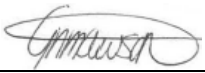
THORNHILL PRIMARY SCHOOL

PHYSICAL EDUCATION, SCHOOL SPORT & PHYSICAL ACTIVITY (PESSPA) POLICY

Approved by			
Name:	Georgina Mawson		
Position:	Head Teacher		
Signed:			
Date:	30/01/26	**Version No.:**	
Next Review Date:	30/01/27		
Link Governor *(if any)*			

REVIEW SHEET

Each entry in the table below summarises the changes to this policy and procedures made since the last review (if any).

Version Number	Version Description	Date of Revision
1	Original based on AfPE 'Safe Practice in Physical Education, School Sports, and Physical Activity' (2020).	November 2020
2	Updated to reference public health emergency preparedness and link to a new single risk assessment checklist for PESSPA replacing the separate on and off-site checklists.	September 2021
3	Updated to explicitly refer to: SEND, medical, and mental health needs in transition arrangements, curriculum planning, and risk management; to following NGB guidelines in CPD updates with an example; and to appropriate touch support.	November 2021
4	Updated as above and one link to the new KAHub. New text in 3.14 to acknowledge the risks of brain injury, reference national guidance, and instruct staff.	September 2023
5	More detail on procedures for handling jewellery & personal effects	September 2024
	Reviewed by KAHSC – no changes	September 2025

CONTENTS

References and useful links ***1***

1. Supporting Pupils at school with medical conditions Policy & procedures ***1***

2. Introduction ***1***

3. Policy statement ***1***

4. Policy aims ***1***

5. Policy implementation ***1***

5.1 Curriculum **1**

6. Outside school hours learning (OSHL) ***2***

6.1 Curriculum Planning for the PE Programme **2**

6.2 Time allocation for PESSPA **3**

6.3 Leadership and management **3**

6.4 Teaching and learning **4**

6.5 Monitoring teaching standards **4**

6.6 Staff development **4**

6.7 Assessment and recording **4**

6.8 Assessing progress **5**

6.9 Recording and reporting **5**

6.10 Equal opportunities, gifted and talented, and inclusion **5**

6.11 Differentiation **5**

6.12 Safe teaching and teaching safety **6**

6.13 Risk assessment and managing risk **6**

6.14 Support staff **7**

6.15 External sports coaches **7**

6.16 The use of touch **7**

6.17 Kit **8**

Indoor and outdoor clothing 8

Religious and cultural clothing 8

Staff clothing 8

Personal effects, jewellery, and religious or cultural adornments 8

6.18 Changing provision **9**

6.19 Equipment and resources **9**

6.20 Link Governor **9**

Appendix A - Long-Term Curriculum Plan

Appendix B - OSHL Timetable & Locations

Appendix C - PESSPA Premium Action Plan: Key Indicator Three

Appendix D - Risk Assessments - use of hall, outside and other areas for PESSPA

Appendix E - School Management Plan: PESSPA Resources and Equipment

This page is intentionally blank for printing purposes

PHYSICAL EDUCATION, SCHOOL SPORT & PHYSICAL ACTIVITY (PESSPA)

References and useful links

External Resources

Association for PE (AfPE) Website
Safe Practice in Physical Education, School Sports & Physical Activity (AfPE Book)
OEAP National Guidance
The Health and Safety (First Aid) Regulations 1981
DfE Statutory Framework for EYFS
DfE Supporting pupils at school with medical conditions Statutory Guidance
KAHSC General Safety Series: G03 Accident/Incident Reporting and Investigation
G02 Managing First Aid
G05 Jewellery and Personal Effects in Schools
G25 Provision and Use of Work Equipment
KAHSC Medical Safety Series: M07 Managing Head Injuries
KAHSC Near Miss Report Form (Community and Controlled schools); (Acad, Aided and Independent schools)

School Policies & Procedures and Other Documents

Health and Safety Policy (including first aid, accident and sun protection procedures)
School Emergency Plan

1. Supporting Pupils at school with medical conditions Policy & procedures

Intimate Care Procedures
Off-Site Visits Procedures
Risk Assessments
Equipment Maintenance Schedule and records/Buildings Register

2. Introduction

There is no statutory requirement for an individual Policy on PESSPA however high quality and safe PESSPA will depend on the PE and sport context being adequately considered across all relevant whole-school policies and procedures from first aid and emergencies to premises and equipment management, and it is the responsibility of PESSPA staff to ensure this happens. If staff have concerns, they should raise them with the subject lead and/or the senior leadership team, so they can be resolved with changes to practice, procedures, or both.

All those contributing to or supporting PESSPA sessions need to be aware of the content of whichever school policies impact on PESSPA and ensure the detail is applied. Teachers need to inform support staff of relevant policies and procedures before leaving them to teach alone.

Policies and established procedures provide order and a secure learning and work environment for staff and pupils. They should be clearly recorded and frequently communicated to staff.

AfPE recommends that schools/settings produce a **Policy Statement.** They advise that the statement sets out why a common understanding and consistent application of safe standards are important. Subject leaders and managers should ensure a brief statement setting out such a policy position is made available to, and fully understood by, the leadership team, school staff, visiting staff and governors particularly. The model below, based on the AfPE model, can be adapted for this purpose.

3. Policy statement

Thornhill Primary School wants pupils to regularly experience high quality PESSPA in a safe and supportive environment because it is a unique and vital contributor to their physical development and wellbeing.

PESSPA is the only curriculum subject focused primarily on the body; it uniquely addresses the physical development aim of the curriculum and makes a significant contribution to the spiritual, moral, social, and cultural development of children and young people.

Through the high-quality physical education programme we offer, our pupils will become physically literate and develop the knowledge, skills, and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

4. Policy aims

The PESSPA aims for all our pupils are to:

- participate and develop physical competence in a wide range of physical activities that provide appropriate challenge and acceptable risk.
- build confidence and resilience to try hard and make progress across all activities.
- enjoy learning in and through the subject across the domains of physical skills, creative and thinking skills, and social, personal, and leadership skills and be able to apply those skills across their wider learning and beyond school.
- be highly motivated and understand how to plan, organise, and lead their own healthy, active lifestyles as well as positively influence those around them.
- develop their physical wellbeing through increased stamina, strength and suppleness and recognise the positive impact on their emotional wellbeing and health from engaging in physical activity on a regular basis.
- be involved in learning about risk management and their responsibility in this in order for them to participate independently in physical activity later in life.

5. Policy implementation

5.1 Curriculum

All pupils are entitled to a progressive and comprehensive physical education programme that embraces current Statutory Orders of the National Curriculum and the Early Years and Foundation Stage (EYFS) Statutory Framework and guidance and considers individual interests and needs.

Our curriculum will provide activities to promote a broad base of movement knowledge and skills placing pupils in cooperative, collaborative and competitive situations that aim to cater for the preferences, strengths, and needs of every pupil. We will develop their creative and expressive abilities, and provide situations where pupils work independently, in pairs, or in groups. They will be encouraged to appreciate the importance of having a healthy body and begin to understand the factors that affect health and wellbeing. Embracing the national curriculum and EYFS requirements will also help us make sure our curriculum is inclusive and that every pupil has equal access irrespective of their age, gender, cultural, ethnic background or any other protected characteristic.

While retaining its unique contribution to pupils' movement education, PESSPA has considerable potential to contribute to a much wider areas of learning. We consider it important for PESSPA to be integrated into the whole school's planning for the development of pupils' literacy, numeracy, science, geography, Personal, Social and Health Education (PSHE), and computing skills.

In the EYFS our teachers or practitioners should:

- plan activities that offer appropriate physical challenges and provide sufficient space indoors or outdoors to set up relevant activities.
- give enough time to pupils to use a range of equipment and where possible teach half the class in a session.
- provide resources that can be used in a variety of ways or to support specific skills development.

- introduce the language of movement to pupils alongside their actions.
- provide time and opportunities for pupils with physical disabilities or motor impairments to develop their physical skill working as necessary with physiotherapists and occupational therapists.
- use additional adult help, if necessary, to support individuals and to encouraged increased independence in physical activities.

In Key Stage 1 our pupils should be taught knowledge skills and understanding through dance, gymnastics, and games activities.

In Key stage 2 our pupils should have access to all components of the National Curriculum Programme of study (athletics, dance, games, gymnastics, outdoor and adventurous activities, and swimming).

We provide all pupils with their entitlement of at least 2 hours of high-quality physical education a week delivered through 2-3 lessons in a typical week.

Pupils have access to a broad and balanced curriculum of study.

PESPPA is rarely cancelled. This school values regular and frequent lessons to develop children's skills and abilities. When weather conditions make planned activities unsuitable, there will always be alternative plans in place. These might include class-based activities around the planned activity (e.g., evaluating and improving work based on watching video clips from a previous week's learning), rescheduling the activity, or modifying the activity to take place indoors.

PESSPA is not and will never be used as a sanction.

6. Outside school hours learning (OSHL)

The aims of the OSHL programme are to extend and enrich the work being done in curriculum PESSPA and provide some pupils with opportunities to develop the skills they need to access curriculum PESSPA. The programme will reinforce the importance of keeping physically active to lead a healthy lifestyle.

We develop all OSHL opportunities in consultation with pupils and the programme will:

- provide a balance of competitive and non-competitive through intra and inter school events.
- provide specific movement/general physical activity clubs which develop health and fitness, such as Change4Life Clubs.
- ensure every pupil is offered the opportunity to attend a minimum of one OSHL activity each week.
- ensure school regularly participates in school sports partnership (SSP) and county-wide events that promote competitive opportunities and physical activity.

To ensure the quality and sustainability of the OSHL programme the school will:

- employ a range of qualified and experienced auxiliary coaching staff and implement quality assurance through the subject leader.
- ensure the subject leader takes responsibility for forging strong local community club links e.g., club coaches visit school/pupils attend club taster days/clubs advertise on school noticeboards.
- inform pupils and parents about the range of OSHL opportunities.

A timetable of our current OSHL activities can be found by speaking to School Office.

6.1 Curriculum Planning for the PE Programme

All our PESSPA lessons will be planned and structured to contribute to safe learning situations. Good practice is safe practice, and we plan according to:

- what we want pupils to learn,
- how we plan for the learning to take place in an accessible way for all pupils,
- whether the learning experience safe,
- our assessment of pupils' learning needs against the scheme of work we use, and
- whether safe practice is embedded in the learning process and implemented in every lesson.

Sport Coaches teach PESSPA, supporting by Thornhill staff, not only to develop and maintain pupils' skills and understanding of the subject, but also because the teachers know their pupils' personal, social, and health needs, and can make appropriate cross curricular links where possible.

Transition arrangements for pupils include a process that ensures the PE Department is informed of any significant Special Educational Needs or Disabilities (SEND), medical conditions, or mental health issues among the new cohort that may impact safety or curriculum delivery or participation arrangements and for which reasonable adjustments may be required so that appropriate plans can be developed or updated. This should include the appropriate sharing of Education Health and Care Plans (EHCP), Individual Health Care Plans (IHCP), Behaviour Management Plans (BMP) and any other kind of personal risk assessment that has been carried out on an individual pupil to inform planning.

When an enrolled pupil acquires new SEND which may impact safety or curriculum delivery or participation arrangements, there is a simple process that ensures the PE Department is informed as a priority to ensure that appropriate plans can be developed or updated and that any reasonable adjustments required can be put in place within 2 weeks of the notification to school of the new needs.

Our long, medium, and short-term plans, and useful PESSPA teaching, and development resources are kept on sharepoint online and these are regularly updated by the PESSAPA subject leader. Teachers need to plan their own learning objectives to suit the needs of a particular class, and they are made clear to pupils. It is also important that explicit learning about safety is annotated on the plan where appropriate and teachers monitor pupils' understanding of safe practice principles and their ability to apply them effectively. Teachers should also conduct their own risk assessments and plan differentiated learning tasks and assessment opportunities and ensure these are noted on the short-term plans.

Each lesson should include a warm-up and cool-down relevant to the main activity and learning environment or weather conditions. All pupils should be physically active for sustained periods of time in any lesson.

Progressively, pupils should learn about the components of fitness and how to perform warm-up and cool-down exercises, paying attention to the principles of safe exercise practice.

The use of visual aids and ICT is strongly encouraged to support learning and we make appropriate use of video recordings of individuals and activities to develop skills and examine practice

Swimming takes place at Copeland Swimming Pool for all pupils in Years 1-6 for 1 intensive week each per year. Lessons are planned and delivered by Copeland Swimming Pool's instructors, but class teachers are strongly encouraged to assist with and support the sessions. Instructors will provide assessments at the end of each term and will also deliver, or support our staff to deliver, a session in school on water safety at pools and out in the community.

6.2 Time allocation for PESSPA

This school delivers PESSPA throughout the school day and a timetable showing when each class or group is participating outside or indoors is displayed in staff sharepoint.

All pupils receive at least 2 hours of PESSPA each week over the year.

All class teachers will seek opportunities to develop the learning in a cross-curricular approach.

6.3 Leadership and management

The subject leader is responsible to the Head teacher and will ensure that the following tasks associated with the role are considered and carried out where appropriate:

- developing good classroom practice.
- managing the budget and PESSPA and sport premium based on the needs identified through the monitoring and evaluation of the subject, staff audit, and the whole school development plan.
- posting reports on the school website about the allocation of PESSPA and sport premium and its impact.
- auditing, ordering, and reviewing the efficiency of equipment, learning resources, and accommodation management to ensure pupils are well taught and protected.

- attending courses to further their own professional development and providing information, support, and appropriate continuing professional development for colleagues.
- monitoring classroom practice and planning, auditing needs for continuing professional learning to ensure high quality delivery and impact on children is achieved.
- making all resources available to all staff including the health and safety policy and relevant procedures, schemes of work, assessment materials, and resources to support learning.
- carrying out risk assessments in line with employer procedures.
- extending relationships and contacts beyond school and in the local community.
- keeping up to date with and implementing any national, employer, and SSP developments as appropriate.

6.4 Teaching and learning

The organisation of PESSPA in school promotes learning through physical activities and sports. Lessons are blocked in units of work that are age and developmental stage appropriate and aim to promote physical skills and competency, a greater depth of understanding and application of these skills and the ability to perform reflectively.

The structure of the PE developmental scheme of work will promote teaching and learning as it provides both continuity and progression. This scheme of work specifies progression of fundamental movement skills and sport specific skills, knowledge and understanding.

The planning and delivery of each unit of work in the scheme will be adapted by individual teachers to provide appropriate challenge for all pupils, to extend those who are more able, and provide appropriate levels of support for all pupils to make progress.

6.5 Monitoring teaching standards

Subject monitoring and evaluation will be carried out by the subject leader with support from the school leadership team where necessary and we will use the following strategies and measures to do this:

- observation of teaching and learning, including support staff and coaches, to assist in the identification for strengths and development needs.
- assessment of pupil progress and achievement.
- pupil interviews.
- self-evaluation of the subject in relation to PESSPA and sport premium funding impacts.

Additional PESSPA and sport premium funding will be being accessed where necessary to ensure the subject leader has enough released time to carry out this monitoring effectively and in accordance with best practice and our policy.

6.6 Staff development

Appropriate professional development for all relevant staff will seek to secure:

- their PESSPA knowledge in line with any current guidelines issued by any National Governing Body (NGB) which exists for a particular sport e.g. the England Touch Association (NGB for Touch Rugby),
- consistency of good practice,
- an awareness of health and safety procedures (as exemplified in the Teachers' Standards), whereby staff should be comfortable and confident in delivering the activities they teach.

Opportunities for the development of all staff will be provided to enhance the quality of PESSPA we deliver, and this is set out in our PESSPA Premium Action Plan.

6.7 Assessment and recording

Pupils' work will be assessed throughout each unit of work using formative and summative assessment methods. Pupil progress will be monitored by the individual class teacher who will use these methods to set realistic targets for individual pupils, based on their strengths and weaknesses. At the end of each unit, an indication of progress they have made will be recorded. This will allow an overview of all progress made over the academic year. The attainment target for PESSPA sets out the knowledge, skills, and

understanding that pupils of different abilities and maturities are expected to have by the end of each key stage.

6.8 Assessing progress

Class teachers carry out the following summative assessments:

Class Teachers will assess whether each child has Met or Not Met the expected outcomes at the end of each year.

This school will assess pupils by:

- watching them work, talking to them about what they are doing and listening to them describe their work.
- gathering feedback from pupils to inform teachers and pupils of what has been successful and allowing them to set their own future targets.
- using ICT to develop portfolios of pupils' work in PESSPA to show their progression, quality of performance and to encourage reflective performance.

6.9 Recording and reporting

We record the results of Thornhill Primary School's assessment profile to allow us to track pupil progress against national expectation.

Significant achievements or weaknesses may be noted in lesson evaluations and used to:

- inform future planning by the current or a new class teacher.
- form part of the statutory annual reporting process and in discussion with parents.
- help pupils as a basis for future target setting.
- provide information to ensure continuity of progression throughout transfer between classes and key stages.

6.10 Equal opportunities, gifted and talented, and inclusion

We are committed to ensuring every pupil has equal access to national curriculum PESSPA at this school. Learning experiences are differentiated to meet the specific needs of individuals and groups of pupils, including those who have diverse SEND, gifted and talented pupils, and those who have English as an additional language. A "can-do contract" is devised through discussion between class teachers, support staff, parents and if relevant specialist medical staff.

Lesson planning, delivery and assessment aims to ensure that pupils are provided with appropriate and effective opportunities to actively participate and succeed in the whole range of learning opportunities offered within and outside of the curriculum

Any classroom support provided must extend to PESSPA lessons as appropriate. Teachers and other adults working with children will be made aware of any pupils who have special educational needs, disabilities or medical conditions that may affect their participation or the lesson planning. The Special Educational Needs and Disabilities Coordinator (SENDCo) will liaise with staff to ensure all pupils' needs are met in relation to teaching and learning in PESSPA. See section 3.3 Curriculum Planning for more information.

6.11 Differentiation

This school complies with the three basic principles for inclusion as follows:

- we set suitable learning challenges.
- we respond to pupils' diverse learning needs.
- we strive to overcome potential barriers to learning and assessment for individuals and groups of pupils.

Action necessary to respond to an individual's requirements for curriculum access will be taken in the form of greater differentiation of tasks and materials consistent with school-based interventions aligned to current accepted practice.

6.12 Safe teaching and teaching safety

This school follows the PESSPA guidance provide by the Association for Physical Education (AfPE) about teaching safety and teaching safely. Staff are expected to refer to the AfPE current and comprehensive guide *'Safe Practice and Managing Risk in PESSPA' (2020)* as necessary and the subject leader is expected to consult others and lead on updating school practice and procedures no less than every 4 years to coincide with when AfPE updates their guide.

Elements that govern the delivery of challenging but safe PESSPA in relation to compliance and behaviour are considered regularly to ensure school requirements are made clear whenever we update our codes of conduct for staff, other adults, and pupils.

When the pupil code of conduct/home-to-school agreement is updated, there is a simple process in place to inform parents and ask them to confirm that they understand the rules and will support school in their application

Analysis of research to date suggests that concussion, particularly as a result of a significant sporting incident, may result in significant and long-lasting brain injury if not prevented, and when it happens, if not treated correctly. It also suggests that, over time, repeated lesser impacts to the head during sports and play can also lead to very long-term negative effects on cognition.

This school acknowledges that the risks of receiving a traumatic brain injury can be present to some degree in any sport, not only football or rugby, but to reduce these known risks in PESSPA when they are significant, we follow national guidelines such as from the Football Association which advises coaches that there should be "no heading [the ball] in training in the foundation phase" (for primary school children or under-11 teams).

We also follow the latest UK Concussion Guidelines for Grassroots Sport | Sport and Recreation Alliance which builds on the Scottish sports concussion guidance that we were following.

The key instruction for all staff is **when in doubt – SIT THEM OUT**.

When we become aware that a pupil has suffered a concussion, we will ensure there is a clear plan for their phased return to normal activities and for monitoring their health and wellbeing. This plan will be communicated to all staff who need to know what signs and symptoms to look for and may also need to make reasonable adjustments to lesson plans to manage any activity restrictions on the pupil.

6.13 Risk assessment and managing risk

Good teaching and therefore safe teaching in PESSPA are achieved when the balance between appropriate challenge and acceptable risks is maintained and the likelihood of injury occurring is minimised. Anticipating possible risks can help in the planning of effective risk management strategies. A logical and structured approach to preparation referred to as **"forethought"** is an essential part of effective teaching, managing, and learning.

Where this process identifies a significant risk that cannot be sufficiently managed, the planning needs to be reviewed.

During the thorough risk assessment of school carried out as part of ordinary termly monitoring in line with the '*Management of Health and Safety at Work Regulations 1999'* any significant risks will be reported as soon as possible to the Head teacher. To help us determine our risks and suitable control measures, we use AfPE publication, 'Safe Practice in Physical Education, School Sports & Physical Activity' (2020) drawing on it for good practice. We may also need to take steps to ensure staff follow any local, national, or international restrictions regarding travel or behaviour in local or large-scale public health incidents or emergency situations e.g., a severe local pollution incident or a global pandemic. All relevant staff will receive information and instruction on planning off-site activities in such conditions.

Risk assessments for the use of the hall, outside areas, and any other place where we deliver PESSPA are available on Staff Sharepoint.

Teachers are expected and encouraged to carry out a dynamic (unwritten mental) risk assessment before every PESSPA lesson, involving a quick overview of the activity, environment, and equipment matched to

the planned lesson content and any new knowledge about the pupils participating e.g., a new pre-existing injury, to identify any adjustments required to maintain safety and still achieve the learning objectives.

6.14 Support staff

These include classroom assistants, teaching assistants, HLTAs, learning mentors, visiting coaches, sports apprentices, and volunteer parents and others, but not trainee teachers.

Additional support staff will be used during curriculum and non-curriculum time to:

- support the delivery of high quality PESSPA.
- enrich or enhance an activity which pupils are undertaking.
- provide training opportunities for staff linked to PESSPA and sport premium indicator 3.
- provide additional opportunities for OSHL.

All Adults Supporting Learning (ASL) and coaches will receive appropriate access to relevant training and support to ensure their knowledge and understanding of delivering curriculum PESSPA is in line with current statutory requirements and recommended good practice.

No ASL should operate independently. They may work alone if their competence has been established and monitored but will be managed effectively by a teacher, who remains legally responsible for the pupils in their care, whether through direct or indirect supervision of the ASL.

If we use PE and Sport Premium funding to employ support staff in curriculum time, the support staff will always teach alongside the class teacher to satisfy the criteria for this funding.

6.15 External sports coaches

The Head teacher has responsibility for the safe recruitment and vetting of external coaches or other ASLs e.g., appropriate Disclosure and Barring Service certification, activity leadership competence, licensing by a relevant governing body, and liability insurance. Staff should follow when engaging one.

School responsibilities for safe recruitment are the same regardless of whether the person coming into school to deliver coaching activities is paid or a volunteer.

6.16 The use of touch

All teaching staff and ASLs must follow school procedures for the safe delivery of intimate care or positive handling/physical intervention available and only specially trained staff should carry out positive handling. These activities are not covered by this policy or procedures.

There are several other appropriate reasons why a member of staff or ASL might touch a pupil during PESSPA activities e.g., to:

- Develop sports skills or techniques.
- Treat an injury.
- Prevent an injury or accident from occurring.
- Meet the requirements of the sport.
- Comfort a distressed child or celebrate their success.

All adults involved in delivering PESSPA to our pupils are expected to know what physical contact is appropriate from any CPD they have received from a relevant sporting NGB or first aid training provider, from relevant sporting safeguarding guidelines from the NSPCC and Sport England that we require adherence to, and from their induction and training delivered by this school to enable them to follow school policies and procedures.

Both staff and ASLs should consult with the SENDCo and PE Department lead if they need to discuss any specific use of touch and its appropriateness with regard to pupils with SEND if they have concerns. Decisions on the application of appropriate touch may need to be recorded in a pupil's EHCP, BMP, or other kind of risk assessment individual to a particular pupil.

6.17 Kit

Pupils should wear clothing that is fit for purpose according to the PESSPA activity, environment, and weather conditions.

Indoor and outdoor clothing

For PE sessions pupils should wear PE uniform which can be found on our school website School Uniform - Thornhill Primary School - Changing Lives Learning Trust

Long hair should always be tied back with a suitably soft item to prevent injury if the item contacts with another pupil, to prevent hair entanglement with apparatus, and to prevent vision being obscured.

For classroom-based movement in a limited space or playground activity like "wake and shake" style activities, pupils can wear their ordinary school uniform. During this type of activity, children work in a small area or on the spot so safety concerns about slips, trips and falls are reduced.

In hot weather we will promote sun protection by encouraging parents to apply a long-lasting sunscreen to their child's face, ears, and neck (and arms if exposed) before school, asking them to provide their child with clearly labelled sunscreen, reminding pupils to reapply at appropriate intervals, and encouraging pupils to wear sunhats if appropriate and loose, light clothing that covers the shoulders.

Religious and cultural clothing

To maximise safe and meaningful participation, the school and staff will use sensitive management when dealing with concerns about the effect on PESSPA or safety arising from the wearing of any particular clothing specific to a religious requirement.

Staff clothing

Clothing and the correct attire for a particular PESSPA activity represents important features of safe practice that apply in equal measure to both staff and pupils. Staff should always endeavour to change into appropriate clothing for teaching PESSPA. On the rare occasions that this will prove difficult or impractical, a change of footwear and removal of jewellery is the very least that will be undertaken.

Personal effects, jewellery, and religious or cultural adornments

Personal effects such as jewellery (including ear and other body piercings), religious artefacts, watches, hair slides and sometimes sensory aids, including glasses, should be removed to establish a safe working environment.

We recommend to parents and carers that pupils should not wear personal effects to school at all on PE lesson days to speed changing, for safe-keeping, and to enhance safety. This includes days when they participate in school lunchtime sporting clubs or similar extra-curricular activities after school.

If a child arrives to a PE lesson wearing earrings or a body piercing, they should take them out and place them safely with their belongings. Staff will not do this for them and staff will not take the items for safe-keeping. School cannot be held liability for any loss of damage.

It is not recommended safe practice to tape up a body piercing to try to mitigate the severity of an injury, so school will not provide tape, use tape, or allow children to tape up their own earrings or other body piercings before participating in sport.

Pupils should not participate in the practical elements of PE lessons or any kind of swimming activity whilst wearing earrings, jewellery or other personal effects.

Ongoing risk assessment by the teacher or activity leader will determine what action is appropriate with each class or individual and staff should avoid complete exclusion from a lesson if a pupil is unable to remove their personal effects. A pupil can contribute to group planning, designing and tactical discussions, but can have different tasks assigned to them during the practical elements of the lesson (for example, individual skills practices, peer coaching, observation and feedback tasks, videoing others to analyse at a later stage, or officiating in a games context).

We accept that piercings take time to heal, so we recommend pupils should only consider getting a body piercing at the very beginning of the summer holidays to maximise healing time.

We will not accept any disclaimer from parents about the wearing of an item because such an indemnity has no legal status and the duty of care towards the pupil and others remains firmly with this school.

6.18 Changing provision

We are committed to ensuring dignity, decency, and privacy where needed when children are changing whether for reasons of physical development or another individual need.

This school lacks purpose-built changing rooms so when changing for PESSPA, KS1 and lower KS2 pupils will change together in their classroom, whereas upper KS2 pupils will change in separate areas more often split into boys and girls.

Staff will be present during changing times to ensure children are always safe and that any relevant public health concerns will be properly addressed.

6.19 Equipment and resources

The majority of PESSPA equipment is stored in the hall PE store. All equipment is catalogued, and a list is available from the subject leader. The suitability of equipment is regularly reviewed to ensure it is appropriate to the ages, abilities and needs of pupils to enhance their learning.

Pupils are encouraged to:

- look after resources.
- use different resources to promote learning.
- return all resources tidily and to the correct place (with supervision).
- learn any safety procedures related to carrying or using the resources.

All other resources are in the staffroom or with the subject leader.

Damage, breakage, or loss of resources should be reported to the PESSPA subject leader as soon as possible. Any piece of damaged apparatus which could cause injury must be appropriately isolated from use and reported, with no group or individual able to access the resource until it has been made safe.

In general, the **inspection regime** will be as follows:

- regular inspections will be made of halls, floors, gyms, and equipment.
- PE equipment will be inspected before use.
- a more detailed inspection to check the operation and stability of the equipment and look for evidence of wear will be carried out by staff every 1-3 months, or as indicated by the manufacturer's instructions. An inspection record will be kept.
- equipment will be formally inspected at least annually by a competent contractor in accordance with the manufacturer's instructions to establish the overall condition of the equipment, foundations, and surfaces. The level of competence of the person carrying out the inspection will vary with level of risk associated with the complexity of the equipment.
- if at any inspection, equipment is found to need repair, it will be removed, replaced, or repaired immediately. If this is impractical, steps will be taken to ensure that it presents no danger to young people or others by immobilisation or by erecting a protective barrier to access. The repair will then be completed as soon as possible.

The school's detailed plan for the management and maintenance of PESSPA equipment and resources is saved in staff SharePoint.

6.20 Link Governor

The LGB is responsible for spending PESSPA funding and ensuring the Head Teacher meets any requirements or conditions on it, so it is best practice to nominate a link governor or trustee for PESSPA with whom the subject leader liaises on all matters to do with primary PESSPA and relevant premium or other funding.