Children’s Services

Physical Education and Sport - Safety and Good Practice

September 2013
This is the latest edition of Central Bedfordshire Council’s policy and guidance, written to complement the eighth edition of ‘Safe Practice in Physical Education and Sport’ (afPE 2012). Together these two documents provide clear guidance on all issues relating to the health, safety and well-being of young people during physical education and sport. Please replace the 2010 CBC guidance with this latest version.

Schools are advised to purchase the latest edition of ‘Safe Practice in Physical Education and Sport’ (afPE 2012). Copies can be purchased from www.1st4sport.com - product code B73872, cost £44.99.

Where guidance differs, it is always the LA guidance which takes priority for maintained schools.

Physical Education and Sport, Safety and Good Practice

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Sections of this document are adapted for local use from the ‘afPE’ publication ‘Safe Practice in Physical Education and Sport’ 2012 Edition.

Central Bedfordshire Council values the contribution made by you and all governors to the success of its schools and recognises the time, energy and commitment that all governors give to their schools.
# KEY CONTACTS

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INTRODUCTION

Welcome to the latest edition of Central Bedfordshire Council’s ‘Physical Education and Sport - Safety and Good Practice’ booklet written to complement the eighth edition of ‘Safe Practice in Physical Education and Sport’, published by the Association of Physical Education (afPE).

The principles set out in this document are relevant to other areas of Children’s Services, and all those involved in the delivery of physical activity in such contexts should be able to apply the guidance provided to their own circumstances.

Included are sections relating to safe teaching and essential learning principles, underpinned by safe management principles. These sections are important reading for all those who teach or coach the subject and those with overall responsibility such as Headteachers and Governors.

The afPE handbook lists relevant case law throughout.

Safe practice in physical education should be an integral feature of all aspects and in all phases of education, from the very early years of playgroup and reception through to adult, further and higher education.

Every tragedy or accident that occurs serves to highlight the importance of safe practice and the need to learn lessons and to adopt procedures that will minimise the likelihood of such incidents. More importantly, careful forethought and preparation will help to prevent such occurrences.

Teachers, lecturers, coaches and others in positions of responsibility have a duty of care for those in their charge to ensure that planning and implementation include recognition of safety as an important element.

All establishments should have copies of the following publications:

'Safe Practice in Physical Education and Sport', 2012, eighth edition, published on behalf of the Association for Physical Education (afPE)

'Physical Education and Sport - Safety and Good Practice' Central Bedfordshire Council Policy and Guidance. September 2013. (This document). (Available from the Schools Portal)


‘Educational Visits & Journeys: Legislation and Guidance’- July 2012. (Available from the Schools Portal and from the EVOLVE site)

Guidance on the use of ‘Adults other than teachers supporting learners in physical education and school sport’ Central Bedfordshire Council. (Spring 2008.)

It is essential that copies of the policy documents listed above are available for all staff to access.
Wherever 'staff' is referred to in this document, it includes qualified teachers, youth workers, all support staff, lecturers, peripatetic employees, AOTTs (coaches and instructors) and others who are employed in a professional capacity by the establishment.

Where the terms 'young people/person' are mentioned in this document, it may also mean pupil or student.

Where the word Headteacher is used it includes Principals, Wardens, Community Education Managers, Heads of Centre and Adult Education Managers.

Where the title Physical Education Co-ordinator is used it includes Head of Department, Subject leader/co-ordinator, Primary Link Teacher (PLT)

Where parent is used it also includes carers and legal guardians

Physical Education and Sport is referred to as PES.
SECTION 1:  
BASIC PRINCIPLES

Refer to afPE handbook pages 14 – 18 for a comprehensive explanation of the principles of risk management in relation to physical education and sport (PES).

The appendices on the afPE accompanying CD – ROM include the ‘Triangle Model for Managing Risk in PES’ and examples of risk assessments for on and off-site activities.

Overview

An activity is judged to be safe in physical education and sport (PES) where the risks associated with the activity are deemed to be acceptably low. It is the responsibility of all those who teach and coach physical education and sport to identify those risks and decide whether the level of risk is acceptable. They should do this through good teaching and management of a situation on a day to day basis.

Health and safety statute supported by civil case law, places ultimate responsibility for health and safety on the employer for example the local authority, governors or trustees etc. This includes the duties to:

- have a health and safety policy which includes PES
- ensure procedures are in place to implement the policy and monitor it
- provide a safe place to work
- assess and manage the risks of all activities
- inform employees of measures to make situations safe
- provide training and supervision where appropriate

The responsibilities cannot be devolved, but tasks to fulfil the employer’s responsibilities can be, and are, devolved to school level. Schools must apply the employer’s policies and directives – this would include what is often termed as advice or guidance – though the school may choose to go beyond what the employer requires in order to establish appropriate standards specific to their particular school’s context.

Schools have a duty to provide a safe working environment and safe systems of work for staff and young people as well as a responsibility to ensure all young people are educated about safe practice.

Effective teaching, leadership and management are recognised as being significant contributors to effective learning - a simple but very appropriate model on which to base the development of safe practice.

The afPE handbook sets out those generic principles that may impact on safe practice across a range of activities in PES.
Schools should consider the generic principles and apply those which are relevant to their own circumstances. In this way the issues common to virtually all practical contexts in PES can be applied to specific situations.

The Triangle Model identifies three different issues that may make one situation safe and another although similar, of greater risk. It identifies People, Context and Organisation as those three vital areas which lead to safe practice and effective management of risk.

It is therefore recommended by the LA that schools should purchase the afPE handbook to be able to access the detail and view the contents of the CD – ROM. Details of where to order from are on page 1.
SECTION 2:

SAFE TEACHING PRINCIPLES

Refer to pages 19 – 50 in the ‘afPE’ handbook which sets out the fundamental principles that all staff teaching physical education lessons and sport sessions need to consider and build into their planning and teaching.

More detailed guidance is provided for all aspects in Section 3 of the afPE handbook and is an essential reference to all those who lead and manage physical education and sport or for those teachers who want to learn more about each area.

All teachers should consider and apply the following principles relevant and appropriate to them when planning and teaching physical education and sport. Not all will be appropriate to any single lesson - selection of, and emphasis on particular aspects will be appropriate for a lesson or series of lessons.

People-related Principles

- Competence
- Forethought
- Observation and analysis skills
- Discipline, behaviour control and group-management skills
- Know the young people
- Manage support staff
- Wear suitable footwear and clothing and remover their personal effects such as jewellery
- The clothing, footwear and personal effects for young people
- Personal protection
- Young people’s involvement in, and responsibility for, their own safety
- Safeguarding procedures
- Parental consent

Context-related Principles

- Know and apply policy and procedures
- Maintain registers and records
- Changing provision in terms of safety, security and supervision
- Orderly movement to the work area
- Sufficient space for the demands of the activity
- Visual check of working area
- Fire safety provision
- Know the procedures for injury, emergency evacuation or critical incidents
- Equipment, including safety and rescue equipment
- Electrical equipment
- Transport procedures/routes when walking off site
Organisation-related Principles

- Appropriate scheme of work
- Consistent lesson structure
- Clear learning outcomes
- Progression and pitch (level of demand)
- Use of regular and approved practice
- Safe learning environment
- Young people with individual needs
- Teaching position
- Group work
- Preparation
- Safe supervision
- Match the young people in terms of size, ability etc, taking into consideration mixed-gender activities
- Demonstrations
- Apply rules
- Restrict staff participation
- Rehydration, clothing, sun protection, fatigue
- Contingency planning
- Ongoing safety checks (dynamic risk assessments)
- Risk assessments and the normal operating procedures (NOP) and emergency action plans (EAP) of offsite facilities.

Safe Teaching: additional information for the teacher

People-related Principles

Clothing for activity

- Young people should wear clothing that is fit for purpose according to the activity, environment and weather conditions.
- Any items worn for gymnastics, including any of cultural significance need to be relatively close fitting or removed for safety reasons.
- Loose clothing for swimming is not advised. Staff should refer to guidance in ‘Safe Practice in Schools Swimming – CBC 2011’ for further clarification.
- Staff should always be suitably dressed to teach PES. Changing footwear is essential and removal of jewellery should be undertaken.

Competence

- Anyone teaching physical education lessons needs to be competent to do so.
- Competence to teach physical education may be defined as having the skills, knowledge and understanding and expertise necessary to plan, deliver and evaluate the physical education programme.

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

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

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

Staff are not legally required to hold a specific award in order to teach a physical education activity unless their employer requires such a qualification. However, it is wise for them to be able to demonstrate that they are suitably trained, experienced and qualified to undertake the activities in which they engage with young people.

Although an adult who does not have qualified Teacher Status (QTS) may be considered competent to work alone, they must always work under the supervision and direction of a qualified teacher.

Staff should refer to the Central Bedfordshire Council’s ‘High Quality PE and School Sport: Adults other than teachers supporting learners in Physical Education’ guidance for further information.

Control, Discipline, Behaviour and Group-management Skills

Poor discipline, control and behaviour management can adversely affect the standard of safety in any situation. Teachers need to consider:

• regular scanning of the whole group
• their own positioning in order to observe young people
• halting the activity when it becomes potentially unsafe
• that changing group sizes during a lesson needs careful consideration
• the whole school behaviour policy and how it relates to PES

Footwear – staff and young people

The basic principle is the necessity for secure footing whatever the surface or activity involved.

All staff need to change into appropriate footwear for the lesson location.

Barefoot work is safest in dance and gymnastics whether on the floor or apparatus as it allows the toes to grip.

Wearing only socks on a wooden floor cause slipping and this practice is dangerous for any activity.

Careful thought should be given to an activity where mixed footwear is worn by different young people. The premise is, again, secure footing, but consideration needs to be given to whether the mixed footwear would create a likely potential for injury being inflicted on others.
Knowledge of young people

It is important that the teacher has relevant knowledge of the young people they teach. Where the teacher is not the usual adult responsible, it is essential that the person is provided with key information about individuals within the group being taught.

Key information any teacher working with a group would benefit from knowing includes:

- relevant medical information
- behavioural information
- previous experience of the activity
- confidence and competence of individuals
- any special education needs and disability (SEND), individual need or any specific personal circumstances that may affect the young people’s performance

Observation and Analysis

Teachers need to constantly check whether what is taking place is safe and, if not, intervene or stop the activity to make it safe. This requires the expertise to know what is safe and what is required to adjust the technique, skill or movement to make it safe. Where teachers feel they do not have this level of expertise, they should discuss the issues with their line manager in order to determine what should be done to maintain safe situations in lessons.

Parental consent

Parents cannot withdraw their child from prescribed curriculum subjects without formal agreement. They can, however choose whether their child can take part in optional activities outside normal lesson times.

Consent forms do not indemnify the teacher should a young person be injured and thus no offer of indemnity by a parent should be accepted. A young person, if injured, can make a claim for compensation retrospectively in their own right within three years of becoming an adult, thus making the arrangement between teacher and parent meaningless in law.

Personal effects including jewellery and cultural or religious adornments

There should be a whole school written policy that is clear, unambiguous and fully available to teachers and parents.

Staff need to be mindful of their own adornments and remove them prior to teaching physical education for both safety and role-model reasons.

Long hair worn by both staff and young people should always be tied back with a suitably soft item to prevent entanglement in apparatus and equipment and to prevent it obscuring vision. Nails need to be sufficiently short to prevent injury to self and others.
A young person cannot be excluded from the curriculum for wearing jewellery but they and their parents must understand the safety risks involved. A young person must not take part if safety is compromised but this should be as a last resort.

Staff need to determine through their risk assessment of an activity whether a young person should participate or not, it may be acceptable for a young person to be withdrawn temporarily in certain situations, that judgement lies with the member of staff taking the session. Alternative arrangements for involvement in the session should be sought.

Disclaimers from parents about the wearing of any item of jewellery by a young person should be declined. Such indemnities have no legal status. The duty of care remains firmly with the school on such matters.

A compromise must be sought and careful discussion with parents usually results in the best outcome. Point out the dangers of not only the wearer being injured but also the possibilities for others to be injured too e.g. a barefooted child standing on any object is painful but to receive a stud earring in the bottom of a foot is extremely painful.

The following procedure should be applied at the commencement of every session:

- if a school allows the wearing of jewellery and other personal adornments during the normal range of school activities, then it must be removed for all physical activity
- it should be the responsibility of the young person to remove such items and to be responsible for its care, but it is the member of staff’s responsibility to ensure it happens
- it is not advisable for staff to remove, replace or be responsible for the safe keeping of such items
- young people should be asked at the beginning of physical education sessions whether they are wearing body jewellery (e.g., navel piercing). If they disclose this information, the principles above should be applied. If this information is not disclosed, the session may proceed as planned. However, if a member of staff becomes aware that body jewellery is being worn during the session, they should apply the principles described above as soon as they become aware of the situation

It is not advisable to put tape over earrings or other items of jewellery. Young people can claim an allergic reaction to the tape or the item of jewellery can be damaged. If a parent tapes their own child’s earrings to enable them to participate, then that is acceptable in all sessions other than swimming. It remains the member of staff’s responsibility to ensure that the taping is effective in its purpose.

In instances where young people are unable to remove jewellery themselves, (for example, very young children) then the parent has the responsibility to ensure that they do not wear such items on physical education days.
Medical aid wrist bands
Recent developments in the manufacture of medical aid wrist bands have resulted in products with an acceptably low risk factor (soft materials used, Velcro fastenings). Such items should be acceptable for participation in most activities, largely avoiding the need for removal.

Teeth Braces or Dentures
Young people know whether these are allowed to be removed and usually have a special container for them.

Spectacles
Speak with parents of younger children; older children will know what is best for them. Many young people can become disorientated when they are not wearing their spectacles, sometimes judgement of ‘depth’ becomes a problem when not wearing spectacles and this can be a particular hazard when young people are up high and cannot judge where the floor is.

If a child does need to wear spectacles for physical education lessons they should be made of plastic rather than glass and should be secured if they are likely to slip or fall off. A special ‘elastic band’ can be purchased for this purpose.

There is a risk of injury for young people wearing spectacles for games, whether they are contact or non-contact games. For competitive game situations it is of course advisable for soft contact lenses to be worn.

Hearing Aids
Advice must be taken from parents or guardians; usually hearing aids are worn during physical education lessons except for swimming activities
Personal protective equipment

Wearing personal protective equipment (PPE) will not guarantee freedom from injury. It can though, in many cases mitigate the severity of injury by reducing a high-risk situation to one of reasonable or acceptable risk.

It is a parental responsibility to provide PPE where the school has advised it is necessary. Schools should strongly advise parents that the provision of PPE is necessary for certain activities and why.

Where young people do not have the necessary PPE for an activity the teacher must consider how they can modify the activity to enable participation without the item. Teachers must not continue with what they planned and ignore the lack of PPE if the original planning indicated that it is necessary for all young people to be using PPE.

<table>
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| Rugby Football Union | ▪ Mouth guards are mandatory for representative matches above school level: otherwise they are recommended.  
▪ Padded helmets are permitted |
| Rugby Football League | ▪ Mouth guards are recommended  
▪ Shoulder pads are permitted at all levels of participation  
▪ Padded helmets are permitted |
| England Hockey | ▪ Mouth guards and shin/ankle pads are recommended at all levels of participation  
▪ Specialist protection for goalkeepers is mandatory |
| Lacrosse | ▪ Mouth guards are mandatory at representative levels  
▪ Specialist protection for goalkeepers is mandatory |
| England and Wales Cricket Board | ▪ Helmets (and boxes for boys) are mandatory when batting using a hard ball and also when fielding close to the bat at all levels  
▪ Pads and gloves when batting |
| Football Association | ▪ Shin pads are mandatory at all levels of participation when studded boots are worn. |

It will often be the case that NGB rulings relating to the wearing of PPE are also directly adopted within an educational setting. A risk assessment of the activity can bring some level of flexibility to achieve the optimum levels of participation. Usually this is achieved through modification of the activity, for example using a soft ball, teaching non-contact versions of physical contact games and wearing lighter footwear instead of studded boots.
Safeguarding

All schools are required to have clear safeguarding policies and procedures. Teachers need to know these, apply them and inform support staff of the required protocols and who the member of staff responsible for safeguarding is, to whom they should report concerns.

A teacher’s duty is to pass on concerns about possible abuse to the appropriate person.

Refer to afPE handbook pages 99 – 104 for detailed information in relation to safeguarding within a PES context.

Support staff

Any adult who is not a qualified teacher, licensed teacher or graduate trainee on the school roll who contributes to young people’s learning comes under the collective term of ‘support staff’, sometimes known as ‘adults supporting learning (ASLs)’ or adults other than teachers (AOTTs).

No support staff should operate independently. They can work alone if competent and have been evaluated but must be managed effectively by the teacher, who remains legally responsible for the young people in their care, whether through direct or indirect supervision of the support staff. Such management involves ensuring any support staff are aware of the limits of their role and responsibilities in relation to applying school policies.

Please refer to CBC guidance document ‘Adults other than teachers supporting learners in Physical Education and School Sport’ and afPE handbook pages 65-71.

Context-related Principles

Changing provision

This principle is about ensuring dignity, decency and privacy where needed, be it for reasons of physical development or other individual needs.

There is no statutory requirement for young people to be supervised at all times. However, case law provides a clear indication that the incidence of injury is much higher when young people are not supervised than when they are.

Electrical equipment

It is a statutory safety requirement that individual electrical items in schools are tested annually (PAT testing).

Any portable electrical appliance lacking a current certificate should not be used.

Equipment

Equipment used in lessons should be visually checked prior to young people using it, to ensure it is safe to use, assembled correctly and not damaged or faulty.
Equipment that has been condemned by a specialist company must not be used and needs to be removed so it cannot come back into use inadvertently.

Young people need to be taught how to lift and carry equipment safely from an early age.

In athletics events, the importance of transporting individual items correctly cannot be overemphasised.

Equipment should be used to the purpose it is designed for. Where a decision is made to use an item for a purpose it is not actually designed for, the teacher would need to have a very strong justification for deciding to improvise in the event of an accident.

Safety and rescue equipment, such as that relevant to swimming lessons, needs to be confirmed as being to hand before lessons begin.

**Injuries, emergencies and critical incidents**

Teachers need to know and apply the school’s procedures for dealing with injuries and other emergencies. Where concerns exist about not knowing the whole-school procedures, teachers need to consult the head teacher.

**Policies and procedures**

Policies and procedures should be clearly recorded and frequently communicated to the staff.

Teachers need to inform support staff of relevant policies and procedures before leaving them alone to teach.

**Transport and walking routes**

Please refer to ‘Educational Visits & Journeys: Legislation and Guidance’- July 2012. (Available from the Schools Portal and from the EVOLVE site)

**Work area**

Before and during lessons, the work area needs to be checked to ensure it is safe for young person participation.

Where a work area is considered too small for the safety of the numbers involved, the teacher has to consider ways in which the delivery of the lesson can be adjusted to create a safe working environment. If safety is judged to remain compromised then the teacher must inform the leadership team to discuss the implications for safe practice.
Organisation-related Principles

Demonstrations

Staff should be aware of safeguarding procedures with regard to placing parts of a young person’s body correctly during a demonstration.

Staff must be fully capable if they wish to demonstrate a skill being taught, and have warmed up appropriately to be able to perform it safely.

Staff must not place themselves in a situation where they might cause damage to themselves or to young people in their care. It is always advisable to use a competent young person to demonstrate skills and activities.

Group work

Where the class is divided into smaller groups, methods of supervision need to be carefully considered.

Matching the young people

Individual young people’s levels of confidence, strength, prior experience, size and ability need to be accommodated in teaching contexts and the earliest stages of competition. Grouping and pairing young people according to any of these individual characteristics need to be considered in order to establish a safe learning environment.

Such group management is essential where weight bearing, physical contact or where a hard ball is thrown or bowled at an opponent form part of the learning.

Careful consideration should be given in mixed ability, mixed age and mixed gender groupings.

Further detailed guidance is given in the afPE handbook pages 136 – 137.

Ongoing risk assessments

Risk assessment is simply a judgement as to whether a situation is safe within established practice and procedures or additional precautions are required to make the situation safer. Risk-benefit analysis is the act of comparing the benefits of the activity or experience against the level of risk and likelihood of injury occurring. If the risk is greater than the benefit, then the activity either does not take place or is amended to a level where the positive benefit is greater than the risk of injury.

Written risk assessment for physical education should be available in all schools and departments and should be readily available to all who contribute to teaching the programme.

Dynamic (i.e. continuous or ongoing) assessment of risk, anticipating the likelihood of injury occurring, should be part of a teacher’s normal planning, teaching and evaluation of a session.
Such risk assessments are not in written form but should be evident in planning and teaching of the activity as an ongoing process. This involves forethought and anticipation of what could go wrong in the planned session and how any such event would be managed effectively.

Progression

Progression is about the staged development of expertise according to confidence, ability and successful prior experience.

Fatigue and injury may occur where young people are required to use equipment or attempt a task that is inappropriate to their age, stage of development or ability and where they are required to play on pitches and courts inappropriate to their stamina, strength or disability, or where they are required to carry out events over longer distances that those recommended for their age or stage of development.

Age related pitch and court sizes should be made available, either in a permanent or temporary form as well as age related and ability related equipment.

Weather conditions

Staff must assess the safety of weather conditions, there should be no risk to the well-being of either young people or staff to the dangers of extreme heat, cold, thunder and lightning, high winds, ice etc.

Exposure to sun

Young people exposed to prolonged spells of sunshine (e.g. when playing a cricket match or taking part in outdoor athletics) may be at risk unless suitable preventative measures are taken. Staff should monitor young people for signs of heat exhaustion.

School staff are recommended to take the following common-sense precautions:

- young people should not be over-exposed to direct sunlight particularly around midday
- teach young people when and how to cover their bodies with loose-fitting, lightly woven material that will screen them from the sun, however, such clothing should not be so loose as to endanger them during physical activity
- be particularly vigilant with fair-skinned young people and very young children, whose skin reacts quickly to sunburn
- sunglasses and hats can provide effective screening in selected activities where they pose no danger to the wearer or other participants in terms of the quality of the items or the nature of the activity
- parental approval will be required to use sunscreen products, which parents should provide
- provide access to shade and water

Rules

Teachers have a duty of care and a duty of control when officiating in competitive games. They need to know the rules relevant to the activity and must apply the rules stringently in order to avoid unnecessary, foreseeable injury.
**Scheme of work**

Every school should have a detailed scheme of work that provides for safe, structured progression in the physical education programme.

**Staff participation and physical contact**

All schools should have a clearly stated policy on physical contact between staff and students. It is the responsibility of the school to inform parents of this. It is important that a teacher informs a young person when contact is required, for example in gymnastics, and what form the contact will take and that the young person confirms that this is acceptable.

Full staff participation in young people’s activities is not advised, whether in lesson times or competitive contexts, such as staff versus young people matches, because of the likelihood of injury caused by differences in size, strength, previous experience and confidence.

Staff should not participate or demonstrate activities which are beyond their physical capabilities.

**Supervision**

There is no legal requirement to supervise young people all of the time, but schools should have a clearly stated position about supervision, both in changing areas and lessons. Teachers need to be aware of the school’s requirements and follow them.
SECTION 3:

SAFE MANAGEMENT PRINCIPLES

This section in the afPE handbook is in greater detail for those in leadership and management of the subject in schools and in other educational establishments who want to refer to more detailed information.

This LA guidance refers to some of the most important areas but schools are advised to purchase the afPE handbook for further detailed information.

Policy

Policies and procedures should be in written form, specific to the school, regularly reviewed, regularly communicated and consistently applied by all staff contributing to the PES programme, including visiting coaches, supply staff and others.

Many of the policies, procedures and routines that will apply to safe practice in PES will be whole school policies such as those for first aid and emergency situations. It is the responsibilities of the PES staff to ensure the relevant whole school policies, procedures and routines cover the PES context adequately. In addition subject leaders should ensure a policy statement is in place which should be supported by more detailed guidance as to how the policy is put into effective practice.

Schools must implement the employer’s policies and requirements. Where the Local Authority is the employer schools will need to ensure they are aware of any health and safety requirements. Where the governing body is the employer, as is the case for academies, free schools, voluntary-aided, foundation and independent schools, the governors have full legal responsibilities to ensure compliance with health and safety law.

A Generic Policy Statement for PES can be found on page 54 of the afPE handbook and an editable version (Appendix 14) is on the accompanying CD Rom which can be adapted for individual schools’ needs.

Guidance to develop and manage safe practice procedures in PES is on page 55.

Duty of care

Refer to pages 57 – 62 in afPE handbook for detailed information in relation to duty of care and qualifications and competence.

Everyone has a duty of care not to cause harm to others. The standard of care expected of school staff originally applied only to qualified class teachers and was described as being in loco parentis (in place of a parent). This standard has been modified to include all adults who work with young people.

Teachers of PES are deemed to possess specialist skills in the areas that they teach and therefore are not judged using the ‘reasonably competent person’ criteria, but against the common standards of others working in the profession.
The standard of care in PES has been set as that of a reasonably competent person in the same profession working at an acceptable level of expertise and in the same area of activity. A qualified teacher, other member of school staff, visiting coach or volunteer who is inexperienced would be judged by the same standard. Headteachers should be aware of this when deploying a varied range of staff in PES.

All teachers of PES continue to exercise a duty of care for young people aged 18 when under school regulations.

The duty of care is continuous and cannot be diluted or removed. Whatever the school organises the school has responsibility for. If the school has invited young people to take part in an activity then the school carries responsibility for the outcomes.

See aPE handbook paragraph 3.4.14 for definition of higher duty of care.

**Individual and Special Needs**

Refer to pages 80 – 87 in the aPE handbook for guidance and also Appendix 19 on the CD Rom. The aPE guidance is very detailed as in previous editions of the handbook and is essential reading for all those staff working with young people with individual and special needs.

**Equipment Management**

Documented procedures should be in place for the following:

- how equipment is stored and safe access for staff and young people
- staff monitoring of the condition of the equipment and the procedures for removing, repairing and replacing defective equipment
- how to use equipment correctly
- ensuring all electrical equipment is fully tested (PAT)
- the use of mats (see gymnastics section)
- the disposal of condemned equipment
- qualifications for specialist equipment
- how young people need to be involved in the safe handling of equipment
- annual inspections of fixed and large portable equipment and apparatus and fixed outdoor play equipment

Equipment needs to be fit for purpose. Young people should be able to use equipment which is suitable for their age and ability.

**Storage of equipment**

All equipment must be stored in a safe manner. It is the responsibility of the Headteacher or delegated responsible persons to ensure this.
Primary school halls can be a particular problem, it is important that all possible hazards and risks are identified and assessed; trailing leads, overhead projectors, stage blocks, music trolleys, assembly chairs and tables should be situated well out of the way during physical education lessons wherever possible.

Apparatus ideally should be positioned in easily accessible areas around the edges of the hall – not stored in a cupboard.

Storage cupboards and areas should only be accessed by young people with consent and supervision by a member of school staff, and only if it is safe to do so.

All schools should make equipment and apparatus easily accessible to young people to prevent accidents when lifting, carrying and placing equipment.

Gymnasia and halls should be locked to prevent any misuse of trampolines or gymnastic equipment.

**Facility Management**

Documented procedures should be in place for the following:

- changing provision and routines
- action in the event of extreme cold or hot temperatures
- fire safety and emergency evacuation
- cleaning regimes and safe standards of cleanliness
- requirements for visual checks by staff and young people
- reporting faults
- safe practice protocols during lessons

**Changing accommodation management in Primary Schools**

It remains the case that a great many schools have no changing facilities and are consequently obliged to make arrangements for changing elsewhere.

Until fairly recently the practice of young people changing in their own classroom was accepted as a normal feature of school life and what sensitivities existed were rarely voiced. Current safeguarding legislation and regulation, however, have impacted on our duty of care in this area of children’s well-being.

Schools continue to do the best for their young people by providing some privacy for older children in what are often restricted facilities. These include using toilets, cloakroom areas, the hall, corridors and classrooms. All have supervision and health and safety implications.

Accepting that the circumstances of each school will vary and that many schools have resolved any changing difficulties to their own satisfaction the following strategies are offered for consideration:

- girls and boys change within the same classroom, utilising the layout of the room to demarcate separate changing areas, perhaps using existing furniture or display boards to screen off a section of the room
- girls and boys change in different rooms, with supervisory support from another member of staff e.g. HLTA, TA.
It is important first and foremost to be sensitive to the needs of the young people. In some schools this issue may not be an obvious problem and the vast majority of young people will get changed without any undue concerns. When an issue does arise, and often this can be an individual child, then the school may need to address the changing arrangements for all young people at that stage.

Whatever arrangements are adopted it remains critical that parents are kept well informed.

**Religious and Cultural Issues**

The most frequent health and safety concerns arise from:

- the wearing of certain items of clothing and/or religious artefacts
- the impact of religious/cultural festivals (eg Ramadan)
- cultural expectations relating to prescribed areas of activity
- participation in single or mixed-gender groups
- language issues
- expectations relating to behaviour and conduct

The requirements of the Health and Safety at Work Act establish that safe practice must never be compromised. Schools need to aim for meaningful participation and the well-being of the young people in their care.

**Transport management**

Refer to CBC ‘Educational Visits & Journeys: Legislation and Guidance’- July 2012. (Available from the Schools Portal and from the EVOLVE site)

**Risk Management**

Refer to afPE pages 154 – 164 and CD Rom Appendices for excellent detailed guidance.

Documented procedures should be in place for the following:

- the need to constantly apply risk-benefit principles
- the format, frequency and location of written risk assessments
- the requirement for all staff to read written risk assessments
- fire safety precautions
- staff participation in periodic written risk assessments
- young people involved in ongoing risk assessment
- reporting concerns
- procedures for informing others of changes to practice resulting from risk assessment
- strategies for making situations safer
SECTION 4:

ESSENTIAL LEARNING ABOUT SAFE PRACTICE

Safety Education

Documented procedures should be in place for the following:

- applying the whole-school policy for safety education in the PES context
- building into schemes and units of work principles on educating young people about what is safe, unsafe, how unsafe situations can be made safe and the importance of stopping and abandoning any situation which cannot be made safe
- learning outcomes related to young people being able to understand, assess and respond to risks
- educating young people about safe practice principles in particular contexts and how these can be used in other situations
- which safe practice principles should be learnt
- how evidence of learning can be seen

Safety education is about developing young people’s knowledge, skills and understanding to:

- identify relevant hazards
- identify the potential risk associated with hazards
- assess the appropriate actions required
- take steps to manage risks to themselves and others

Effective teaching, leadership and management are the major contributors to effective learning about safe practice. Enabling young people to learn about safety is as important as the teacher creating and managing safe environments.

The safe practice principles young people should learn are:

Safeguarding:

- young people should learn that it their right to be safe from abuse
- they should tell staff if they feel at risk from anyone
- they should be able to determine what is acceptable contact from adults and what is not
- know where to seek help and advice from

Assessing and managing risk:

- the concept of risk
- that PES involves risk
- that safe practice applies in some form to all areas of PES
- safe methods of learning
- that advice and rules relating to safe practice should always be followed
- to recognise hazards
• to apply the risk assessment process at their level, taking into account their age, ability and experience
• that safe practice involves thinking ahead about potential hazards
• to understand the safety procedures whether they take part as a participant, official, coach or spectator
• take responsibility for their own behaviour, kit and equipment
• be able to review and reflect on the activities they undertake and whether it might be improved

First aid and accident procedures:
• the causes and types of injury
• to report if anyone should be injured
• the type of information to provide about accidents
• to keep themselves and others safe at the site of an accident
• to only administer first aid if qualified to do so and have permission from an adult before doing so whenever possible

Exercise safety:
• be able to recognise which exercises are safe and which may induce strain and injury
• to adopt safe exercise principles
• how warming up and cooling down feel when done effectively
• to recognise when tiredness can affect performance and put individuals at risk
• to hydrate regularly during exercise
• know their own medical conditions and limitations and make sure adults are aware
• what type of PPE is appropriate and how it can reduce the possibility of injury
• that jewellery and other adornments should be removed before active participation and the reason why

The space they work in:
• check that the space is safe to work in
• to be vigilant and alert to what is going on around them in an activity area
• to recognise and respond to potential hazards within and around their activity space
• to avoid moving into other groups’ activity spaces without first checking it is safe to do so

The tasks they are set:
• ask an adult to clarify the task if unsure of what is required
• recognise rules in sport have evolved to make competition safe as well as fair
• that repetition is a necessary part of the skill-learning process
• that concentration is the key to improvement
• to understand technical language that is being used and seek explanation where it is not understood
The use of equipment and facilities:

- learn to lift, carry and place equipment safely
- to work as a team when handling larger pieces of equipment
- to check the condition of equipment before and after use and report defective equipment to the adult in charge
- to use equipment only for the purpose it is intended
- to only use equipment and facilities with permission
- to understand signs and notices and act accordingly

The people they work with:

- that behaviour should help learning and safe practice
- consider their peers and understand that they may be working at a different level of ability and confidence than they are
- when it is appropriate to place their trust in others
- to be able to resist inappropriate peer pressure which may place them in an unsafe situation
SECTION 5:
APPLYING THE PRINCIPLES TO SPECIFIC AREAS OF ACTIVITY

5.1 ADVENTURE ACTIVITIES

Refer to afPE handbook pages 176 – 201

The section in the afPE handbook is very comprehensive. It deals with general guidance for organising and staffing this area of the curriculum. It sets out specific guidance for a vast range of outdoor and adventurous activities and includes information from the National Governing Bodies.

Useful websites:

For the ‘National Guidance’ document see the Outdoor Education Advisers’ Panel (OEAP) website at www.oeap.info

Council for Learning Outside the Classroom (CLoTC) www.lotc.org.uk

For Central Bedfordshire Council Educational Visits and Journeys guidance refer to:

• ‘Educational Visits & Journeys: Legislation and Guidance’- July 2012. (Available from the Schools Portal and from the EVOLVE site)

For all Educational Visits and Journeys advice and guidance, schools should contact:

Pete Hardy, Compliance and Risk Adviser
Direct dial: 0300 300 4955 or Mobile: 07969200161
Email: pete.hardy@centralbedfordshire.gov.uk

For activities on school sites during normal curriculum time:

• many activities which will take place on the school site do not require specialist qualifications - check very carefully before proceeding with any activities and adhere to the regulations for those activities which do require a specialist qualification
• there should be access to first aid at all times
• safety factors need to be considered for each activity undertaken
• young people and staff should be properly dressed, for example, clothing which prevents scratches and stings in a wooded environment, warm clothing and appropriate footwear for inclement conditions
• young people must be taught the restrictions and bounds of an activity and be aware of their own limitations, staff need to point out the ‘out of bounds’ areas e.g. pond, car park, school building and why restrictions are placed on these areas

• safety codes for non-standard items of equipment do not exist e.g. milk crates, tyres etc. - you must set high standards for these and make sure the young people know them

Before doing any activity involving the use of non-standard items of equipment:

• spend time with the young people giving consideration to possible problems that may occur
• try out the activity with a small group - closely supervised
• make modification to the equipment, or activity if needed
• only use the equipment as part of a programme within which young people are taught the safety procedures

For all activities off the school site:

• schools should follow the guidance set out in the Central Bedfordshire Council’s legislation and guidance document (see above)
• be familiar with the extensive guidance set out in the afPE ‘Safe Practice in Physical Education and Sport’ handbook especially in relation to individual adventure activities
5.2 AQUATIC ACTIVITIES

Refer to afPE handbook pages 202 - 212

The section includes guidance on:
general safe practice issues
  • swimming
  • diving
  • lifesaving
  • swimming in open water
  • hydrotherapy pools

Refer to:

The policy and guidance sent to all schools incorporates guidance from afPE and the ASA (Amateur Swimming Association). It is CBC’s guidance on all matters to do with school swimming and the safe use of swimming pools and should be adhered to in preference to all other guidance. It is also available on the Schools Portal.

All contact regarding the policy should be directed through:
  Liz Dunn
  Health and Safety Manager
  Human Resources

  Direct dial: 0300 300 4983
  Mobile: 07825 034755
  Email: elizabeth.dunn@centralbedfordshire.gov.uk
5.3 ATHLETIC ACTIVITIES

Refer to afPE handbook pages 213 – 217

Refer to guidance given by English Schools Athletics Association (ESAA) [www.esaa.net](http://www.esaa.net)

The section in afPE guidance is very detailed and includes all events likely to be taught in schools.

The biggest safety risk to young people is when they are asked to participate in activities that are beyond their capabilities. Staff must be fully aware of recent developments and advice given by the governing bodies of athletics especially those referring to the suitable distances that young people should be experiencing.

Staff who teach and supervise athletic activities should be appropriately trained through specialist initial teacher training education programmes, local authority professional development opportunities or have acquired athletics coaching qualifications through the (NGB) National Governing Body – UK Athletics.

The following tables are taken from the English Schools Athletics Association website and indicate distances that may be used during competitive athletic activities.

**Maximum Recommended Distances (Timed)**

<table>
<thead>
<tr>
<th>Running for:</th>
<th>Yrs. 1 &amp; 2</th>
<th>Yr. 3</th>
<th>Yr. 4</th>
<th>Yr. 5</th>
<th>Yr. 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speed (sprints)</td>
<td>30m</td>
<td>40m</td>
<td>60m</td>
<td>60m</td>
<td>75 - 80m</td>
</tr>
<tr>
<td>Distance</td>
<td>---------</td>
<td>400m</td>
<td>600m</td>
<td>800m</td>
<td>1000m</td>
</tr>
<tr>
<td>Hurdles</td>
<td>30m and low height</td>
<td>50m Suitable height</td>
<td>60m Suitable height</td>
<td>5 flights 55m (59-61cm high)</td>
<td>5 flights 55m (59-61cm high)</td>
</tr>
<tr>
<td>Relays</td>
<td>20 – 30m each</td>
<td>40m each</td>
<td>60m each</td>
<td>60 - 80m each</td>
<td>80m each</td>
</tr>
<tr>
<td>Cross country</td>
<td>Not recommended until Year 5 or 6. Year 5 maximum 1500m and Year 6 maximum of 2000m</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Running for:</td>
<td>Yr. 7</td>
<td>Yr. 8</td>
<td>Yr. 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speed (sprints)</td>
<td>75m</td>
<td>80m</td>
<td>-----</td>
<td></td>
<td></td>
</tr>
<tr>
<td>150m</td>
<td>200m</td>
<td>100m</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>300m</td>
<td></td>
<td>100m</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distance</td>
<td>800m</td>
<td>800m</td>
<td>800m</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1000m</td>
<td>1000m</td>
<td>-----</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1500m</td>
<td>1500m</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000m</td>
<td>2000m</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hurdles</td>
<td>70m (68.5cm)</td>
<td>70m (76.2cm high)</td>
<td>80m (84cm high) Boys only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>75m (68.5cm)</td>
<td>75m (76.2cm high)</td>
<td>75m (76.2cm high) Girls only</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross Country</td>
<td>2500m</td>
<td>3000m</td>
<td>3500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relays</td>
<td>It is recommended that relay distances do not exceed the speed distances above per runner</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Cross Country Running - training in schools**

- Young people should be kept on site and kept in sight at all times during curriculum activity.
- Courses should be chosen carefully to avoid unsighted areas e.g., ditches, trees, fences, walls etc.
- Distances must be graded for ages, abilities and fitness of all young people.
- If young people are allowed off site, CBC guidance for taking young people off site must be strictly adhered to and ratios must be observed. It is not sufficient for the teacher of the class to take young people off site alone. The Headteacher must give approval, and the teacher must inform the office on how many young people are off site, the number and names of the staff accompanying them, the route, when the group are expected to leave and return and which member of staff is overall responsible on each occasion.
- A mobile telephone should be taken for emergency situations and one of the staff should be an appointed first aider

**Competitions - (inter house/form/school/district etc.)**

- Courses should be graded for different abilities and ages.
- Participants must be counted out and back in.
- The ‘base’ should provide changing facilities, showers or washing facilities, hot drinks and shelter from inclement weather for young people and their spare, dry clothing.
- First Aid and transport must be on hand at the ‘base’ and at other points around the course. Staff must make their young people fully aware of these before the race commences.
supervisory/marshalling presence throughout the course is essential

General guidance relevant to throwing, jumping and running events

Context
- Damaged equipment should never be used and must be labelled and then removed from the school site as soon as possible to avoid injury.
- Equipment should be safely stored.
- Checks should be made of approach and release areas in throwing events, take off areas in jumping events and that all areas are stable, level, smooth and non-slip for running events.

Organisation
- Ensure distances and types of event are suitable for the age groups of young people.
- Young people need to be sufficiently mature before progressing from soft, light, low equipment to competition-style equipment.
- Regularly remind young people of required safety procedures as well as correct technical points.
- Restrict multi-event lessons to a maximum of four activities with only one to be a directly supervised throwing event.
- Keep non-participants in safety zones.
- Staff and officials in competitive situations (this includes school sports days) should be competent to supervise safely.

Throwing activities

Context
- Provide the appropriate age-related equipment for example, soft for Primary age young people, correct weights for shot, discus and javelin for Secondary age young people.
- Please note the use of metal javelins is not permitted before Year 7 in any context.
- Javelins should be placed flat on the ground or in a rack when not in use.
- All throwing implements need to be carried back to the throwing line and not thrown back or rolled back.

Organisation
- Ensure procedures for entering throwing zones, in lessons and in competitions, are known and reinforced.
- Ensure procedures for releasing throwing implements are adhered to.

Jumping activities and events guidance – see pages 215 – 216 in the afPE handbook
Firearms are not acceptable as starting devices in schools. Clapperboards or similar implements are preferred.

The Olympic 380 BBM imitation handgun, the most commonly used model of imitation handgun used by schools has been reclassified as a prohibited weapon. Holders must now have a ‘firearms certificate’ to possess one of these pistols. It is illegal to possess one of these handguns. Information about this change in the law was sent to all schools in the summer term of 2010.
5.4 COMBAT ACTIVITIES

Refer to afPE handbook pages 218 – 227

Schools are increasingly offering a range of combat activities to enrich and expand both curricular and school sport provision.

Although many combat activities are regulated by a recognised governing body, others are not, although this does not necessarily imply unsafe practice. Schools should follow the guidance in the CBC ‘Adults other than Teachers Supporting Learners’ policy when appointing coaches/staff to teach combat sports and should ensure they have the appropriate accreditation.

The section in the afPE guidance is most comprehensive and deals with the following combat activities:

- boxing
- fencing
- judo
- martial arts: aikido, karate, kendo, ju-jitsu, kung fu and taekwondo
- self-defence
- wrestling
- It gives information about qualifications, locations, equipment, PPE (personal protective equipment) and considerations for risk management.
5.5 DANCE ACTIVITIES, MOVEMENT AND CREATIVE DEVELOPMENT

Refer to afPE handbook pages 228 -229

Although it might be assumed that dance activities are relatively hazard free in comparison to other areas of physical education, a comprehensive and informed risk assessment remains essential.

People

- Staff teaching dance need to be appropriately qualified or experienced
- Know how to prevent injury.
- Young people should work in bare feet where safe to do so; otherwise appropriate footwear should be used.
- Wearing socks (without shoes) on a wooden floor can cause slipping and are dangerous for any activity; staff should ensure young people do not work in this way.
5.6 GAMES ACTIVITIES

Refer to afPE handbook pages 230 - 241

One of the most significant features of games activities, in terms of assessing and managing risk, is that they challenge participants to work in situations that are constantly changing, where the body may be still or moving. The degree of challenge faced will vary significantly, depending on the demands of each particular game and the level at which it is played.

The use of a range of equipment in games activities, including projectiles – some of which are very hard – and a range of implements, such as bats, sticks and rackets, further complicates the situation.

Teachers should be familiar with the guidance provided by the specific governing body of sport for each games activity.

Please read the guidance provided in the first four sections of this document, it will help to ensure you have a comprehensive awareness of safe practice issues affecting games activities.

The section in the afPE handbook gives further guidance for many of the games activities that will be played in schools with website links to the national governing bodies (NGB’s). The section is split into Invasion Games, Net/Wall Games and Striking and Fielding Games.

General safe practice issues

People

- Staff should have a current working knowledge and understanding of the rules, techniques and tactics of the activity they are supervising, teaching or officiating on.
- Know and apply rules stringently and consistently.
- Young people should be strongly advised to wear personal protective equipment (PPE) where necessary.
- Wear kit, footwear and additional clothing appropriate to the activity and weather conditions.

Context

- Equipment should be fit for purpose and meet young people's needs, abilities and developmental stages.
- Equipment should be of the correct size and weight for the age, ability and category of player.
- Goal posts and nets need to be secured so as not to topple over during play, have protective padding applied where relevant, taking note of NGB guidelines.
- Facilities should be regularly maintained to provide a safe working environment.

Organisation

- Good organisation should ensure weather conditions do not affect safety.
• Rules should be applied consistently to provide a safe context.
• Progression should be provided through conditioned practices and mini games that match the age, experience, ability and confidence of all young people.

**Additional safety information for invasion games**

‘Invasion games’ is a collective term applied to team games in which the objective is to attack and defend parts of the playing area with the aim of scoring more goals or points than the opposition. They include fast moving activity, frequently involve physical contact and in some games, hard implements.

The most common causes of accidents include:

• unintended collision with other players
• being struck by a hard implement or ball
• poor application of technique, such as when tackling

**Central Bedfordshire Council guidance for teaching ContactRugby**

Due to the large number of injuries that Central Bedfordshire Council has had reported in this activity, schools that teach/coach contact rugby must keep the qualifications of staff up to date and in line with current RFU safe teaching practices. This has been a requirement since September 2008.

A data base of all accredited staff is held by CBC and courses will be offered by the RFU to all schools each year to enable new staff to qualify. It is the responsibility of schools and individual teachers to seek out and attend appropriate courses to ensure their teaching methods for Rugby are safe and up to date with current RFU practices.

**Details of the requirements are as follows:**

Contact rugby can be introduced to Years 5 and 6, and beyond, provided the following conditions are met:

• the coach or teacher leading the activity has a RFU Level 2 coaching award OR the teacher is a physical education specialist who has successfully undertaken the RFU ‘Rugby Ready Course.’ The course is a practical, non-assessed and usually 3 hours in duration
• the young people, particularly in Years 5 and 6, have taken part in an appropriate progression of activities to introduce them to contact rugby
• the coach or teacher has worked with the particular age-group concerned and therefore understands the potential risks for young people of that age.

‘Rugby Ready’

Participants will gain:

• how to deliver safe and enjoyable practical sessions
• knowledge of how to coach and improve contact skills and particularly the tackle
• knowledge of how to coach and improve scrimmage engagement skills
• knowledge of contact skills
Contact details:
Local Rugby Development Officer – Sam Clapham samclapham@rfu.com
Area Training Manager – Rachel Brown rachelbrown@rfu.com

Additional safety information for net/wall games

Net/wall games are comparatively safe compared to other types of game, but injuries do occur, predominantly involving eye damage.

The most common causes of accidents include:

- being struck by a racket or fast moving missile (ball, shuttlecock etc)
- tripping or slipping
- collision with obstacles, equipment or another player
- crossing a court when in use

Additional safety information for striking and fielding games

Striking and fielding games involve throwing, catching, running, bowling and striking using an implement. Potential risk is increased when using a hard ball.

The most common causes of accidents include:

- being unintentionally struck with a fast moving hard ball
- being unintentionally struck with a bat or stick
- collision with another player or item of equipment such as a post
5.7 GYMNASTIC AND TRAMPOLINING ACTIVITIES

Refer to afPE handbook pages 242 - 247

Within the context of the National Curriculum it is likely that all schools in Central Bedfordshire will include gymnastic activities for all young people from the Foundation Years to the end of Key Stage 3. This will largely be based upon a task-centred or problem-solving approach to teaching gymnastics, particularly in the primary phase.

Primary teachers should have covered the teaching of gymnastics in their initial teacher-training course. Where specialist forms of gymnastics are taught e.g. Olympic gymnastics, Sports Acrobatics etc., or gymnastics is taught with a direct approach the teacher should ensure that:

- it is an appropriate activity for curriculum work i.e. that it caters for the needs and capabilities of all young people
- it is taught in such a way that all young people can achieve maximum physical activity
- the staff have the relevant qualification or expertise and experience in the form of gymnastics being taught

The aim of gymnastics activities is to develop and refine a broad range of movement skills using the floor and a range of gymnastic apparatus.

It is recognised that work on apparatus provides a potentially more hazardous environment, with the majority of recorded incidents typically involving falls or misjudged descents from gymnastic equipment. However, work at a low level – on the floor or when using low level equipment and mats – requires equally rigorous risk management.

People

- Staff should work at a level in gymnastics that they feel comfortable about their own expertise.
- Staff should not demonstrate gymnastic skills unless they are fully competent to do so and a suitable warm up has been done in preparation.
- An appropriate British Gymnastics (BG) coaching award is strongly advised for staff wishing to offer formal gymnastics, in primary or secondary schools, through an out-of-hours club when seeking to involve young people in, and prepare them for competitive involvement.
- Young people should be involved in the moving and assembling of apparatus from the earliest ages in a manner appropriate for their age, ability, physical development and safety awareness, this should always be monitored closely by the member of staff.
- Young people should work in bare feet where the surface and cleanliness of the floor allows it, it improves the aesthetic quality of movement and provides safe traction and positional awareness when in contact with the floor and apparatus, young people should not work in thick soled training shoes.
- Socks only should never be allowed, there will always be an unacceptable risk of slipping both on floor and apparatus.
When providing physical support it is essential that child protection principles are followed; staff must explain to young people what will happen and what physical contact may be made and support must be in accordance with common and accepted good practice.

Work in pairs and small groups

Care should be taken that holding, supporting, catching, lifting and lowering techniques which are characteristics of work in pairs and small groups, satisfies the basic anatomical and mechanical principles which determine such activities.

The fundamentals which should be incorporated into all teaching and learning programmes of this type include:

- being stable when supporting another person's weight
- not supporting excessive weight relative to one's own weight
- building on activities progressively
- holding and supporting at or near to the centre of gravity
- graduated practices and consolidation of techniques

Context

- Apparatus should conform to appropriate standards, purchased from reliable sources and stored in a manner that is easily accessible to staff and young people.
- Apparatus should be inspected at least annually by a specialist company but the condition of the equipment should be monitored regularly by a member of staff responsible for, and experienced in, the teaching of gymnastics and checked visually by all staff prior to young people commencing work each lesson.
- Defective equipment should not be used: it needs to be identified, labelled and taken out of use so it cannot be reintroduced until repaired.
- All condemned equipment must be disposed of so that it cannot be introduced at all.
- Keeping condemned apparatus and equipment for alternative uses, such as benches for sitting on only creates a hazard of possible reintroduction that places a serious liability on the school.
- Springboards and trampettes ('minitramps') should not be used in Lower Schools unless the teacher concerned has an additional qualification in the use of this equipment.
- Benches should not be turned upside down unless they can be secured to prevent them from tipping over; a floor beam or a beam which can be secured to other pieces of apparatus is safer when teaching young people to traverse a narrow surface.

Organisation

- Analysis of accident reports indicates that accidents often occur when young people are asked to perform activities beyond their capabilities and maturity.
- Staff should be fully aware of the need to provide suitable activities for age, stage and the maturation of all young people.
- A jumping activity should always take place from a flat surface; it is not advisable to jump from a wall bar, climbing frame, ladder, pole, beam etc.
• ‘Pirates’ or other chasing games on apparatus should not take place, putting young people in a competitive situation within apparatus lessons is dangerous and often leads to collision or fall accidents.

General rules when young people are handling gymnastic apparatus:

• always lift the apparatus and mats not drag, push or pull them
• always find a safe route around other young people, apparatus and the hall when moving items of equipment
• lift apparatus together and lower apparatus gently
• always look where you are going - do not walk backwards
• never climb on or over apparatus when carrying another piece
• always work in pairs or groups to carry the equipment
• bend the knees, not the back when lifting pieces
• a member of staff will check the apparatus is securely fixed and safe to work on before young people are allowed to commence their work
• young people should not sit on the apparatus or mats when finishing work, this prevents other young people from safely dismounting from the apparatus

Mats

• It is essential that both staff and young people understand the structure, function, capabilities and limitations of mats when used within the physical education programme.
• Mats are primarily designed to absorb impact for landings on the feet.
• Mats whatever their construction and size, should never be seen as fail-safe protection systems that supersede effective technique.
• Young people need to be aware that a correctly performed landing contributes most to preventing injury.
• A mat should be regarded as a piece of apparatus rather than a precaution against a fall (in the event of a fall it is unlikely that a young person will fall conveniently onto the mat!).
• It is better to arrange the apparatus and the demands on the young person so that there is a high expectation of safe performance rather than that the young person will fall.
• Mats should never be used to protect against the foreseeable outcome of poorly developed skill, such as anticipating that young people will fall from a height.
• Apparatus and tasks should be modified to accurately reflect young people’s needs and capabilities, thereby minimising the risk of falling and executing poorly controlled dismounts.
• Mats should never be indiscriminately placed around the working area. Each mat should be placed with a specific purpose in mind. Young people should be encouraged to use different starting points and exits when using apparatus and good placing of mats can enhance this variety of pathways.
• Mats should be light enough for young people to handle easily preferably in pairs if the mats are lightweight. Four may need to carry them according to their size and strength in relation to the size and weight of the mat. Young people should avoid
carrying a mat by holding the corners as it allows it to sag and over time this will damage the structure of it.

- It is recommended that Lower Schools use general-purpose mats for curriculum work in gymnastics which are 4'x3'x1" (1200x900x25mm) and that Secondary Schools use general-purpose mats which are 6'x4'x1 (1800x1200x25mm) for easy handling and for the type of activity that will be taught.
- Mats should be stable and lie flat to the floor, wherever possible mats should be stored in a horizontal position to prevent warping. If they are stored in a vertical position – placing them in the trolley face to face and then back to back will keep them more upright than if they are all stored facing the same way.
- ‘Crash mats’ should not be used in Lower Schools (‘crash mats’ are mats that are usually more than 10.2cm deep).
- ‘Crash mats,’ when used in secondary schools should not be placed under wall bars or climbing frames, they give young people a false sense of security and encourage poor and uncontrolled landings.

Gym Displays – and other public performances

- Schools should not attempt to provide spectacular displays which would contravene any safety advice or which go beyond the capabilities of young people and staff.
- Extra care and attention must be taken on such occasions as young people are at their most vulnerable when trying to do their best for an audience that may also include members of their family.

