in school. All children use the swimming pool on site at New Hall Primary & Children's Centre.

Date adopted by the Governing Body:

Signed (Chair of Governors):

Review date: