

Workshop D: Creating a Safe Active Learning Environment

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Focus

This workshop will explore hot topics,
frequently asked questions and
strategies for creating a safe learning
environment

What are your concerns?

- In small groups...



To help you...

Dynamic Risk Assessment	Forethought	Rules	Registers	Consent & Disclaimers
Reciprocal arrangements	Duty of Care	Personal protective equipment	Regular and approved practice	Staff Participation in Activities
Footwear	Supervision	Progressive learning	Equipment Inspections	Competence
Staff Clothing	Matching	Changing arrangements	First Aid	Teaching position
Jewellery	Policy and procedures	Knowledge of students	DBS	Transport
The Employer	Lifting and Moving equipment	Mats in Gymnastics	Ratios and group sizes	Kit

What are the hot topics?

- Equipment maintenance
- Ear rings
- Transgender students
- Workforce
- Fitness rooms
- Weather conditions
- Tag games
- Protective equipment
- Trampolining
- Kit/footwear
- Trampoline parks (variations of)

Top Tips document

- Use this to help to develop your own strategies



Safe Practice:

in Physical Education, School Sport and Physical Activity



Format

1 Fundamental principles of safe practice

What is this chapter about?

This chapter sets out the fundamental principles of safe practice. It explains how 'teaching safely and teaching safety' within the following contents support organisations to fulfil their duty of care in PESSPA.

- Section 1: Introduction – teaching safely, teaching safety
- Section 2: Health and safety law
- Section 3: Identifying the employer
- Section 4: Duty of care
- Section 5: Policy and procedures
- Section 6: Risk assessment
- Section 7: Risk management
- Section 8: Planning for safe practice

The chapter outlines the role of the employer in developing policy, procedures and risk management processes, and complying with health and safety law.

How can you make effective use of this chapter?

This chapter helps employers and staff to understand the rationale behind establishing safe practice in PESSPA and provides the tools to initiate policy writing and conduct risk assessments.

3 Teaching safely – promoting effective learning

What is this chapter about?

This chapter focuses on the importance of promoting relevant and effective student learning about risk management and keeping safe in and through the context of physical education, school sport and physical activity (PESSPA). Examples of objectives, outcomes and tasks are provided to support students' learning in the areas listed here.

- Section 1: Introduction – promoting effective learning about safety
- Section 2: Learning about Safeguarding
- Section 3: Learning about Assessing and managing risk
- Section 4: Learning about First aid
- Section 5: Learning about Exercise safe practice
- Section 6: Learning about safe practice in relation to Space
- Section 7: Learning about safe practice in relation to Tasks
- Section 8: Learning about safe practice in relation to Equipment
- Section 9: Learning about safe practice in relation to People

How can you make effective use of this chapter?

This chapter supports the strategic planning of 'teaching safely' within schools. The sections highlight aspects of learning that are relevant to PESSPA. Teachers can select and prioritise learning objectives and outcomes that are most relevant to the needs and stages of development of their students, and that complement and build on similar learning embedded in other parts of their curriculum. The learning tasks and links with other sources of information and resources provide examples of how this learning can be made explicit, well informed, progressive, inclusive, relevant, interesting, fun and, wherever possible, practical.

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2 Teaching safely – principles of organisation and management

What is this chapter about?

This chapter focuses on 'teaching safely' through the principles of organisation and management. It considers what employers and staff need to know and understand in order to fulfil their duty of care.

- Section 1: Introduction – teaching and managing safety
- Section 2: Competence, qualifications and professional learning
- Section 3: Insurance
- Section 4: Safeguarding
- Section 5: Programme management
- Section 6: Sports fixtures, festivals, tours and club links
- Section 7: Parental consent
- Section 8: Group management
- Section 9: Safe exercise practice
- Section 10: Clothing, footwear and personal effects
- Section 11: Personal protective equipment
- Section 12: Equipment
- Section 13: Facilities
- Section 14: Special educational needs and disabilities, and medical conditions
- Section 15: First aid
- Section 16: Digital technology
- Section 17: Transport

How can you make effective use of this chapter?

This chapter helps employers and staff to develop a clear understanding of what safe practice means in the context of PESSPA. This understanding will help them to make well-informed decisions about safe practice in their daily work, and fulfil both their duty of care and their commitment to 'teaching safely'. The information included can be used to support the development of effective policy and procedures required to achieve safe practice in PESSPA.

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4 Teaching safely – activity-specific information

What is this chapter about?

This chapter provides additional information about safe practice that is relevant to specific physical education, school sport and physical activity (PESSPA) activities. Information complies with the fundamental principles of safe practice (Chapter 1) and the principles of safe organisation and management (Chapter 2). It is presented in the following sections:

- Section 1: Aquatic activities
- Section 2: Athletics activities
- Section 3: Combat and martial arts activities
- Section 4: Dance activities
- Section 5: Games activities
- Section 6: Gymnastics activities
- Section 7: Health-related physical activities
- Section 8: Outdoor and adventure activities

How can you make effective use of this chapter?

This chapter supports PESSPA staff who are planning to promote learning in and through specific practical contexts. The information in this chapter is most effectively applied when combined with a sound understanding of the fundamental principles of safe practice (Chapter 1) and the principles of safe organisation and management (Chapter 2).

Reference to this chapter alone is unlikely to ensure good standards of safe practice.

colour
coded
chapters

Content

Chapter 1:

Core principles:

H&S law
Who is employer
Duty of care
Policy & procedures
Risk assessment
Risk management
Planning

Chapter 2:

Organising and managing:

Qualifications
Insurance
Safeguarding
Programme mgt.
Fixtures/festivals
Parental consent
Group mgt.
Safe exercise practice
Clothing/footwear/ personal effects
Personal protective equipment
Equipment
Facilities
SEND/medical
First aid
Digital technology
Transport

Chapter 3:

Learning about:

Being safe
Assessing risk
First Aid
Safe exercise
Space
Tasks
Equipment
People

Chapter 4:

Within specific activities:

Aquatics
Athletics
Combat/ martial arts
Dance
Games
Gymnastics
Health-related acts.
OAA

A must....

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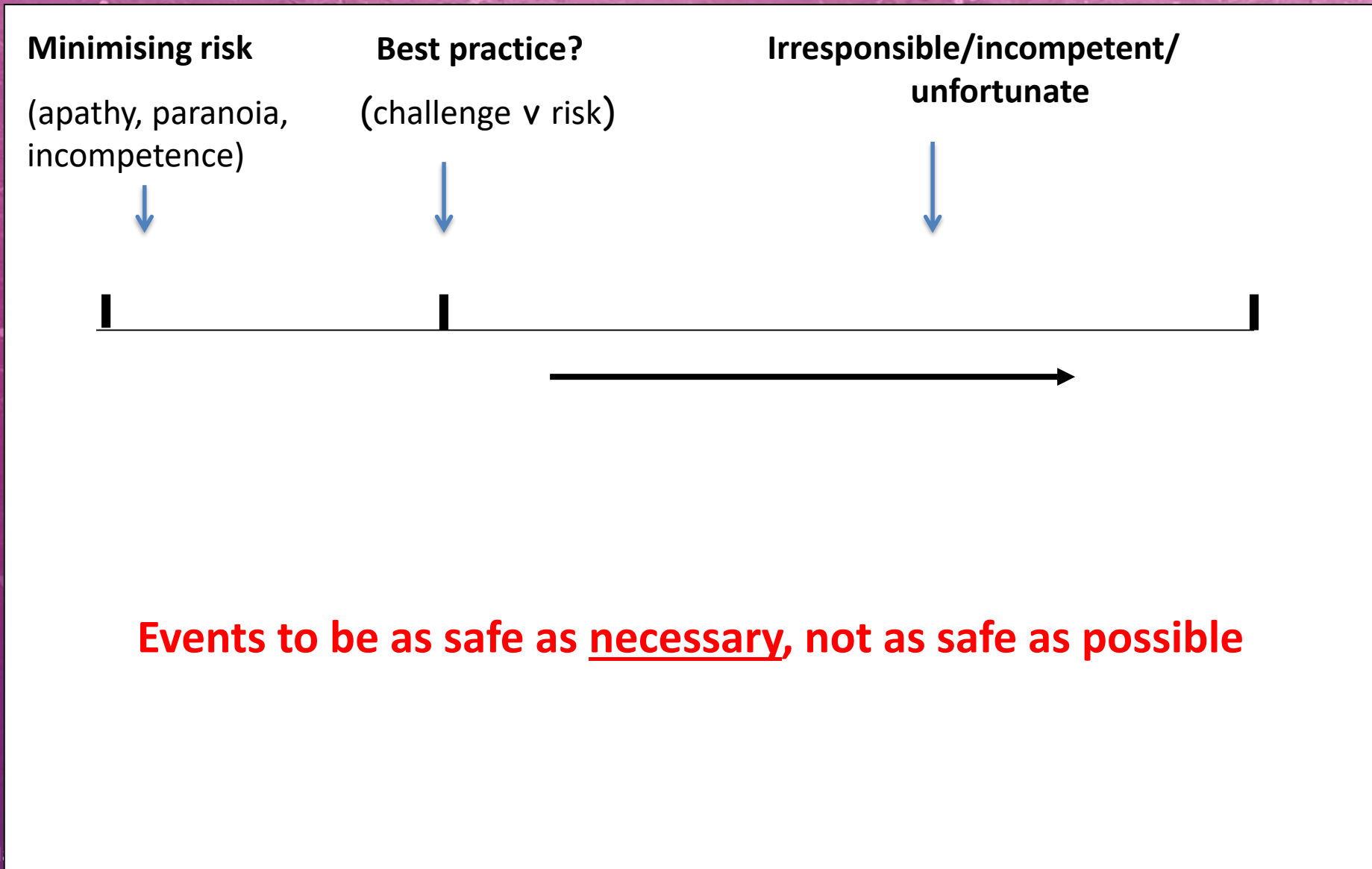


RISK

- Can you develop a risk free lesson?
- Don't worry!!!
- Do what your employer asks
- Follow recommended practice

The Risk Continuum

Appropriate challenge & Acceptable risk



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

Different Types of Risk assessment

- Dynamic**
- not written - ongoing - forethought and anticipation
 - just before lesson - throughout lesson
 - observation and analysis
 - lesson review

- Written**
- school policy with PESSPA as part of it
 - can be based on facilities/ activities/ management aspects
 - reviewed annually, following an incident or new procedure
 - identify "significant risks" and what is needed to make safe

p. 32/paragraphs 1.6.15 – 1.6.21

Risk.....

Risk is about the likelihood that a person may be harmed. In PE there will always be an element of risk. Our intention is to help teachers **reduce risks to acceptable levels**

- Most safe practice is common sense
- It is about not taking unnecessary risks
- Follow good practice guidance

Reflect on the following...

Health and Safety Responsibilities

The employer (LA/Governors/Trust etc) is responsible for..

policy/procedures/safe place of work/risk assessments/ training/ informing employees of requirements/ supervision/ employee competence/ monitoring procedures

The employee/individual must?

- know and follow employer's requirements
- try to avoid incidents/accidents - "forethought"
- not go "on a frolic of our own"
- report "guilty knowledge"
- take care of self, colleagues, pupils
- participate in regular inspections

Recklessness – beyond careless or forgetful: where our actions are so irresponsible we can be open to criminal charges

p. 9/paragraph 1.2.1 and p.11/paragraph 1.2.9

March 2018

De-mystifying the term Risk Management

All staff must be fully aware of the PE school policy on safety and risk and their personal responsibilities in relation to it. This responsibility may cause anxiety often because of the term 'risk'. Risk management is an increasingly used term for what is often called 'safe practice'.

The Legal Responsibilities of School Staff

- Know and apply **employer's** policy for H&S
- Show reasonable forethought = common sense
- Implement the policy
- Assess and manage risk (participate in risk assessments)*
- Pass on guilty knowledge

(HaSaWA 1974) *MHS Regs 1999

Statutory/Regulatory/ Requirement- MUST DO'



'SHOULD'

Advisory/Guidance/Choice



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Physical Education

.....“SHOULD”.....

Regular and approved practice
(LA guidelines/schemes)

Other expert advice
(afPE)

Common sense
(e.g. your experience and expertise)

Negligence

Negligence defined as:

“careless conduct which injures another and which the law deems liable for compensation”

Competence to teach PE

A useful definition of competence to work alone in teaching physical education may be that the teacher:

- understands the importance of "forethought" in their planning
- can teach the relevant techniques, skills, tactics or choreography accurately at a level appropriate to the ability, confidence and previous experience of the students involved
- provides appropriate progressive practices to enable student improvement
- applies the safety issues relevant to the particular activity
- knows and applies the rules if the activity is a sport
- knows the group - their abilities, confidence and particular needs
- has the observation and analytical skills to ensure what is going on is safe and amend anything that is deemed unsafe
- has effective class control.

p.70 paragraph 2.2.10

Who can teach PE?

Support Staff (Workforce Reform Regulations 2003)

(other than academies and free schools)

Chapter 2 section 2 pp.81-84/Table 7

- “Specified work (i.e. teaching) may not be carried out by a person in a school unless s/he holds QTS or satisfies the specific requirements...” (Education Act 2003, s133).
- Provided they:
 - only assist or support the work of a nominated teacher in school;
 - are subject to the direction and supervision of a nominated teacher;
 - have satisfied the head teacher, through a risk assessment, that they have the skills, experience and expertise required to carry out the specified work. *i.e. Are managed effectively*

Effective Use of Coaches (afPE website paper)

Ofsted School Inspection Handbook September 2017

Personal development behaviour and welfare

Outstanding

Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings.

Early Years -Outstanding

Children are developing a very good understanding of how to keep themselves safe and manage risks.

School and subject policies

What do you say you do?

Do you do what you say you do?

Know it and follow it

p.24/paragraph 1.5.9

March 2018

Your initial questions...



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afPE School Membership

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- ✓ afPE's termly journal – Physical Education Matters (two copies per edition)
- ✓ Full Health & Safety advice and support (including advice on Safeguarding, incident support, employment law issues and Pre/Post Ofsted inspections)
- ✓ Support for Primary school members on how to effectively spend and then report on the Primary PE and Sport Premium
- ✓ Support for Secondary school members to retain and/or increase time for PE in the curriculum
- ✓ Monthly e-newsletter, updates/newsflashes keeping members up-to-date on the latest developments within the sector
- ✓ Access to members' area of the afPE website which includes the full archive of Physical Education Matters, useful downloads and a wide range of Health & Safety and Safeguarding updates
- ✓ Access to 'afPE Rewards', a benefit scheme exclusively for members which provides discounts and savings off a wide range of work related and lifestyle opportunities
- ✓ Up to 30% discount off afPE publications/resources and all afPE professional learning opportunities (including courses, conferences and seminars)
- ✓ Priority application for the National afPE Quality Mark for physical education and sport
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- ✓ Access to the 'afPE Channel' where members can view vlogs, updates and films exemplifying outstanding practice
- ✓ Certificate of membership
- ✓ **New for 2018:** Access to relevant webinars on a wide range of topics, such as: Safe Practice, Effective use of the Primary PE and Sport Premium, Assessing without Levels and many more!

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Making Physical Education Safe



Clear instructions and explanations

Accurate demonstrations



Visual guidance



Pointing out risks



Remind about procedures, routines & preparation

Notices, signs & barriers where risks exist



Some Ways to inform:

Some ways to prevent:



Protective equipment

Wear correct kit and footwear



What do you say you do?
Do you do what you say you do?

Putting policy and procedures into practice

Anticipating what might happen



Consistent application of rules

Checking and maintaining equipment



Teaching safely through...

Informing

about hazards and risks

P.I.E.

Teaching safely through...

Some ways to educate:

Sufficient space to work



How to warm up and cool down

Teach good techniques, skills and progressions



Develop observation and analysis skills

How to use equipment and facilities safely



Giving students responsibility for safety

Preventing

injury through good organisation

Educating

students about recognising risk and how to work safely



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Definition of Physical Activity, Physical Education and School Sport*

Physical activity, physical education and school sport are similar in that they all include physical movement, but there are important differences between them, as outlined below:



Physical Activity is a broad term that describes bodily movement, posture and balance. All require energy. It includes all forms of physical education, sports and dance activities. However, it is wider than this, as it also includes indoor and outdoor play, work-related activity, outdoor and adventurous activities, active travel (e.g. walking, cycling, rollerblading, scooting) and routine, habitual activities such as using the stairs, doing housework and gardening.

Physical Education is the planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all pupils. This involves both 'learning to move' (i.e. becoming more physically competent) and 'moving to learn' (e.g. learning through movement, a range of skills and understandings beyond physical activity, such as co-operating with others). The context for the learning is physical activity, with children experiencing a broad range of activities, including sport and dance.



School Sport is the structured learning that takes place beyond the curriculum (i.e. in the extended curriculum) within school settings; this is sometimes referred to as out-of-school-hours learning. Again, the context for the learning is physical activity. The 'school sport' programme has the potential to develop and broaden the foundation learning that takes place in physical education. It also forms a vital link with 'community sport and activity'.



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*extracted from afPE's Health Position Paper 2015



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