Trampolining

Refer to pages 244 - 246 in the afPE handbook

People

- As a higher-risk activity those teaching trampolining are strongly advised to be able to show up-to-date and appropriate qualifications and expertise that demonstrate knowledge of the basic skills, techniques and mechanics of the moves they teach.
- To teach trampolining to a basic level; for example, basic jumps not including somersaults or more advanced skills, Central Bedfordshire Council requires the teacher to be a Physical Education specialist who has obtained a British Gymnastics Trampolining for Teachers Award Level 1 as a minimum qualification.
- Staff who teach or coach trampolining at a more advanced level (e.g. forwards and backwards rotational movements in a horizontal plane) or who enter young people into competition should have a British Gymnastics Trampolining for Teachers Award Level 2. Level 1 must have been completed successfully first. The Level 2 award covers the top bands of GCSE work and is suitable for KS3 and 4 teachers.
- With experience, staff can safely supervise a number of trampolines at once. In such instances, the importance of positioning to maximise observation and frequent scanning of the whole activity area, so intervention and advice may be provided, cannot be overemphasised.
- Only one young person should be allowed on the trampoline at a time during their early experiences. Only when staff are qualified and young people are assessed as being competent to do so, should they be allowed to work in synchronisation.
• Young people who are used as spotters may be positioned one or two at each side. It is essential that they are suitably strong, mature, and responsible and trained in the role.

Context

• Trampolines should be sited well away from walls, fire exits and overhead obstructions (a minimum clearance height of 5m is recommended for curriculum standards).
• Positioning, assembling and folding a trampoline should always be undertaken by at least two trained staff.
• There have been several accidents where young people, lacking the physical strength and physique have been left to carry out the task without direct staff involvement.

In October 2010 Central Bedfordshire Council advised all schools to stop the practice of allowing young people to be involved in the assembling and folding of the trampoline. The exception to this directive was for those

• Upper schools where learning the task formed part of their GCSE syllabus. In such instances where older students are sufficiently mature and strong enough and have been trained under the close supervision of qualified staff it may be permissible. It is important that, in circumstances with such students, qualified staff are directly physically involved as part of the process.
• The greatest risk of injury occurs in the phase where the end of the trampoline has been opened, it must be held with sufficient force to counter the tension of the springs. Most injuries involve elbows, forearms and wrists and they should be kept away from the gap between the folding ends and the frame when folding.
• Staff and young people must know the procedures for assembling and disassembling trampolines and a full written risk assessment must be in place. See Annexe 1 at the back of this document for a sample RA.
• Non-slip mats of a suitable thickness should be positioned on the floor to the sides of the trampoline to a distance of about 2m in width, with cushioned end-decks placed at the ends of the trampoline.
• Under no circumstances should ‘makeshift’ end-decks be used, for example vaulting boxes.

Organisation

• Trampolines must be padlocked when not in use, it is not sufficient for them to just be in a lockable room.
• Only one young person at a time should be allowed on the trampoline during their early experiences.
• Only when staff are well qualified and experienced and young people are assessed as being competent to do so, should they be allowed to work in synchronisation.

For other details in relation to organisation, see page 246 in the afPE handbook
Trampette Activities

Refer to pages 246-247 in the afPE handbook

People

- Trampette activities should only be carried out under the supervision of an appropriately qualified member of staff.
- This means that they will either be a physical education teacher whose gymnastics training has included the teaching of trampette activities, or a member of staff who has a recognised gymnastics coaching award that includes the coaching of trampette activities.

Context

- Trampettes should always be inclined and not flat when approached from the floor.
- Trampettes should always be used in conjunction with another piece of apparatus. Free flight activities should be taught with extreme care.
- Trampettes must be stored safely, preferably padlocked, to ensure that persons not qualified to use them cannot access them.

Organisation

- Young people must never be asked to drop from a height onto a trampette unless the bed is in the flat position and they have mastered the skills to do so with support from a member of staff. This is still regarded as a high-risk activity and risk assessments must be in place.
- Beginners should never be asked to attempt high-flight rotational skills (e.g. somersault) or forward rolls on landing. Young people should always land in a standing position.
- Care should be taken when teaching somersault actions, which should only be undertaken by young people, who are judged to have the potential ability and who have mastered basic skills. Direct supervision is required.
- Somersault actions are most safely taught on a trampoline using an overhead support rig. When transferred to a trampette, competent support to counter possible under-rotation must always be provided until the movements have been thoroughly considered.
- It is recommended that trampettes are not used during vaulting activities as young people who are not trained specifically in their use find it difficult to cope with the added height and rotation provided by the trampette.
- The use of trampettes for aiding spectacular displays must be given careful consideration as they essentially need a high level of supervision and require the performer to have mastered a high level of skill. A risk assessment must take place and the risk of accident or injury must be extremely minimal.
5.8 HEALTH RELATED PHYSICAL ACTIVITIES

Refer to afPE handbook pages 248 – 252

The latest physical activity guidelines from the Department of Health Chief Medical Officer, published in July 2011, give the following recommendations for 5 – 18 year olds:

- all children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours a day
- vigorous intensity activities, including those that strengthen muscle and bone, should be incorporated at least three days a week
- all children and young people should minimise the amount of time spent being sedentary (sitting) for extended periods

An understanding of Health Related Physical Activity should permeate in and through all aspects of the physical education curriculum, as well as being delivered through specific activities.

General Issues

People

Staff should:

- be qualified or experienced in the specific activities (QTS is sufficient to be able to teach in fitness suites, although additional professional learning is recommended
- be familiar with the safe use of equipment
- teach safe, effective and efficient technique
- involve young people in their own learning that is relevant and meaningful to their lifestyle contexts
- review young people’s medical records to ensure they are not at risk from rigorous or strenuous physical activity
- know the appropriateness of specific exercises and avoid those considered to be controversial or contraindicated, such as straight leg sit-ups or deep knee bends, and offer safe alternatives

Young people should:

- be taught how to use equipment safely and adjust loads to suit individuals
- be taught the mental, physical and social benefits to be gained through maintaining a healthy, active lifestyle appropriate to their age, stage and ability

Context

Equipment should be:

- stored safely and securely when not in use
- checked regularly and maintained in good condition by specialist contractors
- compatible with the age, size, strength, ability and experience of the young people involved
The facility should:

- be hazard-free and conducive to safe practice
- be secured to prevent unauthorised access where specific equipment is available

Organisation should:

- focus on quality of technique rather than the quantity of exercise
- develop activity over time, following carefully planned and graduated progression

**Specific Activities**

Advice and guidance in relation to specific activities and such as warming up, cooling down and resistance activities can be found in the afPE handbook on pages 250 and 251.

**Fitness Testing**

**Organisation**

- A thorough and relevant warm up is essential prior to performing fitness tests.
- Maximal tests such as the Multistage Fitness Test ('bleep test') and Abdominal Curl Conditioning Test were designed for elite adult performers, requiring participants to exercise to exhaustion.

These tests can be problematic to use with groups of young people for the following reasons:

- they can impose inappropriate physiological demands on developing and immature bodily systems
- self-imposed and peer pressure can encourage participants to exercise beyond safe limits
- screening of participants is required prior to the test to ensure that only those with good health take part
- close and continuous monitoring of participants is essential to ensure they can cope with the demands of the test

See the afPE handbook page 252 for advice regarding alternative testing methods and staff personal use of fitness rooms.
5.9 PHYSICALLY ACTIVE PLAY IN THE SCHOOL ENVIRONMENT

Refer to aFPE handbook pages 253 – 255

Opportunities for physical play in the school environment may take a number of forms, depending on the age and developmental stage of the young people.

Schools should have in place a clearly communicated policy relating to all aspects of play for which they have responsibility. The information below and the more detailed information provide in the aFPE guidance will assist in compiling a policy with a view to ensuring consistency and safe practice across all aspects of play.

People

- Staff with a responsibility for supervising play should be suitable qualified, trained and competent to do so safely.
- Young people should not use the equipment unless supervised by an adult who will be a school employee.

Context

Schools may wish to provide outdoor play equipment. This equipment can be expensive and if safer surfacing is to be included it becomes very expensive. It is important that young people have the opportunity to climb, hang, swing, balance and rotate, but this experience should primarily be given in the physical education programme where attention can be given to the safe use of apparatus.

