

afPE Health and Safety Presentation

By Jan Hickman

Course Outcomes (1 hr Webinar)

- Get into the new edition of *Safe Practice in Physical Education, Sport and Physical Activity 2020* – format and content;
- Understanding the importance of documentation – policy, procedures and risk assessment;
- Who can teach physical education?
- Answering your questions and clarifying issues you raise.

New Safe Practice in PESSPA Document

- Published August 2020
- 10th Edition
- 4 Chapters
- Written by the afPE Health and Safety Team
- Foreword by Baroness Tanni Grey-Thompson



Chapter 1:

Health and Safety Law and Responsibility

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1: Health and Safety **Law** and **Responsibility**

The Role of the Employer

The Role of the Employee

Negligence

Competence

Policy Writing for PESSPA

Risk Management

In England and Wales

The local authority (LA) is the employer in:	<ul style="list-style-type: none">• community schools• community special schools• voluntary controlled schools• maintained nursery schools• student referral units.
The governing body or the board of trustees is the employer in:	<ul style="list-style-type: none">• foundation schools• foundation special schools• voluntary aided schools• academies• free schools• University Technical College (UTC).
The proprietor is the employer in:	<ul style="list-style-type: none">• independent schools.

The Statutory H&S Responsibilities of Employers

- Set out under the Health and Safety at Work Act 1974 (HaSaWA)
- Section 2: H&S welfare of employees (Policy, Procedures, Review)
- Section 3: Students (E.G. Behaviour policy)

The Statutory H&S Responsibilities of Employees



Negligence

- Injuries will occur, majority will be 'no fault' accidents
- Relatively rare compared with sheer numbers taking part

Negligence?



Negligence

- A duty of care
- The actions of those owing the duty fell below the expected standard (breach of duty)
- That damage (harm or injury) has been caused
- That the damage caused was reasonably foreseeable

Duty of Care

“A legal obligation to ensure the safety and/or well-being of others”

Where does the duty of care sit.....

1. *Where the school provides a weekend club and students attend who are not on the school roll?*
2. *Scouts hire the school hall in the evening and students of the school attend?*
3. *The school hires swimming instructors to deliver the swimming at the local pool?*

Who carries the can?

“A visiting sports coach delivers a gymnastics lesson to Year 6 and there is an accident. They are working remotely. (The class teacher is sorting a Covid situation out with a parent at the school entrance”



Competence

“How do we assess competence to teach PESSPA safely?”

Competence

“Are qualified teachers, other members of school staff, visiting coaches or volunteer judged differently?”

Writing a PE Policy

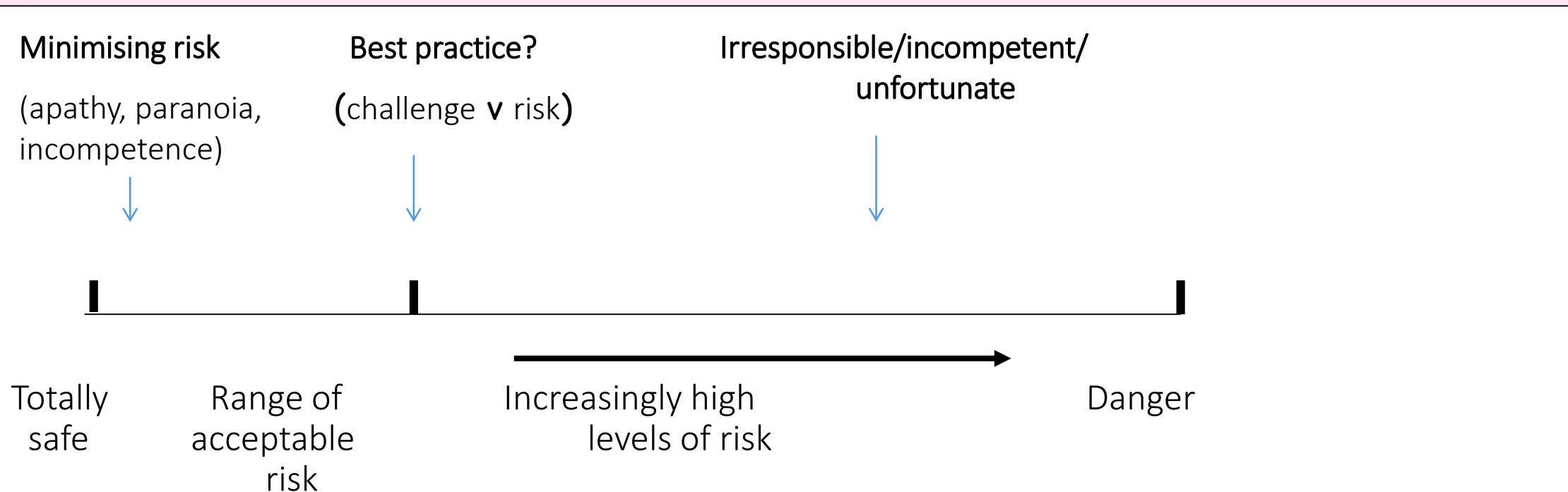
- Why a Policy is needed?
- Characteristics of a PESSPA Policy
- An Exemplar p25-31

Risk Management

- Central to safe practice
- Risk benefit analysis
- 3 types of Risk Assessment (RA)
- Written RA's reviewed regularly
- Adopt forms to specific needs

The Risk Continuum

Appropriate challenge & Acceptable risk



Events to be as safe as necessary, not as safe as possible

(ROSPA)

EXEMPLAR FACILITY ASSESSMENT: Gymnasium

Date:

Assessors:

PESSPA Issues	Appropriate Action 'Safe'	Action Required 'Unsafe'	Who Affected? (Student, Staff, Visitor)	Control Measures to Reduce the Risk to an Acceptable Level	Checked By: (Sign and Date)
• Changing room safe? Wire grilles above benches loose and broken with sharp edge – cutting injuries likely		✓	PSV	Needs repair.	
• Work area hazard free? Ceiling tiles broken and out of place – could fall and injure		✓	PSV	Needs replacing urgently.	
• Secure footing?	✓				
• Sufficient space for group size/activity?	✓				
• Any activity-specific safety concerns?	✓				
• Storage adequate and safe? Small store – window broken – glass shards on floor and equipment – danger to staff and could be trampled into gym floor and become danger to users		✓	S	Needs sweeping and replacing urgently.	
• Lighting safe and adequate for activities?	✓				
• Access issues for those with disabilities?	✓				
• Operating procedures known/applied?	✓				
• Fire regulations applied? Trampoline blocks near fire exit. Bolts on other (most likely to be used) fire exit – may prevent small students reaching and escaping		✓	PSV	Trampoline must be moved to alternate storage position. Fire doors must not be locked other than by push bar mechanism – needs altering immediately.	
• Safety signs in place?	✓				
• Equipment concerns? Large store – bow and arrows loose in corner; trampettes not disabled/locked		✓		Bows and arrows must be removed immediately to prevent unauthorised use. Trampettes must be locked/disabled immediately to prevent unauthorised use.	

Cotton Wool Child



**If we remove all risk,
children are likely to
lead more sedentary
lives.**

Basic principle for Safe Practice 2020

Effective **teaching** and management



Teaching Safely

Teaching Safety



Effective student **learning** about safe practice





Chapter 2:

Principles for Developing the PESSPA Learning Experience

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2: Principles for Developing the PESSPA Learning Experience

Qualifications and Professional Learning
Safeguarding
Special Educational Needs and Disabilities 64
Parental Consent
Insurance
Digital Technology
First Aid
Facilities
Equipment
Programme Management
Safe Exercise Practice
Group Management
Personal Protective Equipment (PPE)
Personal Effects, Clothing and Footwear
Sports Fixtures, Festivals, Tours and Club Links
Transport
Outdoor and Adventure Activities

Table 7: First aid kit contents

Standard First Aid Kit (minimum provision)*	Supplementary First Aid Equipment (can be stored with or alongside the standard first aid kit)
<ul style="list-style-type: none"> • Leaflet giving general advice on first aid • 20 individually wrapped sterile plasters (hypoallergenic if necessary) in assorted sizes • Two sterile eye pads • Four individually wrapped triangular bandages, preferably sterile • Six safety pins • Two large, sterile, individually wrapped un-medicated wound dressings (approximately 13cm x 9cm) • Six medium-sized, sterile, individually wrapped, un-medicated wound dressings (approximately 10cm x 8cm) • Pair of plastic, sterile disposable gloves. 	<ul style="list-style-type: none"> • Blunt-ended stainless steel scissors (minimum length 12.7cm) – when used, consideration should be given to avoiding cross-contamination • Disposable plastic gloves and aprons, suitable protective equipment and appropriate protection against hypothermia – these should be properly stored and regularly checked to ensure they remain in good condition • Plastic disposable bags for soiled or used first aid dressings – employers should ensure systems are in place for the safe disposal of items such as used dressings • Blankets – it is recommended that these are stored in such a way as to keep them free from dust and damp • Suitable carrying equipment for transporting casualties – this is recommended if a school covers a large area or is divided into a number of separate and self-contained working areas.
Travelling First Aid Kit (based on assessment of needs)	Public Service Vehicles (including minibuses) First Aid Kit (based on transport regulations) and for Minibuses Used Not for Reward (based on road vehicles [construction and use] regulations 1986 [as amended]) [PW1]
<p>As a minimum:</p> <ul style="list-style-type: none"> • Leaflet giving general advice on first aid • Six individually wrapped, sterile adhesive dressings • One large, sterile, un-medicated dressing (approximately 18cm x 18cm) • Two triangular bandages • Two safety pins • Individually wrapped, moist cleaning wipes • Pair of disposable gloves. 	<ul style="list-style-type: none"> • Leaflet giving general advice on first aid • 10 antiseptic wipes, foil wrapped • One conforming disposable bandage (not less than 7.5cm wide) • Two triangular bandages • One packet of 24 assorted adhesive dressings • Three large, sterile, un-medicated ambulance dressings (not less than 15cm x 20cm) • Two sterile eye pads with attachments • 12 assorted safety pins • Pair of rust-free stainless steel blunt-ended scissors • Disposable gloves • Mouth mask for resuscitation.

Table 8: Example school accident report form

1 Accident Details		Date:	
Student's name:	Age: yrs mths	Sex:	Height in cm:
Student's health prior to the accident:			
Student's home address:			
Tel no.:			
Date and time of accident:		Class:	No. in class:
Member of staff in charge:		Other adults present in lesson:	
Type of lesson:	Unit no.:	Lesson no.:	
Nature of injury:			
Location:			
<p>In the space above, draw a plan of the location of the accident showing the position of:</p> <ul style="list-style-type: none"> any apparatus, equipment or other people the student involved in the accident any adults present two witnesses. <p>Give approximate measurements to show the relative relationship of the people to the apparatus and to each other.</p>			
Other persons involved			
Names of any school staff sent to assist at the scene of the accident:			
Name of person who carried out emergency aid:			
Names of witnesses – indicate both adults and students:			
Statements obtained from witnesses: (circle appropriate response)		Yes No	
Name of person who contacted: <ul style="list-style-type: none"> ambulance service: student's parents: 			

Stage of Planning	Festivals and Tournaments	Tick
Pre-event	Is approval needed from the governors?	
	Is additional staffing needed (eg to cover supervision/officiating)?	
	Have group issues been clarified (eg age, ability, behaviour, selection)?	
	Has a “telephone tree” (cascading communication system to convey messages/delays back to parents) been organised?	
	Has a pre-event visit been made to venue?	
	Has the risk assessment been received from the venue host or completed during a pre-event visit?	
	What is the first aid order of responsibility (eg school, then host or private company)?	

