

# **Salendine Nook High School (Academy)**

## **Safe Practice in PE (Non Statutory)**

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The following risk assessment is based on the book, 'Safe Practice in Physical education and Sport', endorsed by the association for Physical education (AFPE) 2012. This document is an edited version that is specific and appropriate for the PE department at Salendine Nook Academy Trust.

## Safe Teaching: A Summary

When planning, teaching and evaluating lessons, consider the relevance of the following (not all will apply to any single situation):

### People-related Principles

<ul style="list-style-type: none"> <li>• <b>Knowledge</b> to teach the activity safely in relation to the ability levels of the students and demands of the activity.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Forethought</b> by planning for and thinking logically through the lesson – 'This is what I want to do; this is the way I want to do it; is it safe?'</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Observation and analysis skills</b> to ensure that what is going on is safe and, if it is not, know what to do to make it safe.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Discipline, control, behaviour and group management skills</b> to organise and maintain a safe learning environment for all.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Knowledge of the students</b> to cater for their individual needs, confidence, previous experience, behaviour, abilities, health and fitness profiles, medical conditions, stage of development, religious and cultural needs, vulnerability and understanding of their safety awareness.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Managing support staff</b> involved in the lesson – do they know their role and responsibilities, and do you keep each other up to date on relevant student and school information?</li> </ul>
<ul style="list-style-type: none"> <li>• Your <b>footwear and clothing is suitable</b> for practical activities.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Student clothing</b> is appropriate for the activity and weather conditions.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Student footwear</b> (including barefoot work) is appropriate for the activity and work surface, and provides traction. Any implications of mixed footwear are considered.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Long hair is tied back</b>; fingernails are appropriately short to prevent injury to themselves or others.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Student personal effects</b>, including jewellery and cultural or religious adornments, have been removed or the situation adjusted to make it safe for participation with the personal effects if they cannot be removed. Where the teacher cannot identify any reasonable alternative organisation strategy to make the situation safe, the student should take some other part in the lesson.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Personal protective equipment</b> (PPE) is worn by students where it is deemed necessary for safe participation, or the activity is amended to enable safe participation without the PPE.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Students' involvement in, and responsibility for, their own safety</b> relevant to their age, ability, experience and awareness by checking their understanding, providing opportunities to assume appropriate levels of responsibility and giving clear instructions.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Safeguarding</b> procedures are followed – physical contact, recognising signs of abuse, disclosures of abuse, travel, residential.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Parental consents</b> are obtained, where relevant to the activity.</li> </ul>

## Context-related Principles

<ul style="list-style-type: none"><li>• The employer's and/or school's <b>policy and procedures</b> relating to physical education are known and applied, such as dealing with emergencies or physical contact (touching) with students.</li></ul>
<ul style="list-style-type: none"><li>• <b>Registers and records</b> of attendance and non-participation are kept in order to maintain knowledge of how many are present and who is participating in the lesson, and monitor and adjust the programme, where necessary, when students rejoin after injury or absence.</li></ul>
<ul style="list-style-type: none"><li>• <b>Changing provision</b> is checked in terms of safety, security and supervision appropriate to the age and/or development stage of the students.</li></ul>
<ul style="list-style-type: none"><li>• <b>Movement to the work area</b>, whether on or off site, is orderly and safe.</li></ul>
<ul style="list-style-type: none"><li>• <b>Work space</b> is visually checked to ensure it is sufficient for the group size, nature and demands of the activity and the skill levels of the students, noting any obstacles, damaged areas or leakages etc.</li></ul>
<ul style="list-style-type: none"><li>• <b>Fire safety provision</b> and evacuation routes are checked as you enter a facility and before the lesson commences.</li></ul>
<ul style="list-style-type: none"><li>• <b>Injury, emergency evacuation or critical incident procedures</b> are known and applied as relevant whether on or off site.</li></ul>
<ul style="list-style-type: none"><li>• <b>Equipment</b> practicalities are considered, including storage, accessibility, condition, carrying, positioning, being fit for purpose, using only for the purpose it is designed for, retrieval systems (eg in athletics throwing events).</li></ul>
<ul style="list-style-type: none"><li>• <b>Safety and rescue equipment</b> is readily to hand throughout the lesson.</li></ul>
<ul style="list-style-type: none"><li>• <b>Electrical equipment</b> has been certified as safe to use by the school's system for testing such equipment.</li></ul>
<ul style="list-style-type: none"><li>• <b>Walking routes</b> taken by students going off site are known and checked so safety procedures are adequate.</li></ul>
<ul style="list-style-type: none"><li>• School procedures for the safe use of any <b>transport system</b> are known when taking groups off site, such as safe embarkation points, legal driving requirements and passenger lists being available to ensure immediate emergency contact with parents.</li></ul>

## Organisation-related Principles

<ul style="list-style-type: none"> <li>• A well-structured and differentiated <b>scheme of work</b> is used to set appropriately challenging work.</li> </ul>
<ul style="list-style-type: none"> <li>• A consistent <b>lesson structure</b> that includes introductory activity (including appropriate warm-up), technical development, consolidation of skills and concluding activity (including appropriate cool-down).</li> </ul>
<ul style="list-style-type: none"> <li>• Clear <b>learning outcomes</b> are identified and shared with the students, with safe strategies to achieve these whereby the benefits of the experience outweigh the likelihood of injury occurring.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Progression and pitch</b> (level of demand) of the activity are carefully planned and developed, checking that students are competent, confident and appropriately prepared before moving on to more complex or demanding tasks.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Regular and approved practice</b> is used (ie that based on local authority, professional association, governing body of sport or other reliable guidance) so any improvisation strategies are rare, used with caution and only after due forethought about the possible safety factors.</li> </ul>
<ul style="list-style-type: none"> <li>• A safe <b>learning environment</b> is established through a clear explanation of the task, checking understanding, observing the students' initial response for safe standards, and then reinforcing the instructions and amending or developing the task for individuals in order to maintain a safe but challenging learning situation.</li> </ul>
<ul style="list-style-type: none"> <li>• Particular students are monitored closely, such as those with <b>visual, hearing, cognitive, behavioural, confidence or any other individual needs</b> to check they understand the task and can learn within an environment that is safe for them, and support staff can be guided accordingly.</li> </ul>
<ul style="list-style-type: none"> <li>• Your <b>teaching or observation position</b> enables frequent scanning of the whole class to ensure safe practice is maintained, particularly when you move into the work area to support and develop a small group.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Preparation</b> for the lesson is sufficient for the weather conditions and demands of the activity, specific to the activity, where appropriate, and performed safely and accurately in order to be effective in preparing the body and mind for the activity.</li> </ul>
<ul style="list-style-type: none"> <li>• The extent, form and procedure for appropriate safe <b>supervision</b> according to the gender mix, age, behaviour and experience of the group, including changing provision.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Match the students</b> in terms of size, ability, confidence, previous experience in teaching situations and the first stages of competition, particularly where weight bearing, physical contact or 'accelerating projectiles' is applied and also consider any implications of managing <b>mixed-gender</b> activities.</li> </ul>
<ul style="list-style-type: none"> <li>• Accurate <b>demonstrations</b> and explanations are provided in a form that enables individual perceptual preferences – visual, aural and kinaesthetic – to be used to develop understanding and competence.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Rules are strictly applied</b> in games and combat sports.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Staff participation</b> in student activities is restricted such that your role is simply that of enabling increased fluency in a game situation, as in pausing the flow to establish better positions to receive passes, and ensuring that where any physical contact between you and students is necessary, it is conducted in an appropriate manner such that it cannot be misconstrued or misused.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Rehydration</b> provision may be a safety factor because of the weather conditions or demands of the activity. Determine whether there is a need to allow students to use <b>sun protection</b> in strong sunlight.</li> </ul>

<ul style="list-style-type: none"> <li>• Monitor the group for signs of <b>fatigue</b>, adjusting the level of demand and participation accordingly.</li> </ul>
<ul style="list-style-type: none"> <li>• Build <b>contingency planning</b> into your preparation for on-site and off-site activities in the event that a situation arises where the possibility of injury increases.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Ongoing safety checks</b> are maintained throughout the lesson and consideration given to how the planned activity or organisation can be amended to maintain that safe standard where doubt is established. This is sometimes referred to as a <b>dynamic risk assessment</b>.</li> </ul>
<ul style="list-style-type: none"> <li>• Be aware of the relevant aspects of the school PES <b>risk assessment</b> or the normal operating procedures (NOP) and emergency action plans (EAP) for off-site facilities.</li> </ul>

## Extra information

### Footwear

1.1 All staff need to **change** from fashion footwear into that appropriate to the lesson location, be it indoors or outdoors, on a hard or soft surface.

1.2 Socks on a wooden floor cause slipping and are dangerous for any activity.

1.3 Footwear that is used for school shoes are not appropriate for PE and must be changed for the lesson.

1.4 Footwear for outdoor games and athletic activities is dependent on the playing surface used. Studded, bladed or ribbed soles are beneficial in sports where the surface is soft or slippery and smooth soles would not provide secure footing.

1.5 All footwear should be of the correct size and correctly tied in the manner of its design to ensure appropriate support for the ankles. As fashion evolves, there are often items of casual or leisure footwear on the market that have the appearance of trainers. It is important that teachers check to ensure footwear has the required specification and provides the necessary support for safe participation.

1.6 Mixed footwear; consideration needs to be given to whether the mixed footwear, such as trainers and studded boots, would create a likely potential for injury. The teacher may need to consider conditioning the activity to make it safe or even grouping according to footwear.

### Parental Consent

1.7 Parents cannot withdraw their child from prescribed curriculum subjects without formal agreement.

### Personal effects

1.8 Staff need to be mindful of their own adornments and remove them prior to PE lessons. It could represent a hazard to both staff and pupils.

1.9 All personal effects should be removed. Particular vigilance may be required when dealing with body jewellery. Staff should regularly ask whether anyone is wearing body jewellery.

1.10 If they cannot be removed then staff need to take action to make the situation safe. This could mean adjusting the activity (alternative roles). As a department we are not allowing tape on jewellery because of legal responsibility and staff are not required to remove or tape up ear rings.

1.11 long hair worn by both staff and students should always be tied back with a suitably soft item to prevent entanglement or obscured vision.

## Personal protective Equipment

1.12 It is a parental responsibility to provide PPE where the school has advised it is necessary. **Where the policy is mandatory though, any student participating without PPE does not absolve the teacher if injury occurs.**

**1.13** Teachers can modify an activity if PPE is necessary and pupils do not have the correct PPE. Teachers should always enable some participation to take place.

## Student Responsibility

1.14 Students need to learn safety standards in order to become more independent. They must be made aware of Safe Practice.

1.15 Students should be made aware of the importance of not eating or chewing during activity.

## Changing Provision and Clothing

1.16 This principle is about ensuring dignity, decency and privacy where needed. **There is no statutory requirement for students to be supervised at all times.**

1.17 The degree and method of supervision will vary according to the particular circumstances (Age, behaviour, potential bullying, location of staff etc)

1.18 The changing space should be checked regularly, before and during use.

- Clothing and correct attire for a particular activity represent important features of safe practice that apply in equal measure to both staff and pupils. Staff should always endeavour to change for PE.

## Equipment

1.19 Equipment used in a lesson should be visually checked prior to students using it to ensure it is safe to use. It is a leadership responsibility to ensure specialist equipment is inspected regularly by reputable specialist company.

1.20 Students should become involved in checking equipment and a system in place to report faults.

1.21 Students should be taught how to lift and carry equipment from an early age. In athletics, the importance of transporting items correctly cannot be over emphasised.

## **Injuries and first aid**

1.22 Teachers need to know the school's procedures for dealing with injuries and other emergencies. If teachers are unsure then they need to consult the Head Teacher.

1.23 Teachers need not be qualified in first aid but must be able to manage the initial injury situation.

## **Means of Contact**

During outdoor activities on the school grounds it may be necessary for the staff in the main school buildings to contact the staff on the school grounds/fields if an emergency occurs. This may also be required in reverse if the emergency is during the PE activity and the staff on the school grounds/fields need to contact the staff back in the main school. The means to be able to do this will be determined by the staff involved in the emergency, who will determine the best means of setting up the communication link. This may be via the use of mobile phones or by the use of runners, whichever is assessed to be the most appropriate at the time.

## **Transport**

1.24 Students may be transported to off-site events by car, taxi, bus, minibus, coach, train or aeroplane. Schools should determine whether each taxi should have an adult supervisor or whether a student may be designated to carry a list of names and procedures in case of an accident. The school may also consider whether or not all taxis are to load and leave together. Parents should be informed and their consent obtained prior to children being transported by taxi.

1.25 It is not a legal requirement that more than one adult accompanies a group on a minibus, but the driver must not be distracted unless in the event of an emergency, and cannot drive and supervise at the same time. Consideration should be given to the nature and behaviour of the group.

A travelling first aid kit must be taken as a minimum provision for injury situations when groups go off-site.

When travelling in the school minibus contact lists are kept of all students. Staff traveling in other modes of transport will ensure that student contact details are present during the activity. PE staff also have procedures in place to enable contact for any member of PE staff out on a sporting activity with a member of staff back at school.

The Head of PE and the Associate Head Teacher have copies of student medical details at hand in case of emergency whilst on extra-curricular activities. The Head of PE is the first point of call for all staff. The head of PE to use the Associate Head Teacher in case of emergency.

## **Work Area**

1.26 The minimum temperature for indoor PE activities is technically 15 degrees C, but where any temperature close to or below that exists, either body preparation needs to be extended or the lesson shortened or abandoned.

1.27 Sports pitches and athletic areas need to be checked for any dog excrement, glass, sharp shards of plastic or metal, stones or even syringes, and holes that may cause tripping injuries.

1.28 Playing area markers should be used and not cones unless they are used as a specific run around area.

1.29 All portable goals need to be secured either chained to a wall/fence or pegged into the ground.

1.30 Indoor floors should be kept clean and swept regularly as significant levels of dust increase the likelihood of slipping. Whenever possible, school staff should be involved in decisions about cleaning schedules. Patches of condensation and residual wet mopping after school meals should be dried before the activity begins.

1.40 Sprung or semi-sprung floors are most beneficial to most PE lessons. Where floors are not sprung, care should be taken with high impact landings.

1.41 Playgrounds and other hard areas should be maintained in good condition, with no loose materials present. Loose grit, accumulation of silt, the absence of post socket covers constitutes hazards and needs thorough maintenance and repair.

1.42 Safety on playing fields can be adversely affected by broken glass, cans and other rubbish and these create serious risks to students.

1.43 Deposits of dog faeces infected by toxocara (roundworm) can cause toxocariasis in humans, with symptoms causing blindness, asthma, epilepsy and general aches and pains. All practical measures should be taken to keep animals off playing surfaces and remove any offending deposits.

## **Mixed Gender Activities**

1.44 In instances where bodily contact, support and power applied to actions such as tackling or hitting a ball form part of the context, separating the genders for practical experience does become a key consideration.

1.45 Staffing single-gender groups with members of the opposite gender should be acceptable unless there are significant elements of relatively intimate contact that may affect the dignity, comfort and confidence of either students or staff.

## **Staff Participation**

1.46 Staff should be aware of the risks associated with personal participation. Staff participation should be restricted to practical demonstrations in a controlled essentially static setting or to bring increased fluency into a game situation.

## **Activities that require physical contact**

In certain curriculum areas, such as PE staff may need to initiate some physical contact with children, for example, to demonstrate technique in the use of a piece of equipment, adjust posture, or support a child so they can perform an activity safely or prevent injury.

Physical contact should take place only when it is necessary in relation to a particular activity. It should take place in a safe and open environment i.e. one easily observed by others and last for the minimum time necessary. The extent of the contact should be

made clear and undertaken with the permission of the pupil. Contact should be relevant to their age / understanding and adults should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil.

Guidance and protocols around safe and appropriate physical contact may be provided, for example, by sports governing bodies and should be understood and applied consistently. Any incidents of physical contact that cause concern or fall outside of these protocols and guidance should be reported to the senior manager and parent or carer.

It is good practice if all parties clearly understand at the outset, what physical contact is necessary and appropriate in undertaking specific activities. Keeping parents/carers and pupils informed of the extent and nature of any physical contact may also prevent allegations of misconduct or abuse arising.

*This means that staff should:*

- *treat pupils with dignity and respect and avoid contact with intimate parts of the body*
- *always explain to a pupil the reason why contact is necessary and what form that contact will take*
- *seek consent of parents where a pupil is unable to give this e.g. because of a disability*
- *consider alternatives, where it is anticipated that a pupil might misinterpret any such contact*
- *be familiar with and follow recommended guidance and protocols*
- *conduct activities where they can be seen by others*
- *be aware of gender, cultural and religious issues that may need to be considered prior to initiating physical contact*

## **Religious and Cultural Issues**

1.47 The requirements of the Health and safety at work Act 1974 establish that safe practice must never be compromised. Careful and sensitive management though should enable all students to experience a broad and enriching programme of physical activity.

1.48 Any clothing worn to comply with a faith commitment is appropriate to the activity being taught. It should be comfortable and allow freedom of movement but must not be loose or free flowing. It should be remembered that a tracksuit is considered perfectly acceptable clothing for Muslim students.

1.49 Headscarves, where worn, are tight, secured in a safe manner, particularly at the side of the face, and unlikely to obscure vision or catch on anything.

1.50 Any religious artefacts are removed or made safe. Wherever removal is expressly forbidden and the article cannot be made safely acceptable by taping, then the activity must be modified.

1.51 Staff need to be aware that certain religious and cultural festivals (eg Ramadan) which require fasting will affect the pupils with a risk of dehydration. Activities and the level of challenge should be modified to reduce the level of risk.

## **Fitness and Activity Tracker Bands**

1.52 Advise follows on from the similar grounds of medical and religious bands, that is to use a wide sports wristband/sweat band to cover the activity band during lessons, where appropriate. For non-appropriate sports (i.e. Rugby), these should be removed.

## Section 2

### Activity Specific Safe Practice

#### Athletics

- 2.1 Damaged equipment must never be used. All equipment must be safely stored.
- 2.2 Allow sufficient space between participants to avoid collisions.
- 2.3 Condition, limit or abandon activities if the grass surface of the work area is wet.
- 2.4 Check that the work areas for approach and release in throwing events, take-off in jumping events and all running areas are stable, level, smooth and non-slip.
- 2.5 Teach basic techniques thoroughly and through progressive practices (eg standing throws before adding turns and run up)
- 2.6 Regularly remind students of required safety procedures as well as correct technical points.
- 2.7 Restrict multi-event lessons to a maximum of four activities with only one to be a directly supervised throwing event.
- 2.8 Direct any spectators to safety zones.
- 2.9 Staff and officials in competitive situations need to be competent to supervise the event or activity safely. This is particularly but not exclusively, important for throwing events and any Fosbury flop type of high jump.
- 2.10 Staff should use ready and response signals in retrieval and jumping situations.

#### Throwing Events

- 2.11 Use the correct weight and dimensions of throwing implement.
- 2.12 A dry grip on the throwing implement is essential.
- 2.13 All throwing implements need to be carried and retrieved at **walking pace**. They must be retrieved using two hands. All mock throwing actions should be forbidden with javelins upright.
- 2.14 All throwing implements need to be carried back to the throwing line and **never thrown back**.
- 2.15 Implements need to be placed on the ground and not dropped.
- 2.16 Javelins when not in use should be placed in the ground using the correct technique or laid flat on the ground.
- 2.17 Ensure throwing lines and zones for lessons are clearly marked out.
- 2.18 Ensure procedures for entering throwing zones are known and re-enforced.

2.19 Left-handed discus throwers should be positioned at the left side of a throwing group.

2.20 Those waiting to perform need to stand well behind the throwing line or circle and focus on the thrower until told to move forward.

2.21 Throwers in group situations should throw sequentially and in a pre-determined order.

2.22 Staff and pupils need to check possible lines of flight are clear before staff allow throws to commence. Wide margins of error should be allowed for the throws.

2.23 Throwers need to remain behind the throwing line until told to retrieve their implement.

### **Jumping Activities**

2.24 Students need to understand and be competent in basic feet-to-feet jumping before progressing to more advanced techniques.

2.25 The uprights on high jump need to be secure so as not to collapse on jumpers. The mats should be UKA standard with a coverall on.