If, after these considerations, the school feels that outdoor play equipment will enrich the environment and provide opportunities for young people to develop skills, the following conditions should be fulfilled:

- equipment should comply with relevant British/European standards, such as EN1176
- where a formal standard doesn’t exist, equipment should be purchased and installed by a reputable contractor who can safety test it before its use. Schools should seek written confirmation of the safety tests results
- schools should use API (Association of Play Industries) approved members when purchasing and installing play equipment or companies who have the ‘kite mark’ of the BSI in relation to the equipment to be purchased
- the equipment should not normally be higher than 2.5m (1.4m in Nursery schools)
- equipment should be sited on a level surface on an “apron” off the playground, it should be sited away from walls and railings, kerbs and other obstructions
- equipment should not be sited on grass, unless it is below 600mm in height for example ‘an adventure trail or trim trail’
- equipment which is above 600m in height, requires a safer surface, schools should seek advice from the equipment manufacturer about the regulations for impact absorbing surfaces
• schools are advised not to install ‘loose fill’ (bark chippings) without fully understanding the high level of maintenance that such a surface requires
• it is advisable to put a ‘wear surface’ under low level equipment sited on grass to get maximum use all year round
• as a general rule there should be at least 1.8m clear around every piece of static equipment
• the use of everyday items on the playground e.g. used car tyres needs careful consideration – they can often be unsuitable, dirty and pose hygiene risks, for example, stagnant water collecting in car tyre rims
• a ‘School Notifiable Project’ form should be submitted to the CBC Property and Assets Team for approval before installation takes place (maintained schools) Installation of play equipment may need planning permission and it is vital that an application is done in good time before planned installation dates
• at least three companies should be considered and quotes for equipment and installation sought
• approval for self-building will not normally be given

Organisation

• Supervisors must limit the number of young people on the apparatus at any one time so that overcrowding does not occur.
• Notices should be posted to discourage ‘outside’ users e.g. younger siblings of pre-school age and use during other school events.
• Parents should be made aware that the apparatus is for use during school time only and only when supervised by a member of the school staff.
• Headteachers should arrange for daily and weekly visual inspections to be carried out.
• Annual inspections and maintenance are the responsibility of the school and Headteachers need to arrange these with a reputable company (CBC no longer does this on a school’s behalf).
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Annexe 1
Annexe 1 - Health and Safety Guidance for the Safe Use of Trampolines in Schools

This example risk assessment should be considered alongside the previous guidance issued to schools; CBC policy ‘Physical Education and Sport Safety and Good Practice’ and the 2012 afPE handbook ‘Safe Practice in Physical Education and Sport.’

Schools are encouraged to implement a school specific risk assessment using all the information provided.

<table>
<thead>
<tr>
<th>Hazard</th>
<th>Persons or Groups Affected</th>
<th>Likely Consequence</th>
<th>Control Measures</th>
<th>Risk</th>
<th>Action</th>
</tr>
</thead>
</table>
| Qualifications / unauthorised use | Young people | Serious injury | • Correct and safe use supervised by appropriately qualified staff who have kept up to date with current practice. Minimum Qualifications - BTF Coach Award or - BG Teachers Award - Trampoline  
• Updates for qualified staff will provide opportunities for clarification over safe progressions and changes to agreed practice.  
• The trampoline should never be left up unsupervised while in use and should be locked when stored. | High/Med/Low |  |
| Defective equipment | Young people | Major/Minor injury | • An annual health and safety check of PE equipment must include trampolines. Schools need to arrange this contract themselves as it is no longer a service provided by CBC.  
• Regular functional checks when in use should also be made by staff before each session:  
  Joints - no excessive play/movement  
  Cables/springs - all in place, with hooks pointing downwards  
  Coverall Pads - in place covering frame and cables/springs  
  Allen Screws - all adjustments in place and secure  
  Rubber foot pads - in place and secure  
  Bed - no broken stitching / movement in weave  
• The position of cables/springs should be changed at frequent intervals, the central cables/springs being transferred to the ends of the frame and vice versa. This will prevent undue loss of tension in those subjected to greatest stress when in use.  
• Ceiling clearance needs to be appropriate to the bed and level of performance. |  |  |
<table>
<thead>
<tr>
<th>Unfolding &amp; folding the trampoline</th>
<th>Young people and Staff</th>
<th>Pulled muscle, Crushing injury, Serious injury e.g. arm fracture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young people should be taught how to unfold and fold the trampoline according to the instructions from the manufacturer; care should be taken to address any variations in different makes or sizes of trampoline. All teachers should be clear of these differences. (Note: this should be carried out under direct supervision and is a highly disciplined activity. Young people should never walk underneath the trampoline.)</td>
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<tr>
<td>Only young people aware of their role should be involved in any stage of the process. Too many young people involved may create unnecessary confusion.</td>
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</table>
| Critical points in unfolding a trampoline:  
  - People’s feet are kept well away from the wheels.  
  - There is controlled rotation of the frame and the lower leg section is held firmly so that it does not crash to the floor.  
  - When removing the wheels, ensure the supporting legs are fully extended.  
  - The frame sections are opened with a firm continuous movement, with steady force applied and maintained to prevent them springing back.  
  - All leg braces are properly fitted in place and securely housed.  
  - Fingers, elbows and wrists are kept clear of all hinges. |
| Critical points in folding a trampoline:  
  - The frame sections are closed using a firm, continuous movement with steady force applied and maintained to resist the tension of the springs or cables.  
  - Fingers, elbows and wrists are kept clear of all hinges and not trapped under the lowered frame.  
  - The wheels are securely housed and feet are kept clear.  
  - The lower frame and leg sections are positioned inside the upper frame and leg sections as the trampoline is slowly rotated from the horizontal to the vertical. |
<table>
<thead>
<tr>
<th>Unfolding &amp; folding the trampoline</th>
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</thead>
<tbody>
<tr>
<td>Poor supervision / support</td>
<td>Young people</td>
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<tr>
<td>Inappropriate clothing, footwear, jewellery etc.</td>
<td>Young people</td>
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<tr>
<td>Fall</td>
<td>Serious injury</td>
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<tr>
<td>Minor injury</td>
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</table>

- Anyone involved in taking weight / lifting parts of the trampoline should be taught safe practice for the lifting of such weight.
- When ready for use:
  - The trampoline should be well away from any overhead obstructions and there should be an overhead clearance of at least 5 metres from the floor to the lowest hanging object (some trampolines may require even greater clearance).
  - Removed wheel units are placed carefully in a safe position, clear of the working area (not under the trampoline).
  - The working space is clear and free from tripping hazard around and under the trampoline.
- The trampoline(s) in use should always be under the supervision of the teacher.
- On a single trampoline, there should usually be a minimum of four spotters, who should be in a standing position on the floor, covering each side and end of the trampoline. They should be instructed in their role and be ready and physically capable of performing the task.
- Some adjustment to this number may be necessary where a safety mattress is used to bridge between two trampolines placed end to end, or where free standing spotting platforms with safety mattresses are attached to the ends of the frame.
- Young people should mount the trampoline by stepping on to the frame and then the bed, not the cables/springs. Dismounting should be the reverse; no one should jump from the trampoline directly to the floor.
- When trampolining long sleeved tops and tracksuit bottoms are advisable to prevent friction burns, when learning such activities as front drops.
<table>
<thead>
<tr>
<th>Inappropriate clothing, footwear, jewellery etc.</th>
<th>Performing</th>
<th>Young people</th>
<th>Minor injury</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>Footwear with soft soles is appropriate as are socks which do not slip. Bare feet present risk of injury to toes and should not be allowed.</td>
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<td>No one wearing jewellery of any sort should be allowed on the trampoline.</td>
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<td>Eating or chewing whilst trampolining should not be allowed.</td>
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<td>No performance should begin until the teacher and all spotters are in position.</td>
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<td>The teacher should be aware of the special needs of individual young people which may affect their ability to use the trampoline safely.</td>
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<td>Young people should jump in a position as near to the centre of the bed as possible, at a height no greater than that at which they can retain complete control of flight and height.</td>
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<td>Beginners should only jump for short periods of around 30 seconds. This can gradually be extended, but should stop as soon as the young person begins to tire or lose concentration.</td>
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<td>Basic skills should be learned and consolidated separately before sequences and more complex skills are introduced.</td>
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<td>Gradual ‘step by step’ progression over time should be fostered by the teacher, with the emphasis on basic skills, correct techniques and quality. The teacher must dissuade any young person who inclines to over rapid progression and risk taking.</td>
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<tr>
<td></td>
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<td></td>
<td>Normally only one young person should be allowed on the trampoline at a time. Only an appropriately qualified teacher or coach should be on the bed at the same time as a young person.</td>
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<td></td>
<td>‘Tag-on’ games, in which performers in turn add a movement to the sequence of a routine, are not recommended, where they may induce a performer to work beyond their ability.</td>
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<td></td>
<td>Support for movements that require it must always be available to the performer until both the teacher and the performer are confident that the performer is safe enough to bounce ‘solo’.</td>
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<td>Support aids</td>
<td>Young people</td>
<td>Major/Minor injury</td>
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<tr>
<td>Mounting/</td>
<td>Young people</td>
<td>Major/Minor injury</td>
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<td>Dismounting</td>
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- Safety mattresses used for ‘throw in’ support can be pushed onto the trampoline between the performer and the bed during the learning of new movements, but only by or under the supervision of the teacher in charge.
- Overhead rigs for the support of somersault and combined rotation and twisting movements, should only be used by appropriately qualified teachers for the moves they are qualified to teach.
- Teachers should risk assess the need for use of mats or aids to enable young people to mount and dismount the trampoline safely.
- Where mats or aids are used for this purpose they must be fit for task and should not impede spotters from moving along the trampoline to fulfil their duties.

**End decks:**
It is recommended by British Gymnastics that all trampolines should have end decks when 360 degree rotation (feet to feet) or more (i.e. somersaulting) is being taught or practised. End decks must not be ‘makeshift’ - for example other gymnastics equipment such as vaulting boxes should not be used.

**Matting:**
Trampolines must be matted at all times on both sides with a minimum of 20-25mm x 1m mats. Ideally and wherever possible the side matting should be 20-25mm x 2m. For high bouncers these mats should also be provided around and behind the end decks. Young people should still be taught the appropriate procedures for a safe dismount so that the presence of the matting does not develop a false sense of security and lead to young people dismounting unsafely (i.e. jumping) from the trampoline.
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