The Daily Mile

- 2.11.215 The Daily Mile is designed to develop student fitness levels and inspire students to be active, with the aim of improving their physical, emotional and social health and well-being. It has a simple approach – to help students get fit by running/walking or a combination of both for 15 minutes a day in school. (This 15 minutes includes all time from leaving the classroom until returning.)
- 2.11.216 Training shoes are recommended by the Daily Mile website as ideal for the activity, along with the use of a firm, mud-free surface. Schools are advised to cancel the Daily Mile on days when there is heavy rain or it is icy underfoot. A further suggestion for schools is that if a student has unsuitable footwear for running, they should take part and walk the route, as if they were walking to school. The website also recommends appropriate clothing for the weather, particularly wearing coats if it is wet or cold. As with any activity, footwear and clothing must be considered and be deemed appropriate. **All** participants (including staff) should wear clothing and footwear that are fit for purpose. The wearing of blazers, suits and ties, and slippery and toeless school shoes is not conducive to safe practice.
- 2.11.217 Whatever route is used for the Daily Mile, a risk assessment process should be applied. The website – www.thedailymile.co.uk – provides a generic risk assessment that schools may find useful as a starting point.





Chapter 3:

Teaching and Learning about Safety in PESSPA

Promoting effective learning about safety through physical education, school sport and physical activity (PESSPA) is as important as the teacher creating and managing safe environments.

The Association for Physical Education (afPE) recognises good practice as "teaching safely" and "teaching safety", which can be achieved through effective teaching and management and effective student learning about safe practice

This chapter focuses on the importance of learning about being safe and feeling safe, in and through the context of PESSPA.

Following the Introduction, there are examples of objectives, outcomes and tasks provided to support students' learning in the areas listed below.

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3: Teaching and Learning about Safety in PESSPA

Learning about Safe Exercise Practice

Learning about Safety Rules and Procedures

Learning about Safe Warming Up and Cooling Down

Learning How the Body Responds to Physical Activity

Learning about the Physical Health Benefits of Being Active

Learning about the Role of Physical Activity in Achieving Energy Balance

Learning about the Psychological, Mental and Social Benefits of an Active Lifestyle

Learning about Back Care

Learning How to Assess and Manage Risk

Learning How to Get Involved in Physical Activity

Learning about the Principles of First Aid

Learning about Water Safety

Learning Objective 1

3.1.9 Students are learning to take responsibility for developing and maintaining control of their body.

3.1.10 Students will:

- show increasing "control" when copying and performing simple PESSPA activities/exercises
- talk about what "control" means (ie movements that are "stoppable", not flinging)
- show how a range of simple exercises/activities can be performed with control.

Suggested learning tasks

3.1.11 Students take part in simple movement tasks to help them understand what "control" means:

- Draw big circles with the arms and other body parts and stop on command.

3.1.12 Provide students with a range of alternative exercises, where the body can stop in control on command, to accommodate individual differences in terms of range of motion about joints:

- Travel different ways on the feet, use the whole space and stop on command.

Students are asked

Q: Why is it important to learn to control our body when we are moving?

A: To keep our bodies safe and not get hurt.

3.1.13 Working with a partner, students travel on their feet towards a person some distance away whose back is turned to them. Whenever this person turns around, all students must freeze. If the person sees a student move or wobble, that student returns to the starting line.

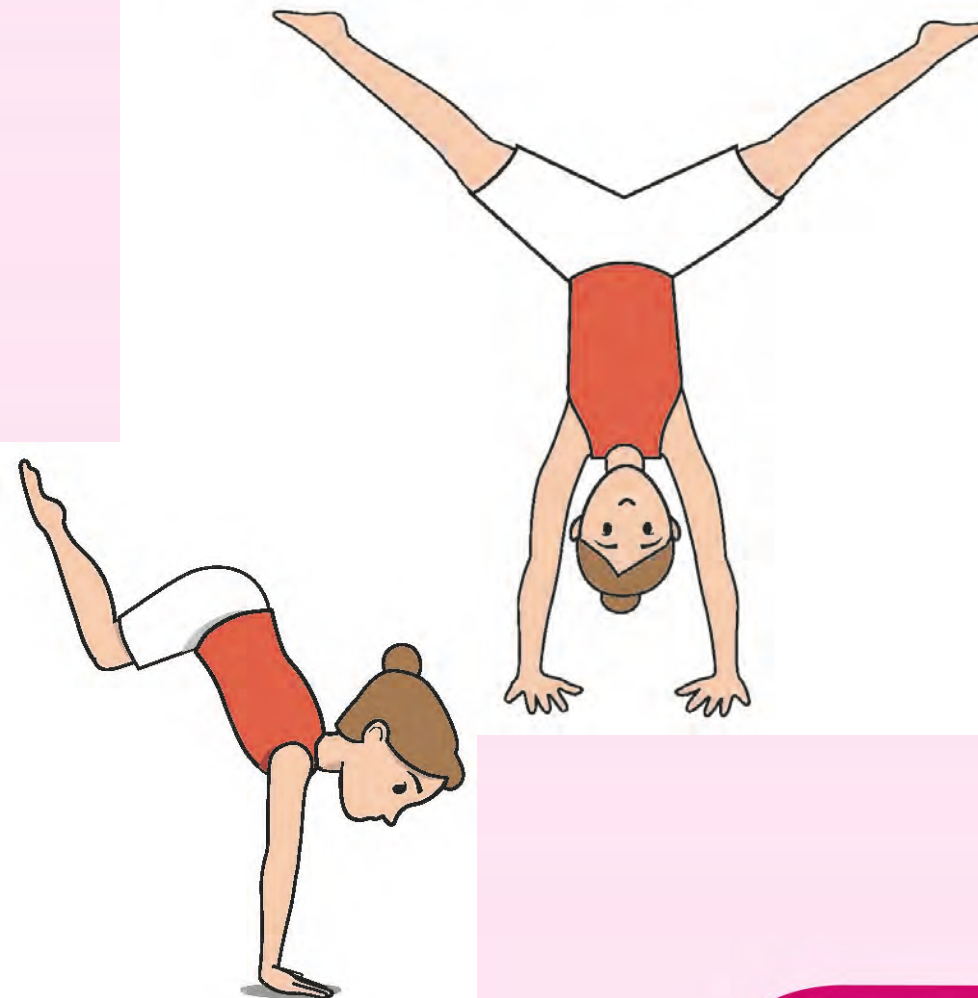
Q: How can we stop in control when travelling fast on our feet?

A: Stopping with feet apart will help the body balance; the basic principle for stopping quickly is to take a long stride and lower the body.

3.1.14 Practise bunny jumping with control both on the floor and over benches.

3.1.15 Provide students with appropriate teaching points and clear practical demonstrations that reinforce looking at the hands when the body is upside down.

3.1.16 Encourage students to evaluate the use of control in their own and others' technique when taking their body weight on their hands and running and stopping.

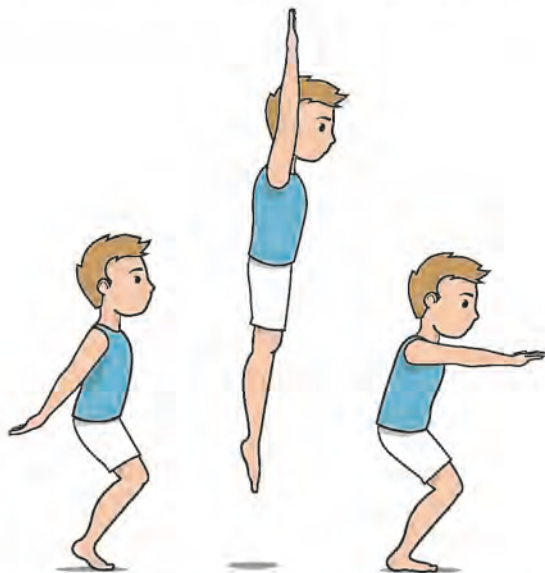


Learning Objective 3

3.1.23 Students are learning to take responsibility for maximising the benefits and minimising the risks of high impact activities.

3.1.24 Students will:

- distinguish between activities in which the whole body leaves the floor and activities in which the whole body does not leave the floor (eg jumping and non-jumping activities)
- show correct jumping and landing technique
- describe the benefits of high impact (jumping) activities (eg strengthen bones and heart).



Staff health and safety knowledge point on high impact activity

- 3.1.25 High impact activities involve a large amount of force against the floor (eg landing from jumping, springing, leaping activities). Injuries such as shin splints, stress fractures and joint (including back) problems may occur if high impact activities are performed frequently and for long durations.
- 3.1.26 High impact activities performed with safe technique have many health benefits, particularly in terms of increasing bone strength and developing cardiovascular fitness.