2.26 Take off markers or zones should be used to indicate the take-off positions in the early stages of learning to ensure the pupils jump through and land in midpoints of equipment.

2.27 Regularly dig and rake sand landing areas to avoid compacted sections. Maintain sand levels to the top of the pit and level with the runway. Check for fouling and dangerous objects.

2.28 Ensure the take-off boards are flush with the runway.

2.29 Multiple take off areas are helpful to ensure jumpers of different abilities reach the sand safely.

### **Dance**

2.30 Staff teaching dance need to be;

- Suitably qualified or experienced
- Know how to prevent injury

2.31 Students should;

- Understand safety procedures for dance
- Work in bare feet where possible
- Wear clothing that is safe and comfortable

2.32 Facilities should;

- Be hazard free and maintained in good order
- Have floors that are non-slip and preferably sprung

2.33 Developing lifting or supporting techniques based on the use of progressive practices and ensuring students are sufficiently strong and mature enough to cope with the demands of the activity.

## **Games Activities**

2.44 Governing bodies of sport play a central role in developing games activities. Rules and regulations are constantly changing and teachers need to familiarise themselves with all NGB guidance for each sport.

2.45 Staff should;

- Have a current working knowledge of the rules, techniques and tactics of the activity they are teaching
- Use correct progressive teaching, especially before collision sports.

2.46 Students should;

- Taught the risks for every activity
- Be strongly advised to wear the correct personal protective equipment eg shin pads, gum shields. All should comply with official standards. In football and hockey, all pupils should wear shin pads for competitive matches or situations. Gum shields are recommended for rugby and hockey.
- Wear kit and clothing that is appropriate to the activity. E.g. studs for grass, close fitting clothing.
- Always play within the spirit and rules of the game.

2.47 Use the correct size and weight of equipment for each sport. Balls should be inflated to the correct pressure and free from splits and tears.

2.48 Goalposts and nets need to be secured so as not to topple over, in good condition with all necessary bolts in place, and have protective padding applied where relevant (i.e. rugby).

2.49 All pitches and surfaces should be regularly checked for holes, significant uneven surfaces, excessive grit, stones, glass, plastic shards, animal excrement, missing post socket covers, sharp fencing projections, excessive dust, unprotected windows etc

2.50 All areas should be kept free of all equipment not in use during the activity.

2.51 Progression is provided through conditioned practices and mini games that match the age, experience, ability and confidence of the students involved.

## **Football**

2.52 Halls with hazardous projections, unprotected windows, low level mirrors or fixed equipment that encroaches onto the playing area should not be used for indoor football. Shin pads should be worn for competitive matches and situations.

## **Basketball**

2.53 Players should keep fingernails well-trimmed. The court should be free hazard with a safe zone of at least 1 metre around the edge.

## **Hockey**

2.54 Shin pads and mouth guards are highly recommended for match play and competitive practices. Goalkeepers must wear the correct protective equipment. Controlled push passing should be well established before the introduction of hitting.

## **Netball**

2.55 Players should keep fingernails short and well-trimmed. Posts need to be stable, with suitably weighted bases, where used, which should not project onto the court. During competitive matches, gloves can only be worn at the discretion of the umpire.

## **Rugby Football**

2.56 Goalpost uprights should be protected by padding. Corner flags should be flexible and sufficiently high so as not to constitute a hazard to falling players. Mouth guards are strongly recommended. A suitable playing surface is essential and should be soft enough to safely accommodate falls during tackles. Contact versions of the game should only be introduced by suitably experienced staff and they should follow recognised teaching progressions. Mixed gender competition is not suitable for secondary-age students.

## **Badminton**

2.57 Rackets with broken strings should not be used. Nets should be in good condition and free from holes and tears. Portable posts should be stored and positioned safely. There should be sufficient space on court to accommodate group practice and to avoid students playing over post bases.

## **Tennis**

2.58 Courts should be arranged in the same direction of play in order to avoid the possibility of being hit by another ball from another game. Care must be taken when organising groups over the same courts, especially when doing serves or smashes. Players must not jump over nets.

## **Volleyball**

2.59 Weighted posts should be made secure by retaining wires to adjacent walls above head height; bases should not protrude onto the court. Free standing or weighted posts are not acceptable for competitive matches. Players practising smashes should be well spread out. Balls should be rolled back during match play or carried back when both sides of the court are being used for practice.