Suggested learning tasks

- 3.1.27 Students can skip, march, walk and perform jumping jacks.

Students are asked

Q: Which of these activities involves your whole body leaving the floor?

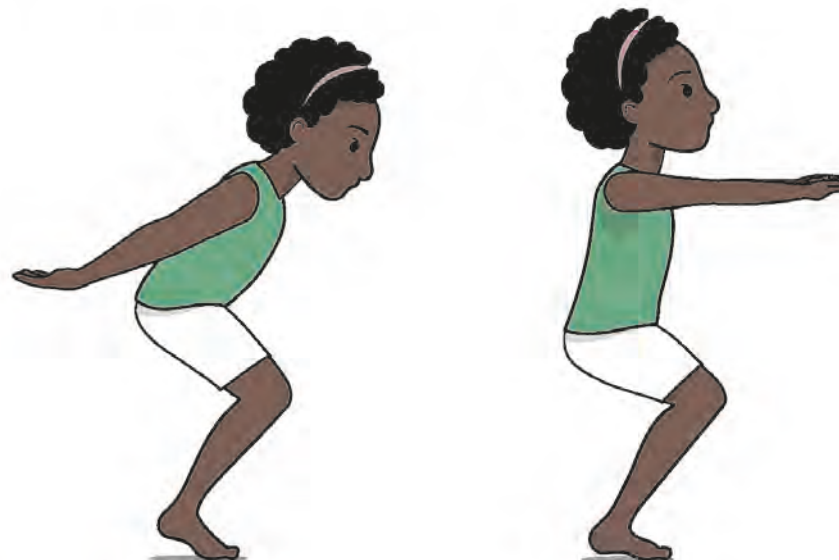
A: Jumping jacks.

3.1.28 Students learn how to **land** with safe technique and understand what 'high impact' means.

3.1.29 Success criteria for landing are knees bent, backs straight, looking forward with head up, keeping knees in line with toes, using arms to balance, and ball/heel action with feet.

3.1.30 Students learn how to **jump and land** with safe technique and understand what "high impact" means.

3.1.31 Success criteria for jumping are arms back and knees bent at take-off, students looking at their fingertips as they swing their arms into the air and stretch their feet as they push and take off.



Students are asked

- 3.1.32 With a partner, students evaluate their own and others' jumping and landing technique.

Q: Why does the body need to land in control following jumping activities?

A: There is a large amount of force against the floor so the knees must bend to absorb the impact.

Section 6: Learning about the Role of Physical Activity in Achieving Energy Balance

Learning Objective 34

3.6.1 Students are learning that their body uses energy all the time, but more when they are active.

3.6.2 Students will:

- recognise and explain when they are using more energy
- explain what the body uses to provide energy.

Suggested learning tasks

3.6.3 Students take part in physical education lessons and learn about the energy they use when moving.

3.6.4 Students learn through easy, moderate and energetic activities that the body uses food, drink and air as fuel to produce energy for exercise.

3.6.5 Students learn that the body uses **more** energy though energetic activity.

Students are asked

Q: Can you show me an activity that:

- makes you breathe faster
- makes you feel warmer
 - moves your joints
- makes your heart beat faster
 - stretches your muscles
- makes you use lots of energy
 - uses little energy?

Q: How do you feel when you exercise?

Q: What happens to your arms and legs when you exercise?

Q: When are you using lots of energy?

Q: Where do you get energy from when you exercise?

Q: When are you not using so much energy?

Q: How do you take in the ingredients of energy?

A: By eating, breathing and drinking.



Section 8: Learning about Back Care

Learning Objective 42

- 3.8.1 **Students are learning to lift and carry appropriate pieces of equipment in a safe manner.**
- 3.8.2 Students will:
- demonstrate good lifting, carrying and placing technique
 - identify the differences between correct and incorrect body use when lifting and placing equipment.