## **Cricket**

2.60 Batters, wicketkeepers and fielders close to the bat must wear helmets and appropriate PPE. The wicket must be reasonably true and well maintained. All rules regarding close-in fielding must be strictly enforced.

## **Rounders & Softball**

2.61 Rounders posts should be an appropriate height and have secure bases and rounded tops. Catching mitts and gloves should be worn for softball. Rounders bats should be carried when running between bases and never thrown down. Backstops must always position themselves to avoid backswing. Waiting players must not stand too close to the hitter.

## Gymnastics

2.62 Staff should work at a level in gymnastics that they feel comfortable. An appropriate BG coaching award is recommended for staff who wish to offer formal gymnastics through an out of hours club for competitions.

2.63 Students should be involved in moving and assembling apparatus from the earliest ages in a manner appropriate to their age, ability and safety awareness. The teacher must monitor closely.

2.64 Clothing should allow free, unrestricted movement without being loose. Very loose clothing may catch on equipment.

2.65 barefoot work is preferable for gymnastics where the surface is appropriate. Thick soled shoes are not suitable. Socks should never be worn on a polished surface.

2.66 Apparatus should be inspected at least annually by a specialist company. Staff should continuously check and monitor equipment before lessons. All condemned apparatus must be removed and not used for alternative purposes as this creates a hazard of possible re-introduction.

2.67 On no account should any gymnastics lesson ever be left unsupervised.

2.68 Lessons should typically progress from floor work or mats first followed by further consolidation for apparatus work. Physical support may be necessary in the learning of more complex skills, usually to prevent under or over rotation. Guidance on physical contact should always be followed.

## Trampolining

2.69 All staff must be suitably qualified and able to show up-to-date expertise. This would be at least a Level 1 BGA certificate. The teaching of backward or forward somersaults requires a level 2 certificate.

2.70 With experience, staff can safely supervise a number of trampolines at once. The importance of positioning to maximise observation though is essential.

2.71 Students used as spotters may be positioned one or two at each side. It is essential that anyone fulfilling this role is suitably mature, strong, responsible and trained in spotting.

2.72 Clothing should allow free movement but not be too loose. Long sleeved tops are recommended to prevent friction burns when performing a front drop.

2.73 A student was injured performing a back drop on a trampoline. She claimed incorrect tuition and succeeded in the claim. Care needs to be taken when teaching technical skills.

2.74 Non-slip socks or trampolining slippers are necessary to prevent toes entering the gaps in the webbing. Cotton and wool socks are suitable, but not nylon.

2.75 Training shoes are worn to protect the feet when folding away trampolines.

2.76 Positioning, assembling and folding a trampoline should always be undertaken by at least two trained staff. Where older students, sufficiently mature and strong enough,

have been trained, they may carry out the folding and unfolding of trampolines under the close supervision of qualified staff.

2.77 Trampolines should be sited well away from walls, fire exits and overhead obstructions.

2.78 During use, roller stands should be stored securely away from the working area.

2.79 Non-slip mats of a suitable thickness and consistency should be positioned on the floor on the sides of the trampoline to a distance of about 2 metres in width along with end decks.

2.80 Basic skills must be delivered before any progressions into routines. Basic straight jumps must be taught before any rotation movements.

2.81 Beginners should work for about 30 seconds and progress to about a minute with more experience.

2.82 Only one student at a time should normally be allowed on the trampoline.

## **Trampettes**

2.83 Trampettes should always be inclined and not flat.

2.84 Basic trampette skills should involve landing on a thick weight-absorbing mattress.

2.85 Beginners should only approach from a few steps at first.

2.86 Each trampette skill should be taught thoroughly before progressing to the next. Support should be provided that is appropriate to the skill being practised.

2.87 Rotational skills in the horizontal or vertical plane during flight from a trampette are potentially dangerous and should never be attempted by beginners. The same applies to forward rolls after landing.

2.88 Direct supervision is required where somersault actions are being learned.

2.89 It is recommended that trampettes are not used during vaulting activities as students who are not specifically trained in their use find it difficult to cope with the added height and rotation.