Suggested learning tasks

- 3.8.3 During gymnastic lessons, students copy demonstrations of safe lifting and carrying technique provided by physical education, school sport and physical activity (PESSPA) staff.
- 3.8.4 Students lift, carry and place a variety of appropriate PESSPA equipment under the supervision of PESSPA staff.
- 3.8.5 Students observe and comment on their own and others' lifting and carrying technique.
- 3.8.6 Students suggest ways of improving their own and others' lifting and carrying technique.



Learning Objective 70

3.12.12 Students are learning to recognise national swimming flags and warning signs.

Suggested learning tasks

Q. How do you know when it's safe to swim?

A. Know the flags and signs.

Q. Who has seen this flag before?



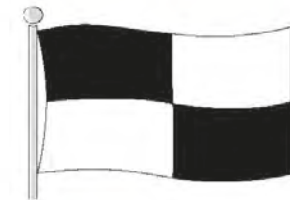
Q: What do you think it means?

A. It is a safe place to swim and use body boards and inflatables on the beach. You will often see a lifeguard positioned between the red and yellow flags.

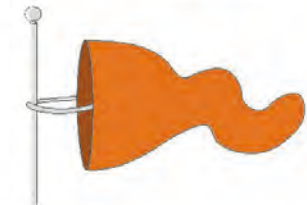
The red flag is a sign for danger and means do not swim. Never go in the water when the red flag is flying under any circumstances. Possible reasons may be fog, large waves or pollution.



A black and white flag marks the area for surf craft including surf boards such as kayaks, canoes and other craft without engines. Never swim or body board in this area.



This flag indicates offshore winds blowing out to sea or strong wind conditions – never use an inflatable when the orange windsock is flying.





Chapter 4:

Case Law and Frequently Asked Questions

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4: Case Law and Frequently Asked Questions

Case Law

Frequently asked Questions

- 4.1.26 The school had a policy that earrings were not to be worn in activity sessions on the basis that they presented a foreseeable hazard to the wearer and other participants. A student was excluded from participation in PESSPA, club and playground activities on the basis that her parents refused to remove her earrings. An action was brought under the Human Rights Act 1998 on the basis of victimisation and deprivation of access to the national curriculum. The court determined that the school was entitled to exclude the student from physical activity on the basis of health and safety. A claim that the exclusion breached the European Convention on Human Rights was rejected.

Key learning point

- 4.1.27 Schools are entitled to adopt policies in relation to the wearing of jewellery for PESSPA activities and to enforce those policies where students or their parents fail to observe them. Consideration may, however, need to be given to policy adjustments in the case of jewellery with religious significance.

Question 15b

4.2.75 If a young person asks for support with gender identity issues, how should I respond?

Answer

- 4.2.76 Every young trans person is different – there is no script. It is important that the student's gender identity is respected so listen to what they say, and do not lead the conversation. In supporting students, you should make clear that you are unable to keep things to yourself and will need to inform other people in line with school policy. The following questions may help in your discussions with the student:
- How can we best help you?
 - Have you spoken to anyone else about your feelings or gender identity?
 - How do you wish to express your gender identity?
 - Which name and which pronouns do you wish to be known by/called at school?
- 4.2.77 Try to allow the student to express how they identify in a way they find comfortable, and keep an open mind, taking care to find out what their needs are and how they want to proceed.
- 4.2.78 If they are looking for medical help with their transition, then their GP is the first port of call. The GP should at least be able to refer the young person to Child and Adolescent Mental Health Services (CAMHS) so the young person or their family can have their questions answered.
- 4.2.79 Writing an action plan may be the next step if the student is intending to transition while at school.

Course Outcomes

- Get into the new edition of *Safe Practice in Physical Education, Sport and Physical Activity 2020 – format and content*;
- Understanding the importance of documentation – policy, procedures and risk assessment;
- Who can teach physical education?
- Answering your questions and clarifying issues you raise.

Summary

Have you?

- ✓ developed your understanding of the structure of *Safe Practice in Physical Education, Sport and Physical Activity 2020*?
- ✓ appreciated the importance of knowing and applying school and subject *policies and procedures*?
- ✓ understood what *competence* means in teaching physical education?
- ✓ had your questions and issues answered?